Univerza v Mariboru

Filozofska fakulteta

Koroška cesta 160
2000 Maribor, Slovenija

UČNI NAČRTI PREDMETOV

DOKTORSKEGA ŠTUDIJSKEGA PROGRAMA

PSIHOLOGIJA

OBVEZNE VSEBINE

Univerza v Mariboru

Filozofska fakulteta

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Znanstvenoraziskovalne metode
Course title:	Research methods

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 3. stopnja		**1.**	**1.**
Psychology, 3rd degree		**1.**	**1.**

Vrsta predmeta / Course type	obvezni/obligatory
Univerzitetna koda predmeta / University course code:	

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija (Laboratorijske vaje)	Samost. delo Individ. work	ECTS
10					**80**	**3**

Nosilec predmeta / Lecturer:	Sara Tement

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

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Pogoji za vključitev v delo: Pogojev ni. **Pogoji za opravljanje študijskih obveznosti**: Vsaka izmed naštetih obveznosti mora biti opravljena s pozitivno oceno. Pozitivna ocena iz problemsko zastavljenih pisnih nalog je pogoj za pristop k ustnemu izpitu.	**Prerequisites for attending the course:** None. **Prerequisites for completing the course:** Each of the mentioned commitments must be assessed with a passing grade. Passing grade of the problem-based learning exercises is required for taking the oral exam.

Vsebina:

1. Raziskovalni načrti v psihologiji in potek psihološkega raziskovanja: Generiranje idej in raziskovalnega problema, formulacija hipotez, izbira metode zbiranje podatkov, etični vidiki raziskovanja)
2. Merjenje v psihologiji: Značilnosti kakovostnega merjenja, določanje zanesljivosti in veljavnosti
3. Analiza eksperimentalnih in kvazieksperimentalnih podatkov: Različne oblike analize razlik med skupinami
4. Analiza korelacijski podatkov: Multipla regresija, strukturno modeliranje, analiza moderacije in mediacije
5. Dodatne vsebine glede na tematiko naloge: Analiza vzdolžnih/longitudinalnih podatkov, analiza diad, konstrukcija novega psihološkega instrumenta in preverjanje merskih značilnosti

Content (Syllabus outline):

1. Psychological research designs and the research process: Generation of ideas and research problems, hypotheses development, the choice of a research approach, ethical considerations in research
2. Psychological measurement: Characteristics of quality measurement, reliability and validity testing
3. Analysis of experimental/quasi-experimental data: Different approaches for examining group differences
4. Analysis for correlational data: Multiple regression, structural equation modeling, moderation and mediation analyses
5. Special topics based on own research problem: Analysis of longitudinal data, dyadic data analysis, questionnaire construction and testing of psychometric properties

Temeljni literatura in viri / Readings:

Brown, T. A. (2015). *Confirmatory Factor Analysis for Applied Research* (2nd ed.). New York: The Guilford Press.
DeVellis, R. F. (2012). *Scale development: Theory and applications* (3rd ed.). Thousand Oaks, CA: Sage Publications.
Cohen, B. H. (2014). *Explaining Psychological Statistics* (4th ed.). New York: Wiley
Leong, F. T. L. & Austin, J. T. (2006). *The psychology research handbook: A guide for graduate students and research assistants* (2nd ed.). Thousand Oaks, CA: Sage Publications.
Hayes, A. F. (2013). *Introduction to Mediation, Moderation, and Conditional Process Analysis: A Regression-Based Approach.* New York: The Guilford Press.
Kline, R. B. (2015). *Principles and Practice of Structural Equation Modeling* (4th ed.). New York: The Guilford Press.

Cilji in kompetence:	Objectives and competences:
Cilj predmeta je študente seznaniti z osnovnimi metodami psihološkega raziskovanja in z vsemi fazami raziskovalnega procesa. Po izvedbi predmeta bodo študenti razumeli razlike med raziskovalnimi načrti, znali samostojno zastaviti raziskovalni načrt in ustrezno formulirati hipoteze. Študenti bodo tekom predmeta nadgradili obstoječe znanje o statističnih in psihometričnih analizah in bodo znali uporabiti ustrezne statistične analize za svoje raziskovalne načrte. Predmet študentom omogoča samostojno delo pri izvedbi raziskav od faze koncipiranja raziskava do obdelave podatkov, ob tem pa študenti razumejo posebnosti psihološkega raziskovanja in med raziskovalnim procesom dosledno upoštevajo etična načela.	The aim of the course is to introduce the students to the basic methods of psychological research and all stages of the research process. After successfully completing the course, students will understand the differences between the various research plans and will be able to independently develop a research plan and formulate appropriate hypotheses. During the course, students will upgrade their existing knowledge of the statistical and psychometric analyses and will be able to apply appropriate statistical analyses for their research plans. The course will enable students to work independently in carrying out their research projects from study conception to data analysis. During this process, students will gain understanding of the specific features of psychological research and will be able to adhere to ethical principles.

Predvideni študijski rezultati:	Intended learning outcomes:
Znanje in razumevanje: Študenti razumejo posamezne faze raziskovalne procesa in statistične postopke. Svoje podatke znajo obdelati z ustreznimi statističnimi programi (SPSS, AMOS, Mplus). Študenti pridobljeno znanje znajo uporabiti pri samostojni izvedbi raziskovalnega projekta. Dodatno so študenti zmožni kritično ovrednotiti lastnih raziskovalni načrt ter njegove prednosti in pomanjkljivosti. Prenesljive/ključne spretnosti in drugi atributi: Skladno s priporočili LERU (2014; str. 6-7)[1] bodo študenti razvijali in pridobili:	Knowledge and Understanding: Student understand the different phases of the research process and various statistical procedures. They are able to analyze their data with appropriate statistical software (SPSS, AMOS, Mplus). Students are also able to implement the obtained knowledge when independently conducting a research project. Moreover, students are able to critically evaluate their own research agendas as well as their strengths and weaknesses. Transferable/Key Skills and other attributes: In accordance with the LERU guidelines (2014; p. 6-7)[2], students will develop and acquire:

[1] Pri načrtovanju učnih načrtov in zagotavljanju ustreznih študijskih rezultatov smo upoštevali primere dobre prakse v doktorskem usposabljanju, ki jih je pripravila Liga evropskih raziskovalnih univerz (https://www.leru.org/files/Good-Practice-Elements-in-Doctoral-Training-Full-paper.pdf).

[2] In designing the curriculum and ensuring appropriate learning outcomes, we have taken into account the good practice elements in doctoral training as outlined by the League of European Research Universities (https://www.leru.org/files/Good-Practice-Elements-in-Doctoral-Training-Full-paper.pdf).

• intelektualne spretnosti, ki zajemajo sposobnost analitičnega in sintetičnega razmišljanja, • ustvarjalnost, radovednost in izvirnost, • pripravljenost za prevzemanje intelektualnih tveganj, • samoiniciativnost in sposobnost samostojnega dela	• intellectual skills, including the ability to think analytically and synthetically, • creativity, curiosity, and originality, • a willingness to take intellectual risks, • self-motivation and the ability to work independently.

Metode poučevanja in učenja:	**Learning and teaching methods:**
Interaktivna predavanja E-učenje Problemsko zastavljene naloge Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	Interactive frontal method E-learning Problem-based learning exercises The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Portfolio	**100 %**	Portfolio

Reference nosilca / Lecturer's references:

1.TEMENT, Sara, ZORJAN, Saša, LAVRIČ, Meta, POŠTUVAN, Vita, PLOHL, Nejc. A randomized controlled trial to improve psychological detachment from work and well-being among employees : a study protocol comparing online CBT-based and mindfulness interventions. BMC public health. 2020, vol. 20, [art. no.] 1708, str. 1-15, ilustr. ISSN 1471-2458. https://rdcu.be/ca4aE, DOI: 10.1186/s12889-020-09691-5. [COBISS.SI-ID 38513155], [JCR, SNIP, WoS do 19. 11. 2022

2. KERMAN, Katja, KORUNKA, Christian, TEMENT, Sara. Work and home boundary violations during the COVID-19 pandemic : the role of segmentation preferences and unfinished tasks. Applied psychology, ISSN 1464-0597, JFirst published: 30 June 2021, str. 1-38, doi: 10.1111/apps.12335. [COBISS.SI-ID 69119747], [JCR, SNIP, WoS do 11. 12. 2021

3. HORVAT, Marina, TEMENT, Sara. Self-reported cognitive difficulties and cognitive functioning in relation to emotional exhaustion : evidence from two studies. Stress and health, ISSN 1532-2998, 2020, str. 1-42, doi: 10.1002/smi.2930. [COBISS.SI-ID 25077512]

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UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Individualno raziskovalno delo 1 (IRD 1)
Course title:	Individual research work 1

Študijski program in stopnja **Study programme and level**	**Študijska smer** **Study field**	**Letnik** **Academic year**	**Semester** **Semester**
Psihologija, 3. stopnja		**1.**	**1.**
Psychology, 3rd degree		**1.**	**1.**

Vrsta predmeta / Course type	obvezni/obligatory
Univerzitetna koda predmeta / University course code:	

Predavanja **Lectures**	**Seminar** **Seminar**	**Vaje** **Tutorial**	**Klinične vaje** **work**	**Druge oblike študija (konzultacije)**	**Samost. delo** **Individ. work**	**ECTS**
	10				**440**	**15**

Nosilec predmeta / Lecturer:	mentor/supervisor

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

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Pogoji za vključitev v delo: Pogojev ni. **Pogoji za opravljanje študijskih obveznosti**: Pogojev ni.	**Prerequisites for attending the course:** None. **Prerequisites for completing the course:** None.

Vsebina:	**Content (Syllabus outline):**
Izdelava osnutka dispozcije doktorske disertacije: Študent v sodelovanju z mentorjem opredeli temo svoje doktorske disertacije in izbiro raziskovalnega problema. Dodatno razvije raziskovalni načrt in prouči relevantno temeljno literaturo.	Preparation of a draft of the PhD proposal: In collaboration with the supervisor, the student defines the topic of his/her PhD dissertation and the research problem. Additionally, he/she develops a research plan and inspects relevant literature.

Temeljni literatura in viri / Readings:

American Psychological Association. (Ed.) (2010). *Publication manual of the American Psychological Association (6th ed.).* Washington, DC: American Psychological Association.
Belcher, L. W. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success.* Thousand Oaks, CA: Sage.
Evans, J. St. B. T. (2015). *How to be a researcher: A strategic guide to academic success.* Hove, UK: Psychology Press.
Leong, F. T. L. & Austin, J. T. (2006). *The psychology research handbook: A guide for graduate students and research assistants (2nd ed.*). Thousand Oaks, CA: Sage Publications.
Sternberg, R. J. (2003). *The psychologist's companion: A guide to scientific writing for students and researchers (4th ed.).* New York: Cambridge University Press.
Druga literatura s področja disertacije po dogovoru z mentorjem./Other literature from the field in agreement with the supervisor.

Cilji in kompetence:

Študent pripravi osnutek dispozicijo, v kateri opredeli temo in namen svoje disertacije, določi raziskovalne metode in navede predvidene vire. Študent pripravi osnutek dispozcije doktorske disertacije, ki vključuje teoretični uvod in raziskovalna vprašanja (pribl. 5000 znakov).

Objectives and competences:

Student prepares a draft of the PhD proposal in which he/ she defines theme and purpose of his/ her dissertation, determines research methods and planned sources. Student prepares a draft of the PhD proposal which includes a theoretical background and research questions (approx. 5000 signs).

Predvideni študijski rezultati:

Znanje in razumevanje:
Skladno s priporočili LERU (2014; str. 6-7) bo študent:
- razumel, preveril in razvijal kompleksne teorije ali hipoteze in uporabljal sofisticirane koncepte, metode in orodja svojega področja na zelo visoki ravni
- sposoben prepoznati relevantne probleme in jih prevesti v vprašanja, ki jih je mogoče proučiti s pomočjo znanstvenega raziskovanja
- uporabljal kritično presojo pri prebiraju pretekle literature
Prenesljive/ključne spretnosti in drugi atributi:
Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil:
- razmišljajti analitično in sintetično
- biti ustvarjalen, radovednen in izvirnen

Intended learning outcomes:

Knowledge and Understanding:
In accordance with the LERU guidelines (2014; p. 6-7) the student will:
- understand, test and advance complex theories or hypotheses and to deploy sophisticated concepts, methodologies and tools in the chosen subject to a very high level
- be able to identify issues and translate them into questions amenable to scholarly enquiry
-use critical judgement when evaluating previous research

Transferable/Key Skills and other attributes:
In accordance with LERU guidelines (2014; p. 6-7) the student will additionall learn how to:
- think analytically and synthetically
- be creative, inquisitive, and original

- prevzeti intelektualna tveganja - javno nastopati in predstavljati - jasno pisno izražati	- take intellectual risks - speak and present effectively in public - write cleary

Metode poučevanja in učenja:	**Learning and teaching methods:**
Predavanja, skupinsko delo z drugimi študenti višjih in nižjih letnikov (po metodi kolegialnega coachinga), revijalni klub (tj. srečanja ob prebiranju znanstveno raziskovalnih člankov) in samostojno delo študenta. Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	Lectures, group work with younger and senior students, journal club (tj. regular meetings where students read relevant scientific articles) and independent student's work. The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
individualno raziskovalno delo	**100%**	individual research work

Reference nosilca / Lecturer's references:

gl. reference vseh nosilcev na študijskem programu *Psihologija.*

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UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Individualno raziskovalno delo 2 (IRD 2)
Course title:	Individual research work 2

Študijski program in stopnja **Study programme and level**	**Študijska smer** **Study field**	**Letnik** **Academic year**	**Semester** **Semester**
Psihologija, 3. stopnja		**1.**	**2.**
Psychology, 3rd degree		**1.**	**2.**

Vrsta predmeta / Course type	obvezni/obligatory
Univerzitetna koda predmeta / University course code:	

Predavanja **Lectures**	**Seminar** **Seminar**	**Vaje** **Tutorial**	**Klinične vaje** **work**	**Druge oblike študija**	**Samost. delo** **Individ. work**	**ECTS**
	10				**710**	**24**

Nosilec predmeta / Lecturer:	mentor/supervisor

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

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Pogoji za vključitev v delo: Pogojev ni. **Pogoji za opravljanje študijskih obveznosti**: Pogojev ni.	**Prerequisites for attending the course:** None. **Prerequisites for completing the course:** None.

Vsebina:	**Content (Syllabus outline):**
Opredelitev raziskovalnih metod: Študent preveri stanje raziskav na področju, ki ga bo raziskoval, definira vrzeli v literaturi, pripravi svoje raziskovalne hipoteze in opredeli znanstveno metodologijo.	Refinement of research methods: The student obtains an overview of the research in the field of interest, identifies research gaps, develops the hypotheses and determines research methodology.

Temeljni literatura in viri / Readings:

American Psychological Association. (Ed.) (2010). *Publication manual of the American Psychological Association (6th ed.).* Washington, DC: American Psychological Association.
Belcher, L. W. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success.* Thousand Oaks, CA: Sage.
Evans, J. St. B. T. (2015). *How to be a researcher: A strategic guide to academic success.* Hove, UK: Psychology Press.
Leong, F. T. L. & Austin, J. T. (2006). *The psychology research handbook: A guide for graduate students and research assistants (2nd ed.*). Thousand Oaks, CA: Sage Publications.
Sternberg, R. J. (2003). *The psychologist's companion: A guide to scientific writing for students and researchers (4th ed.).* New York: Cambridge University Press.
Druga literatura s področja disertacije po dogovoru z mentorjem./Other literature from the field in agreement with the supervisor.

Cilji in kompetence:

Študent določi raziskovalne metode, s katerimi bo proučil zastavljene hipoteze. Študent pripravi osnutek dispozcije doktorske disertacije, ki (dodatno) vključuje raziskovalni načrt (pribl. 5000 znakov).

Objectives and competences:

The student defines and determines what research methods will be used in testing the proposed hypotheses. Student prepares a draft of the PhD proposal which (additionally) includes the research design (approx. 5000 signs).

Predvideni študijski rezultati:

Znanje in razumevanje:
Skladno s priporočili LERU (2014; str. 6-7) bo študent:
- razumel, preveril in razvijal kompleksne teorije ali hipoteze in uporabljal sofisticirane koncepte, metode in orodja svojega področja na zelo visoki ravni
- sposoben prepoznati relevantne probleme in jih prevesti v vprašanja, ki jih je mogoče proučiti s pomočjo znanstvenega raziskovanja
- uspešno zasledoval izvedbo izvirnih znanstvenih raziskav na izbranem področju
- uspešno upravljal z negotovostjo, ki izvira iz izbire metod in ciljev raziskave

Prenesljive/ključne spretnosti in drugi atributi:
Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil:
- razmišljajti analitično in sintetično
- biti ustvarjalen, radovednen in izvirnen

Intended learning outcomes:

Knowledge and Understanding:
In accordance with the LERU guidelines (2014; p. 6-7) the student will:
- understand, test and advance complex theories or hypotheses and to deploy sophisticated concepts, methodologies and tools in the chosen subject to a very high level
- be able to identify issues and translate them into questions amenable to scholarly enquiry
- successfully pursue original research in the chosen field
- manage a high degree of uncertainty both in method and in outcomes

Transferable/Key Skills and other attributes:
In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to:
- think analytically and synthetically
- be creative, inquisitive, and original

- prevzeti intelektualna tveganja - javno nastopati in predstavljati - jasno pisno izražati - delati usmerjeno k rezultatom ob minimalnem nadzoru - jasno komunicirati zelo zahtevne koncepte - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	- take intellectual risks - speak and present effectively in public - write cleary - focus on achieving results with minimal supervision - clearly communicate highly complex concepts - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
Predavanja, skupinsko delo z drugimi študenti višjih in nižjih letnikov (po metodi kolegialnega coachinga), revijalni klub (tj. srečanja ob prebiranju znanstveno raziskovalnih člankov) in samostojno delo študenta. Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	Lectures, group work with younger and senior students, journal club (tj. regular meetings where students read relevant scientific articles) and independent student's work. The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
individualno raziskovalno delo	**100%**	individual research work

Reference nosilca / Lecturer's references:

gl. reference vseh nosilcev na študijskem programu *Psihologija.*

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UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Individualno raziskovalno delo 3(IRD 3)
Course title:	Individual research work 3

Študijski program in stopnja **Study programme and level**	**Študijska smer** **Study field**	**Letnik** **Academic year**	**Semester** **Semester**
Psihologija, 3. stopnja		**2.**	**1.**
Psychology, 3rd degree		**2.**	**1.**

Vrsta predmeta / Course type	obvezni/obligatory
Univerzitetna koda predmeta / University course code:	

Predavanja **Lectures**	**Seminar** **Seminar**	**Vaje** **Tutorial**	**Klinične vaje** **work**	**Druge oblike študija**	**Samost. delo** **Individ. work**	**ECTS**
	10				**710**	**24**

Nosilec predmeta / Lecturer:	mentor/supervisor

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

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Pogoji za vključitev v delo: Opravljene predhodne obveznosti IRD. **Pogoji za opravljanje študijskih obveznosti**: Pogojev ni.	**Prerequisites for attending the course:** Completed obligation of the previous Individual research work courses. **Prerequisites for completing the course:** None.

Vsebina:	**Content (Syllabus outline):**
Priprava končne verzije dispozicije doktorske disertacije: V sodelovanju z mentorjem in upoštevanju kritičnih komentarjev študent izdela končno verzijo dispozcije.	Preparation of the final version of the PhD proposal: In collaboration with the supervisor and after revising his/hers critical comments, the student prepares the final version of the PhD proposal.

Dodatno začne s prvimi (pilotnimi) raziskavami, ki predstavljajo temelj za druge načrtovane raziskave.	Moreover, the students starts with the first (pilot) studies, which represent the foundation for all subsequent studies.

Temeljni literatura in viri / Readings:

American Psychological Association. (Ed.) (2010). *Publication manual of the American Psychological Association (6th ed.).* Washington, DC: American Psychological Association.
Belcher, L. W. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success.* Thousand Oaks, CA: Sage.
Evans, J. St. B. T. (2015). *How to be a researcher: A strategic guide to academic success.* Hove, UK: Psychology Press.
Leong, F. T. L. & Austin, J. T. (2006). *The psychology research handbook: A guide for graduate students and research assistants (2nd ed.*). Thousand Oaks, CA: Sage Publications.
Sternberg, R. J. (2003). *The psychologist's companion: A guide to scientific writing for students and researchers (4th ed.).* New York: Cambridge University Press.
Druga literatura s področja disertacije po dogovoru z mentorjem./Other literature from the field in agreement with the supervisor.

Cilji in kompetence:	**Objectives and competences:**
Študent ima natančno predstavo o svojem raziskovalnem delu in zaključi s prvim pomembnim mejnikom pri doktorskem študiju (končna verzija dispozcije). Študent pripravi končno dispozcijo doktorske disertacije (pribl. 15000 znakov).	The student has a clear understanding of his or her research work and finishes the first important milestole in the process of obtaining a PhD (final version of the PhD proposal). Student prepares the final version of the PhD proposal (approx. 15000 signs).

Predvideni študijski rezultati:	**Intended learning outcomes:**
Znanje in razumevanje: Skladno s priporočili LERU (2014; str. 6-7) bo študent: - razumel, preveril in razvijal kompleksne teorije ali hipoteze in uporabljal sofisticirane koncepte, metode in orodja svojega področja na zelo visoki ravni - sposoben prepoznati relevantne probleme in jih prevesti v vprašanja, ki jih je mogoče proučiti s pomočjo znanstvenega raziskovanja - uspešno zasledoval izvedbo izvirnih znanstvenih raziskav na izbranem področju - uspešno upravljal z negotovostjo, ki izvira iz izbire metod in ciljev raziskave	Knowledge and Understanding: In accordance with the LERU guidelines (2014; p. 6-7) the student will: - understand, test and advance complex theories or hypotheses and to deploy sophisticated concepts, methodologies and tools in the chosen subject to a very high level - be able to identify issues and translate them into questions amenable to scholarly enquiry - successfully pursue original research in the chosen field - manage a high degree of uncertainty both in method and in outcomes - work according to ethic principles - refect upon the limitations of own research

- delal skladno z etičnimi prinicipi v znanstvene raziskovanju - reflektiral pomanjklivosti lastnega raziskovanja Prenesljive/ključne spretnosti in drugi atributi: Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja - javno nastopati in predstavljati - jasno pisno izražati - delati usmerjeno k rezultatom ob minimalnem nadzoru - jasno komunicirati zelo zahtevne koncepte - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	Transferable/Key Skills and other attributes: In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - speak and present effectively in public - write cleary - focus on achieving results with minimal supervision - clearly communicate highly complex concepts - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
Predavanja, skupinsko delo z drugimi študenti višjih in nižjih letnikov (po metodi kolegialnega coachinga), revijalni klub (tj. srečanja ob prebiranju znanstveno raziskovalnih člankov) in samostojno delo študenta. Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	Lectures, group work with younger and senior students, journal club (tj. regular meetings where students read relevant scientific articles) and independent student's work. The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
individualno raziskovalno delo	**100%**	individual research work

Reference nosilca / Lecturer's references:

gl. reference vseh nosilcev na študijskem programu *Psihologija.*

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UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Individualno raziskovalno delo 4 (IRD 4)
Course title:	Individual research work 4

Študijski program in stopnja **Study programme and level**	**Študijska smer** **Study field**	**Letnik** **Academic year**	**Semester** **Semester**
Psihologija, 3. stopnja		**2.**	**2.**
Psychology, 3rd degree		**2.**	**2.**

Vrsta predmeta / Course type	obvezni/obligatory
Univerzitetna koda predmeta / University course code:	

Predavanja **Lectures**	**Seminar** **Seminar**	**Vaje** **Tutorial**	**Klinične vaje** **work**	**Druge oblike študija**	**Samost. delo** **Individ. work**	**ECTS**
	10				**890**	**30**

Nosilec predmeta / Lecturer:	mentor/supervisor

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

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Pogoji za vključitev v delo: Pogojev ni. **Pogoji za opravljanje študijskih obveznosti**: Pogojev ni.	**Prerequisites for attending the course:** None. **Prerequisites for completing the course:** None.

Vsebina:	**Content (Syllabus outline):**
Priprava končne verzije dispozicije doktorske disertacije in javna predstavitev: V sodelovanju z mentorjem in upoštevanju kritičnih komentarjev študent izdela končno verzijo dispozcije, ki jo javno predstavi zainteresirani javnosti na oddelku za psihologijo.	Preparation of the final version of the PhD proposal and public presentation: In collaboration with the supervisor and after revising his/hers critical comments, the student prepares the final version of the PhD proposal and gives a public presentation in front of a broader audience at the department of psychology.

Analiza podatkov: Študent izvede analiz podatkov pilotnih raziskav. Priprava znanstvenega prispevka: V sodelovanju z mentorjem študent začne načrtovati prvi članek, ki je lahko tudi pregledni ali metaanaliza. Skupaj ocenita uporabnost pilotnih podatkov za objavo članka.	Data analysis: The studies preformes analyses of the pilot data. Preparation of a manuscript: In collaboration with the supervisor the student starts to plan the first manuscript, which can also be a literature review or metaanalysis. Together they assess the usefulness of the pilot data for the article.

Temeljni literatura in viri / Readings:

American Psychological Association. (Ed.) (2010). *Publication manual of the American Psychological Association (6th ed.).* Washington, DC: American Psychological Association.
Belcher, L. W. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success.* Thousand Oaks, CA: Sage.
Evans, J. St. B. T. (2015). *How to be a researcher: A strategic guide to academic success.* Hove, UK: Psychology Press.
Leong, F. T. L. & Austin, J. T. (2006). *The psychology research handbook: A guide for graduate students and research assistants (2nd ed.*). Thousand Oaks, CA: Sage Publications.
Sternberg, R. J. (2003). *The psychologist's companion: A guide to scientific writing for students and researchers (4th ed.).* New York: Cambridge University Press.
Druga literatura s področja disertacije po dogovoru z mentorjem./Other literature from the field in agreement with the supervisor.

Cilji in kompetence:	**Objectives and competences:**
Študent javno predstavi dispozcijo in odda dispozcijo.	The students gives a public presentation of his or her PhD proposal and submits the final version of the PhD proposal.

Predvideni študijski rezultati:	**Intended learning outcomes:**
Znanje in razumevanje: Skladno s priporočili LERU (2014; str. 6-7) bo študent: - razumel, preveril in razvijal kompleksne teorije ali hipoteze in uporabljal sofisticirane koncepte, metode in orodja svojega področja na zelo visoki ravni - sposoben prepoznati relevantne probleme in jih prevesti v vprašanja, ki jih je mogoče proučiti s pomočjo znanstvenega raziskovanja - uspešno zasledoval izvedbo izvirnih znanstvenih raziskav na izbranem področju - uspešno upravljal z negotovostjo, ki izvira iz izbire metod in ciljev raziskave	Knowledge and Understanding: Skladno s priporočili LERU (2014; str. 6-7) bo študent: - understand, test and advance complex theories or hypotheses and to deploy sophisticated concepts, methodologies and tools in the chosen subject to a very high level - be able to identify issues and translate them into questions amenable to scholarly enquiry - successfully pursue original research in the chosen field - manage a high degree of uncertainty both in method and in outcomes - work according to ethic principles

- delal skladno z etičnimi prinicipi v znanstvene raziskovanju - reflektiral pomanjklivosti lastnega raziskovanja Prenesljive/ključne spretnosti in drugi atributi: Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja - javno nastopati in predstavljati - jasno pisno izražati - delati usmerjeno k rezultatom ob minimalnem nadzoru - jasno komunicirati zelo zahtevne koncepte - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	- refect upon the limitations of own research Transferable/Key Skills and other attributes: In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - speak and present effectively in public - write cleary - focus on achieving results with minimal supervision - clearly communicate highly complex concepts - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
Predavanja, skupinsko delo z drugimi študenti višjih in nižjih letnikov (po metodi kolegialnega coachinga), revijalni klub (tj. srečanja ob prebiranju znanstveno raziskovalnih člankov) in samostojno delo študenta. Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	Lectures, group work with younger and senior students, journal club (tj. regular meetings where students read relevant scientific articles) and independent student's work. The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Individualno raziskovalno delo	**100%**	Individual research work

Reference nosilca / Lecturer's references:

gl. reference vseh nosilcev na študijskem programu *Psihologija.*

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UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Individualno raziskovalno delo 5 (IRD 5)
Course title:	Individual research work 5

Študijski program in stopnja **Study programme and level**	**Študijska smer** **Study field**	**Letnik** **Academic year**	**Semester** **Semester**
Psihologija, 3. stopnja		**3.**	**1.**
Psychology, 3rd degree		**3.**	**1.**

Vrsta predmeta / Course type	obvezni/obligatory
Univerzitetna koda predmeta / University course code:	

Predavanja **Lectures**	**Seminar** **Seminar**	**Vaje** **Tutorial**	**Klinične vaje** **work**	**Druge oblike študija**	**Samost. delo** **Individ. work**	**ECTS**
	10				**800**	**27**

Nosilec predmeta / Lecturer:	mentor/supervisor

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

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Pogoji za vključitev v delo: Opravljene predhodne obveznosti IRD. **Pogoji za opravljanje študijskih obveznosti**: Pogojev ni.	**Prerequisites for attending the course:** Completed obligation of the previous Individual research work courses. **Prerequisites for completing the course:** None.

Vsebina:	**Content (Syllabus outline):**
Priprava znanstvenega prispevka: V sodelovanju z mentorjem študent nadaljuje z izvedbo raziskav v okviru doktorata in prične načrtovati (empirični) članek.	Preparation of the manuscript: In collaboration with the supervisor the student continutes conduting his or her studies and starts to draft the (empirical) article.

Temeljni literatura in viri / Readings:

American Psychological Association. (Ed.) (2010). *Publication manual of the American Psychological Association (6th ed.).* Washington, DC: American Psychological Association.
Belcher, L. W. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success.* Thousand Oaks, CA: Sage.
Evans, J. St. B. T. (2015). *How to be a researcher: A strategic guide to academic success.* Hove, UK: Psychology Press.
Leong, F. T. L. & Austin, J. T. (2006). *The psychology research handbook: A guide for graduate students and research assistants (2nd ed.*). Thousand Oaks, CA: Sage Publications.
Sternberg, R. J. (2003). *The psychologist's companion: A guide to scientific writing for students and researchers (4th ed.).* New York: Cambridge University Press.
Druga literatura s področja disertacije po dogovoru z mentorjem./Other literature from the field in agreement with the supervisor.

Cilji in kompetence:	**Objectives and competences:**
Študent ima zbrane prve obsežnejše podatke.	The student has finished his or her broader data collection.

Predvideni študijski rezultati:	**Intended learning outcomes:**
Znanje in razumevanje: Skladno s priporočili LERU (2014; str. 6-7) bo študent: - razumel, preveril in razvijal kompleksne teorije ali hipoteze in uporabljal sofisticirane koncepte, metode in orodja svojega področja na zelo visoki ravni - sposoben prepoznati relevantne probleme in jih prevesti v vprašanja, ki jih je mogoče proučiti s pomočjo znanstvenega raziskovanja - uspešno zasledoval izvedbo izvirnih znanstvenih raziskav na izbranem področju - uspešno upravljal z negotovostjo, ki izvira iz izbire metod in ciljev raziskave - delal skladno z etičnimi prinicipi v znanstvene raziskovanju - reflektiral pomanjklivosti lastnega raziskovanja - sposoben prenesti lastna spoznanja na skupnost raziskovalcev Prenesljive/ključne spretnosti in drugi atributi:	Knowledge and Understanding: In accordance with the LERU guidelines (2014; p. 6-7) the student will: - understand, test and advance complex theories or hypotheses and to deploy sophisticated concepts, methodologies and tools in the chosen subject to a very high level - be able to identify issues and translate them into questions amenable to scholarly enquiry - successfully pursue original research in the chosen field - manage a high degree of uncertainty both in method and in outcomes - work according to ethic principles - refect upon the limitations of own research - transfer new knowledge to scholarly communities Transferable/Key Skills and other attributes:

Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja - javno nastopati in predstavljati - jasno pisno izražati - delati usmerjeno k rezultatom ob minimalnem nadzoru - jasno komunicirati zelo zahtevne koncepte - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - speak and present effectively in public - write cleary - focus on achieving results with minimal supervision - clearly communicate highly complex concepts - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
Predavanja, skupinsko delo z drugimi študenti višjih in nižjih letnikov (po metodi kolegialnega coachinga), revijalni klub (tj. srečanja ob prebiranju znanstveno raziskovalnih člankov) in samostojno delo študenta. Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	Lectures, group work with younger and senior students, journal club (tj. regular meetings where students read relevant scientific articles) and independent student's work. The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Individualno raziskovalno delo	**100%**	Individual research work

Reference nosilca / Lecturer's references:

gl. reference vseh nosilcev na študijskem programu *Psihologija.*

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UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Individualno raziskovalno delo 6 (IRD 6)
Course title:	Individual research work 6

Študijski program in stopnja **Study programme and level**	**Študijska smer** **Study field**	**Letnik** **Academic year**	**Semester** **Semester**
Psihologija, 3. stopnja		**3.**	**2.**
Psychology, 3rd degree		**3.**	**2.**

Vrsta predmeta / Course type	obvezni/obligatory
Univerzitetna koda predmeta / University course code:	

Predavanja **Lectures**	**Seminar** **Seminar**	**Vaje** **Tutorial**	**Klinične vaje** **work**	**Druge oblike študija**	**Samost. delo** **Individ. work**	**ECTS**
	10				**890**	**30**

Nosilec predmeta / Lecturer:	mentor/supervisor

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

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Pogoji za vključitev v delo: Pogojev ni. **Pogoji za opravljanje študijskih obveznosti**: Pogojev ni.	**Prerequisites for attending the course:** None. **Prerequisites for completing the course:** None.

Vsebina:	**Content (Syllabus outline):**
Priprava znanstvenega prispevka: V sodelovanju z mentorjem študent prične z analizami podatkov in nadaljuje s pripravo (empiričnega) članka. Po potrebi začne s ponovnim zbiranjem podatkov.	Preparation of the manuscript: In collaboration with the supervisor the student starts analysing the date and continues to work on the (empirical) manuscript. If necessary, the student start a new data collection.

Temeljni literatura in viri / Readings:

American Psychological Association. (Ed.) (2010). *Publication manual of the American Psychological Association (6th ed.).* Washington, DC: American Psychological Association.
Belcher, L. W. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success.* Thousand Oaks, CA: Sage.
Evans, J. St. B. T. (2015). *How to be a researcher: A strategic guide to academic success.* Hove, UK: Psychology Press.
Leong, F. T. L. & Austin, J. T. (2006). *The psychology research handbook: A guide for graduate students and research assistants (2nd ed.*). Thousand Oaks, CA: Sage Publications.
Sternberg, R. J. (2003). *The psychologist's companion: A guide to scientific writing for students and researchers (4th ed.).* New York: Cambridge University Press.
Druga literatura s področja disertacije po dogovoru z mentorjem./Other literature from the field in agreement with the supervisor.

Cilji in kompetence:

Študent ima pridobljene rezultate in pripravljeno prvo verzijo članka.

Objectives and competences:

The student obtains the first results and a first draft of the manuscript.

Predvideni študijski rezultati:

Znanje in razumevanje:
Skladno s priporočili LERU (2014; str. 6-7) bo študent:
- razumel, preveril in razvijal kompleksne teorije ali hipoteze in uporabljal sofisticirane koncepte, metode in orodja svojega področja na zelo visoki ravni
- sposoben prepoznati relevantne probleme in jih prevesti v vprašanja, ki jih je mogoče proučiti s pomočjo znanstvenega raziskovanja
- uspešno zasledoval izvedbo izvirnih znanstvenih raziskav na izbranem področju
- uspešno upravljal z negotovostjo, ki izvira iz izbire metod in ciljev raziskave
- delal skladno z etičnimi prinicipi v znanstvene raziskovanju
- reflektiral pomanjklivosti lastnega raziskovanja
- sposoben prenesti lastna spoznanja na skupnost raziskovalcev

Intended learning outcomes:

Knowledge and Understanding:
In accordance with the LERU guidelines (2014; p. 6-7) the student will:
- understand, test and advance complex theories or hypotheses and to deploy sophisticated concepts, methodologies and tools in the chosen subject to a very high level
- be able to identify issues and translate them into questions amenable to scholarly enquiry
- successfully pursue original research in the chosen field
- manage a high degree of uncertainty both in method and in outcomes
- work according to ethic principles
- refect upon the limitations of own research
- transfer new knowledge to scholarly communities

Prenesljive/ključne spretnosti in drugi atributi: Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja - javno nastopati in predstavljati - jasno pisno izražati - delati usmerjeno k rezultatom ob minimalnem nadzoru - jasno komunicirati zelo zahtevne koncepte - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	Transferable/Key Skills and other attributes: In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - speak and present effectively in public - write cleary - focus on achieving results with minimal supervision - clearly communicate highly complex concepts - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
Predavanja, skupinsko delo z drugimi študenti višjih in nižjih letnikov (po metodi kolegialnega coachinga), revijalni klub (tj. srečanja ob prebiranju znanstveno raziskovalnih člankov) in samostojno delo študenta. Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	Lectures, group work with younger and senior students, journal club (tj. regular meetings where students read relevant scientific articles) and independent student's work. The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
individualno raziskovalno delo	**100%**	individual research work

Reference nosilca / Lecturer's references:

gl. reference vseh nosilcev na študijskem programu *Psihologija.*

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UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Individualno raziskovalno delo 7 (IRD 7)
Course title:	Individual research work 7

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 3. stopnja		**4.**	**1.**
Psychology, 3rd degree		**4.**	**1.**

Vrsta predmeta / Course type	obvezni/obligatory
Univerzitetna koda predmeta / University course code:	

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
	10				**890**	**30**

Nosilec predmeta / Lecturer:	mentor/supervisor

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

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Pogoji za vključitev v delo: Opravljene predhodne obveznosti IRD. **Pogoji za opravljanje študijskih obveznosti**: Pogojev ni.	**Prerequisites for attending the course:** Completed obligation of the previous Individual research work courses. **Prerequisites for completing the course:** None.

Vsebina:	**Content (Syllabus outline):**
Priprava doktorske disertacija: V sodelovanju z mentorjem študent pripravlja doktorsko disertacijo in končuje članke.	Preparation of the PhD thesis: In collaboration with the supervisor the student work on the PhD thesis and finalizes the manuscripts.

Temeljni literatura in viri / Readings:

American Psychological Association. (Ed.) (2010). *Publication manual of the American Psychological Association (6th ed.).* Washington, DC: American Psychological Association.
Belcher, L. W. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success.* Thousand Oaks, CA: Sage.
Evans, J. St. B. T. (2015). *How to be a researcher: A strategic guide to academic success.* Hove, UK: Psychology Press.
Leong, F. T. L. & Austin, J. T. (2006). *The psychology research handbook: A guide for graduate students and research assistants (2nd ed.*). Thousand Oaks, CA: Sage Publications.
Sternberg, R. J. (2003). *The psychologist's companion: A guide to scientific writing for students and researchers (4th ed.).* New York: Cambridge University Press.
Druga literatura s področja disertacije po dogovoru z mentorjem./Other literature from the field in agreement with the supervisor.

Cilji in kompetence:

Študent ima pripravljeno prvo verzijo naloge in zaključen članek/-ke.

Objectives and competences:

The student has prepared the first draft of the PhD thesis and finises his or her manuscript(s).

Predvideni študijski rezultati:

Znanje in razumevanje:
Skladno s priporočili LERU (2014; str. 6-7) bo študent:
- razumel, preveril in razvijal kompleksne teorije ali hipoteze in uporabljal sofisticirane koncepte, metode in orodja svojega področja na zelo visoki ravni
- sposoben prepoznati relevantne probleme in jih prevesti v vprašanja, ki jih je mogoče proučiti s pomočjo znanstvenega raziskovanja
- uspešno zasledoval izvedbo izvirnih znanstvenih raziskav na izbranem področju
- uspešno upravljal z negotovostjo, ki izvira iz izbire metod in ciljev raziskave
- delal skladno z etičnimi prinicipi v znanstvene raziskovanju
- reflektiral pomanjklivosti lastnega raziskovanja
- sposoben prenesti lastna spoznanja na skupnost raziskovalcev

Intended learning outcomes:

Knowledge and Understanding:
In accordance with the LERU guidelines (2014; p. 6-7) the student will:
- understand, test and advance complex theories or hypotheses and to deploy sophisticated concepts, methodologies and tools in the chosen subject to a very high level
- be able to identify issues and translate them into questions amenable to scholarly enquiry
- successfully pursue original research in the chosen field
- manage a high degree of uncertainty both in method and in outcomes
- work according to ethic principles
- refect upon the limitations of own research
- transfer new knowledge to scholarly communities
- develop academic credibility and work toward becoming a recognized member of an international scholarly community

- razvijal akademsko kredibilnost in bo delal v smeri tega, da postane prepoznan član mednarodne skupnosti raziskovalcev Prenesljive/ključne spretnosti in drugi atributi: Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja - javno nastopati in predstavljati - jasno pisno izražati - delati usmerjeno k rezultatom ob minimalnem nadzoru - jasno komunicirati zelo zahtevne koncepte - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	Transferable/Key Skills and other attributes: In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - speak and present effectively in public - write cleary - focus on achieving results with minimal supervision - clearly communicate highly complex concepts - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
Predavanja, skupinsko delo z drugimi študenti višjih in nižjih letnikov (po metodi kolegialnega coachinga), revijalni klub (tj. srečanja ob prebiranju znanstveno raziskovalnih člankov) in samostojno delo študenta. Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	Lectures, group work with younger and senior students (collegical coaching and peer feedback), journal club (tj. regular meetings where students read relevant scientific articles) and independent student's work. The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
individualno raziskovalno delo	**100%**	individual research work

Reference nosilca / Lecturer's references:

gl. reference vseh nosilcev na študijskem programu *Psihologija.*

Univerza v Mariboru

Filozofska fakulteta

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Prenosljiva znanja
Course title:	Transferable knowledge

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 3. stopnja		**3.**	**1.**
Psychology, 3rd degree		**3.**	**1.**

Vrsta predmeta / Course type	obvezni/obligatory
Univerzitetna koda predmeta / University course code:	

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
	10				**80**	**3**

Nosilec predmeta / Lecturer:	vodja doktorskega študijskega programa/coordinator of the PhD program

Jeziki / Languages:	**Predavanja / Lectures:**	Ni definirano.
	Vaje / Tutorial:	Not defined.

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Pogoji za vključitev v delo: Pogojev ni. **Pogoji za opravljanje študijskih obveznosti**: Pogojev ni.	**Prerequisites for attending the course:** None. **Prerequisites for completing the course:** None.

Vsebina:	**Content (Syllabus outline):**
Študent v okviru tega predmeta opravi obveznosti z udeležbo na različnih aktivnostih (delavnicah, tečajih, seminarjih, poletnih šolah, izobraževanjih ipd.), ki jih izvaja Univerza v Mariboru ali druge priznane domače ali tuje institucije. Aktivnosti lahko zajemajo naslednja širša tematska sklopa:	Student fulfils the obligations at the subject by active participation at different activities (e.g. workshops, courses, seminars, summer schools, training etc.) conducted by University of Maribor or other renown domestic or foreign institution. Activities can be chosen from two main topics:

- splošne veščine in znanja (aktivna udeležba delavnic, seminarjev, izobraževanj, tečajev s področja komunikacije in retorike, IKT, administracije, etike, prijave in pisanja projektov, zakonodaje ipd.) **- veščine s področja prenosa znanja iz/v neakademsko okolje** (aktivna udeležba delavnic, seminarjev, izobraževanj, tečajev iz podjetništva, o zaščiti intelektualne lastnine, inovacijah, virih financiranja, sodobnih tehnologijah, prenosu znanj v prakso, poslovnem načrtovanju, raziskavah tržišč ipd.) Posamezna aktivnost se ovrednoti z najmanj 0,5 ECTS. Aktivnosti, ki so daljše in zahtevajo več samostojnega dela študenta, se lahko ovrednotijo z večjim številom ECTS, vendar ne več kot z 1 ECTS. Študent mora izbrati najmanj eno aktivnost iz posameznega tematskega sklopa. Študent mora pred udeležbo posamezne aktivnosti oddati s strani delovnega mentorja potrjeno vlogo nosilcu predmeta. Vloga mora vsebovati informacije o aktivnosti in program dela. Nosilec nato odloči o primernosti izbire in ob odobritvi aktivnost ovrednoti z ECTS.	**- general skills and knowledge** (active participation at workshops, courses, seminars or training in the field of communication and rhetoric, ICT, ethics, project applications and administration, regulations and legislations etc.) **- skills of knowledge transfer into/from non-academic environment** (active participation at workshops, courses, seminars or training on the protection of intellectual property, business, innovation, funding sources, modern technologies, transfer of knowledge into practice, business planning, market research etc.) Each activity is assessed with at least 0,5 ECTS. Activity that demands more individual work from students can be assessed with larger value of ECTS but not more than with 1 ECTS. Student has to choose at least one activity from each of the two main topics. Before attending the activity student has to submit the application confirmed by the working mentor to the lecturer of this subject at the Department of Philosophy. The application should include information about the activity and the program of work. The lecturer will then decide on the appropriateness of the selection and upon approval it will assess the activity with ECTS.

Temeljni literatura in viri / Readings:

Ni predpisana/Not defined.

Cilji in kompetence:	**Objectives and competences:**
Cilj predmeta je študente usposobiti aktivno uporabljati prenosljiva znanja in jih opremiti s kompetencami za sledenje razvojnih trendov stroke ter razširiti njihova metodološka znanja za reševanje in implementacijo zahtevnih	The aim of this course is to train students for actively use transferable skills and to equip them with the competencies for tracking the development trends of the profession and to expand their methodological knowledge for

tehničnih, tehnoloških, organizacijskih in razvojnih nalog ter projektov. Tukaj gre večinoma za znanja, veščine in kompetence, ki jih ni moč usvojiti pri klasičnem izobraževanju znotraj uveljavljenega kurikuluma strokovnega področja, za katerega se kandidat izobražuje, saj so vezane na aktualne razmere in trende, ki se hitro spreminjajo.	solving and implementation of complex technical, technological, organizational and developmental tasks and projects. These are mostly knowledge, skills and competences within the established area of expertise that cannot be gained during the standard curriculum, since they are tied to the current situation and trends, which are rapidly changing.

Predvideni študijski rezultati:	**Intended learning outcomes:**
Znanje in razumevanje: Razumevanje vseh relevantnih teoretičnih in praktičnih znanj (odvisno od izbire aktivnosti). Prenesljive/ključne spretnosti in drugi atributi: Študent osvoji izbrana (odvisno od izbire aktivnosti) prenosljiva znanja in veščine na področjih: - Pisanje znanstvenih prispevkov - Raziskovalna etika - Intelektualna lastnina - Tuji znanstveni jezik - Jezikovna urejenost besedil - Komuniciranje - Drugo (npr. uporaba novih statističnih programov, poznavanje novih metod za obdelavo podatkov)	Knowledge and Understanding: Razumevanje vseh relevantnih teoretičnih in praktičnih znanj (odvisno od izbire aktivnosti). Transferable/Key Skills and other attributes: Student gains selected (depending on the choice of activity) transferable knowledge and skills in the areas of: - scientific wirting - ethics in research -intellectual property - foreign language - proofreading - communication - other (e.g., use of statistical programs and tools, statistical training)

Metode poučevanja in učenja:	**Learning and teaching methods:**
Samostojno delo študenta in druge oblike študija, ki lahko zajemajo tudi aktivno udeležbo na konferencah, seminarjih, delavnicah, poletnih šolah, tečajih ipd. Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	Individual student work, and other forms of work, which may include active participation at conferences, seminars, workshops, summer schools, courses, etc. The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Portfolio	**100%**	Portfolio

Reference nosilca / Lecturer's references:

Ni referenc/No references.

Univerza v Mariboru

Filozofska fakulteta

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Doktorska disertacija
Course title:	Doctoral Thesis

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 3. stopnja		**4.**	**2.**
Psychology, 3rd degree		**4.**	**2.**

Vrsta predmeta / Course type	obvezni/obligatory
Univerzitetna koda predmeta / University course code:	

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
	30				**870**	**30**

Nosilec predmeta / Lecturer:	mentor/supervisor

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

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Pogoji za vključitev v delo: Pogojev ni. **Pogoji za opravljanje študijskih obveznosti**: Pogojev ni.	**Prerequisites for attending the course:** None. **Prerequisites for completing the course:** None.

Vsebina:	**Content (Syllabus outline):**
Izdelava doktorske disertacije: V sodelovanju z mentorjem priprava in izdelava doktorske disertacije. Struktura disertacija naj bo skladna s standardi, ki veljajo v znanstveno-raziskovalnem pisanju v psihologiji.	Preparation of the doctoral thesis: Preparation of the thesis in close collaboration with the supervisor. The structure of the thesis should be in line with the standards of scientific writing in psychology.

Temeljni literatura in viri / Readings:

American Psychological Association. (Ed.) (2010). *Publication manual of the American Psychological Association (6th ed.).* Washington, DC: American Psychological Association.
Belcher, L. W. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success.* Thousand Oaks, CA: Sage.
Evans, J. St. B. T. (2015). *How to be a researcher: A strategic guide to academic success.* Hove, UK: Psychology Press.
Leong, F. T. L. & Austin, J. T. (2006). *The psychology research handbook: A guide for graduate students and research assistants (2nd ed.*). Thousand Oaks, CA: Sage Publications.
Sternberg, R. J. (2003). *The psychologist's companion: A guide to scientific writing for students and researchers (4th ed.).* New York: Cambridge University Press.
Druga literatura s področja disertacije po dogovoru z mentorjem./Other literature from the field in agreement with the supervisor.

Cilji in kompetence:	**Objectives and competences:**
Študent izdela doktorsko disertacijo in jo odda v oceno.	The student prepares the doctoral thesis and submits it.

Predvideni študijski rezultati:	**Intended learning outcomes:**
Znanje in razumevanje: Skladno s priporočili LERU (2014; str. 6-7) bo študent: - razumel, preveril in razvijal kompleksne teorije ali hipoteze in uporabljal sofisticirane koncepte, metode in orodja svojega področja na zelo visoki ravni - sposoben prepoznati relevantne probleme in jih prevesti v vprašanja, ki jih je mogoče proučiti s pomočjo znanstvenega raziskovanja - uspešno zasledoval izvedbo izvirnih znanstvenih raziskav na izbranem področju - uspešno upravljal z negotovostjo, ki izvira iz izbire metod in ciljev raziskave - delal skladno z etičnimi prinicipi v znanstvene raziskovanju - reflektiral pomanjklivosti lastnega raziskovanja - sposoben prenesti lastna spoznanja na skupnost raziskovalcev - razvijal akademsko kredibilnost in bo delal v smeri tega, da postane prepoznan član mednarodne skupnosti raziskovalcev	Knowledge and Understanding: In accordance with the LERU guidelines (2014; p. 6-7) the student will: - understand, test and advance complex theories or hypotheses and to deploy sophisticated concepts, methodologies and tools in the chosen subject to a very high level - be able to identify issues and translate them into questions amenable to scholarly enquiry - successfully pursue original research in the chosen field - manage a high degree of uncertainty both in method and in outcomes - work according to ethic principles - refect upon the limitations of own research - transfer new knowledge to scholarly communities - develop academic credibility and work toward becoming a recognized member of an international scholarly community

Prenesljive/ključne spretnosti in drugi atributi: Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja - javno nastopati in predstavljati - jasno pisno izražati - delati usmerjeno k rezultatom ob minimalnem nadzoru - jasno komunicirati zelo zahtevne koncepte - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	Transferable/Key Skills and other attributes: In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - speak and present effectively in public - write cleary - focus on achieving results with minimal supervision - clearly communicate highly complex concepts - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
Predavanja, skupinsko delo z drugimi študenti višjih in nižjih letnikov (po metodi kolegialnega coachinga), revijalni klub (tj. srečanja ob prebiranju znanstveno raziskovalnih člankov) in samostojno delo študenta. Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	Lectures, group work with younger and senior students, journal club (tj. regular meetings where students read relevant scientific articles) and independent student's work. The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Zaključno delo	**100%**	Final work

Reference nosilca / Lecturer's references:

gl. reference vseh nosilcev na študijskem programu *Psihologija.*

IZBIRNE VSEBINE

Univerza v Mariboru

Filozofska fakulteta

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Raziskovanje zdravja: Nevrofiziologija
Course title:	Health research: Neurophysiology

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 3. stopnja		**1. ali 2.**	**1., 2. ali 3.**
Psychology, 3rd degree		**1. or 2.**	**1., 2. or 3.**

Vrsta predmeta / Course type	izbirni/elective
Univerzitetna koda predmeta / University course code:	

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
10	**5**				**165**	**6**

Nosilec predmeta / Lecturer:	Andraž Stožer

Jeziki / Languages:	**Predavanja / Lectures:**	slovenski / slovene
	Seminar / Seminar:	slovenski / slovene

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Pogoji za vključitev v delo: Pogojev ni. **Pogoji za opravljanje študijskih obveznosti**: Vsaka izmed definiranih obveznosti mora biti zaključena s pozitivno oceno. Ocena enaka ali višja minimalni (6/10) na testu iz predavanj in seminarjev, ki vsebuje problemske naloge, je predpogoj za pristop k ustnemu izpitu.	**Prerequisites for attending the course:** None. **Prerequisites for completing the course:** Each of the defined commitments must be completed with a passing grade. A grade equal to or higher than the passing minimum (6/10) of the problem-based test based on lectures and seminars is required for taking the oral exam.

Vsebina:	**Content (Syllabus outline):**
1. Uvod v nevrofiziologijo 2. Struktura in funkcija nevronov in nevroglije 3. Sinaptični prenos 4. Senzorični sistem 5. Motorični sistem 6. Višje živčne funkcije in plasticnost zivcevja 7. Osnove nevropatofiziologije	1. Introduction to neurophysiology 2. Structure and function of neurons and neuroglia 3. Synaptic transmission 4. Sensory system 5. Motor system 6. Higher functions of the nervous system and neural plasticity 7. Basics of neuropathophysiology

Temeljni literatura in viri / Readings:

Kandel ER, Schwartz JH, Jessel TM, Siegelbaum SA, Hudspeth AJ. Principles of Neural Science. Fifth Edition. McGraw-Hill, New York: 2013.
Boron WF, Boulpaep EL. Medical Physiology. 2e Updated Edition. Saunders, Philadelphia: 2012.
Rang HP, Ritter JM, Flower RJ, Henderson G. Rang & Dale´s Pharmacology, 8e 8th Edition. Elsevier Churchill Livingstone, Edinburgh: 2015.
Purves D. Neuroscience. 5th edition. Sinauers 2012.

Cilji in kompetence:	**Objectives and competences:**
Poglavitni cilj predmeta je pridobitev znanj o strukturi in funkciji nevronov in nevroglije, o celični organizaciji in vzdražnosti, zakonitostih sinaptičnega prenosa in organizaciji nevronov v jedra, traktuse in funkcionalne enote, ki so podlaga senzoričnega in motoričnega sistema, so podlaga za plastičnost živčevja ter omogočajo višje živčne funkcije (mišljenje in vedenje). Na osnovi znanja o normalni strukturi in funkciji bo študent dobil vpogled tudi v nevropatofiziologijo najpogostejših bolezni, kot so anksioznost, shizofrenija, depresija in demenca.	The major aim of the course is to gain knowledge on structure and function of neurons and neuroglia, on cellular organization and excitability, principles of synaptic transmission and organization of neurons into nuclei, tractus and functional units that form the basis of the sensory and motor system, its plasticity, and enable higher functions of the nervous system (cognition and behavior). On the basis of the knowledge about normal structure and function, the student will gain insight into neuropathophysiology of most common diseases, such as anxiety, schizophrenia, depression and dementia.

Predvideni študijski rezultati:	**Intended learning outcomes:**
Znanje in razumevanje: Znanje o in razumevanje strukture citoplazme in membrane nevronov in nevroglije, o	Knowledge and Understanding: Knowledge about and understanding of structure of cytoplasm and membrane of

vzdražnosti nevronov in nevroglije, o anatomiji jeder in traktusov ter višjih centrov. Znanje in razumevanje načina komunikacije med celicami v centralnem živčnem sistemu, o njihovi plastičnosti, o živčnih prenašalcih in osnovah delovanja zdravil, ki delujejo v centralnem živčnem sistemu. Kompleksno razumevanje zaznavanja, motorike in višjih funkcij ter nastanka bolezni. Prenesljive/ključne spretnosti in drugi atributi: Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja - delati usmerjeno k rezultatom ob minimalnem nadzoru - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	neurons and neuroglia, of neuoronal and glial excitability, of nuclei, tractus and higher centers. Knowledge and understanding of modes of communication between cells in the central nervous system, its olasticity, about neurotransmitters and modes of action of drugs acting in the central nervous system. Complex understanding of the principles of sensation and motor actions, as well as the most common central nervous system disorders. Transferable/Key Skills and other attributes: In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - focus on achieving results with minimal supervision - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
Interaktivna predavanja E-učenje Problem-based seminars Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	Interactive frontal method E-learning Problem-based seminars The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Sprotne naloge	**70 %**	Coursework
Ustni izpit	**30 %**	Oral exam

Reference nosilcev / Lecturers´ references:

1. PERC, Matjaž, GORIŠEK MIKSIĆ, Nina, SLAVINEC, Mitja, STOŽER, Andraž. Forecasting COVID-19. Frontiers in physics, ISSN 2296-424X, Apr. 2020, vol. 8, art. no. 127, str. 1-5, doi: 10.3389/fphy.2020.00127. [COBISS.SI-ID 25194760], [JCR, SNIP, WoS do 3. 12. 2020

2. GOSAK, Marko, YAN-DO, Richard, LIN, Haopeng, MACDONALD, Patrick E., STOŽER, Andraž.

Ca2+ oscillations, waves, and networks in islets from human donors with and without type 2 diabetes. Diabetes. Dec. 2022, vol. 71, iss. 12, str. 2584-2596. ISSN 1939-327X. DOI: 10.2337/db22-0004. [COBISS.SI-ID 130567683], [JCR, SNIP]

3. STOŽER, Andraž, PARADIŽ, Eva, POHOREC, Viljem, DOLENŠEK, Jurij, KRIŽANČIĆ BOMBEK, Lidija, GOSAK, Marko, SKELIN, Maša. The role of cAMP in beta cell stimulus-secretion and intercellular coupling. Cells, ISSN 2073-4409, 2021, vol. 10, str. 1-26, ilustr. https://www.mdpi.com/2073-4409/10/7/1658, doi: 10.3390/cells10071658. [COBISS.SI-ID 70397955], [JCR, WoS do 15. 12. 2021

Univerza v Mariboru

Filozofska fakulteta

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Raziskovanje stresa: Nevrofiziologija
Course title:	Stress research: Neurophysiology

Študijski program in stopnja **Study programme and level**	**Študijska smer** **Study field**	**Letnik** **Academic year**	**Semester** **Semester**
Psihologija, 3. stopnja		**1. ali 2.**	**1., 2. ali 3.**
Psychology, 3rd degree		**1. or 2.**	**1., 2. or 3.**

Vrsta predmeta / Course type izbirni/elective

Univerzitetna koda predmeta / University course code:

Predavanja **Lectures**	**Seminar** **Seminar**	**Vaje** **Tutorial**	**Klinične vaje** **work**	**Druge oblike študija (Laboratorijske vaje)**	**Samost. delo** **Individ. work**	**ECTS**
10	**5**				**165**	**6**

Nosilec predmeta / Lecturer: Jurij Dolenšek

Jeziki / Languages:	**Predavanja / Lectures:**	slovenski / slovene
	Seminar / Seminar:	slovenski / slovene

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

Pogoji za vključitev v delo: Pogojev ni.

Pogoji za opravljanje študijskih obveznosti:
Vsaka izmed definiranih obveznosti mora biti zaključena s pozitivno oceno. Ocena enaka ali višja minimalni (6/10) na testu iz predavanj, seminarjev in vaj, ki vsebuje problemske naloge, je predpogoj za pristop k ustnemu izpitu.

Prerequisites:

Prerequisites for attending the course: None.

Prerequisites for completing the course:
Each of the defined commitments must be completed with a passing grade. A grade equal to or higher than the passing minimum (6/10) of the problem-based test based on lectures, seminars, and practicals is required for taking the oral exam.

Vsebina:	**Content (Syllabus outline):**
1. Uvod v napredne metode v fiziologiji: od posameznih celic do organizma kot celote 2. Metoda vpete krpice membrane (patch-clamp) za določevanje aktivnosti ionskih kanalov 3. Konfokalno slikanje spremembe znotrajcelične koncentracije kalcijevih ionov za določevanje celične aktivnosti 4. Merjenje eksocitoze 5. Elektrofiziološke osnove delovanja srca, EKG in HRV 6. Elektrofiziološke osnove EEG 7. Elektrofiziološke osnove EMG 8. Integrativna fiziologija: dihanje, delovanje ledvic in srca 9. Napredne metode obdelave podatkov: procesiranje podatkov in napredne analitične metode (analiza časovnih vrst, teorija kompleksnih mrež)	1. Introduction to advanced methods in physiology: from individual cells to the organism as a whole 2. The patch-clamp method to measure activity of ion channels 3. Confocal imaging of intracellular calcium concetration changes 4. Measuring exocytosis to measure cellular activity 5. Electrophysiological basis of heart action, ECG, and HRV 6. Electrophysiological basis of EEG 7. Electrophysiological basis of EMG 8. Intergative physiology: respiration, kidney and heart function 9. Advanced methods of data analysis: processing and advanced analysis (time series analysis, complex network theory)

Temeljni literatura in viri / Readings:

Kandel ER, Schwartz JH, Jessel TM, Siegelbaum SA, Hudspeth AJ. Principles of Neural Science. Fifth Edition. McGraw-Hill, New York: 2013.
Boron WF, Boulpaep EL. Medical Physiology. 2e Updated Edition. Saunders, Philadelphia: 2012.
Stožer A, Križančić-Bombek L, Dolenšek J, Skelin M. Izbrana poglavja iz fiziologije z navodili za vaje. Univerza v Mariboru, Medicinska fakulteta, Maribor: 2012.
Hobbie RK, Roth BJ. Intermediate Physics for Medicine and Biology. Fourth Edition. Springer, Heidelberg: 2007.
Molleham A. Patch Clamping An Introductory Guide to Patch Clamp Electrophysiology. Wiley & Sons 2003.
Pawley J. Handbook of Biological Confocal Microscopy. Third edition. Springer, 2006.

Cilji in kompetence:	**Objectives and competences:**
Poglavitni cilj predmeta je pridobitev teoretičnih znanj in praktičnih veščin za izvedbo meritev fiziološke aktivnosti človeka na nivoju celice, organskih sistemov in organizma kot celote in posledično bolje razumeti stresni odziv.	The major aim of the course is to gain theoretical knowledge and practical skills to conduct measurements of physiological activity of a human on a different organizational levels: at the level of a single cell, organ systems, and the organism as a whole and consequently get better insight into the physiology of stress.

Teoretične osnove in praktično obdelovanje v meritvah pridobljenih surovih podatkov.	Theoretical basis and practical processing of experimentally acquired raw data.

Predvideni študijski rezultati:	**Intended learning outcomes:**
Znanje in razumevanje: Znanje o in razumevanje fizioloških meritev kot mero aktivnosti ljudi na nivoju posameznih celic (metoda vpete krpice membrane in konfokalno slikanje), na nivoju organov (konfokalno slikanje, EKG, HRV, EEG, EMG) in na nivoju organizma kot celote (povezovanje pridobljenih podatkov o delovanju posameznih organov v celoto). Znanje in uporaba metod za obdelovanje fizioloških podatkov Prenesljive/ključne spretnosti in drugi atributi: Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja - delati usmerjeno k rezultatom ob minimalnem nadzoru - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	Knowledge and Understanding: Knowledge about and understanding of physiological measurements enabling determination of human activity on the organizational level of single cells (patch clamp technique, confocal imaging), on the level of organs (confocal imaging, ECG, HRV, EEG, EMG), and on the level of body as a whole (integrating acquired data of human body organ activities). Knowledge and application of methods of physiological data processing. Transferable/Key Skills and other attributes: In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - focus on achieving results with minimal supervision - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
Interaktivna predavanja E-učenje Problem-based seminars Praktične vaje Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	Interactive frontal method E-learning Problem-based seminars Practicals The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Sprotne naloge	**70 %**	Coursework
Ustni izpit	**30 %**	Oral exam

Reference nosilcev / Lecturers´ references:

1. DOLENŠEK, Jurij, KOS, Tina, STOŽER, Andraž, ŠPERNJAK, Andreja (avtor, korespondenčni avtor). Teachers perception of the use on a low-cost pulse rate sensor for biology education. Advances in physiology education. Jun. 2022, vol. 46, iss. 2, str. 238-245. ISSN 1043-4046. DOI: 10.1152/advan.00088.2021. [COBISS.SI-ID 99009795], [JCR, SNIP, WoS, Scopus]

2. STOŽER, Andraž, SKELIN, Maša, GOSAK, Marko, KRIŽANČIĆ BOMBEK, Lidija, POHOREC, Viljem, RUPNIK, Marjan, DOLENŠEK, Jurij. Glucose-dependent activation, activity, and deactivation of beta cell networks in acute mouse pancreas tissue slices. American journal of physiology, endocrinology and metabolism, ISSN 0193-1849, 2021, vol. 321, iss. 2, str. E305-E323, ilustr. https://journals.physiology.org/doi/full/10.1152/ajpendo.00043.2021?rfr_dat=cr_pub++0pubmed&url_ver=Z39.88-2003&rfr_id=ori%3Arid%3Acrossref. org, doi: 10.1152/ajpendo.00043.2021. [COBISS.SI-ID 75400451], [JCR, SNIP, WoS do 7. 11. 2021

3. STOŽER, Andraž, HOJS, Radovan, DOLENŠEK, Jurij. Beta cell functional adaptation and dysfunction in insulin resistance and the role of chronic kidney disease. Nephron journals. 2019, vol. 143, no. 1, str. 33-37, ilustr. ISSN 2235-3186. https://www.karger.com/Article/FullText/495665, DOI: 10.1159/000495665. [COBISS.SI-ID 512876344], [JCR, SNIP, WoS do 26. 10. 2022

Univerza v Mariboru

Filozofska fakulteta

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Raziskovanje kognicije: Računalništvo 1
Course title:	Cognition research: Computer science 1

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 3. stopnja		**1. ali 2.**	**1., 2. ali 3.**
Psychology, 3rd degree		**1. or 2.**	**1., 2. or 3.**

Vrsta predmeta / Course type izbirni/elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija (Laboratorijske vaje)	Samost. delo Individ. work	ECTS
10	**5**				**165**	**6**

Nosilec predmeta / Lecturer: Aleš Holobar

Jeziki / Languages:		
	Predavanja / Lectures:	slovenski/ slovene
	Vaje / Tutorial:	slovenski / slovene

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Pogoji za vključitev v delo: Poznavanje osnov biotehnike, fiziologije in raziskovalnega dela z računalniki in računalniško upravljanimi medicinskimi napravami. Pogoji za opravljanje študijskih obveznosti: Vsaka izmed naštetih obveznosti mora biti opravljena s pozitivno oceno.	Prerequisites for attending the course: Basic knowledge about bioengineering, physiology, and research work using computers and computer-based medical devices. Prerequisites for completing the course: Each of the mentioned commitments must be assessed with a passing grade.

Vsebina:

- Uvod v fiziologijo in biofiziko izbranih fizioloških sistemov (čuti, skeletno mišični sistem, živčni sistem): celična biofizika, modeliranje in obnašanje nevronov, občutki, sinaptična dovzetnost, obnašanje nevronskih mrež v možganski skorji.
- Elektrofiziologija: zunaj- in znotrajcelično snemanje
- Klinično in eksperimentalno zajemanje ter analiza bioelektričnih signalov in slik:
    - večkanalna elektroencefalografija (EEG): izvori električneaktivnosti, razpoznavanje oblik in karakterizacija EEG (normalna in nenormalna aktivnost možganov, biološke motnje in šum), analiza neodvisnih komponent pri EEG;
    - magnetna encefalografija (MEG): lociranje izvorov in inverzni problem, , analiza neodvisnih komponent pri MEG, uporaba MEG v kognitivni nevroznanosti;
    - slikanje s funkcionalno magnetno resonanco (fMRI) in difuzijsko tenzorsko slikanje (DTI): principi in pristopi k podatkovni analizi pri fMRI, fMRI in EEG, praktični primeri v zvezi z nevroznanostjo;
    - pozitronska emisijska tomografija (PET) in računalniška tomografija z emisijo posameznih fotonov (SPECT): princip delovanja, , uporaba v nevroznanosti;

Content (Syllabus outline):

- Basic physiology and biophysics of selected physiological systems (senses, skeletal-muscular system, nervous system): cell biophysics; neuron modelling and behavior;; synaptic plasticity; behaviour of neural networks in cortical column;
- Electrophysiology: intracellular and extracellular recording;
- Clinical and experimental bioelectrical signal and image acquisition and analysis:
    - Multichannel electroencephalography (EEG): sources of EEG activity; pattern recognition and characterization of EEG signals (normal and abnormal activity, biological and external artefacts);Independent Component Analysis of EEG.
    - Magnetoencephalography (MEG): source localization and the inverse problem;; Independent Component Analysis of MEG; applications of MEG in cognitive neuroscience;
    - Functional magnetic resonance imaging (fMRI) and diffusion tensor imaging (DTI): main principles and approaches to data analysis; fMRI and EEG; practical examples: case studies in neuroscience;
    - Positron emission tomography (PET and single photon emission computed tomography (SPECT): main principles and image reconstruction techniques ; applications in neuroscience;

○ spektroskopsko slikanje pri valovnih dolžinah blizu infrardeče svetlobe (NIRS): osnovna načela in instrumenti, uporaba v nevroznanosti; ○ elektronevrografija (ENG) in elektromiografija (EMG): nastanek živčnih in mišičnih akcijskih potencialov, dovajanje in odvajanje informacij (možgani, hrbtenjača, mišice, čutila), možganske strategije nadzora mišic, merjenje in analiza živčnih in mišičnih signalov, povezave z nevroznanostjo. • Magnetna stimulacija možganov (TMS) ○ principi delovanja, oprema in tehnike za TMS; ○ praktični primeri: stimulacije s TMS v nevroznanosti. • Vmesniki možgani-stroj in mišice-stroj glavne značilnosti in načini zajemanja podatkov; ○ možnosti in omejitve, etični pomisleki; ○ pregled obstoječih vmesnikov. • Izbrana poglavja iz obdelave biomedicinskih signalov in teorije ocenitev (vzorčenje, Nyquistov teorem, Fourierova analiza, kratkočasovna Fourierova analiza, filtriranje signalov).	○ Near-infrared spectroscopic imaging (NIRSI): basic principles and instrumentation; applications in neuroscience; ○ Electroneurography (ENG) and electromyography (EMG): generation of neural and muscle action potential; afferent and efferent transmission of information (brain, spinal cord, muscles, sensors); central control strategies of muscles; perception; measurement and analysis of EMG and ENG; links to neuroscience. • Transcranial magnetic stimulation (TMS): ○ Background and principles, TMS equipment and techniques; ○ practical applications of TMS stimulation in neuroscience. • Brain and muscle-computer interfaces (BCI): ○ main principles and data acquisition modalities; ○ possibilities and limitations, ethical considerations; ○ overview of existing interfaces. • Selected topics in biomedical signal processing and estimation theory (sampling, Nyquist theorem, Fourier analysis, short-time Fourier analysis and filters).

Temeljni literatura in viri / Readings:

- D. Weishaupt, V. Köchli, B. Marincek: How Does MRI Work? [Elektronski vir] : An Introduction to the Physics and Function of Magnetic Resonance Imaging (2006), Springer.
- R. Merletti, D. Farina: Surface electromyography : physiology, engineering and applications (2016) Piscataway, NJ: IEEE Press; Hoboken NJ: Wiley
- S. Cerutti, C. Marchesi: Advanced Methods of Biomedical Signal Processing (2011), IEEE Press.

- E. Niedermeyer, F. L. da Silva: Electroencephalography : basic principles, clinical applications, and related fields (2005), Lippincott Williams & Wilkins.
- J. Wolpaw, E. W. Wolpaw: Brain-Computer Interfaces: Principles and Practice (2012), Oxford University Press.

Cilji in kompetence:

Cilj predmeta je posredovati celovit pregled fizioloških ozadij, tehnik in metod zajemanja, modelov in analiz v zvezi z biomedicinskimi signali in slikami centralnega in perifernega živčnega sistema. Znanstveno bodo utemeljene povezave s kognitivno nevroznanostjo in njenimi uporabnimi vidiki.

Objectives and competences:

This course gives students a thorough overview of physiological backgrounds, acquisition techniques and methods, models and analysis related to biomedical signals and functional neuroimaging. Their links with, and practical implications in, cognitive neuroscience will be scientifically substantiated.

Predvideni študijski rezultati:

Znanje in razumevanje:
Po zaključku tega predmeta bo študent sposoben

- razumeti povezave med fiziološkimi in fizikalnimi ozadji ter modernimi tehnikami za spremljanje biomedicinskih signalov in slik,
- analizirati potrebe po takšnih pristopih v zvezi s kognitivno nevroznanostjo, razvijati raziskovalne pristope v nevroznanosti, ki bodo vključevali obdelavo signalov in slik,
- raziskati, razumeti in ovrednotiti obstoječe pristope, sklepati o možnih rešitvah in uvajati nove ideje za računalniško podporo kognitivni nevroznanosti.

Prenesljive/ključne spretnosti in drugi atributi:
Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil:
- razmišljajti analitično in sintetično
- biti ustvarjalen, radovednen in izvirnen
- prevzeti intelektualna tveganja
- delati usmerjeno k rezultatom ob minimalnem nadzoru
- biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov

Intended learning outcomes:

Knowledge and Understanding:
On completion of this course the student will be able to

- understand relationships between physiological and physical backgrounds and modern support techniques for biomedical signals and neuroimaging,
- analyse necessities for such solutions in cognitive neuroscience,
- develop research approaches with inclusion of signal and image processing, comprehend, research, and evaluate known approaches, infer on possible solutions and introduce new ideas for computer support to cognitive neuroscience.

Transferable/Key Skills and other attributes:
In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to:
- think analytically and synthetically
- be creative, inquisitive, and original
- take intellectual risks
- focus on achieving results with minimal supervision
- be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	Learning and teaching methods:
• predavanja, • seminar Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	• lectures • seminar work The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
seminarska naloga	30%	seminar paper
ustni izpit	70%	oral exam

Reference nosilca / Lecturer's references:

1. DIVJAK, Matjaž, SEDEJ, Gašper, MURKS, Nina, GERŽEVIČ, Mitja, MARUŠIČ, Uroš, PIŠOT, Rado, ŠIMUNIČ, Boštjan, HOLOBAR, Aleš. Inter-person differences in isometric coactivations of triceps surae and tibialis anterior decrease in young, but not in older adults after 14 days of bed rest. Frontiers in physiology. Jan. 2022, vol. 12, art. 809243, str. 1-14, ilustr. ISSN 1664-042X. https://doi.org/10.3389/fphys.2021.809243, https://dirros.openscience.si/IzpisGradiva.php?id=15445, DOI: 10.3389/fphys.2021.809243. [COBISS.SI-ID 95552515], [JCR, SNIP, WoS, Scopus]

2. KALC, Miloš, ŠKARABOT, Jakob, DIVJAK, Matjaž, URH, Filip, KRAMBERGER, Matej, VOGRIN, Matjaž, HOLOBAR, Aleš. Identification of motor unit firings in H-reflex of soleus muscle recorded by high-density surface electromyography. IEEE transactions on neural systems and rehabilitation engineering. [Online ed.]. Date of Publication: 31 October 2022, 10 str., ilustr. ISSN 1558-0210. DOI: 10.1109/TNSRE.2022.3217450. [COBISS.SI-ID 128280835], [JCR, SNIP]

3. ŠKARABOT, Jakob, AMMANN, Claudia, BALSHAW, Thomas G., DIVJAK, Matjaž, URH, Filip, MURKS, Nina, FOFFANI, Guglielmo, HOLOBAR, Aleš. Decoding firings of a large population of human motor units from high-density surface electromyogram in response to transcranial magnetic stimulation. The journal of physiology. [Online ed.]. 2023, vol. 601, iss. 10, str. 1719-1744, ilustr. ISSN 1469-7793 DOI: 10.1113/JP284043. [COBISS.SI-ID 148198915]

Univerza v Mariboru

Filozofska fakulteta

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Teorije in pristopi v kognitivni psihologiji
Course title:	Theories and approaches in cognitive psychology

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 3. stopnja		**1. ali 2.**	**1., 2. ali 3.**
Psychology, 3rd degree		**1. or 2.**	**1., 2. or 3.**

Vrsta predmeta / Course type izbirni/elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
10	**5**				**165**	**6**

Nosilec predmeta / Lecturer: Karin Bakračevič

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

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Pogoji za vključitev v delo: Pogojev ni. **Pogoji za opravljanje študijskih obveznosti**: Vsaka izmed naštetih obveznosti mora biti opravljena s pozitivno oceno. Pozitivna ocena iz problemsko zastavljenih pisnih nalog je pogoj za pristop k ustnemu izpitu.	**Prerequisites for attending the course:** None. **Prerequisites for completing the course:** Each of the mentioned commitments must be assessed with a passing grade. Passing grade of the problem-based learning exercises is required for taking the oral exam.

Vsebina:

- Klasične teorije kognitivnega razvoja: Piaget, Vigotski, Brunner:
- Novejši pristopi k razlagi miselnega razvoja: neo Piageisti in teorija procesiranja informacij (Pascual-Leone, Case, Fisher, Halford, Demetriou);
- Razvoj možganov in učenje;
- Zaznavanje in razvoj pozornosti;
- Razvoj izvršilnih funkcij in samoregulacije;
- Spomin: struktura, delovanje in razvoj;
- Razvoj mišljenja: reševanje problemov, presojanje in odločanje, metakognicija;
- Inteligentnost: modeli in teorije intelekta, razvoj ustvarjalnosti, koncept modrosti;
- Razvoj govora in jezik;
- Socialna kognicija in teorija uma;
- Razvojni aspekti kognitivno-emocionalne interakcije.

Content (Syllabus outline):

- Classical theories of cognitive development: Piaget, Vigotski, Brunner;
- Modern theories of cognitive development: neoPiagetians and information processing theory (Pascual-Leone, Case, Fisher, Halford, Demetriou);
- Brain development and learning;
- Perception and development of attention;
- Development of executive functions and selfregulation;
- Memory: structure and development;
- Development of thinking: problem solving, judgment and decision making, metacognition;
- Intelligence: models and theories of intellect, development of creativity; concept of wisdom;
- Language development;
- Social cognition and theory of mind;
- Developmental aspects of cognitive-emotional interaction

Temeljni literatura in viri / Readings:

Lerner, R. M. and Overton, W. F. (2010). The handbook of life-span development: Cognition, biology, and methods. Hoboken (New Jersey) : J. Willey & Sons
Goswami, U. (2007). Cognitive development: The learning brain. Hove: Psychology Press
Matlin, , M.W. (2017). Cognition. NY: Wiley
Sternberg, R. J. (2009). Cognitive Psychology. Wadsworth Publishing
Demetriou, A. & Raftopoulos, A. (2004). Cognitive developmental change: Models, methods, and measurement. Cambridge:
Cambridge University Press.
Članki iz revij kot so: Cognitive Development, Journal of Cognition and Development, Cognitive Psychology, …

Cilji in kompetence:

Študentje in študentke:

- Poglobljeno spoznajo posamezna področja kognicije in njihov razvoj;

Objectives and competences:

Students:

• nadgradijo znanje in razumevanje o značilnostih razvoja mišljenja v posameznih obdobjih ter pomenu individualnih razlik; • obvladajo pomembne teorije in modele kognicije ter novejše izsledke na področju kognitivnega razvoja.	• get acquainted with and comprehend different fields of cognitive functioning and their development; • become able to deeply understand characteristics of cognitive development and importance of individual differences; • become able to understand theories and models of cognition and get familiar with new findings in the field of cognitive development.

Predvideni študijski rezultati:	**Intended learning outcomes:**
Znanje in razumevanje: Poznavanje in poglobljeno razumevanje različnih področij kognicije in njihovega razvoja ter teorij in modelov v kognitivni psihologiji. Sposobnost kritične presoje in uporabe znanstvenih in strokovnih spoznanj o kogniciji/ kognitivnem razvoju na področju drugih ved ter v praksi. Prenesljive/ključne spretnosti in drugi atributi: Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja - delati usmerjeno k rezultatom ob minimalnem nadzoru - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	Knowledge and Understanding: Familiarity with and understanding of different areas of cognitive development, and theories and models in cognitive psychology. Ability to critically judge and apply scientific and professional findings about cognitive characteristics and development in other fields and in the praxis Transferable/Key Skills and other attributes: In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - focus on achieving results with minimal supervision - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
• interaktivna predavanja; • razgovor; • obravnava študijskih primerov; • delo z besedilom • multimedijske predstavitve Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	• interactive lectures; • discussion; • case studies discussion; • working with texts • multimedia presentation The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
seminarska naloga	30%	seminar paper
ustni izpit	70%	oral exam

Reference nosilca / Lecturer's references:

1. KLOJČNIK, Monika, BAKRAČEVIČ, Karin. The effectiveness of computerized cognitive remediation therapy (CCRT) for deficits in attention and executive functions in depression : a pilot study. Applied neuropsychology. Adult. 2023, vol. 30, no. 3, str. 306-314, ilustr. ISSN 2327-9109. https://www.tandfonline.com/doi/epdf/10.1080/23279095.2021.1941965?needAccess=true&role=button, DOI: 10.1080/23279095.2021.1941965. [COBISS.SI-ID 68557571], [JCR, SNIP, WoS do 1. 6. 2023

2. DEMŠAR, Ajda, BAKRAČEVIČ, Karin. Depression, anxiety, stress, and coping mechanisms among parents of children with autism spectrum disorder. International journal of disability, development, and education. 2023, vol. 70, no. 6, str. 994-1007, tabele. ISSN 1465-346X. https://www.tandfonline.com/doi/full/10.1080/1034912X.2021.1947474, DOI: 10.1080/1034912X.2021.1947474. [COBISS.SI-ID 71121667], [JCR, SNIP, WoS do 14. 1. 2023

3. MIČIČ, Sara, BAKRAČEVIČ VUKMAN, Karin. Bilingualism in connection with executive functions and cognition in children in Slovenian bilingual area. Studia Historica Slovenica : časopis za humanistične in družboslovne študije, ISSN 1580-8122. [Tiskana izd.], 2020, letn. 20, št. 1, str. 253-278, tabela. http://shs.zgodovinsko-drustvo-kovacic.si/revija/shs2020-1, doi: 10.32874/SHS.2020-08. [COBISS.SI-ID 45084931], [SNIP]

Univerza v Mariboru

Filozofska fakulteta

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Teorije in pristopi v psihologiji učenja
Course title:	Theories and approaches in psychology of learning

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 3. stopnja		**1. ali 2.**	**1., 2. ali 3.**
Psychology, 3rd degree		**1. or 2.**	**1., 2. or 3.**

Vrsta predmeta / Course type	izbirni/elective
Univerzitetna koda predmeta / University course code:	

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
10	**5**				**165**	**6**

Nosilec predmeta / Lecturer:	Katja Košir

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

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Pogoji za vključitev v delo: Pogojev ni.	**Prerequisites for attending the course:** None.

Vsebina:	**Content (Syllabus outline):**
1. Sodobne teorije in modeli, ki pojasnjujejo odnos med različnimi dejavniki učenja. 2. Sodobne teorije in modeli motivacije 3. Merjenje kognitivnih, osebnostnih, motivacijskih in emocionalnih značilnosti; vzajemni učinki 4. Medosebne razlike v emocijah in regulaciji emocij	1. Contemporary theories and models that explain factors of leraning. 2. Contemporary theories and models of motivation 3. Psychological assessment of cognitive, personality, motivational, and emotional characteristics; reciprocal effects

5. Teorija samodoločanja in vloga temeljnih psiholoških potreb pri razumevanju osebnosti in učenja 6. Paradigma pozitivne psihologije in iz nje izhajajoči psihološki konstrukti: subjektivno zadovoljstvo, optimizem, pozitivna samopodoba, samoregulacija vedenja in emocij, empatija in prosocialno vedenje, intrinzična motivacija, zanos, ustvarjalnost, spoprijemanje s stresom in osebnostna čvrstost 7. Vloga osebnostnih, motivacijskih in emocionalnih dejavnikov v aplikativnih kontekstih; pomen teh vidikov za nevroznanost 8. Dodatne vsebine s področja učenja, osebnosti ter motivacijskih in emocionalnih procesov glede na tematiko naloge	4. Emotion and emotion regulation: personality processes and individual differences 5. Self-determination theory and the role of basic psychological needs in personality and the learning 6. Positive psychology approach and related constructs: subjective well-being, optimism, self-regulation of behavior and emotions, empathy and prosocial behavior, intrinsic motivation, flow, creativity, coping with stress and resilience. 7. The role of personality, motivational, and emotional factors in applicative contexts and; the implications for neuroscience 8. Special topics related to learning, personality, motivational and emotional process based on own research problem

Temeljni literatura in viri / Readings:

Hattie, J. (2009). Visible learning. London, New York: Routledge.

Hattie, J. in Yates, G. (2014). *Visible learning and the science of how we learn.* London, New York: Routledge.
Kirschner, P. A. in Hendrick, C. (2020). *How learning happens.* London, New York: Routledge.

Aktualni sodobni članki v znanstveni periodiki/current articles in scientific journals

Cilji in kompetence:

Cilj predmeta je študente seznaniti s ključnimi sodobnimi modeli učenja in motivacije ter različnimi pristopi k (merjenju) osebnostnih, motivacijskih in emocionalnih značilnosti. Študenti bodo po izvedbi predmeta poznali ključne teorije in modele učenja in motivacije ter razumeli prepletenost kognitivnih, osebnostnih, motivacijskih in emocionalnih dejavnikov pri napovedovanju učenja. Poznali bodo prednosti in pomanjkljivosti različnih pristopov k merjenju kognitivnih, osebnostnih, motivacijskih in emocionalnih pojavov ter povezanih psiholoških konstruktov. Prepletenost učnih, osebnostnih, motivacijskih in emocionalnih dejavnikov bodo znali pojasniti z različnimi modeli (npr. procesni model odnosov med socialnim kontekstom, selfom, vedenjem in izidi v okviru teorije samodoločanja) in na različnih pojavih (npr. zanos, ustvarjalnost). Pridobljeno znanje bodo znali povezati z lastnimi raziskovalnimi problemi in prenesti v aplikativne kontekste ter na področje nevroznanosti.

Objectives and competences:

The aim of the course is to introduce the students to the basic contemporary approaches to the (measurement of) academic, motivational, and emotional characteristics. After successfully completing the course, students will be familiar with the main theories and models of learning and motivation and will understand the interrelatedness of cognitive, personality, motivational, and emotional factors in predicting learning. They will be familiar with the advantages and limitations of different approaches for assessing cognitive, personality, motivational, and emotional aspects and related psychological constructs. They will be able to explain the interrelatedness between these aspects using different psychological models (e.g. the process model of the relations between social context, self, behavior and outcomes steaming from the self-determination theory) and on different constructs (e.g. flow, creativity). They will be able to relate the acquired knowledge with their own research problems and transfer it into the applied contexts and in neuroscience.

Predvideni študijski rezultati:

Znanje in razumevanje:
Študenti poznajo in razumejo različne modele osebnosti in motivacije in jih znajo uporabiti pri pojasnjevanju učenja. Poznajo različne pristope k merjenju učnih, osebnostnih, emocionalnih in emocionalnih značilnosti ter njihove prednosti ter omejitve. Naučene modele in pristope znajo uporabiti pri lastnem raziskovalnem delu ter prenesti v aplikativne kontekste ter na področje nevroznanosti.

Prenesljive/ključne spretnosti in drugi atributi:

Intended learning outcomes:

Knowledge and Understanding:
Student are familiar with and understand different models of personality and motivation and are able to use them in explaining learning. They are familiar with different approaches to the assessment of academic, personality, motivational, and emotional characteristics and their strengths and limitations. They are able to use the acquired models and approaches in their own research work and generalize it to the applied contexts and to neuroscience.
Transferable/Key Skills and other attributes:

Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja - delati usmerjeno k rezultatom ob minimalnem nadzoru - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - focus on achieving results with minimal supervision - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
Razlaga Diskusija E-učenje Problemsko zastavljene naloge Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	Explanation Discussion E-learning Problem-based learning exercises The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Portfolio	**100 %**	Portfolio

Reference nosilca / Lecturer's references:

1. KOŠIR, Katja, ŽUGELJ, Urška. Retrospective and concurrent victimisation as predictors of social self-concept and loneliness in first-year university students = Retrospektivna in trenutna vrstniška viktimizacija kot napovednika socialne samopodobe in osamljenosti pri študentih prvega letnika. CEPS journal : Center for Educational Policy Studies Journal. 2022, str. 1-17. ISSN 1855-9719. https://cepsj.si/index.php/cepsj/article/view/1314/602, DOI: 10.26529/cepsj.1314. [COBISS.SI-ID 112964611], [SNIP]

2. KOŠIR, Katja, DUGONIK, Špela, HUSKIĆ, Adelisa, GRAČNER, Jure, KOKOL, Zala, KRAJNC, Živa. Predictors of perceived teachers' and school counsellors' work stress in the transition period of online education in schools during the COVID-19 pandemic. Educational studies, ISSN 0305-5698, 2020, str. 1-5, doi: 10.1080/03055698.2020.1833840. [COBISS.SI-ID 32989699], [JCR, SNIP]

3. KOŠIR, Katja, ZORJAN, Saša, MIKL, Anja, HORVAT, Marina. Social goals and bullying : examining the moderating role of self-perceived popularity, social status insecurity and classroom variability in popularity. Social development, ISSN 1467-9507, 2021, str. 1-17, graf. prikazi. https://onlinelibrary.wiley.com/doi/epdf/10.1111/sode.12547, doi: 10.1111/sode.12547. [COBISS.SI-ID 71524611], [JCR, SNIP, WoS do 1. 8. 2021

Univerza v Mariboru

Filozofska fakulteta

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Teorije in pristopi v socialni psihologiji
Course title:	Theories and approaches in social psychology

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 3. stopnja		**1. ali 2.**	**1., 2. ali 3.**
Psychology, 3rd degree		**1. or 2.**	**1., 2. or 3.**

Vrsta predmeta / Course type	izbirni/elective
Univerzitetna koda predmeta / University course code:	

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
10	**5**				**165**	**6**

Nosilec predmeta / Lecturer:	Bojan Musil

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

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

Pogoji za vključitev v delo:
Pogojev ni.

Prerequisites:

Prerequisites for attending the course:
None.

Vsebina:

Content (Syllabus outline):

1. Pregled razvoja socialne psihologije. 2. Raziskovanje v socialni psihologiji in analiza podatkov. 3. Pregled področij socialne kognicije in precepcije; stališč; socialnega vplivanja, skupin in medskupinskih procesov; aplikativnih področij socialne psihologije. 4. Teorije v socialni psihologiji. 5. Sodobni pristopi v socialni psihologiji (evolucijski, sociokulturni, socialna nevroznanost).	1. Overview of the development of social psychology. 2. Research in social psychology with data analysis. 3. Overview of social cognition and perception; attitudes; social influence, groups and intergroup processes; applied social psychology. 4. Theories in social psychology. 5. Contemporary approaches in social psychology (evolutionary, sociocultural, social neuroscience).

Temeljni literatura in viri / Readings:

Burke, P. J. (2006). Contemporary Social Psychology Theories. Stanford: Stanford University Press
Cacioppo, J. T. (2006). Social Neuroscience. London : The MIT Press.
Chadee, D. (2011). Theories in Social Psychology. Oxford: Wiley-Blackwell.
Fiske, S. T., Gilbert, D. T., & G. Lindzey (2010). Handbook of Social Psychology (5th ed.). New Jersey: Wiley.
Ruscher, J. B., & Hammer, E. Y. (2004). Current Directions in Social Psychology. Upper Saddle River: Pearson Prentice Hall.
Smith, P. B., Bond, M. H., & Kagitcibasi, C. (2006). Understanding Social Psychology Across Cultures. London: Sage.
Prispevki periodičnih publikacijah (npr. članki v revijah Journal of Personality and Social Psychology, Basic and Applied Social Psychology, Current Research in Social Psychology, European Journal of Social Psychology, Journal of Applied Social Psychology…).

Cilji in kompetence:	**Objectives and competences:**
Cilj predmeta je študente seznaniti z razvojem socialne psihologije, njenih področij, modelov in teorij; in jih vpeljati v socialno psihološko raziskovanje. Študenti bodo znanje in razumevanje nadgradili s sodobnimi pristopi v socialni psihologiji.	The aim of the course is to introduce the students with the development of social psychology, its areas, models and theories; and introduce them to the social psychological research. During this process, students will broaden their knowledge and understanding with contemporary approaches of social psychology.

Predvideni študijski rezultati:	**Intended learning outcomes:**
Znanje in razumevanje: Poznavanje in poglobljeno razumevanje različnih področij, modelov in teorij socialne psihologije. Prenesljive/ključne spretnosti in drugi atributi: Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja - delati usmerjeno k rezultatom ob minimalnem nadzoru - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	Knowledge and Understanding: Familiarity with and understanding of different areas, models and theories of social psychology. Transferable/Key Skills and other attributes: In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - focus on achieving results with minimal supervision - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
Interaktivna predavanja Razgovor Obravnava študijskih primerov Delo z besedilom Multimedijske predstavitve Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	Interactive lectures Discussion Case studies discussion Work with texts Multimedia presentations The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Ustni izpit	**50%**	Oral exam
Projekt	**50%**	Project

Reference nosilca / Lecturer's references:

1. PLOHL, Nejc, MUSIL, Bojan. Modeling compliance with COVID-19 prevention guidelines : the critical role of trust in science. Psychology, health & medicine. 2021, vol. 26, iss. 1, str. 1-12, ilustr. ISSN 1354-8506. https://www.tandfonline.com/doi/pdf/10.1080/13548506.2020.1772988?needAccess=true, DOI: 10.1080/13548506.2020.1772988. [COBISS.SI-ID 17707011], [JCR, SNIP, WoS do 2. 11. 2022

2. PLOHL, Nejc, MUSIL, Bojan. Understanding, trusting, and applying scientific insights to improve your health : a latent profile analysis approach. International journal of environmental research

and public health. [Online ed.]. 2022, vol. 19, iss. 16, str. 1-16. ISSN 1660-4601. https://www.mdpi.com/1660-4601/19/16/9967/pdf?version=1660549754, DOI: 10.3390/ijerph19169967. [COBISS.SI-ID 118860291], [JCR, SNIP, WoS do 26. 10. 2022

3. SOPČIĆ, Barbara, MUSIL, Bojan. Escapism : suppression of self or its expansion?. Studia Historica Slovenica : časopis za humanistične in družboslovne študije, ISSN 1580-8122. [Tiskana izd.], 2020, letn. 20, št. 1, str. 279-308, tabele. http://shs.zgodovinsko-drustvo-kovacic.si/revija/shs2020-1, doi: 10.32874/SHS.2020-09. [COBISS.SI-ID 45260035], [SNIP]

Univerza v Mariboru

Filozofska fakulteta

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Teorije in pristopi v psihologiji dela in organizacij
Course title:	Theories and approaches in work and organizational psychology

Študijski program in stopnja **Study programme and level**	**Študijska smer** **Study field**	**Letnik** **Academic year**	**Semester** **Semester**
Psihologija, 3. stopnja		**1. ali 2.**	**1., 2. ali 3.**
Psychology, 3rd degree		**1. or 2.**	**1., 2. or 3.**

Vrsta predmeta / Course type	izbirni/elective
Univerzitetna koda predmeta / University course code:	

Predavanja **Lectures**	**Seminar** **Seminar**	**Vaje** **Tutorial**	**Klinične vaje** **work**	**Druge oblike študija**	**Samost. delo** **Individ. work**	**ECTS**
10	**5**				**165**	**6**

Nosilec predmeta / Lecturer:	Sara Tement

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

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Pogoji za vključitev v delo: Pogojev ni. **Pogoji za opravljanje študijskih obveznosti**: Vsaka izmed naštetih obveznosti mora biti opravljena s pozitivno oceno. Pozitivna ocena iz problemsko zastavljenih pisnih nalog je pogoj za pristop k ustnemu izpitu.	**Prerequisites for attending the course:** None. **Prerequisites for completing the course:** Each of the mentioned commitments must be assessed with a passing grade. Passing grade of the problem-based learning exercises is required for taking the oral exam.

Vsebina:

1. Posameznik v organizaciji
   - Zaznavanje in odločanje
   - Emocije in osebnostne značilnosti
   - Motivacija
   - Stališča do dela
   - Stres, izgorelost in psihično blagostanje
2. Skupine v organizaciji
   - Konflikti in komunikacija
   - Delovni timi
3. Organizacija kot celota
   - Vodenje
   - Organizacijska klima/kultura
4. Dodatne vsebine glede na tematiko naloge: Izbrane teme psihologije zdravja pri delu

Content (Syllabus outline):

1. Foundations of individual behavior
   - Perception and decision making
   - Emotions and personality traits
   - Motivation
   - Attitudes in the workplace
   - Stress, burnout and well-being
2. Groups in organizations
   - Conflict and communication
   - Work teams
3. Organizational processes
   - Leadership
   - Organizational climate/culture
4. Special topics based on own research problem: Izbrane teme psihologije zdravja pri delu

Temeljni literatura in viri / Readings:

Arnold, J., Randall, R. et al. (2010). Work psychology: Understanding human behaviour in the workplace, 5th edition. Harlow: Prentice Hall.
Muchinsky, P. (2012). Psychology Applied to Work. Summerfield, NC: Hypergraphic Press.
Riggio, R. E. (2013). Introduction to Industrial/Organizational Psychology 6th Edition. Upper Saddle River, NJ: Pearson Education.
Robbins, S. P., Judge, T. A., & Campbell, T. T. (2010). Organizational behavior. Harlow, UK: Pearson Education.
Prispevki periodičnih publikacijah (npr. članki v revijah Journal of Organizational Behavior, Journal of Vocational Behavior, Journal of Occupational Health Psychology, Journal of Applied Psychology, Journal of Management itd.).

Cilji in kompetence:

Cilj predmeta je študente seznaniti z glavnimi temami, ki jih pokrivajo področja organizacijskega vedenja, psihologije dela ter kadrovske in organizacijske psihologije. Po izvedbi predmeta bodo študenti razumeli vedenje ljudi znotraj delovnih organizacij in znali samostojno razviti raziskovalna vprašanja, vezana na eksperimentalne načrte ali korelacijske študije. Predmet študente

Objectives and competences:

The aim of the course is to introduce the students to the basic topics covered by the fields of organizational behavior, work psychology, personnel, and organizational psychology. After successfully completing the course, students will understand individual and group behavior at work and will be able to independently develop research questions related to experimental and correlational studies. The course will encourage

spodbuja k samostojni zasnovi raziskav počutja, zdravja in vedenja ljudi pri delu.	students to independently design studies related to well-being, health and behavior at work.

Predvideni študijski rezultati:	**Intended learning outcomes:**
Znanje in razumevanje: Študenti razumejo osnove organizacijskega vedenje in znajo znanje uporabiti pri pripravi izvirnih raziskovalnim vprašanj na tem področju. Študenti bodo znanje in razumevanje nadgradili s sodobnimi pristopi v organizacijskem vedenju, psihologiji dela, kadrovski in organizacijski psihologiji. Prenesljive/ključne spretnosti in drugi atributi: Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja - delati usmerjeno k rezultatom ob minimalnem nadzoru - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	Knowledge and Understanding: Student understand the basics of organizational behavior and are able to apply this knowledge when developing creative research questions from this field. During this process, students will broaden their knowledge and understanding with contemporary approaches in organizational behavior, work psychology, personnel, and organizational psychology. Transferable/Key Skills and other attributes: In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - focus on achieving results with minimal supervision - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
Interaktivna predavanja E-učenje Problemsko zastavljene naloge Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	Interactive frontal method E-learning Problem-based learning exercises The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Portfolio	**100 %**	Portfolio

Reference nosilca / Lecturer's references:

1. KERMAN, Katja, KORUNKA, Christian, TEMENT, Sara. Work and home boundary violations during the COVID-19 pandemic : the role of segmentation preferences and unfinished tasks. Applied

psychology, ISSN 1464-0597, JFirst published: 30 June 2021, str. 1-38, doi: 10.1111/apps.12335. [COBISS.SI-ID 69119747], [JCR, SNIP, WoS do 11. 12. 2021

2. HORVAT, Marina, TEMENT, Sara. Self-reported cognitive difficulties and cognitive functioning in relation to emotional exhaustion : evidence from two studies. Stress and health, ISSN 1532-2998, 2020, str. 1-42, doi: 10.1002/smi.2930. [COBISS.SI-ID 25077512], [JCR, SNIP, WoS do 14. 11. 2020

3. TEMENT, Sara, ZORJAN, Saša, LAVRIČ, Meta, POŠTUVAN, Vita, PLOHL, Nejc. A randomized controlled trial to improve psychological detachment from work and well-being among employees : a study protocol comparing online CBT-based and mindfulness interventions. BMC public health. 2020, vol. 20, [art. no.] 1708, str. 1-15, ilustr. ISSN 1471-2458. https://rdcu.be/ca4aE, DOI: 10.1186/s12889-020-09691-5. [COBISS.SI-ID 38513155], [JCR, SNIP, WoS do 19. 11. 2022

Univerza v Mariboru

Filozofska fakulteta

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Teorije in pristopi v medijski psihologiji
Course title:	Theories and approaches in media psychology

Študijski program in stopnja **Study programme and level**	**Študijska smer** **Study field**	**Letnik** **Academic year**	**Semester** **Semester**
Psihologija, 3. stopnja		**1. ali 2.**	**1., 2. ali 3.**
Psychology, 3rd degree		**1. or 2.**	**1., 2. or 3.**

Vrsta predmeta / Course type	izbirni/elective
Univerzitetna koda predmeta / University course code:	

Predavanja **Lectures**	**Seminar** **Seminar**	**Vaje** **Tutorial**	**Klinične vaje** **work**	**Druge oblike študija**	**Samost. delo** **Individ. work**	**ECTS**
10	**5**				**165**	**6**

Nosilec predmeta / Lecturer:	Nejc Plohl

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

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Pogoji za vključitev v delo: Poznavanje osnovnih konceptov psihologije osebnosti in socialne psihologije.	**Prerequisites for attending the course**: Knowledge of basic concepts in personality nad social psychology.

Vsebina:

- Opredelitev področja
- Posameznik
- vpliv uporabe tehnologije na telo in možgane; vprašanja sebstva, osebne in socialne identitete; razvoj posameznika; razumevanje spola; upravljanje z vtisom; digitalna pismenost; zaupanje; digitalno zdravje in blagostanjeSkupine
  nastanek virtualnih skupnosti; skupinska dinamika; skupinska kohezija; socialna resničnost v virtualnem svetu
- Komunikacija
  spletna socialna omrežja; teoretični modeli spletne komunikacije; uporaba mobilnih naprav, komunikacija s stroji in roboti; z umetno inteligenco ustvarjene lažne informacije
- Patološki pojavi
  nasilje; depresija; narcisizem; odvisnosti
- Pojavi virtualnega sveta
- nevidnost; brezčasnost; 3D svetovi; avatarji; večopravilnost; umetna inteligenca; igre; globoki ponaredki; veliki jezikovni modeliDruga poglavja iz interakcije med človekom in računalnikom

Content (Syllabus outline):

- Introduction to media and cyberpsychology
- Individual
  technology influences on body and brain; self, personal and social identity; understanding of gender; impression management; digital literacy; trust; digital health and well-beingGroups
  virtual communities; group dynamics; group cohesion; social reality in virtual world
- Communication
  social networks; theoretical models of online communication; mobile devices; communication with machines; and robots; AI-generated misinformation
- Pathology
  violence; depression; narcissism; addictions
- Cyberspace phenomena
  invisibility; timelessness;3D worlds; avatars; multitasking; artificial intelligence; games; deepfakes; large language models
- Other topics in human computer interaction

Temeljni literatura in viri / Readings:

Attrill-Smith, A., Fullwood, C., Keep, M. in Kuss, D. J. (2019). *The Oxford handbook of cyberpsychology.* Oxford University Press.

Rosen, L. D., Cheever, N. A. in Carrier, L. M. (2015). *The Wiley handbook of psychology, technology, and society*. Wiley Blackwell.

Stever, G. S., Giles, D. C., Cohen, J. D. in Myers, M. E. (2021). *Understanding media psychology.* Routledge.

Sundar, S. S. (2015). *The Handbook of the psychology of communication technology*. Wiley Blackwell.

Van der Linden, S. (2023). *Foolproof: Why misinformation infects our minds and how to build immunity.* W. W. Norton and Company.
Prispevki v periodičnih publikacijah (npr. *Computers in Human Behavior, Cyberpsychology, Behavior, and Social Networking, International Journal of Human-Computer Interaction, Media Psychology, ...*)

Cilji in kompetence:

Cilj predmeta je študenta seznaniti s celovitim pregledom učinkov uporabe informacijskih tehnologij, kot so računalniki, omrežja, roboti in umetna inteligenca, na vedenje, psihološke značilnosti in duševne procese posameznika ter delovanje skupin. Predstavljeni bodo ključni psihološki koncepti relevantni za obravnavo posameznika, socialne interakcije podprte z informacijsko tehnologijo ter interakcije med človekom in stroji.
Predmet razvija kompetence na področju raziskovanja psiholoških fenomenov povezanih z uporabo računalniških tehnologij, aplikacije ustreznih raziskovalnih metod, analize uporabe informacijskih tehnologij ter kritičnega mišljenja o vplivih tehnologije na psihologijo in življenje človeka.

Objectives and competences:

The aim of this module is to provide the students with an overview of information technology, networks, robots and the implications of artificial intelligence implications on human behaviour, psychological well-being and group functioning. The student will be introduced with key psychological concepts relevant for understanding individuals, social interactions and human-machine interactions.
This module broadens competences in the field of exploration of psychological phenomena related to information technology, application of appropriate research methods, analysis of technology applications and critical thinking about influences of information technology on psychology and human life.

Predvideni študijski rezultati:

Znanje in razumevanje:
Pozna in razume relevantne teorije ter ima pregled nad problemi na področju psihologije virtualnih prostorov, vedenja ter socialnih interakcij v virtualnih okoljih. Prepoznava razlike v vedenju znotraj in izven virtualnega okolja.

Skozi uporabo in primerjavo relevantnih teorij analizira vedenje posameznikov in skupin v povezavi z rabo informacijskih tehnologij ter pojasnjuje opažena vedenja in posledice rabe tehnologij.

Intended learning outcomes:

Knowledge and Understanding:
Knows and understands relevant theories and has a good overview of problems in the field of cyberpsychology. Recognises behavioural differences between online and offline environments.

Using relevant theoretical background student is able to analyse behaviour of individuals and groups, and explain identified behaviour and consequences of use of information technology.

Critically evaluates influences of changes in information technology development from

S psihološkega stališča kritično vrednoti pomen sprememb v razvoju informacijskih tehnologij in vrednoti ter predvideva pojave vedenj v virtualnih okoljih. Prenesljive/ključne spretnosti in drugi atributi: Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja - delati usmerjeno k rezultatom ob minimalnem nadzoru - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov Dodatno bo pridobil praktične veščine z uporabo različnih IKT orodij in aplikacij in bo zmožen nuditi svetovanje v povezavi s tehnološkimi inovacijami in v povezavi z IKT v splošnem.	psychology viewpoint. Evaluates and foresees behaviour in cyberspace. Transferable/Key Skills and other attributes: In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - focus on achieving results with minimal supervision - be flexible and adaptable when addressing complex and uncertain problems Additionally, the student will obtain practical skills using different information technology tools, applications and virtual environments and will be able to provide counselling with regard to technological innovations and usage of information technology in general.

Metode poučevanja in učenja:	**Learning and teaching methods:**
• Interaktivna predavanja • Razgovor • Obravnava študijskih primerov • Delo z besedilom • Multimedijske predstavitve Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	• Interactive lectures • Discussion • Case studies discussion • Work with texts • Multimedia presentations The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Ustni izpit	50	Oral exam
Projekt	50	Project

Reference nosilca / Lecturer's references:

1. PLOHL, Nejc, MLAKAR, Izidor, AQUILINO, Letizia, BISCONTI, Piercosma, SMRKE, Urška. Development and validation of the perceived deepfake trustworthiness questionnaire (PDTQ) in

three languages. International journal of human-computer interaction. 2024, str. 1-18, ilustr. ISSN 1044-7318. DOI: 10.1080/10447318.2024.2384821. [COBISS.SI-ID 203754499], [Odprti dostop, JCR, SNIP, WoS, Scopus]

2. SMRKE, Urška, ŠPES, Tanja, MLAKAR, Izidor, MUSIL, Bojan, PLOHL, Nejc. Technophobia mediates the associations between age, education level, and readiness to adopt new (health) technology among aging adults. Journal of applied gerontology. [Online ed.]. 2024, str. 1-11. ISSN 1552-4523. DOI: 10.1177/07334648241274260. [COBISS.SI-ID 205483523], [JCR, SNIP, WoS do 3. 2. 2025]
3. MLAKAR, Izidor, SMRKE, Urška, FLIS, Vojko, KOBILICA, Nina, HORVAT, Samo, ILIJEVEC, Bojan, MUSIL, Bojan, PLOHL, Nejc. Using structural equation modeling to explore patients' and healthcare professionals' expectations and attitudes towards socially assistive humanoid robots in nursing and care routine. International journal of social robotics. 2023, str. [1-20], ilustr. ISSN 1875-4805. DOI: 10.1007/s12369-023-01039-4. [COBISS.SI-ID 165398531], [Odprti dostop, JCR, SNIP, WoS do 20. 2. 2025]

Univerza v Mariboru

Filozofska fakulteta

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Raziskovanje zdravja: Farmakologija
Course title:	Health research: Pharmacology

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 3. stopnja		**1. ali 2.**	**1., 2. ali 3.**
Psychology, 3rd degree		**1. or 2.**	**1., 2. or 3.**

Vrsta predmeta / Course type	izbirni/elective
Univerzitetna koda predmeta / University course code:	

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
10	**5**				**165**	**6**

Nosilec predmeta / Lecturer:	Marko Milojević

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

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Pogoji za vključitev v delo: Osnovna znanja iz biologije, kemije, ter anatomije in fiziologije. **Pogoji za opravljanje študijskih obveznosti**: Vsaka izmed naštetih obveznosti mora biti opravljena s pozitivno oceno. Pozitivna ocena iz seminarjev je pogoj za pristop k izpitu.	**Prerequisites for attending the course:** Knowledge of biology, chemistry, and anatomy and physiology. **Prerequisites for completing the course:** Each of the mentioned commitments must be assessed with a passing grade. Passing grade for the seminars is required for attending the final exam.

Vsebina:

1. Osnove splošne farmakologije
   5. Farmakodinamika in farmakokinetika
   6. Molekularna farmakologija in kemijski mediatorji
2. Osnove o psihozah in psihiatričnih motnjah
   - Anksioznost
   - Depresija
   - Bipolarna motnja
   - Obsesivne motnje
   - Druge
3. Zdravila s psihotropnimi učinki:
   7. Anksiolitiki
   8. Antidepresivi
   9. Antipsihotiki
   10. Antikonvulzivi
   11. Psihostimulansi

Content (Syllabus outline):

1. Principles in general pharmacology:
   - Pharmacodynamics and pharmacokinetics
   - molecular pharmacology and chemical mediators
2. Principles of psychosis and mental disorders:
   - Anxiety
   - Depression
   - Bipolar disorder
   - Obsessive disorders
   - Others
3. Psychotropic medication:
   - Anxiolytics
   - Antidepressants
   - Antipsychotics
   - Anticonvulsants
   - Psychostimulants

Temeljni literatura in viri / Readings:

Rang HP, Dale M, Ritter JM, Moore PK. Pharmacology. 7th edition (ali novejša). Edinburgh: Churchill Livingstone; 2012.
Lüllmann H, Hein L, Mohr K. Pocket Atlas of Pharmacology, 4th edition (ali novejša): Thieme, Stuttgart/New York; 2010.

Cilji in kompetence:

- spoznati osnove mehanizma delovanja zdravil, vpliv zdravil na organizem in vpliv organizma na zdravila
- pridobiti pregledno znanje o psihotropnih zdravilih in boleznih, ki jih zdravijo

Objectives and competences:

- to acquire knowledge on basic mechanisms of drug actions and the fate of drugs in the human body
- to get an overview of the most important psychotropic drugs and the diseases they are prescribed to treat

Predvideni študijski rezultati:

Znanje in razumevanje:

- spoznati osnovne mehanizme delovanja zdravil, vpliv zdravil na organizem in vpliv organizma na zdravila
- pridobiti pregledno znanje o psihotropnih zdravilih in boleznih, ki jih zdravijo

Intended learning outcomes:

Knowledge and Understanding:

- to acquire knowledge on basic mechanisms of drug actions and the fate of drugs in the human body

• povezovanje pričakovanih učinkov, koristnih in škodljivih • sposobnost kritično uporabljati relevantne literaturne vire na področju psihofarmakologije Prenesljive/ključne spretnosti in drugi atributi: Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja - delati usmerjeno k rezultatom ob minimalnem nadzoru - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	• to get an overview of the most important psychotropic drugs and the diseases they are prescribed to treat • linking the expected drug effects, useful and harmful • the ability of critical usage of relevant literature sources in the field of psychopharmacology Transferable/Key Skills and other attributes: In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - focus on achieving results with minimal supervision - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
Interaktivna predavanja Seminarji Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	Interactive frontal method Seminars The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Seminarska naloga	**50%**	Seminar paper
Ustni izpit	**50%**	Oral exam

Reference nosilca / Lecturer's references:

1. MILOJEVIĆ, Marko, ROŽANC, Jan, VAJDA, Jernej, ČINČ ĆURIĆ, Laura, PARADIŽ, Eva, STOŽER, Andraž, MAVER, Uroš, VIHAR, Boštjan. In vitro disease models of the endocrine pancreas. Biomedicines. [Online ed.]. 2021, vol. 9, iss. 10, str. 1-34, ilustr. ISSN 2227-9059. https://www.mdpi.com/2227-9059/9/10/1415, DOI: 10.3390/biomedicines9101415. [COBISS.SI-ID 81293571]

2. MILOJEVIĆ, Marko, GRADIŠNIK, Lidija, STERGAR, Janja, SKELIN, Maša, STOŽER, Andraž, VESENJAK, Matej, DOBNIK-DUBROVSKI, Polona, MAVER, Tina, MOHAN, Tamilselvan, STANA-KLEINSCHEK, Karin, MAVER, Uroš. Development of multifunctional 3D printed bioscaffolds from polysaccharides and NiCu nanoparticles and their application. Applied Surface Science. [Online ed.]. 2019, vol. 488,

str. 836-852. ISSN 1873-5584. https://www.sciencedirect.com/science/article/pii/S0169433219315910, DOI: /10.1016/j.apsusc.2019.05.283. [COBISS.SI-ID 512899896]

3. MILOJEVIĆ, Marko, HARIH, Gregor, VIHAR, Boštjan, VAJDA, Jernej, GRADIŠNIK, Lidija, ZIDARIČ, Tanja, STANA-KLEINSCHEK, Karin, MAVER, Uroš, MAVER, Tina. Hybrid 3D printing of advanced hydrogel-based wound dressings with tailorable properties. Pharmaceutics. [Online ed.]. 2021, vol. 13, iss. 4, str. 1-24, ilustr. ISSN 1999-4923. https://www.mdpi.com/1999-4923/13/4/564, DOI: 10.3390/pharmaceutics13040564. [COBISS.SI-ID 60048899]

Univerza v Mariboru

Filozofska fakulteta

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Raziskovanje kognicije: Računalništvo 2
Course title:	Cognition research: Computer science 2

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 3. stopnja		**1. ali 2.**	**1., 2. ali 3.**
Psychology, 3rd degree		**1. or 2.**	**1., 2. or 3.**

Vrsta predmeta / Course type	izbirni/elective
Univerzitetna koda predmeta / University course code:	

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
10	**5**				**165**	**6**

Nosilec predmeta / Lecturer:	David Jesenko

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

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Pogoji za vključitev v delo: Osnovno znanje programiranja. **Pogoji za opravljanje študijskih obveznosti**: Vsaka izmed naštetih obveznosti mora biti opravljena s pozitivno oceno.	**Prerequisites for attending the course:** Basic knowledge of programming. **Prerequisites for completing the course:** Each of the mentioned commitments must be assessed with a passing grade.

Vsebina:

- Predstavitev znanja (ontologije, kategorije in objekti, semantične mreže, logika prvega reda)
- Sklepanje (sklepanje v logiki prvega reda, sklepanje z negotovim znanjem, metode odločanja)
- Planiranje
- Multi-agentni sistemi (definicija in tipi agentov, tehnike sodelovanja, tehnike pogajanja, komunikacija med agenti)
- Učenje (učenje z opazovanjem, odločitvena drevesa, induktivno učenje, statistične metode učenja, nevronske mreže, učenje z ojačitvijo)

Content (Syllabus outline):

- Knowledge representation (ontologies, categories and objects, semantic networks, first-order logic
- Inference (inference in first-order logic, uncertain reasoning, methods of decision making)
- Planning
- Multi-agent systems (definition and types of agents, techniques of cooperation, techniques of negotiation, communication)
- Learning (learning by observation, decision trees, inductive learning, statistical learning methods, neural networks, reinforcement learning)

Temeljni literatura in viri / Readings:

- S. Russel, P. Norvig: Artificial Intelligence – A Modern Approcah, Prentice Hall, 2003.
- G. F. Luger: Artificial Intelligence, Addison-Wesley, Harlow, England, 2005.

Cilji in kompetence:

Cilj predmeta je seznaniti študente z raziskovanjem kognicije s pomočjo strojnega učenja. Natančneje se bodo študenti seznanili tehnikami predstavitve znanja, uporabe znanja za sklepanje in planiranje ter pridobivanja znanja z metodami strojnega učenja.

Objectives and competences:

The objective of this course is to acquaint students with cognition research by virtue of machine learning. More precisely, students will familiarize themselves with techniques of knowledge representation, use of knowledge for reasoning and planning, and acquiring knowledge through methods of machine learning.

Predvideni študijski rezultati:

Znanje in razumevanje:
Po zaključku tega predmeta bo študent sposoben:

- razumeti načine predstavitve znanja za strojno obdelavo,
- uporabiti tako predstavljeno znanje za sklepanje in planiranje,

Intended learning outcomes:

Knowledge and Understanding:
On completion of this course the student will be able to:

- understand ways to represent knowledge for machine interpretation,
- use that knowledge for reasoning and planning,

• uporabiti metode strojnega učenja za pridobivanje znanja, • razumeti temeljne koncepte inteligentnih agentov in multiagentnih sistemov, • načrtovati preproste inteligentne agente, • zgraditi preproste sisteme verjetnostnega sklepanja Prenesljive/ključne spretnosti in drugi atributi: Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja - delati usmerjeno k rezultatom ob minimalnem nadzoru - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	• use the methods of machine learning to acquire knowledge, • understand basic concepts of intelligent agents and multiagent systems,design simple intelligent agents, • construct simple systems of probabilistic reasoning. Transferable/Key Skills and other attributes: In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - focus on achieving results with minimal supervision - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
• predavanja, • laboratorijske vaje, • reševanje domačih nalog. Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	• lectures, • lab work, • homework assignments. The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
sprotne naloge	65 %	coursework
ustni izpit	35 %	oral exam

Reference nosilca / Lecturer's references:

1. JESENKO, David, KOHEK, Štefan, ŽALIK, Borut, BRUMEN, Matej, KAVRAN, Domen, LUKAČ, Niko, ŽIVEC, Andrej, PUR, Aleksander. STALITA: innovative platform for bank transactions analysis. Applied sciences. 4 Dec. 2022, vol. 12, iss. 23, 13 str., ilustr. ISSN 2076-3417. https://www.mdpi.com/2076-3417/12/23/12492, DOI: 10.3390/app122312492. [COBISS.SI-ID 132658691],

2. JESENKO, David, MONGUS, Domen, LEŠNIK, Uroš. The Influence of COVID-19 on particulate matter concentrations in a medium-sized town. Promet. [Print ed.]. 2022, vol. 34, no. 5, str. 813-823. ISSN 0353-5320. DOI: 10.7307/ptt.v34i5.4121. [COBISS.SI-ID 126016771]
3. JESENKO, David, JAGRIČ, Timotej, ŽALIK, Borut, JAGRIČ, Vita. Machine Learning in Peer-to-peer Lending – The New Theme Park of Financial Risk Modelling. V: YURISH, Sergey Y. (ur.). Advances in artificial intelligence : reviews. Vol. 2. [S. l.]: IFSA Publishing, 2023. Str. 65-80. Open Access Book. ISBN 978-84-09-09016-7, ISBN 978-84-09-47562-9. https://www.sensorsportal.com/HTML/BOOKSTORE/Advances_in_Artificial_Intelligence_Vol_2.pdf. [COBISS.SI-ID 142217731]

Univerza v Mariboru

Filozofska fakulteta

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Raziskovanje kognicije: Računalništvo 3
Course title:	Cognition research: Computer science 3

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 3. stopnja		**1. ali 2.**	**1., 2. ali 3.**
Psychology, 3rd degree		**1. or 2.**	**1., 2. or 3.**

Vrsta predmeta / Course type	izbirni/elective
Univerzitetna koda predmeta / University course code:	

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
10	**5**				**165**	**6**

Nosilec predmeta / Lecturer:	Tomaž Kosar

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

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Pogoji za vključitev v delo: Potrebna so osnovna znanja iz matematike, še posebej dobro poznavanje naslednjih področij: verjetnosti in statistike, vektorjev in matrik. **Pogoji za opravljanje študijskih obveznosti:** Vsaka izmed naštetih obveznosti mora biti opravljena s pozitivno oceno.	**Prerequisites for attending the course:** The backgrounds needed are good grounding in mathematics, particularly with regard to probability and statistics, vectors and matrices. **Prerequisites for completing the course:** Each of the mentioned commitments must be assessed with a passing grade.

Vsebina:

- Pregled področij računalniške nevroznanosti
- Nevronsko kodiranje
- Nevronsko kodiranje in dekodiranje
- Uporaba informacijske teorije za nevronsko kodiranje
- Zastopanost senzoričnih in drugih informacij v možganih z nevroni
- Modeli nevronskega kodiranja (PCA, Habbian, razpoznava objektov)
- Predstavitev znanja iz nevrobiologije - priprava podatkov in obdelava podatkov
- Nevronski modeli in Mrežni modeli
- Orodja NEURON in MatLab v računalniški nevroznanosti
- Biološke nevronske mreže:
    - Nevronske mreže: definicija, lastnosti, uporaba, model nevrona, mrežne arhitekture, proces učenja
    - Proces učenja nevronskih mrež: nadzorovano učenje, nenadzorovano učenje, druge oblike učenja, optimizacija učenja

Content (Syllabus outline):

- Overview of neural computation
- The neural code:
    - Neural encoding and decoding
    - Information theory applied to neural coding. Representation of sensory and other information in the brain by neurons
- Models of neural encoding (PCA, Hebbian learning, object recognition)
- Knowledge representation of neurobiology:
    - Neuron models
    - Network models
- Basics of NEURON and MatLab for neural computation
- Biological neural networks:
    - Neural networks: definition, properties, use, neuron model, network architectures, learning process
    - Learning neural networks: supervised learning, unsupervised learning, other learning techniques, optimisation of learning

Temeljni literatura in viri / Readings:

- P. Dayan, L. F. Abbott: Theoretical Neuroscience. MIT Press, 2001.
- P. Wallisch, M. Lusignan, M. Benayoun, T. I. Baker: Matlab for Neuroscientists: An Introduction to Scientific Computing in Matlab, Academic Press, 2008.
- S. Haykin: Neural Networks. A Comprehensive Foundation, Macmillan College Publ. Company, New York, 1994.

Cilji in kompetence:	**Objectives and competences:**
Cilj predmeta je spoznati računsko ozadje, ki jih izvajajo živčni sistemi. Študentje se naučijo vključevati podatke iz nevrobiologije, jih simulirati in formulirati teorije o možganih.	The objective of this course is to study the computations carried out by the nervous system. Students incorporate data from neurobiology, simulate and formulate theories about the brain.

Predvideni študijski rezultati:	**Intended learning outcomes:**
Znanje in razumevanje: Po zaključku tega predmeta bo študent sposoben: • Razumeti temeljne koncepte iz nevroznanosti, • Razumeti koncepte in metodologije pri kognitivnem modeliranju, • Razumeti temeljne koncepte nevronskih mrež, • Uporabljati specialne sisteme na področju nevroznanosti. Prenesljive/ključne spretnosti in drugi atributi: Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja - delati usmerjeno k rezultatom ob minimalnem nadzoru - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	Knowledge and Understanding: On completion of this course the student will be able to: • Understand basic concepts from neuroscience, • Understand basic concepts and methodology underlying cognitive modelling, • Understand basic concepts of neural networks, • Use special software tools in field of neuroscience. Transferable/Key Skills and other attributes: In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - focus on achieving results with minimal supervision - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
• predavanja, • raziskovalni projekt, • laboratorijske vaje, • reševanje domačih nalog Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	• lectures, • research project, • lab work, • homework assignments. The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
pisni izpit	15%	written exam
ustni izpit	35%	oral exam
sprotne naloge	15%	coursework
projekt	35%	project

Reference nosilca / Lecturer's references:

1. KOS, Tomaž, MERNIK, Marjan, KOSAR, Tomaž. A tool support for model-driven development : an industrial case study from a measurement domain. Applied sciences. 2019, vol. 9, iss. 21, str. 1-20, ilustr. ISSN 2076-3417. DOI: 10.3390/app9214553. [COBISS.SI-ID 22712342], [JCR, SNIP, WoS do 26. 10. 2022

2. KOSAR, Tomaž, ZHENLI, Lu, MERNIK, Marjan, HORVAT, Marjan, ČREPINŠEK, Matej. A case study on the design and implementation of a platform for hand rehabilitation. Applied sciences. 2021, vol. 11, iss. 1, str. 1-21, ilustr. ISSN 2076-3417. DOI: 10.3390/app11010389. [COBISS.SI-ID 45500163], [JCR, SNIP, WoS do 26. 10. 2022

3. ČREPINŠEK, Matej, RAVBER, Miha, MERNIK, Marjan, KOSAR, Tomaž. Tuning multi-objective evolutionary algorithms on different sized problem sets. Mathematics, ISSN 2227-7390, 2019, vol. 7, no. 9, str. 1-13, doi: 10.3390/math7090824. [COBISS.SI-ID 22570006]

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Teorije in pristopi v psihologiji emocij
Course title:	Theories and approaches in psychology of emotions

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 3. stopnja		**1. ali 2.**	**1., 2. ali 3.**
Psychology, 3rd degree		**1. or 2.**	**1., 2. or 3.**

Vrsta predmeta / Course type izbirni/elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
10	**5**				**165**	**6**

Nosilec predmeta / Lecturer: Ana Kozina

Jeziki / Languages:	
Predavanja / Lectures:	slovenski / slovene
Vaje / Tutorial:	slovenski / slovene

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

Pogoji za vključitev v delo: Pogojev ni.

Pogoji za opravljanje študijskih obveznosti: Vsaka izmed naštetih obveznosti mora biti opravljena s pozitivno oceno. Pozitivna ocena iz problemsko zastavljenih pisnih nalog, ter multimedijskih predstvitev je pogoj za pristop k ustnemu izpitu.

Prerequisites:

Prerequisites for attending the course: None.

Prerequisites for completing the course: Each of the mentioned commitments must be assessed with a passing grade. Passing grade of the problem-based learning exercises and multimedia presentations is required for taking the oral exam.

Vsebina:

Vsebina predmeta gradi na poglobljenem študiju emocij z upoštevanjem sodobnih perspektiv. Poudarek je na poglabljanju temeljnenega znanja o emocijah, individualnih emocijah, njihovega razvoja ter procesov uravnavanja z aplikacijo pridobljenih znanj.
Teme:

1. Konceptualizacija emocij:
   - interdisciplinarne podlage
   - biološke in nevrofiziološke perspektive
   - kognitivne perspektive
   - merjenje emocij
2. Razvojni in osebnostni vidiki emocij:
   - razvoj emocij;
   - razvoj emocij znotraj socialnih kontektsov
   - socialno in emocionalno učenje
   - uravnavanje emocij
   - osebnost, subjektivno blagostanje
3. Socialni vidiki emocij
   - emocije med skupinami
   - empatija in prosocialno vedenje
   - socialne funkcije emocij
   - emocije in spol
4. Kognitivni vidiki emocij
   - kognitivna ocena
   - emocionalna inteligentnost
   - vpliv emocij na odločanje
   - vpliv emocij na učenje
   - emocije in spomin
5. Posamezne emocije
   - strah in anksioznost
   - jeza in sovražnost
   - zadrega, sram, ponos, krivda
   - gnus
   - žalost in žalovanje
   - pozitivne emocije
   - ...
6. Emocije v aplikativni psihologiji

V skladu z lastnih raziskovalnim načrtom bodo študentke in študenti dodali poglobitve v

Content (Syllabus outline):

The subject builds on indepth research of emotions based on conteporary perspectives. The focus is on depening the basic knowledge about emotions, individual emotions, their development and regulation processes with aplication of acquired knowledge.
Topics:

1. Conceptualisation of emotions:
   - Interdisciplinary foundations
   - Biological and neurophysiological approaches
   - Cognitive perspectives
   - Mersurement of emotions
2. Developmental and personality issues
   - Development of emotions;
   - Development of emotions in social contexts
   - Social and emotional learning
   - Emotional regulation
   - Personality, subjective well-being
3. Social perspectives
   - Intergroup emotions
   - Empathy and prosocial behaviour
   - Social functions of emotions
   - Gender and emotion in context
4. Cognitive factors
   - Cognitivne appraisal
   - Emotional intelligence
   - Influence of emotion on decision making
   - Influence of emotion on learning
   - Memory and emotion
5. Individual emotions
   - Fear and anxieties
   - Anger and hostility
   - Embaresement, shame, guilt, pride
   - Sadness and grief
   - Positive emotions
   - ...
6. Emotion in aplicative psychology

In line with individual research areas of doctoral studenst the aplicative research will be added:

aplikativni smeri: emocije v vzgoji in izobraževanju, emocije v psihologiji dela, emocije v klinični psihologiji, emocije v socialni psihologiji, emocije in zdravje...	emotion in education, emotions in clinical psychology, emotions in social psyhology, emotions in work and organizational psychology, emotions and health...

Temeljni literatura in viri / Readings:

Lewis, M., Haviland-Jones, J. M., Feldman Barrett, L. (2008). *Handbook of emotions.* New York: The Guilford press
Gross, J. J. (2007). *Handbook of Emotion regulation.* New York: The Guilford Press.
Durlak, J. A., Domitrovich, C. E., Weissberg, R. P. & Gullotta, T. P. (2015). *Handbook of Social and Emotional Learning: Research and Practice.* New York: The Guilford Press.
Milivojevič, Z. (2008). *Emocije: razumevanje čustev v psihoterapiji.* Novi sad: Psihopolis.
Lopez, S. J. & Snyder, C. R. (2009). *The Oxford Handbook of Positive Psychology.* Oxford: Oxford University Press.
Corr, P.J. (2009). *The Cambridge Handbook of Personality Psychology.* Cambridge: Cambridge University Press.

Cilji in kompetence:	**Objectives and competences:**
• Poglobljeno spoznajo emocije z upoštevanjem različnih perspektiv in kontekstov; • Razumejo razvoj emocij skozi razvojna obodobja ter procese povezane z uravnavanjem emocij; • Poznajo najnovejša spoznanja podrpčja ter jih prenašajo na aplikativni nivo.	• get acquainted with and comprehend the emotions form contemporary perspectives and different contexts; • understands emotional development through developmental stages and the prcesses related to emotion regultion; • become acquainted with the newest findings from the filed and are able to impose aplication to them.

Predvideni študijski rezultati:	**Intended learning outcomes:**
Znanje in razumevanje: Poznavanje in poglobljeno razumevanje sodobnih perspektiv emocij, razvoja ter vloge emocij v različnih kontekstih. Sposobnost kritične presoje in uporabe znanstvenih in strokovnih spoznanj o emocijah, emocionalnem razvoju in uravnavanju emocij. Naučene modele in pristope znajo uporabiti pri lastnem raziskovalnem delu ter prenesti v aplikativne kontekste.	Knowledge and Understanding: Familiarity with and understanding of conteporary perspectives on emotions, emotional development and the role emotions play in diffrenet contexts. Ability to critically judge and apply scientific and professional findings about emotions, emotional development and emotion regulation. They are able to use the acquired models and approaches in their own research work and generalize it to the applied contexts

Prenesljive/ključne spretnosti in drugi atributi: Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja - delati usmerjeno k rezultatom ob minimalnem nadzoru - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	Transferable/Key Skills and other attributes: In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - focus on achieving results with minimal supervision - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
• interaktivna predavanja; • razprave; • obravnava študijskih primerov; • delo z besedilom, problemske pisne naloge • multimedijske predstavitve Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	• interactive lectures; • discussions; • case studies discussion; • working with texts, problem-based learning exercises • multimedia presentation The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Ustni izpit	**40%**	Oral exam
Sprotne naloge	**40%**	Coursework
Ustna predstavitev	**20%**	Oral presentation

Reference nosilca / Lecturer's references:

1. KOZINA, Ana, ROŽMAN, Mojca, VELDIN, Manja. Teachers' mindfulness following a social, emotional andintercultural learning intervention as a support mechanismfor dealing with emotional problems. *Teacher development*. 2025, str. 1-16, tabele. ISSN 1747-5120. https://www.tandfonline.com/doi/epdf/10.1080/13664530.2025.2460596?needAccess=true, DOI: 10.1080/13664530.2025.2460596. [COBISS.SI-ID 225613059], [SNIP, WoS, Scopus]

2. KOZINA, Ana. Anxiety in a COVID-19 school year context : three-way longitudinal study on Slovenian adolescent sample. *Anxiety, stress, and coping*. 4. 12. 2023, str. 1-16, tabele. ISSN 1477-2205. https://www.tandfonline.com/doi/full/10.1080/10615806.2023.2269858, https://www.tandfonline.com/doi/epdf/10.1080/10615806.2023.2269858?needAccess=true, DOI: 10.1080/10615806.2023.2269858. [COBISS.SI-ID 175016451], [JCR, SNIP, WoS, Scopus]

3. KOZINA, Ana. Can FRIENDS for life social-emotional learning programme be used for preventing anxiety and aggression in a school environment : 6 months, 1-year and 1-and-a-half-year follow-up. European journal of developmental psychology. 2021, vol. 18, no. 2, str. 214-229, graf. prikazi. ISSN 1740-5610. https://www.tandfonline.com/doi/full/10.1080/17405629.2020.1776103, DOI: 10.1080/17405629.2020.1776103. [COBISS.SI-ID 21388547], [JCR, SNIP, WoS do 26. 10. 2022

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Teorije in pristopi v psihologiji spanja
Course title:	Theories and approaches in sleep psychology

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 3. stopnja		**1. ali 2.**	**1., 2. ali 3.**
Psychology, 3rd degree		**1. or 2.**	**1., 2. or 3.**

Vrsta predmeta / Course type Izbirni/ elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
10	**5**				**165**	**6**

Nosilec predmeta / Lecturer: Vita Štukovnik

Jeziki / Languages:		
	Predavanja / Lectures:	**Slovenski / Slovene**
	Vaje / Tutorial:	**Slovenski / Slovene**

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Pogojev ni.	None.

Vsebina:	**Content (Syllabus outline):**
Temeljna nevrofiziologija centralnega živčevja s poudarkom na strukturah pomembnih za spanje. Temelji polisomnografije kot osnovne metode za proučevanje telesnih funkcij med spanjem. Temelji cirkadianih ritmov. Uravnavanje spanja. Cikli spanja. Spremembe v spanju s staranjem. Najpogostejše motnje spanja. Telesne in psihološke posledice deprivacije spanja.	Basic neurophysiology of central nervous system with special knowledge of anatomical structures involved in sleep. Basics of polysomnography as a main method used to explore biophysiological changes during sleep. Basics of circadian rhythms. Sleep regulation. Sleep cycles. Age-related changes in sleep. Most prevalent sleep disorders.

Psihološki modeli nekaterih motenj spanja. Temeljni klinično-psihološki in nevropsihološki preizkusi za ocenjevanje motenj spanja in spremljanje učinkov zdravljenja motenj spanja. Kognitivne, vedenjske in druge nefarmakološke intervence pri motnjah spanja.	Physiological and psychological consequences of sleep deprivation. Psychological model of specific sleep disorders. Psychological and neuropsychological tests to aid in the assessment and treatment of sleep disorders. Cognitive, behavioral and other non-medication interventions for sleep disorders.

Temeljni literatura in viri / Readings:

Kryger, M.H., Roth, T. & Dement, W.C. (Ur.) (2017). Principles and Practice in Sleep Medicine. Elsevier.
American Academy of Sleep Medicine (2014). International classification of sleep disorders: diagnostic and coding manual. Westchester, IL: American Academy of Sleep Medicine.
Leja Doleng Grošelj. Osnove polisomnografije (učno gradivo), Klinični inštitut za klinično nevrofiziologijo, Nevrološka klinika, UKC Ljubljana, ISBN 978-961-93551-O-7
Štukovnik, V. Kognitivno-vedenjska terapija za zdravljenje nespečnosti. V B. Starovasnik Žagavec, T. Zadravec & P. Janjuševič (2017). Novejša spoznanja in kognitivno vedenjskih pristopi pri obravnavi različnih skupin klientov v terapevtski praksi, 301 – 314.
Štukovnik, V. & Dolenc, L. (2013). Nefarmakološki pristopi pri obravnavi kronične nespečnosti. Zdravniški vestnik, 82: 316-325.
Kajtna, T., Dolenc, L. & Štukovnik, V. (2011). Effect of acute sleep deprivation on concentration and mood states. Zdravniški vestnik, 80 (1): 354-361.
Perlis, M., Aloia, M. & Kuhn, B. (2011). Behavioral treatments for sleep disorders. Elsevier.
Prispevki v periodičnih publikacijah (npr. članki v Sleep, Sleep medicine, Behavioral sleep medicine ipd.)

Cilji in kompetence:	Objectives and competences:
Cilj predmeta je študente seznaniti s temeljnimi znanji iz področja somnologije ter jih vpeljati v osnove raziskovanja spanja. Poseben poudarek bo na vedenjski medicini spanja. Slušatelj bo pridobil temeljna znanja iz nevrofiziologije in nevroanatominje spanja ter spoznal osnovne metodološke pristope v ocenjevanju fiziologije in funkcije spanja ter drugih fizioloških funkcij med spanjem. Slušatelj bo pridobil temeljna znanja cirkadianih ritmov budnosti in spanja ter bo seznanjam z razvojem spanja pri živalskih vrstah in človeku. Slušatelj bo spoznal najpogostejše motnje spanja v sodobnem svetu. Slušatelj bo svoje znanje in razumevanje nadgradil s sodobnimi modeli in pristopi v vedenjski medicini spanja. Spoznal bo psihološke modele nekaterih motenj spanja, s posebnim poudarkom na nespečnosti kot najpogostejši motnji spanja. Spoznal bo temeljne klinično-psihološke in nevropsihološke preizkuse za ocenjevanje motenj spanja in spremljanje učinkov zdravljenja motenj spanja. Slušatelj bo spoznal temeljne sodobne nefarmakološke intervence pri motnjah spanja.	The aim of the course is the acquisition of basic knowledge in the field of somnology and introduce the candidate to basics in sleep research. Special emphasis will be in behavioural sleep medicine. The candidate will gain basic knowledge in neurophysiology and neuroanatomy of sleep and will gain basic knowledge for research on physiology and function of sleep and other physiological functions during sleep. The candidate will gain basic knowledge in neural control of sleep and wake, other circadian rhythms, and will gain basic knowledge of sleep development in animals and humans. The candidate will be gain basic knowledge in most prevalent sleep disorders. Students will broaden their knowledge and understanding with contemporary approaches in behavioural sleep medicine. Candidate will gain knowledge in psychological models of specific sleep disorders, with special emphasis on insomnia as most prevalent sleep disorder. Candidate will be introduced with key psychological tests to aid in the assessment and treatment of sleep disorders and will get an overview of the most important non-medication interventions for sleep disorders.

Predvideni študijski rezultati:	Intended learning outcomes:
Znanje in razumevanje: - Poglobiti znanje o nevrobiologiji normalnega in motnega spanja - Spoznati osnovne raziskovalne pristope v somnologiji in vedenjski medicini spanja - Pridobiti osnovno znanje o psiholoških modelih motenj spanja, psiholoških pristopih za ocenjevanje motenj spanja ter poglavitnih nefarmakoloških pristopih pri zdravljenju motenj spanja	Knowledge and Understanding: - Extension of knowledge in neurobiology of normal sleep and sleep disorders - Get acquainted with basic research approaches in somnology and behavioural sleep medicine - The acquisition of basic knowledge in psychological models of sleep disorders and psychological approaches in evaluation and treatment of sleep disorders

- Pridobiti sposobnost kritičnega uporabljanja literature na področju somnologije in vedenjske medicine spanja Prenesljive/ključne spretnosti in drugi atributi: Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja - delati usmerjeno k rezultatom ob minimalnem nadzoru - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	- Develop the ability of critical usage of relevant literature sources in the field of somnology and behavioural sleep medicine Transferable/Key Skills and other attributes: In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - focus on achieving results with minimal supervision - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
Kandidati bodo študirali teme, o katerih bodo opravljena interaktivna predavanja, oziroma bodo obravnavane v obliki diskusije. Pripravili bodo več seminarskih nalog Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	The course will include interactive lectures or Lectures; candidates will prepare seminars. The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Sprotne naloge	**50%**	Coursework
Seminarska naloga	**50%**	Seminar paper

Reference nosilca / Lecturer's references:

1. MAUČEC, Katarina, ŠTUKOVNIK, Vita. The relationship between chronotype and academic achievement among Slovene university students : the mediating role of trait self-control and sleep quality = Povezanost kronotipa in študijske uspešnosti pri slovenskih študentih : mediatorska vloga samokontrole kot osebnostne lastnosti in kakovosti spanja. CEPS journal : Center for Educational Policy Studies journal. 2025, vol. 15, no. , 1 spletni vir (1 datoteka pdf (21 str.)), ilustr., tabeli. ISSN 2232-2647. https://cepsj.si/index.php/cepsj/article/view/1790/792, DOI: 10.26529/cepsj.1790. [COBISS.SI-ID 222802947]

2. VUK, Vita, HORVAT, Marina, VREČKO PIZZULIN, Vesna, ŠTUKOVNIK, Vita. Videoconferencing and sleep quality in Slovenian university students : is there a mediating role of Zoom fatigue? = Udeležba na videokonferencah in kakovost spanja pri slovenskih študentih : mediacijska vloga Zoom izčrpanosti. CEPS journal : Center for Educational Policy Studies journal. 2024, vol. 42, no. , 1 datoteka pdf (29 str.), tabeli. ISSN 2232-2647.

https://cepsj.si/index.php/cepsj/article/view/1697/756, DOI: 10.26529/cepsj.1697. [COBISS.SI-ID 198400003]

3. KOZOLE SMID, Annemarie Kim (avtor, korespondenčni avtor), MLAKAR, Ajda, ŠTUKOVNIK, Vita. Toxicity of benzodiazepines in the treatment of insomnia disorders in older adults : a systematic literature review. Croatian medical journal. 2024, vol. 65, no. 2, str. 146-155, ilustr. ISSN 0353-9504. http://www.cmj.hr/2024/65/2/38706240.htm, DOI: 10.3325/cmj.2024.65.146. [COBISS.SI-ID 196863235]

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Teorije in pristopi v psihologiji športa
Course title:	Theories and approaches in sport psychology

Študijski program in stopnja **Study programme and level**	**Študijska smer** **Study field**	**Letnik** **Academic year**	**Semester** **Semester**
Psihologija, 3. stopnja		**1.**	**1.**
Psychology, 3rd degree		**1.**	**1.**

Vrsta predmeta / Course type izbirni/elective

Univerzitetna koda predmeta / University course code:

Predavanja **Lectures**	**Seminar** **Seminar**	**Vaje** **Tutorial**	**Klinične vaje** **work**	**Druge oblike študija (Laboratorijske vaje)**	**Samost. delo** **Individ. work**	**ECTS**
10	**5**				**165**	**6**

Nosilec predmeta / Lecturer: Tanja Kajtna

Jeziki / Languages:	
Predavanja / Lectures:	slovenski / slovene
Vaje / Tutorial:	slovenski / slovene

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Pogoji za vključitev v delo: Pogojev ni. **Pogoji za opravljanje študijskih obveznosti**: Vsaka izmed obveznosti mora biti opravljena, končni izdelek je seminarska naloga, ki mora biti ocenjena s pozitivno oceno.	**Prerequisites for attending the course:** None. **Prerequisites for completing the course:** Each of the commitments must be assessed with a passing grade, the final grade is a seminar paper, which muste be assessed with a positive grade.
Vsebina:	**Content (Syllabus outline):**

1. Teorije psihične priprave – kaj je, kdo jo lahko izvaja in pod katerimi pogoji jo vključevati; 2. Značilnosti sodelovanja športnika in trenerja s psihologom. 3. Strokovni športni team in pristopi k sodelovanju v teamu. 4. Motivacijske teorije v športu 5. Širši vidiki psihične priprave – sodelovanje s starši, sodelovanje z novinarji in športno javnostjo, sodelovanje z upravami klubov. 6. Spremljanje in opazovanje športnikovega psihičnega delovanja. 7. Pretreniranost in kako jo opazovati. 8. Uporaba in zloraba substanc, doping in njegov vpliv na šport, dopinška testiranja. 9. Pristopi k obravnavanju poškodb v psihologiji športa 10. Psihopatološki vidiki s poudarkom na motnjah prehranjevanja v športu. 11. Razvojne teorije in njihov vpliv pri odraščajočih športnikih in športnicah. 12. Diagnotični postopki v športu	1. Theories of psychological preparation – what it is, who can perform it and under what conditions; 2. Characteristics of athlete – psychologist cooperation and coach –psychologist cooperation. 3. A professional sports team and approaches to cooperation within the team. 4. Motivational theories in sport. 5. A broader view of psychological preparation – cooperation with parents, with journalists and other media, with the spectators and fans, how to communicate with leaders of clubs and organizations. 6. Evaluation and assessment of the athlete's psychological functioning. 7. Exhaustion, overtraining and how to observe it. 8. Substance use and abuse in sport, doping testing and the effect of doping in sport. 9. Psychological approaches to athletic injuries 10. Psychopathology in sport ith emphasis on eating disorders. 11. Developmental theories and their impact in the growing athlete. 12. Diagnostical approaches in sport.

Temeljni literatura in viri / Readings:

KAJTNA, T. in JEROMEN, T.: Šport z bistro glavo – druga, dopolnjena izdaja. Samozaložba. Ljubljana, 2013.
JEROMEN, T. in KAJTNA, T.: Sproščanje – moj mali priročnik. Samozaložba. Ljubljana, 2008.
KAJTNA, T. in TUŠAK, M. : Trener. Fakulteta za šport. Ljubljana, 2007
TUŠAK, M., M.: Psihologija športa. Znanstveni institut Filozofske fakultete. Ljubljana, 2004.
TAYLOR, J. in WILSON, G. S.: Applying sport psychology : four perspectives. Champaign (IL) : Human Kinetics, 2005
MURPHY, S.: The sport psych handbook : a complete guide to today`s best mental training techniques. Champaign (IL) : Human Kinetics, 2005

Cilji in kompetence:	Objectives and competences:
• Cilj je pri doktorantu zbuditi razumevanje in poznavanje psihične priprave v športu, jo naučiti o njeni vlogi v športu in spodbuditi široko razumevanje njenega vključevanja v šport. • Ciilj je doktoranta usposobiti za praktično reagiranje in delovanje v nekaterih specifičnih in občutljivih temah, to so teme v povezavi z dopingom, motnjami hranjenja, reakcijami na poškodbo, reagiranjem na nasprotnika, odraščanjem športnikov. • Cilj je doktoranta ozavestiti o pomenu vzpostavljanja strokovnih športnih teamov ter ga naučiti pomena sodelovanja psihologa z drugimi, ki lahko njegovo delo obogatijo in razširijo.	• The goal is to enhance the student's understanding of the importance of psychological preparation in sport and to teach the student about the role of psychology in sport and encourage a broad understanding of including sport psychology into sport. • The goals is to teach the student adequate reactions and functioning in certain delicate, specific areas of sport – doping, eating disorders, injuries, reactions to the opponent, the athlete's growing up. • The goal is to make the student understand the importance of establishing a professional sport team and to teach him about the importance of psychologists's cooperation with people, who can enrich and expand his work.

Predvideni študijski rezultati:	Intended learning outcomes:
Znanje in razumevanje: Poznavanje delovanja psihičnih procesov v tekmovalnem športu. Sposobnost izvajati osnovno psihično pripravo športnika. Dobro komuniciranje in sodelovanje s športnikom in z ostalimi sodelavci. Razumevanje postopnosti in kompleksnosti psihičnih sprememb. Razumevanje vloge psihologije kot znanosti v športu, dobre komunikacijske spretnosti. Prenesljive/ključne spretnosti in drugi atributi: Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja	Knowledge and Understanding: Understanding of the role of psychological functioning in competitive sport. Ability to perform basics of psychological preparation in sport. Good communication skills and cooperation with the athlete and other co – workers. Understanding the complexity and graduate progress of psychological changes. Understanding of the role of psychology as a science in sport, using good communication skills. Transferable/Key Skills and other attributes: In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks

- delati usmerjeno k rezultatom ob minimalnem nadzoru - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	- focus on achieving results with minimal supervision - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
Interaktivna predavanja E-učenje Problemsko zastavljene naloge Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	Interactive frontal method E-learning Problem-based learning exercises The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Sprotne naloge	**50%**	Coursework
Seminarska naloga	**50%**	Seminar paper

Reference nosilca / Lecturer's references:

1. HABE, Katarina, BIASUTTI, Michele, KAJTNA, Tanja. Wellbeing and flow in sports and music students during COVID-19 pandemic. Thinking skills and creativity. March 2021, vol. 39, str. 1-9, tabele. ISSN 1871-1871. https://www.sciencedirect.com/science/article/pii/S1871187121000134?via%3Dihub, https://reader.elsevier.com/reader/sd/pii/S1871187121000134?token=372D11DBDC3C91AA55C8E9D2E57067D8C977EEF54337C368A248AEAB1280E4FCAAB339F1F691AFA82B06C4FB5674342E, DOI: 10.1016/j.tsc.2021.100798. [COBISS.SI-ID 53400835], [JCR, SNIP, WoS do 3. 11. 2022

2. VUČKOVIĆ, Vojko, KREJAČ, Klemen, KAJTNA, Tanja. Exercise motives of college students after the COVID-19 lockdown. International journal of environmental research and public health. [Online ed.]. 2022, vol. 19, iss. 12, art. 6977, str. 1-11, ilustr. ISSN 1660-4601. https://www.mdpi.com/1660-4601/19/12/6977,https://mdpi-res.com/d_attachment/ijerph/ijerph-19-06977/article_deploy/ijerph-19-06977.pdf?version=1654599222, DOI: 10.3390/ijerph19126977. [COBISS.SI-ID 113257475], [JCR, SNIP, WoS, Scopus]

3. KREMŽAR, Borjana, SMRDU, Maja, HOLNTHANER, Rok, KAJTNA, Tanja. Elite sport and sustainable psychological well-being. Sustainability. 2022, vol. 14, no. 5, art. 2705, str. 1-15, tabele, graf. prikazi. ISSN 2071-1050. https://www.mdpi.com/2071-1050/14/5/2705, DOI: 10.3390/su14052705. [COBISS.SI-ID 99122947], [JCR, SNIP, WoS do 24. 11. 2022

Univerza v Mariboru

Filozofska fakulteta

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Ime predmeta:	Teorije in pristopi pri preventivi in intervencijah v psihologiji
Course title:	Theories and approaches in prevention and interventions in psychology

Študijski program in stopnja Study programme and cycle	Študijska smer Study option	Letnik Year of study	Semester Semester
Psihologija, 3. stopnja		**1. ali 2.**	**1., 2. ali 3.**
Psychology, 3rd degree		**1. or 2.**	**1., 2. or 3.**

Vrsta predmeta (obvezni ali izbirni) / Course type (compulsory or elective)	izbirni/elective
Univerzitetna koda predmeta / University course code:	

Predavanja Lectures	Seminar Seminar	Vaje Tutorial			Klinične vaje Clinical training	Druge oblike študija Other forms of study	Samost. delo Individual work	ECTS
		AV	LV	RV				
10	**5**						**165**	**6**

Nosilec predmeta / Course coordinator:	Vita Poštuvan

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

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	Prerequisites for enrolling in the course or for performing study obligations:
Ni pogojev	None

Vsebina (kratek pregled učnega načrta):	Content (syllabus outline):
Teorije in pristopi pri preventivi in intervencijah v psihologiji prestavljajo razvijajočo se vejo stroke. Ne gre le za ozko področje (klinične) psihologije, ki obravnava dobrobit posameznika ali manjših skupin, temveč za vsebine, ki naslavljajo dobrobit skupnosti oz. družbe kot celote. Vsebine predmeta konceptualizirajo preventivo s strani različnih teoretičnih konstruktov, hkrati pa ponujajo prostor za	Theories and approaches in prevention and interventions in psychology represent a developing area of profession. It is not only a narrow (clinical) psychology, which focusses on the well-being of an individual or smaller groups, but rather aims to address the wellbeing of a community or even society as a whole. The content of course will address conceptualisation of prevention from different theoretical constructs, as well as give space to analyse

analizo obstoječih (in novo razvitih) strokovnih praks različnih intervencijskih pristopov.	existing (and newly-developed) professional intervention practices.

Temeljni literatura in viri / Reading materials:

Matos, M. G. D., Wainwright, T., Brebels, L., Craciun, B., Gabrhelík, R., Schjodt, B. H., … Richards, J. (2019). Looking Ahead. *European Psychologist*, *24*(4), 337–348. doi: 10.1027/1016-9040/a000362
Antonovsky, A. (1996). The salutogenic model as a theory to guide health promotion. *Health Promotion International*, *11*(1), 11–18. doi: 10.1093/heapro/11.1.11
Michie, S., Stralen, M. M. V., & West, R. (2011). The behaviour change wheel: A new method for characterising and designing behaviour change interventions. *Implementation Science*, *6*(1). doi: 10.1186/1748-5908-6-42
Owen, L., Morgan, A., Fischer, A., Ellis, S., Hoy, A., & Kelly, M. P. (2012). The cost-effectiveness of public health interventions. *Journal of Public Health (Oxf),* 34, 37–45. https://doi.org/ 10.1093/pubmed/fdr075

Cilji in kompetence:

- Razvijanje kritičnega presojanja
- Prenos teoretičnih spoznanj v uporabo
- Razvoj lastnih spretnosti uporabe intervencij

Objectives and competences:

- Development of critical judgement
- Transfer of theoretical knowledge into application
- Development of personal skills for interventions

Predvideni študijski rezultati:

Znanje in razumevanje:

- Konceptualizacija preventive
- Analiza načrtovanja intervencij in njihove učinkovitosti
- Analiza in razumevanje specifičnih intervencijskih pristopov

Prenesljive/ključne spretnosti in drugi atributi:
Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil:
- razmišljajti analitično in sintetično
- biti ustvarjalen, radovednen in izvirnen
- prevzeti intelektualna tveganja
- delati usmerjeno k rezultatom ob minimalnem nadzoru
- biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov

Intended learning outcomes:

Knowledge and understanding:

- Conceptualization of prevention
- Analysis of intervention design and effectiveness
- Analysis and understanding of specific intervention approaches

Transferable/Key Skills and other attributes:
In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to:
- think analytically and synthetically
- be creative, inquisitive, and original
- take intellectual risks
- focus on achieving results with minimal supervision
- be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:

Learning and teaching methods:

• diskusija • Predavanja Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	• discussion • Lectures The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Share (in %)	**Assessment methods:**
Projekt	**100%**	Project

Reference nosilca / Course coordinator's references:

1. LAVRIČ, Meta, ŠEDIVY, Nuša, POŠTUVAN, Vita. How correctional officers experience inmates suicidal behavior : qualitative research and development of The Model of a House. The Prison journal. Jan. 2022, vol. 102, iss. 1, str. 64-83. ISSN 0032-8855. https://journals.sagepub.com/doi/full/10.1177/00328855211069302, https://doi.org/10.1177/00328855211069302, DOI: 10.1177/00328855211069302. [COBISS.SI-ID 96388355], [JCR, SNIP, WoS, Scopus]

2. VIDRIH, Alenka, HRAM, Ana, POŠTUVAN, Vita. The treatment of anorexia nervosa and bulimia nervosa among female adolescents aged 18-21 using intertwined arts therapies. V: HOGAN, Susan (ur.). Arts therapies and gender issues : international perspectives on research, (International research in the arts therapies). London; New York: Routledge. 2020, str. 210-227, tabele. [COBISS.SI-ID 12577097]

3. POŠTUVAN, Vita. Ethics for psychologists in Slovenia. V: PARSONSON, Karen L. (ur.). Handbook of international psychology ethics : codes and commentary from around the world. New York; London: Routledge. cop. 2021, str. 127-142. [COBISS.SI-ID 80433411]

Univerza v Mariboru

Filozofska fakulteta

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Ime predmeta:	Raziskovanje socialnih procesov: Nevroznanost
Course title:	Researching social processes: Neuroscience

Študijski program in stopnja Study programme and cycle	Študijska smer Study option	Letnik Year of study	Semester Semester
Psihologija, 3. stopnja		**1. ali 2.**	**1., 2. ali 3.**
Psychology, 3rd degree		**1. or 2.**	**1., 2. or 3.**

Vrsta predmeta (obvezni ali izbirni) / Course type (compulsory or elective)	izbirni/elective
Univerzitetna koda predmeta / University course code:	

Predavanja Lectures	Seminar Seminar	Vaje Tutorial			Klinične vaje Clinical training	Druge oblike študija Other forms of study	Samost. delo Individual work	ECTS
10	**5**	**AV**	**LV**	**RV**			**165**	**6**

Nosilec predmeta / Course coordinator:	Satja Mulej Bratec

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

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites for enrolling in the course or for performing study obligations:**
Ni pogojev	None

Vsebina (kratek pregled učnega načrta):	**Content (syllabus outline):**
• Uvod v socialno nevroznanost in socialne možgane • Izbrane metode socialne nevroznanosti, njihova praktična uporaba in načini analize podatkov: o Magnetnoresonančno slikanje o Elektrofiziološke metode o Manipuliranje možganskih funkcij •	• Introduction to social neuroscience and the social brain • Selected social neuroscience methods, their practical application and methods of data analysis: o Magnetic resonance imaging o Electrophysiological methods o Manipulation of brain function • • Selected social neuroscience topics, e.g.:

• •Izbrane teme iz socialne nevroznanosti glede na tematiko doktorske naloge, npr.: ○ Socialni napovedni možgani ○ Razvoj socialnih možganov ○ Evolucija socialnih možganov ○ Socialni odnosi ○ Socialna regulacija	○ Predictive social brains ○ Social brain development ○ Social brain evolution ○ Social relationships ○ Social regulation

Temeljni literatura in viri / Reading materials:

Ward, J. (2022). The student's guide to social neuroscience. Psychology Press.
Decety, J., & Cacioppo, J. T. (Eds.). (2011). The Oxford handbook of social neuroscience. Oxford University Press.
Znanstveni prispevki v periodičnih publikacijah (npr. članki v revijah Social Cognitive and Affective Neuroscience, Social Neuroscience, NeuroImaging, Cerebral Cortex, …)

Cilji in kompetence:

Cilj predmeta je študente
- seznaniti z raziskovalnim področjem socialne nevroznanosti, ter jim predstaviti razvoj in evolucijo socialnih možganov,
- jih vpeljati v izbrane metode socialne nevroznanosti, predvsem EEG, in (f)MRI, ter različne možnosti analize podatkov, pridobljenih z omenjenimi metodami,
- ter jim posredovati celovit pregled raziskovalnih pristopov v socialni nevroznanosti, od prvo-osebnih in interaktivnih do kliničnih pristopov.

Predmet študente spodbudi, da sami zasnujejo eksperimente, ki proučujejo socialne procese s pomočjo nevroznanstvenih metod.

Objectives and competences:

The aim of the course is
- to acquaint students with the research field of social neuroscience, and to introduce them to the development and evolution of the social brain,
- to introduce them into selected methods of social neuroscience, especially EEG and (f)MRI, and various possibilities of analysis of data obtained with the mentioned methods,
- and to provide them with a comprehensive overview of research approaches in social neuroscience, from first-person and interactive ones to clinical approaches.

The course encourages students to design their own experiments that study social processes using neuroscientific methods.

Predvideni študijski rezultati:

Znanje in razumevanje:
Po zaključku predmeta bodo študenti
- razumeli osnovne nevrobiološke temelje socialnih procesov in imeli

Intended learning outcomes:

Knowledge and Understanding:
Upon completion of the course, students will
- understand the basic neurobiological underpinnings of social

pregled nad temami socialne nevroznanosti, • imeli pregled in razumeli osnove modernih tehnik za spremljanje možganskih signalov in slik, • dobili vpogled v analize za obdelavo signalov in slik, pridobljenih z nevroznanstvenimi metodami, • znali pridobljeno teoretično znanje uporabiti za pripravo izvirnih raziskovalnih vprašanj in načrtov na tem področju. Prenesljive/ključne spretnosti in drugi atributi: Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja - delati usmerjeno k rezultatom ob minimalnem nadzoru - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	processes and have an overview of social neuroscience topics, • have an overview and will understand the basics of modern techniques for monitoring brain signals and images, • gain insight into analyses for processing signals and images obtained with neuroscientific methods, • be able to use the acquired theoretical knowledge to prepare original research questions and designs within the field. Transferable/Key Skills and other attributes: In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - focus on achieving results with minimal supervision - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
• Interaktivna predavanja • E-učenje • Problemsko zastavljene naloge Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	• Interactive frontal method • E-learning • Problem-based learning exercises The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Share (in %)	**Assessment methods:**
Portfolio	**100%**	Portfolio

Reference nosilca / Course coordinator's references:

1. MULEJ BRATEC, Satja, BERTRAM, Teresa, STARKE, Georg, BRANDL, Felix, XIE, Xiyao, SORG, Christian. Your presence soothes me : a neural process model of aversive emotion regulation via social buffering. Social cognitive and affective neuroscience. [Online ed.]. May 2020, vol. 15, iss. 5, str. 561-570. ISSN 1749-5024.https://academic.oup.com/scan/article/15/5/561/5838124?searchresult=1,DOI: 10.1093/scan/nsaa068. [COBISS.SI-ID 25881603]

2. BERTRAM, Teresa, HOFFMANN AYALA, Daniel, HUBER, Eva Maria, BRANDL, Felix, STARKE, Georg, SORG, Christian, MULEJ BRATEC, Satja. Human threat circuits : threats of pain, aggressive conspecific, and predator elicit distinct BOLD activations in the amygdala and hypothalamus. Frontiers in psychiatry. 2023, vol. 13, str. 1-19, ilustr. ISSN 1664-0640. https://www.frontiersin.org/articles/10.3389/fpsyt.2022.1063238/full, DOI: 10.3389/fpsyt.2022.1063238. [COBISS.SI-ID 137849347], [JCR, SNIP, WoS, Scopus]

3. XIE, Xiyao, BERTRAM, Teresa, ZORJAN, Saša, HORVAT, Marina, SORG, Christian, MULEJ BRATEC, Satja. Social reappraisal of emotions is linked with the social presence effect in the default mode network. Frontiers in psychiatry. 2023, 14, str. 1-13, ilustr. ISSN 1664-0640. https://www.frontiersin.org/articles/10.3389/fpsyt.2023.1128916/full, DOI: 10.3389/fpsyt.2023.1128916. [COBISS.SI-ID 146376707], [JCR, SNIP, WoS, Scopus]

Univerza v Mariboru

Filozofska fakulteta

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Ime predmeta:	Teorije in pristopi v afektivni nevroznanosti
Course title:	Theories and approaches in affective neuroscience

Študijski program in stopnja Study programme and cycle	Študijska smer Study option	Letnik Year of study	Semester Semester
Psihologija, 3. stopnja		**1. ali 2.**	1., 2. ali 3.
Psychology, 3. degree		**1. or 2.**	1., 2. or 3

Vrsta predmeta (obvezni ali izbirni) / Course type (compulsory or elective)	Izbirni / elective
Univerzitetna koda predmeta / University course code:	

Predavanja Lectures	Seminar Seminar	Vaje Tutorial			Klinične vaje Clinical training	Druge oblike študija Other forms of study	Samost. delo Individual work	ECTS
		SV	LV	RV				
10	**5**						**165**	**6**

Nosilec predmeta / Course coordinator:	Saša Zorjan

Jeziki /Languages:	**Predavanja / Lectures:**	**Slovensko / Slovene**
	Vaje / Tutorial:	**Slovensko / Slovene**

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites for enrolling in the course or for performing study obligations:**
Pogoji za vključitev v delo: Pogojev ni. **Pogoji za opravljanje študijskih obveznosti:** Vsaka izmed naštetih obveznosti mora biti opravljena s pozitivno oceno. Pozitivna ocena iz problemsko zastavljenih pisnih nalog, ter multimedijskih predstavitev je pogoj za pristop k ustnemu izpitu.	**Prerequisites for attending the course:** None. **Prerequisites for completing the course:** Each of the mentioned commitments must be assessed with a passing grade. Passing grade of the problem-based learning exercises is required for taking the oral exam.

Vsebina (kratek pregled učnega načrta):	**Content (syllabus outline):**
1. Kompleksni raziskovalni načrti in metode v afektivni nevroznanosti ○ Psiho- in nevro-fiziološki pristopi k merjenju čustvovanja (prevodnost	1. Complex research designs and methods in affective neuroscience ○ Psycho- and neurophysiological approaches to emotion

kože, elektroencefalografija (EEG) in funkcijska magnetna resonanca (fMRI) 2. Nevrofiziološki temelji čustvovanja 3. Nevrofiziološki temelji procesiranja nagrad 4. Nevrofiziološki temelji regulacije čustev 5. Dodatne vsebine glede na tematiko izbrane naloge	measurement (skin conductance, electroencephalography (EEG) and functional magnetic resonance (fMRI) 2. Neurophysiological foundations of emotion processing 3. Neurophysiological foundations of reward processing 4. Neurophysiological foundations of emotion regulation 5. Additional topics based on the candidate's research topic

Temeljni literatura in viri / Reading materials:

Lindquist, K. A., Wager, T. D., Kober, H., Bliss-Moreau, E., & Barrett, L. F. (2012). The brain basis of emotion: A meta-analytic review. In *Behavioral and Brain Sciences* (Vol. 35, Issue 3, pp. 121–143). Cambridge University Press (CUP). https://doi.org/10.1017/s0140525x11000446

Barret, L. F. (2017). *How emotions are made: The secret life of the brain*. Houghton Mifflin Harcourt.

Barret, L. F. (2020). *Seven and a half lessons about the brain*. Houghton Mifflin Harcourt.

Armony, J., & Vuilleumier, P. (2013). *The Cambridge handbook of human affective neuroscience*. Cambridge University Press.

Prispevki v periodičnih publikacijah (npr. članki v revijah Affective Science; Cognitive, Affective, & Behavioral Neuroscience; Emotion; Emotion review; Social Cognitive and Affective Neuroscience; NeuroImage; Biological Psychology; Appetite; itd.).

Cilji in kompetence:	**Objectives and competences:**
Cilj predmeta je študente seznaniti z glavnimi temami, ki jih pokrivajo področja afektivne nevroznanosti in procesov nagrajevanja. Po izvedbi predmeta bodo študenti razumeli nevrofiziološke pristope k merjenju čustvovanja in procesiranja nagrad. Dobili bodo vpogled v nevrofiziološke temelje čustvovanja, regulacije čustev in procesiranja nagrad. Študenti bodo znali samostojno razviti raziskovalna vprašanja, vezana na eksperimentalne načrte. Predmet študente spodbuja k samostojno zasnovi raziskav, ki preučujejo nevrofiziološke osnove čustvovanja in procesov nagrajevanja.	The aim of the course is to familiarize students with the main topics covered by the field of affective neuroscience and reward processing. After successfully completing the course, students will understand the neurophysiological foundations of emotions, emotion regulation and reward processing. Students will be able to independently develop research questions using experimental designs. The course will encourage students to independently design studies that focus on neurophysiological aspects of emotions and reward processing.

Predvideni študijski rezultati:	**Intended learning outcomes:**
Znanje in razumevanje:	Knowledge and Understanding:

Študenti razumejo nevrofizološke osnove procesov konstrukcije in regulacije čustev ter procesov nagrajevanja. Znanje znajo uporabiti pri oblikovanju izvirnih raziskovalnih vprašanj na tem področju. Študenti bodo znanje in razumevanje nadgradili s sodobnimi pristopi na področju afektivne nevroznanosti. Prenesljive/ključne spretnosti in drugi atributi: Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja - delati usmerjeno k rezultatom ob minimalnem nadzoru - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	Students understand neurophysiological fundations of emotion construction processes, emotion regulation and reward processing. THey are able to apply this knowledge when developing original research questions in this area. Students will expand this knowledge and understanding using modern approached in the area of affective neuroscience. Transferable/Key Skills and other attributes: In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - focus on achieving results with minimal supervision - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
Interaktivna predavanja E-učenje Problemsko zastavljene naloge Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	Interactive frontal method E-learning Problem-based learning exercises The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Share (in %)	**Assessment methods:**
Sprotne naloge	**50**	Coursework
Seminarska naloga	**50**	Seminar paper

Reference nosilca / Course coordinator's references:

1. SCHIENLE, Anne, GREMSL, Andreas, ZORJAN, Saša. Social reward from giving food to others affects food craving and brain potentials : an imagery-based event-related potential study. *Appetite*. 2022, vol. 168, str. 1-7, ilustr. ISSN 0195-6663. https://www.sciencedirect.com/science/article/pii/S0195666321006292?via%3Dihub, DOI: 10.1016/j.appet.2021.105722. [COBISS.SI-ID 78627075]

2. ZORJAN, Saša, GREMSL, Andreas, SCHIENLE, Anne. Changing the visualization of food to reduce food cue reactivity : an event-related potential study. Biological psychology. [Print ed.]. 2021, vol. 164, str. 1-8, ilustr. ISSN 0301-0511.

https://www.sciencedirect.com/science/article/pii/S0301051121001666, DOI: 10.1016/j.biopsycho.2021.108173. [COBISS.SI-ID 73661443]

3. ZORJAN, Saša, SCHIENLE, Anne. Temporal dynamics of mental imagery, craving and consumption of craved foods : an experience sampling study. Psychology & health. 2022, str. 1-17, ilustr. ISSN 0887-0446. DOI: 10.1080/08870446.2022.2033239. [COBISS.SI-ID 96098819], [JCR, SNIP, WoS, Scopus]

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Ime predmeta:	Teorije in pristopi v kognitivni nevroznanosti
Course title:	Theories and approaches in cognitive neuroscience

Študijski program in stopnja **Study programme and cycle**	**Študijska smer** **Study option**	**Letnik** **Year of study**	**Semester** **Semester**
Psihologija, 3. stopnja		**1. ali 2.**	**1., 2. ali 3.**
Psychology, 3rd degree		**1. or 2.**	**1., 2. or 3.**

Vrsta predmeta (obvezni ali izbirni) / **Course type (compulsory or elective)**	izbirni/elective
Univerzitetna koda predmeta / University course code:	

Predavanja **Lectures**	**Seminar** **Seminar**	**Vaje** **Tutorial**			**Klinične vaje** **Clinical training**	**Druge oblike študija** **Other forms of study**	**Samost. delo** **Individual work**	**ECTS**
		SV	**LV**	**RV**				
10	**5**						**165**	**6**

Nosilec predmeta / Course coordinator:	Anja Pahor

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

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites for enrolling in the course or for performing study obligations:**
Pogojev ni.	None.

Vsebina (kratek pregled učnega načrta):	**Content (syllabus outline):**

• Uvod v kognitivno nevroznanost
• Nevronska osnova kognicije
  ○ Zgradba in delovanje možganov
  ○ Nevrotransmiterji in njihova vloga pri spoznavanju
  ○ Nevronske mreže
• Raziskovalne metode v kognitivni nevroznanosti
  ○ Eksperimentalna zasnova in analiza podatkov
	• Introduction to cognitive neuroscience
	• The neural basis of cognition
	  ○ Brain structure and function
	  ○ Neurotransmitters and their role in cognition
	  ○ Neural networks
	• Research methods in cognitive neuroscience
	  ○ Experimental design and data analysis

○ Nevropsihološki testi ○ Tehnike slikanja možganov: fMRI, EEG, PET itd. ○ Študije lezij ○ Neinvazivna stimulacija možganov • Tehnološko podprte intervencije za merjenje ali optimizacijo kognitivnega delovanja ○ Računalniški kognitivni trening in njegova učinkovitost ○ Biofeedback in neurofeedback tehnike ○ Nosljive naprave • Izzivi in priložnosti v kognitivni nevroznanosti	○ Neuropsychological tests ○ Brain imaging techniques: fMRI, EEG, PET, etc. ○ Lesion studies ○ Non-invasive brain stimulation • Technologically-assisted interventions for measuring or optimising cognitive functioning ○ Computerized cognitive training and its effectiveness ○ Biofeedback and neurofeedback techniques ○ Wearable devices • Challenges and opportunities in cognitive neuroscience

Temeljni literatura in viri / Reading materials:

Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2019). Cognitive Neuroscience: The Biology of the Mind (5th ed. ali novejša). W. W. Norton & Company.

Ward, J. (2019). *The student's guide to cognitive neuroscience* (4th ed. ali novejša). Routledge.

Cilji in kompetence:	**Objectives and competences:**
Cilj predmeta je študentom ponuditi celovito razumevanje teorij in pristopov v kognitivni nevroznanosti. Študenti spoznali bodo različne raziskovalne metode in tehnike, ki se uporabljajo v kognitivni nevroznanosti ter njihove prednosti in slabosti. Po koncu predmeta bodo znali kritično ovrednotiti izsledke empiričnih raziskav v kognitivni nevroznanosti in njihove posledice za razumevanje človeške kognicije. Pridobili bodo kompetence na področju učinkovitega komuniciranja kompleksnih nevroznanstvenih konceptov in izsledkov raziskav, tako ustno kot pisno. Prav tako bodo tekom izvajanja predmeta krepili sposobnost za interdisciplinarno razmišljanje in nadgradili znanje potrebno za načrtovanje in izvajanje raziskav.	The aim of this course is to provide students with a comprehensive understanding of cognitive neuroscience theories and principles. Students will learn about different research methods and techniques used in cognitive neuroscience as well as their strengths and weaknesses. At the end of the course, they will be able to critically evaluate the results of empirical studies in cognitive neuroscience and their implications for understanding human cognition. Students will develop proficiency in effectively communicating complex neuroscientific concepts and research findings, honing their skills in both verbal presentations and written reports. Additionally, through the course, they will enhance their capacity for interdisciplinary thinking and elevate their understanding of

	the requisite knowledge for designing and executing research projects.

Predvideni študijski rezultati:	**Intended learning outcomes:**
Znanje in razumevanje: • Poglobljeno razumevanje nevronskih mehanizmov, ki so osnova kognitivnih procesov. • Poznavanje najsodobnejših raziskovalnih metod in eksperimentalnih načrtov na področju kognitivne psihologije in nevroznanosti. • Sposobnost uporabe ključnih teoretičnih okvirov v kognitivni nevroznanosti za interpretacijo in/ali analizo eksperimentalnih podatkov. Prenesljive/ključne spretnosti in drugi atributi: Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja - delati usmerjeno k rezultatom ob minimalnem nadzoru - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	Knowledge and Understanding: • In-depth understanding of neural mechanisms that underly cognitive processes. • Knowledge of the latest research methods and experimental designs in the field of cognitive psychology and neuroscience. • Ability to apply key theoretical frameworks in cognitive neuroscience to interpret and/or analyze experimental data. Transferable/Key Skills and other attributes: In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - focus on achieving results with minimal supervision - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
Interaktivna predavanja Seminarji Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	Interactive frontal method Seminars The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Share (in %)	**Assessment methods:**
Ustni izpit	**50%**	Oral exam
Sprotne naloge	**50%**	Coursework

Reference nosilca / Course coordinator's references:

1. PAHOR, A., SEITZ, A. R., & JAEGGI, S. M. (2022). Near transfer to an unrelated N-back task mediates the effect of N-back working memory training on matrix reasoning. *Nature Human Behaviour*, *6*(9), 1243-1256. DOI: 10.1038/s41562-022-01384-w
2. PAHOR, A., MESTER, R. E., CARRILO, A. A., GHIL, E., REIMER, J. F., JAEGGI, S. M., & SEITZ, A. R. (2022).
UCancellation: A new mobile measure of selective attention and concentration. *Behavior research methods*, 1-16. DOI: 10.3758/s13428-021-01765-5
3. PAHOR, Anja, STAVROPOULOS, Trevor, JAEGGI, Susanne M., SEITZ, Aaron R. Validation of a matrix reasoning task for mobile devices. *Behavior research methods*, ISSN 1554-3528, 2019, vol. 51, no. 5, str. 2256-2267, ilustr. https://link.springer.com/article/10.3758%2Fs13428-018-1152-2, doi: 10.3758/s13428-018-1152-2. [COBISS.SI-ID 79033603], [JCR, SNIP, WoS, Scopus]

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Ime predmeta:	**Teorije in pristopi v psihologiji zdravja pri delu**
Course title:	**Theories and approaches in occupational health psychology**

Študijski program in stopnja Study programme and cycle	Študijska smer Study option	Letnik Year of study	Semester Semester
Psihologija, 3. stopnja		**1. ali 2.**	1., 2. ali 3.
Psychology, 3. degree		**1. or 2.**	1., 2. or 3

Vrsta predmeta (obvezni ali izbirni) / Course type (compulsory or elective)	Izbirni / elective
Univerzitetna koda predmeta / University course code:	

Predavanja Lectures	Seminar Seminar	Vaje Tutorial			Klinične vaje Clinical training	Druge oblike študija Other forms of study	Samost. delo Individual work	ECTS
		SV	LV	RV				
10	**5**						**165**	**6**

Nosilec predmeta / Course coordinator:	Katja Kerman

Jeziki /Languages:	**Predavanja / Lectures:**	**Slovensko / Slovene**
	Vaje / Tutorial:	**Slovensko / Slovene**

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites for enrolling in the course or for performing study obligations:**
Pogoji za vključitev v delo: Pogojev ni. **Pogoji za opravljanje študijskih obveznosti**: Vsaka izmed naštetih obveznosti mora biti opravljena s pozitivno oceno. Pozitivna ocena iz problemsko zastavljenih pisnih nalog je pogoj za pristop k ustnemu izpitu.	**Prerequisites for attending the course**: None. **Prerequisites for completing the course**: Each of the mentioned commitments must be assessed with a passing grade. Passing grade of the problem-based learning exercises is required for taking the oral exam.

Vsebina (kratek pregled učnega načrta):	**Content (syllabus outline):**
1. Uvod v psihologijo zdravja pri delu 2. Raziskovalni načrti in metode v psihologiji zdravja pri delu 3. Stres pri delu, počitek po delu in zdravje	1. Introduction to occupational health psychology 2. Research designs and methods in occupational health psychology

4. Delovne obremenitve, delovni resursi in zdravje 5. Medosebni odnosi pri delu in zdravje 6. Prepletanje dela in zasebnega življenja ter zdravje	3. Occupational stress, recovery after work, and health 4. Job demands, job resources and health 5. Interpersonal relationships at work and health 6. Work-life balance and health

Temeljni literatura in viri / Reading materials:

Cunningham, C. J., & Black, K. J. (2021). *Essentials of occupational health psychology*. Routledge.

Leka, Stavroula, and Jonathan Houdmont, eds. *Occupational health psychology*. John Wiley & Sons, 2010.

Kerman, K., Tement, S., & Korunka, C. (2021). Don't leave your heart at work: Profiles of work–life interference and cardiometabolic risk. *International Journal of Stress Management*, *28*(2), 105.

Kerman, K., Korunka, C., & Tement, S. (2022). Work and home boundary violations during the COVID-19 pandemic: The role of segmentation preferences and unfinished tasks. *Applied Psychology*, *71*(3), 784-806.

Kerman, K., Prem, R., Kubicek, B., Meyer, E., Tement, S., & Korunka, C. (2022). Conflict at work impairs physiological recovery during sleep: a daily diary study. *International journal of environmental research and public health*, *19*(18), 11457.

Cilji in kompetence:	**Objectives and competences:**
Cilj predmeta je študente seznaniti z raziskovalnim področjem psihologije zdravja pri delu in jim predstaviti glavne teme, ki ga področje zajema. Po izvedbi predmeta bodo študenti razumeli z delom povezane dejavnike, ki prispevajo k zdravju zaposlenih ter poznali glavne metode in raziskovalne načrte na področju. Predmet študente sposbuja k samostojnemu oblikovanju raziskovalnih vprašanj in ustrezni zasnovi raziskav v kontekstu psihologije zdravja pri delu.	The aim of the course is to introduce students to the research field of occupational health psychology and to introduce them to the main topics within the field. After the course, students will have an understanding of the work-related factors that contribute to employee health and will be familiar with the main methods and research designs in the field. The course will enable students to formulate research questions independently and to design studies in the context of occupational health psychology.

Predvideni študijski rezultati:	**Intended learning outcomes:**
Znanje in razumevanje: Študenti razumejo osnove psihologije zdravja pri delu in znajo uporabiti relevante teorije za razvoj izvirnih raziskovalnih vprašanj na tem področju. Študenti poznajo sodobne metodološke pristope in jih uporabijo za raziskovanje relevantnih raziskovalnih vprašanj. Prenesljive/ključne spretnosti in drugi atributi:	Knowledge and Understanding: Students understand the fundamentals of occupational health psychology and are able to apply relevant theories to develop original research questions in the field. Students are familiar with contemporary methodological approaches and apply them to explore relevant research questions. Transferable/Key Skills and other attributes:

Skladno s priporočili LERU (2014; str. 6-7) se bo študent dodatno naučil: - razmišljajti analitično in sintetično - biti ustvarjalen, radovednen in izvirnen - prevzeti intelektualna tveganja - delati usmerjeno k rezultatom ob minimalnem nadzoru - biti prilagodljiv in prožen pri reševanju kompleksnih in negotovih problemov	In accordance with LERU guidelines (2014; p. 6-7) the student will additionally learn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - focus on achieving results with minimal supervision - be flexible and adaptable when addressing complex and uncertain problems

Metode poučevanja in učenja:	**Learning and teaching methods:**
• Interaktivna predavanja • E-učenje • Problemsko zastavljene naloge Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	• Interactive frontal method • E-learning • Problem-based learning exercises The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Share (in %)	**Assessment methods:**
Sprotne naloge	**50**	Coursework
Seminarska naloga	**50**	Seminar paper

Reference nosilca / Course coordinator's references:

1. KERMAN, Katja, KORUNKA, Christian, TEMENT, Sara. Work and home boundary violations during the COVID-19 pandemic : the role of segmentation preferences and unfinished tasks. Applied psychology. July 2022, vol. 71, iss. 3, str. 784-806. ISSN 1464-0597. DOI: 10.1111/apps.12335. [COBISS.SI-ID 69119747]
2. KERMAN, Katja, PREM, Roman, KUBICEK, Bettina, MEYER, Edo, TEMENT, Sara, KORUNKA, Christian. Conflict at work impairs physiological recovery during sleep : a daily diary study. International journal of environmental research and public health. [Online ed.]. 2022, vol. 19, iss. 18, str. 1-9, ilustr., tabele. ISSN 1660-4601. DOI: 10.3390/ijerph191811457. [COBISS.SI-ID 121332995]
3. KERMAN, Katja, TEMENT, Sara, KORUNKA, Christian. Don't leave your heart at work : profiles of work-life interference and cardiometabolic risk. International journal of stress management. May 2021, vol. 28, iss. 2, str. 105-116. DOI: 10.1037/str0000224, [COBISS.SI-ID 55460611]