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 examination.

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:
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.	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.

Metode poučevanja in učenja:	Learning and teaching methods:
Interaktivna predavanja E-učenje Problemsko zastavljene naloge	Interactive frontal method E-learning Problem-based learning exercises

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

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Ustno izpraševanje	**50%**	Oral examination
Pisne naloge	**50%**	Coursework

Reference nosilca / Lecturer's references:

1. TEMENT, Sara, PAHOR, Anja, JAUŠOVEC, Norbert. EEG alpha frequency correlates of burnout and depression : the role of gender. Biological psychology, ISSN 0301-0511. [Print ed.], 2016, vol. 114, str. 1-12, ilustr., doi: 10.1016/j.biopsycho.2015.11.005. [COBISS.SI-ID21776648]
2. TEMENT, Sara, PLOHL, Nejc, HORVAT, Marina, MUSIL, Bojan, JAKUS, Grega, SODNIK, Jaka. Driving demands, stress reactivity and driving behavior : an interactional approach. Transportation research. Part F, Traffic psychology and behaviour, ISSN 1369-8478. [Print ed.], 2020, vol. 69, str. 80-90, ilustr., doi: 10.1016/j.trf.2020.01.001. [COBISS.SI-ID 25088008],
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]

Univerza v Mariboru

Filozofska fakulteta

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.

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.

Predvideni študijski rezultati:

Skladno s priporočili LERU (2014; str. 6-7)[1] 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

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

Intended learning outcomes:

In accordance with the LERU guidelines (2014; p. 6-7)[2] 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
- take intellectual risks

[1] Vir: https://www.leru.org/files/Good-Practice-Elements-in-Doctoral-Training-Full-paper.pfd.
[2] Source: https://www.leru.org/files/Good-Practice-Elements-in-Doctoral-Training-Full-paper.pdf.

- javno nastopati in predstavljati - jasno pisno izražati	- speak and present effectively in public - write cleary

Metode poučevanja in učenja:	**Learning and teaching methods:**
Individualne konzultacije, 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.	Individual consultations, 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:**
Študent pripravi osnutek dispozcije doktorske disertacije, ki vključuje teoretični uvod in raziskovalna vprašanja (pribl. 5000 znakov)	**100%**	Student prepares a draft of the PhD proposal which includes a theoretical background and research questions (approx. 5000 signs)

Reference nosilca / Lecturer's references:

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

Univerza v Mariboru

Filozofska fakulteta

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 (konzultacije)	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.

Objectives and competences:

The student defines and determines what research methods will be used in testing the proposed hypotheses.

Predvideni študijski rezultati:

Skladno s priporočili LERU (2014; str. 6-7) bo študent[3]:
- 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

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:

In accordance with the LERU guidelines (2014; p. 6-7) the student will[4]:
- 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

[3] Vir: https://www.leru.org/files/Good-Practice-Elements-in-Doctoral-Training-Full-paper.pdf
[4] Source: https://www.leru.org/files/Good-Practice-Elements-in-Doctoral-Training-Full-paper.pdf.

- 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:**
Individualne konzultacije, 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.	Individual consultations, 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:**
Študent pripravi osnutek dispozcije doktorske disertacije, ki (dodatno) vključuje raziskovalni načrt (pribl. 5000 znakov)	**100%**	Student prepares a draft of the PhD proposal which (additionally) includes the research design (approx. 5000 signs)

Reference nosilca / Lecturer's references:

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

Univerza v Mariboru

Filozofska fakulteta

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 (konzultacije)	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).	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).

Predvideni študijski rezultati:	**Intended learning outcomes:**
Skladno s priporočili LERU (2014; str. 6-7) bo študent[5]: - 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	In accordance with the LERU guidelines (2014; p. 6-7) the student will[6]: - 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

[5] Vir: https://www.leru.org/files/Good-Practice-Elements-in-Doctoral-Training-Full-paper.pdf
[6] Source: https://www.leru.org/files/Good-Practice-Elements-in-Doctoral-Training-Full-paper.pdf.

- uspešno upravljal z negotovostjo, ki izvira iz izbire metod in ciljev raziskave - delal skladno z etičnimi prinicipi v znanstvene raziskovanju - reflektiral pomanjklivosti lastnega raziskovanja 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	- work according to ethic principles - 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

Metode poučevanja in učenja:	**Learning and teaching methods:**
Individualne konzultacije, 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.	Individual consultations, 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:**
Študent pripravi končno dispozcijo doktorske disertacije (pribl. 15000 znakov)	**100%**	Student prepares the final version of the PhD proposal (approx. 15000 signs)

Reference nosilca / Lecturer's references:

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

Univerza v Mariboru

Filozofska fakulteta

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 (konzultacije)**	**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:**
Skladno s priporočili LERU (2014; str. 6-7) bo študent[7]: - 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	Skladno s priporočili LERU (2014; str. 6-7) bo študent[8]: - 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

[7] Vir: https://www.leru.org/files/Good-Practice-Elements-in-Doctoral-Training-Full-paper.pdf
[8] Source: https://www.leru.org/files/Good-Practice-Elements-in-Doctoral-Training-Full-paper.pdf.

- uspešno upravljal z negotovostjo, ki izvira iz izbire metod in ciljev raziskave - delal skladno z etičnimi prinicipi v znanstvene raziskovanju - reflektiral pomanjklivosti lastnega raziskovanja 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	- manage a high degree of uncertainty both in method and in outcomes - work according to ethic principles - refect upon the limitations of own research 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

Metode poučevanja in učenja:	**Learning and teaching methods:**
Individualne konzultacije, 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.	Individual consultations, 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:**
Študent izpelje javno predstavitev	**50%**	Student gives a public presentation
Študent odda končno verzijo dispozcije	**50%**	Student submits the final version of the PhD proposal

Reference nosilca / Lecturer's references:

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

Univerza v Mariboru

Filozofska fakulteta

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 (konzultacije)	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:**
Skladno s priporočili LERU (2014; str. 6-7) bo študent:[9] - 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	In accordance with the LERU guidelines (2014; p. 6-7) the student will[10]: - 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

[9] Vir: https://www.leru.org/files/Good-Practice-Elements-in-Doctoral-Training-Full-paper.pdf
[10] Source: https://www.leru.org/files/Good-Practice-Elements-in-Doctoral-Training-Full-paper.pdf.

- sposoben prenesti lastna spoznanja na skupnost raziskovalcev 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	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

Metode poučevanja in učenja:	**Learning and teaching methods:**
Individualne konzultacije, 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.	Individual consultations, 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:**
Študent ima zbrane podatke in zaključi s prvo raziskavo	**100%**	Študent ima zbrane podatke in zaključi s prvo raziskavo

Reference nosilca / Lecturer's references:

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

Univerza v Mariboru

Filozofska fakulteta

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 (konzultacije)**	**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:

Skladno s priporočili LERU (2014; str. 6-7) bo študent[11]:
- 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

Intended learning outcomes:

In accordance with the LERU guidelines (2014; p. 6-7) the student will[12]:
- 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

[11] Vir: https://www.leru.org/files/Good-Practice-Elements-in-Doctoral-Training-Full-paper.pdf
[12] Source: https://www.leru.org/files/Good-Practice-Elements-in-Doctoral-Training-Full-paper.pdf.

- sposoben prenesti lastna spoznanja na skupnost raziskovalcev 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	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

Metode poučevanja in učenja:	**Learning and teaching methods:**
Individualne konzultacije, 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.	Individual consultations, 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:**
Študent ima prve rezultate Študent pripravi prvo verzijo članka	**50%** **50%**	The student has a the first resuts The student prepare a first draft of the manuscript

Reference nosilca / Lecturer's references:

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

Univerza v Mariboru

Filozofska fakulteta

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 (konzultacije)**	**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:

Skladno s priporočili LERU (2014; str. 6-7) bo študent[13]:
- 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

Intended learning outcomes:

In accordance with the LERU guidelines (2014; p. 6-7) the student will[14]:
- 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

[13] Vir: https://www.leru.org/files/Good-Practice-Elements-in-Doctoral-Training-Full-paper.pdf
[14] Source: https://www.leru.org/files/Good-Practice-Elements-in-Doctoral-Training-Full-paper.pdf.

- sposoben prenesti lastna spoznanja na skupnost raziskovalcev - razvijal akademsko kredibilnost in bo delal v smeri tega, da postane prepoznan član mednarodne skupnosti raziskovalcev 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	- develop academic credibility and work toward becoming a recognized member of an international scholarly community 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

Metode poučevanja in učenja:	**Learning and teaching methods:**
Individualne konzultacije, 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.	Individual consultations, 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:**
Študent pripravi prvo verzijo doktorske disertacije	**100%**	Student prepares a first draft of the PhD thesis

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 (konzultacije)	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:**
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)	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:**
Se ocenjuje z opravil/ni opravil.	**100%**	Grading based on pass/fail.

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 (konzultacije)**	**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:**
Skladno s priporočili LERU (2014; str. 6-7) bo študent[15]: - 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	In accordance with the LERU guidelines (2014; p. 6-7) the student will[16]: - 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

[15] Vir: https://www.leru.org/files/Good-Practice-Elements-in-Doctoral-Training-Full-paper.pdf
[16] Source: https://www.leru.org/files/Good-Practice-Elements-in-Doctoral-Training-Full-paper.pdf.

- 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 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	- 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 In accordance with LERU guidelines (2014; p. 6-7) the student will additionally earn how to: - think analytically and synthetically - be creative, inquisitive, and original - take intellectual risks - speak and present effectively in public - write cleary

Metode poučevanja in učenja:	**Learning and teaching methods:**
Individualne konzultacije, 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.	Individual consultations, 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:**
Doktorska disertacija	**80%**	Doctoral thesis
Zagovor	**20%**	Zagovor

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:

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:

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 examination.

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 o in razumevanje strukture citoplazme in membrane nevronov in nevroglije, o vzdražnosti nevronov in nevroglije, o anatomiji	Knowledge about and understanding of structure of cytoplasm and membrane of neurons and neuroglia, of neuoronal and glial

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.	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.

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:**
Pisne naloge	**70 %**	Coursework
Ustni izpit	**30 %**	Oral examination

Reference nosilcev / Lecturers´ references:

1. GOSAK, Marko, DOLENŠEK, Jurij, MARKOVIČ, Rene, RUPNIK, Marjan, MARHL, Marko, STOŽER, Andraž. Multilayer network representation of membrane potential and cytosolic calcium concentration dynamics in beta cells. Chaos, solitons and fractals. [Print ed.], 2015, vol. 80, str. 76-82, ilustr. http://www.sciencedirect.com/science/article/pii/S0960077915001794, doi: 10.1016/j.chaos.2015.06.009. [COBISS.SI-ID 512513080]

2. STOŽER, Andraž, MARKOVIČ, Rene, DOLENŠEK, Jurij, PERC, Matjaž, MARHL, Marko, RUPNIK, Marjan, GOSAK, Marko. Heterogeneity and delayed activation as hallmarks of self-organization and criticality in excitable tissue. Frontiers in physiology, ISSN 1664-042X, 2019, vol. 10, str. 1-19, ilustr., doi: 10.3389/fphys.2019.00869. [COBISS.SI-ID 512903480]

3. STOŽER, Andraž, DOLENŠEK, Jurij, KRIŽANČIĆ BOMBEK, Lidija, POHOREC, Viljem, RUPNIK, Marjan, SKELIN, Maša. Confocal laser scanning microscopy of calcium dynamics in acute mouse pancreatic tissue slices. Journal of visualized experiments, ISSN 1940-087X, Apr. 2021, vol. 170, str. 1-26. https://www.jove.com/t/62293/confocal-laser-scanning-microscopy-calcium-dynamics-acute-mouse, doi: 10.3791/62293. [COBISS.SI-ID 62209795],

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 examination.

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 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	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.

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:**
Pisne naloge	**70 %**	Coursework
Ustni izpit	**30 %**	Oral examination

Reference nosilcev / Lecturers´ references:

1. DOLENŠEK, Jurij, POHOREC, Viljem, RUPNIK, Marjan, STOŽER, Andraž. Pancreas physiology. V: SEICEAN, Andrada (ur.). Challenges in pancreatic pathology. Rijeka: InTech. cop. 2017, str. [19]-52,

ilustr. https://cdn.intechopen.com/pdfs-wm/53020.pdf, doi: 10.5772/65895. [COBISS.SI-ID 512723000]

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

3. DOLENŠEK, Jurij, ŠPELIČ, Denis, SKELIN, Maša, ŽALIK, Borut, GOSAK, Marko, RUPNIK, Marjan, STOŽER, Andraž. Membrane potential and calcium dynamics in beta cells from mouse pancreas tissue slices : theory, experimentation, and analysis. Sensors, ISSN 1424-8220, 2015, vol. 15, iss. 11, str. 27393-27419, ilustr. http://www.mdpi.com/1424-8220/15/11/27393, doi: 10.3390/s151127393. [COBISS.SI-ID 512558136]

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:

- P. Bright: Neuroimaging – Methods (2012), InTech.
- J. P. Hornak: The Basics of MRI (2014), Rochester Institute of Technology.
- M. Akay: Handbook of Neural Engineering (2007), IEEE Press
- 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:

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.

Intended learning outcomes:

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.

Metode poučevanja in učenja:

- predavanja,
- seminar

Learning and teaching methods:

- lectures
- seminar work

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

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Način (pisni izpit, ustno izpraševanje, naloge, projekt) • seminarska naloga, • ustni izpit.	 50% 50%	Type (examination, oral, coursework, project): • seminar work, • oral examination.

Reference nosilca / Lecturer's references:

1. HOLOBAR, Aleš, GALLEGO, J.A., KRANJEC, Jernej, ROCON, Eduardo, ROMERO, Juan P., BENITO-LEÓN, Julián, PONS, José L., GLASER, Vojko. Motor unit-driven identification of pathological tremor in
electroencephalograms. Frontiers in Neurology, ISSN 1664-2295. [Online ed.], October 2018, vol. 9, article 879, str. 1-15, ilustr., doi: 10.3389/fneur.2018.00879. [COBISS.SI-ID 21832982]

2. KRANJEC, Jernej, HOLOBAR, Aleš. Improved assessment of muscle excitation from surface electromyograms in isometric muscle contractions. IEEE transactions on neural systems and rehabilitation engineering, ISSN 1534-4320. [Print ed.], July 2019, vol. 27, no. 7, str. 1483-1491, ilustr., doi: 10.1109/TNSRE.2019.2922453. [COBISS.SI-ID 22511638

3. GLASER, Vojko, HOLOBAR, Aleš. Motor unit identification from high-density surface electromyograms in repeated dynamic muscle contractions. IEEE transactions on neural systems and rehabilitation engineering, ISSN 1534-4320. [Print ed.], Date of Publication: 17 December 2018, str. 1-9, ilustr., doi: 10.1109/TNSRE.2018.2885283. [COBISS.SI-ID 21986838]

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 examination.

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. (2005). Cognition. Orlando, Fl.: Harcourt Brace
Sternberg, R. J. (2002). 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:**
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.	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

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:**
Način (pisni izpit, ustno izpraševanje, naloge, projekt) seminarska naloga ustni izpit	 30% 70%	Type (examination, oral, coursework, project): coursework oral examination

Reference nosilca / Lecturer's references:

1. KLOJČNIK, Monika, KAVCIC, Voyko, BAKRAČEVIČ VUKMAN, Karin. Relationship of depression with executive functions and visuospatial memory in elderly. The international journal of aging & human development, ISSN 0091-4150, 2017, vol. 85, no. 4, str. 490-503, doi: 10.1177/0091415017712186. [COBISS.SI-ID 23152136],

2. BAKRAČEVIČ VUKMAN, Karin, LORGER, Teja, SCHMIDT, Majda. Perceived self-efficacy and social anxiety changes in high school students with learning disabilities (LD) during first year of secondary vocational education. European journal of special needs education, ISSN 0885-6257, 2018, vol. 33, iss. 4, str. 584-594. http://www.tandfonline.com/doi/full/10.1080/08856257.2017.1410320, doi: 10.1080/08856257.2017.1410320. [COBISS.SI-ID 23509256]

3. ROMIH, Anamarija, BAKRAČEVIČ VUKMAN, Karin. Emocionalna regulacija in kakovost socialnih interakcij pri mladostnikih. Pedagoška obzorja : časopis za didaktiko in metodiko, ISSN 0353-1392, 2015, letn. 30, št. 3/4, str. 75-89, tabele. [COBISS.SI-ID 514300279]

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:

Corno, L. in Anderman, E. M. (Ur.) (2015). *Handbook of Educational Psychology.* Routledge.

Gable, S. L., & Haidt, J. (2005). What (and Why) Is Positive Psychology? Review of General Psychology, 9, 103–110.

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

Hirsh, J. B., & Peterson, J. B. (2008). Predicting creativity and academic success with a ‘‘Fake-Proof ” measure of the Big Five. Journal of Research in Personality, 42, 1323–1333.

Kaufman, J. C., & Beghetto, R. A. (2009). Beyond big and little: The Four C Model of Creativity. Review of General Psychology, 13, 1–12.

Oliver, P. J., Robins, R. W., & Pervin L. A. (Eds.) (2010). Handbook of Personality. Theory and Research (3rd ed.). New York: The Guilford Press.

Rubin, K. H., Bukowski, W. M. in Laursen, B. (2009). *Handbook of peer interactions, relationships, and groups*. New York, London: The Guilford Press.

Ryan, R. M. (Ed.) (2014). The Oxford Handbook of Human Motivation. New York: Oxford University Press.

Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress. Empirical validation of interventions. American Psychologist, 60, 410-421.

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

Cilji in kompetence:	Objectives and competences:
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.	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:	Intended learning outcomes:
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.	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.

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:**
Ustno izpraševanje	**50%**	Oral examination
Pisne naloge	**50%**	Coursework

Reference nosilca / Lecturer's references:

1. KOŠIR, Katja, KLASINC, Lucia, ŠPES, Tanja, PIVEC, Tina, CANKAR, Gašper, HORVAT, Marina. Predictors of self-reported and peer-reported victimization and bullying behavior in early adolescents : the role of school, classroom,and individual factors. European journal of psychology of education, ISSN 0256-2928, 2019, str. 1-22, tabele, doi: doi.org/10.1007/s10212-019-00430-y. [COBISS.SI-ID 24665608]

2. KOŠIR, Katja, HORVAT, Marina, ARAM, Urška, JURINEC, Nina, TEMENT, Sara. Does being on Facebook make me (feel) accepted in the classroom? The relationships between early adolescents' Facebook usage, classroom peer acceptance and self-concept. Computers in human behavior, ISSN 0747-5632. [Print ed.], Sep. 2016, vol. 62, str. 375-384, doi: 10.1016/j.chb.2016.04.013. [COBISS.SI-ID 22094088]

3. KOŠIR, Katja, HORVAT, Marina, ARAM, Urška, JURINEC, Nina, TEMENT, Sara. Does being on Facebook make me (feel) accepted in the classroom? The relationships between early adolescents' Facebook usage, classroom peer acceptance and self-concept. Computers in human behavior, ISSN 0747-5632. [Print ed.], Sep. 2016, vol. 62, str. 375-384, doi: 10.1016/j.chb.2016.04.013. [COBISS.SI-ID 22094088]

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

Vsebina:

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).

Content (Syllabus outline):

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:

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.

Objectives and competences:

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:**
Poznavanje in poglobljeno razumevanje različnih področij, modelov in teorij socialne psihologije.	Familiarity with and understanding of different areas, models and theories of social psychology.

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:**
Ustno izpraševanje	**50%**	Oral examination
Projekt	**50%**	Project

Reference nosilca / Lecturer's references:

1. MUSIL, Bojan, PREGLEJ, Andrej, ROPERT, Tadevž, KLASINC, Lucia, ČUŠ BABIČ, Nenad. What Is seen Is who you are : are cues in selfie pictures related to personality characteristics?. Frontiers in psychology, ISSN 1664-1078, 2017, vol. 8, art. 82, str. 1-13. https://dk.um.si/IzpisGradiva.php?id=66792, doi: 10.3389/fpsyg.2017.00082. [COBISS.SI-ID 22933256]

2. 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. http://shs.zgodovinsko-drustvo-kovacic.si/revija/shs2020-1, doi: 10.32874/SHS.2020-09. [COBISS.SI-ID 45260035]

3. PLOHL, Nejc, MUSIL, Bojan. Modeling compliance with COVID-19 prevention guidelines : the critical role of trust in science. Psychology, health & medicine, ISSN 1354-8506, 2020, str. 1-12, ilustr. https://www.tandfonline.com/doi/pdf/10.1080/13548506.2020.1772988?needAccess=true, doi: 10.1080/13548506.2020.1772988. [COBISS.SI-ID 17707011]

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 examination.

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:**
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.	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.

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:**
Ustno izpraševanje	**50%**	Oral examination
Pisne naloge	**50%**	Coursework

Reference nosilca / Lecturer's references:

1. KUBICEK, Bettina, TEMENT, Sara. Work intensification and the work-home interface : the moderating effect of individual work-home segmentation strategies and organizational segmentation supplies. Journal of personnel psychology, ISSN 2190-5150, 2016, 15, [no.] 2, str. 76-89, ilustr., doi: 10.1027/1866-5888/a000158. [COBISS.SI-ID 22231816]

2. TEMENT, Sara. A review of work-family research in Central and Eastern Europe. V: SHOCKLEY, Kristen M. (ur.), SHEN, Winny (ur.), JOHNSON, Ryan C. (ur.). The Cambridge handbook of the global work-family interface. Cambridge: Cambridge University Press, 2018, str. 269-287. [COBISS.SI-ID 238031]

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]

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:	Nenad Čuš Babić

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
- Skupine
  nastanek virtualnih skupnosti; skupinska dinamika; skupinska kohezija; socialna resničnost v virtualnem svetu
- Komunikacija
  socialna omrežja; teoretični modeli spletne komunikacije; uporaba mobilnih naprav, razvoj jezika; uporaba slike; komunikacija s stroji
- Patološki pojavi
  nasilje, depresija, narcisizem, odvisnosti
- Pojavi virtualnega sveta
  nevidnost, brezčasnost, 3D svetovi, avatarji, večopravilnost, umetna inteligenca
- Druga poglavja iz interakcije med človekom in računalnikom

Content (Syllabus outline):

- Introduction to cyberpsychology
- Individual
  technology influences on body and brain; self, personal and social identity; development process; understanding of gender; impression management
- Groups
  virtual communities; group dynamics; group cohesion; social reality in virtual world
- Communication
  social networks; theoretical models of online communication; mobile devices; language development; images; communication with machines
- Pathology
  violence, depression, narcissism, addictions
- Cyberspace phenomena
  invisibility, timeless, 3D worlds, avatars, multitasking, artificial intelligence
- Other topics in human computer interaction

Temeljni literatura in viri / Readings:

Rosen, L. D., Cheever, N. A., & Carrier, L. M. (Eds.). (2015). *The Wiley Handbook of Psychology, Technology, and Society*. Wiley Blackwell.

Sundar, S. S. (Eds.). (2015). *The Handbook of the Psychology of Communication Technology*. Wiley Blackwell.

Carvalheiro, J. R., & Tellería, A. S. (Eds.). (2015). *Mobile and Digital Communication: Approaches to Public and Private*. *Core Sociological Dichotomies*. Livros LabCom.

Gackenbach, J. (Ed.). (2007). *Psychology and the Internet: Intrapersonal, interpersonal, and transpersonal implications (2nd ed.)*. Academic Press.

Turkle, S. (2011). *Alone Together*. New York: Basic Books.

Boyd, d. (2014). *It's Complicated: The Social Lives of Networked Teens*, 296.

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 introduce the students with an overview of information technology, networks, robots and artificial intelligence implications on human behaviour, psychological consequences and group functioning. The student will be introduced with key psychological concepts relevant for understanding of 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 IT on psychology and human life.

Predvideni študijski rezultati:

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.

S psihološkega stališča kritično vrednoti pomen sprememb v razvoju informacijskih tehnologij in

Intended learning outcomes:

Knows and understands relevant theories and lists 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, explains identified behaviour and consequences of use of information technology.

Critically evaluates influences of changes in IT development from psychology viewpoint. Evaluates and foresees behaviour in cyberspace.

Student obtains practical skills using different IT tools, applications and virtual environments.

vrednoti ter predvideva pojave vedenj v virtualnih okoljih. Študent pridobi praktične veščine z uporabo različnih IKT orodij in aplikacij. Študent je zmožen nuditi svetovanje v povezavi s tehnološkimi inovacijami in v povezavi z IKT v splošnem.	Student is able to provide counselling with regard to technological innovations and usage of IT in general.

Metode poučevanja in učenja:	**Learning and teaching methods:**
• delo z besedilom • razprava z obravnavo študijskih primerov in prebrane literature • analiza konkretnih primerov in razlage primerov pojavov v virtualnem okolju • pisanje esejev s kritičnim vrednotenjem besedil Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	• Work with texts • Discussions of literature and case studies • Analysis and explanations of online phenomena • Writing essays with critical evaluation of given texts The information and communications technology is used for educational purposes in the teaching and learning process.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Način (pisni izpit, ustno izpraševanje, naloge, projekt)		Type (examination, oral, coursework, project):
Eseji	30	Essays
Sprotna ustna preverjanja	30	Weekly discussions
Seminarska naloga	40	Coursework

Reference nosilca / Lecturer's references:

1. ČUŠ BABIČ, Nenad, ROPERT, Tadevž, MUSIL, Bojan. Revealing faces : gender and cultural differences in facial prominence of selfies. PloS one. 2018, vol. 13, iss. 10, str. 1-12. ISSN 1932-6203. DOI: 10.1371/journal. pone.0205893. [COBISS.SI-ID 24172808]

2. MUSIL, Bojan, PREGLEJ, Andrej, ROPERT, Tadevž, KLASINC, Lucia, ČUŠ BABIČ, Nenad. What Is seen Is who you are : are cues in selfie pictures related to personality characteristics?. Frontiers in psychology. 2017, vol. 8, art. 82, str. 1-13. ISSN 1664-1078.

https://dk.um.si/IzpisGradiva.php?id=66792, DOI: 10.3389/fpsyg.2017.00082. [COBISS.SI-ID 22933256]
3. ČUŠ BABIČ, Nenad. Identiteta in virtualno : Nenad Čuš Babič. V: RATEJ, Mateja (ur.). Biografija na prehodu v digitalnost. 1. izd. Ljubljana: Založba ZRC, 2019. Str. 9-29. Življenja in dela, 22, Biografske študije, 15. ISBN 978-961-05-0226-5. ISSN 2385-9792. [COBISS.SI-ID 45468973]

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:	Uroš Maver

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:

- 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:

- 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

• povezovanje pričakovanih učinkov, koristnih in škodljivih • sposobnost kritično uporabljati relevantne literaturne vire na področju psihofarmakologije	• linking the expected drug effects, useful and harmful • the ability of critical usage of relevant literature sources in the field of psychopharmacology

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:**
Seminar	**50%**	Seminar
Izpit	**50%**	Examination

Reference nosilca / Lecturer's references:

1. MAVER, Uroš, MILOJEVIĆ, Marko, ŠTOS, Jan, ANDRENŠEK, Samo, PLANINŠEK, Odon. Matrix tablets for controlled release of drugs incorporated using capillary absorption. AAPS PharmSciTech, ISSN 1530-9932. [Online ed.], 2019, vol. 20, iss. 2, str. 1-9, ilustr. https://link.springer.com/article/10.1208/s12249-019-1303-5, doi: 10.1208/s12249-019-1303-5. [COBISS.SI-ID 512879672]

2. MAVER, Uroš, XHANARI, Klodian, ŽIŽEK, Marko, GRADIŠNIK, Lidija, REPNIK, Katja, POTOČNIK, Uroš, FINŠGAR, Matjaž. Carboxymethyl cellulose/diclofenac bioactive coatings on AISI 316LVM for controlled drug delivery, and improved osteogenic potential. Carbohydrate polymers, ISSN 0144-8617. [Print ed.], Available online 13 November 2019, str. 1-27, ilustr., doi: 10.1016/j.carbpol.2019.115612. [COBISS.SI-ID 22749718]

3. MAVER, Tina, MOHAN, Tamilselvan, GRADIŠNIK, Lidija, FINŠGAR, Matjaž, STANA-KLEINSCHEK, Karin, MAVER, Uroš. Polysaccharide thin solid films for analgesic drug delivery and growth of human skin cells. Frontiers in chemistry, ISSN 2296-2646. [Online ed.], Online: 19 Mar. 2019, str. 1-4, doi: 10.3389/fchem.2019.00217. [COBISS.SI-ID 22236950]

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:	Damjan Strnad

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:

Po zaključku tega predmeta bo študent sposoben:

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

Intended learning outcomes:

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,
- use the methods of machine learning to acquire knowledge,

• razumeti temeljne koncepte inteligentnih agentov in multiagentnih sistemov, • načrtovati preproste inteligentne agente, • zgraditi preproste sisteme verjetnostnega sklepanja	• understand basic concepts of intelligent agents and multiagent systems,design simple intelligent agents, • construct simple systems of probabilistic reasoning.

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:**
opravljene domače naloge	30 %	completed homeworks
opravljene laboratorijske vaje	35 %	completed lab work
ustni izpit	35 %	oral examination

Reference nosilca / Lecturer's references:

1. STRNAD, Damjan, KOHEK, Štefan, NERAT, Andrej, ŽALIK, Borut. Efficient representation of geometric tree models with level-of-detail using compressed 3D chain code. IEEE transactions on visualization and computer graphics, ISSN 1077-2626. [Print ed.], Date of Publication: 24 June 2019, 13 str., doi: 10.1109/TVCG.2019.2924430. [COBISS.SI-ID 22440214]

2. STRNAD, Damjan, KOHEK, Štefan, KOLMANIČ, Simon. Fuzzy modelling of growth potential in forest development simulation. Ecological informatics, ISSN 1574-9541, Nov. 2018, vol. 48, str. 80-88, ilustr., doi: 10.1016/j.ecoinf.2018.08.002. [COBISS.SI-ID 21696278]

3. STRNAD, Damjan, NERAT, Andrej, KOHEK, Štefan. Neural network models for group behavior prediction : a case of soccer match attendance. Neural computing & applications, ISSN 0941-0643, Feb. 2017, vol. 28, iss. 2, str. 287-300, doi: 10.1007/s00521-015-2056-z. [COBISS.SI-ID 18933014]

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:**
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.	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.

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%	examination
ustno izpraševanje	35%	oral
naloge	15%	coursework
projekt	35%	project

Reference nosilca / Lecturer's references:

1. KOSAR, Tomaž, GABERC, Sašo, CARVER, Jeffrey C., MERNIK, Marjan. Program comprehension of domain-specific and general-purpose languages: replication of a family of experiments using integrated development environments. Empirical software engineering, ISSN 1382-3256, 2018, vol. 23, iss. 5, str. 2734-2763, doi: 10.1007/s10664-017-9593-2. [COBISS.SI-ID 21123606]
2. KOSAR, Tomaž, BOHRA, Sudev, MERNIK, Marjan. A systematic mapping study driven by the margin of error. The Journal of Systems and Software, ISSN 0164-1212. [Print ed.], Oct. 2018, vol. 144, str. 439-449, doi: 10.1016/j.jss.2018.06.078. [COBISS.SI-ID 21580566]

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]

Univerza v Mariboru

Filozofska fakulteta

Koroška cesta 160
2000 Maribor, Slovenija

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:	**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, ter multimedijskih predstvitev 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 and multimedia presentations is required for taking the oral examination.

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

aplikativni smeri: emocije v vzgoji in izobraževanju, emocije v psihologiji dela, emocije v klinični psihologiji, emocije v socialni psihologiji, emocije in zdravje...	In line with individual research areas of doctoral studenst the aplicative research will be added: 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:**
Poznavanje in poglobljeno razumevanje sodobnih perspektiv emocij, razvoja ter vloge emocij v različnih kontekstih.	Familiarity with and understanding of conteporary perspectives on emotions, emotional development and the role emotions play in diffrenet contexts.

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.	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.

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:**
Ustno izpraševanje	**40%**	Oral examination
Pisne problemske naloge	**40%**	Coursework
Multimedijske predstavitve	**20%**	Multimedia presentations

Reference nosilca / Lecturer's references:

1. KOZINA, Ana. School-based prevention of anxiety using the "My FRIENDS" emotional resilience program : six-month follow-up. International journal of psychology, ISSN 1464-066X, 2018, vol. , no. , 8 str., ilustr. https://onlinelibrary.wiley.com/doi/abs/10.1002/ijop.12553, doi: 10.1002/ijop.12553. [COBISS.SI-ID 3304279]

2. KOZINA, Ana. Anxiety and aggression in schools : factrors, trends and guidelines for prevention. [Saarbrücken]: Lambert, cop. 2017. 204 str., ilustr. ISBN 978-3-330-35254-4. [COBISS.SI-ID 3080535]

3. KOZINA, Ana. The development of multiple domains of self-concept in late childhood and in early adolescence. Current psychology, ISSN 1936-4733, dec. 2019, vol. 38, iss. 6, str. 1435-1442. https://link.springer.com/article/10.1007/s12144-017-9690-9, doi: 10.1007/s12144-017-9690-9. [COBISS.SI-ID 3090263]

Univerza v Mariboru

Filozofska fakulteta

Koroška cesta 160
2000 Maribor, Slovenija

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: Leja Dolenc

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.	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.

Telesne in psihološke posledice deprivacije spanja. 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:
- 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	- 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

pristopih za ocenjevanje motenj spanja ter poglavitnih nefarmakoloških pristopih pri zdravljenju motenj spanja - Pridobiti sposobnost kritičnega uporabljanja literature na področju somnologije in vedenjske medicine spanja	and psychological approaches in evaluation and treatment of sleep disorders - Develop the ability of critical usage of relevant literature sources in the field of somnology and behavioural sleep medicine

Metode poučevanja in učenja:	**Learning and teaching methods:**
Kandidati bodo študirali teme, o katerih bodo opravljena interaktivna predavanja, oziroma bodo obravnavane v obliki konzultacij. Pripravili bodo več seminarskih nalog Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	The course will include interactive lectures or individual consultations; 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:**
Domače naloge s predavanj	**50%**	Homeworks from lectures
Seminarska naloga	**50%**	Seminar paper

Reference nosilca / Lecturer's references:

1. ROJC, Bojan, MORRISON, Shawnda A., EIKEN, Ola, MEKJAVIĆ, Igor B., DOLENC-GROŠELJ, Leja. The separate and combined effects of hypoxia and sustained recumbency/inactivity on sleep architecture. European journal of applied physiology, ISSN 1439-6319. [Print ed.], 2014, vol. 114, no. 9, str. 1973-1981, doi: 10.1007/s00421-014-2909-7. [COBISS.SI-ID 1690284]

2. PIŠLJAR, Nina, ŠTUKOVNIK, Vita, ZAGER KOCJAN, Gaja, DOLENC-GROŠELJ, Leja. Validity and reliability of the Slovene version of the Morningness-Eveningness Questionnaire. Chronobiology international, ISSN 0742-0528, 2019, vol. 36, no. 10, str. 1409-1417, graf.prikazi, tabele. https://www.tandfonline.com/doi/full/10.1080/07420528.2019.1651326, doi: 10.1080/07420528.2019.1651326. [COBISS.SI-ID 6400940]

3. MORRISON, Shawnda A., PANGERC, Andrej, EIKEN, Ola, MEKJAVIĆ, Igor B., DOLENC-GROŠELJ, Leja. Effect of exercise on night periodic breathing and loop gain during hypoxic confinement. Respirology, ISSN 1323-7799, May 2016, vol. 21, iss. 4, str. 746-753, graf. prikazi, tabele. http://dx.doi.org/10.1111/resp.12722, doi: 10.1111/resp.12722. [COBISS.SI-ID 1538110148]

Univerza v Mariboru

Filozofska fakulteta

Koroška cesta 160
2000 Maribor, Slovenija

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:

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

Content (Syllabus outline):

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:
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.	: 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.

Metode poučevanja in učenja:	Learning and teaching methods:
Interaktivna predavanja E-učenje Problemsko zastavljene naloge	Interactive frontal method E-learning Problem-based learning exercises

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

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Domače naloge s predavanj	**50%**	Homeworks from lectures
Seminarska naloga	**50%**	Seminar paper

Reference nosilca / Lecturer's references:

1. HABE, Katarina, BIASUTTI, Michele, KAJTNA, Tanja. Flow and satisfaction with life in elite musicians and top athletes. Frontiers in psychology, ISSN 1664-1078, March 2019, vol. 10, art. 698, 11 str., ilustr. https://www.frontiersin.org/articles/10.3389/fpsyg.2019.00698/full, doi: 10.3389/fpsyg.2019.00698. [COBISS.SI-ID 5518769]

2. KAJTNA, Tanja, DOUPONA TOPIČ, Mojca. Attitudes of coaches considered by their gender, the sports and the athletes they coach. Ido Movement for Culture. Journal of Martial Arts Anthropology, ISSN 2084-3763, 2017, vol. 17, no. 3, str. 48-55, tabele. http://imcjournal.com/index.php/en/volume-xvii-2017/contents-number-3/1196-attitudes-of-coaches-considered-by-their-gender-the-sports-and-the-athletes-they-coach, doi: 10.14589/ido.17.3.6. [COBISS.SI-ID 5165233]

3. ŠEŠUM, Anja, KAJTNA, Tanja. The use of audiovisual stimulation in learning gymnastic elements. Science of gymnastics journal, ISSN 1855-7171. [Online ed.], 2018, vol. 10, iss. 2, str. 259-272, 337, ilustr. https://www.fsp.uni-lj.si/raziskovanje/znanstvene-revije/science-of-gymnastics/, http://www.scienceofgymnastics.com. [COBISS.SI-ID 5352369]

Univerza v Mariboru

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2000 Maribor, Slovenija

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:	**Objectives and competences:**
• Razvijanje kritičnega presojanja • Prenos teoretičnih spoznanj v uporabo • Razvoj lastnih spretnosti uporabe intervencij	• Development of critical judgement • Transfer of theoretical knowledge into application • Development of personal skills for interventions

Predvideni študijski rezultati:	**Intended learning outcomes:**
Znanje in razumevanje: • Konceptualizacija preventive • Analiza načrtovanja intervencij in njihove učinkovitosti • Analiza in razumevanje specifičnih intervencijskih pristopov	Knowledge and understanding: • Conceptualization of prevention • Analysis of intervention design and effectiveness • Analysis and understanding of specific intervention approaches

Metode poučevanja in učenja:	**Learning and teaching methods:**
• Konzultacije • Predavanja Poučevanje in učenje potekata z didaktično uporabo informacijsko-komunikacijske tehnologije.	• Consultations • Lectures The information and communications technology is used for educational purposes in the teaching and learning process.

Delež (v %) /

Načini ocenjevanja:	Share (in %)	**Assessment methods:**
Način (pisni izpit, ustno izpraševanje, naloge, projekt) Projekt	**100%**	Method (written or oral exam, coursework, project): Project

Reference nosilca / Course coordinator's references:

1. POŠTUVAN, Vita, PODLOGAR, Tina, ŠEDIVY, Nuša, DE LEO, Diego. Suicidal behaviour among sexual-minority youth : a review of the role of acceptance and support. The Lancet, Child & adolescent health, ISSN 2352-4642, 2019, vol. 3, iss. 3, str. 190-198. https://www.sciencedirect.com/science/article/pii/S2352464218304000?via%3Dihub, doi: 10.1016/S2352-4642(18)30400-0. [COBISS.SI-ID 1541014212]

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. WASSERMAN, Camilla,* POŠTUVAN, Vita,* HERTA, Dana, IOSUE, Miriam, VÄRNIK, Peeter, CARLI, Vladimir. Interactions between youth and mental health professionals : The Youth Aware of Mental health (YAM) program experience. PloS one, ISSN 1932-6203, 2018, vol. 13, iss. 2, str. 1-33, graf. prikazi, tabele. https://doi.org/10.1371/journal.pone.0191843, doi: 10.1371/journal.pone.0191843. [COBISS.SI-ID 1540120004],
*Obe avtorici sta enakovredno prispevali k delu.

Univerza v Mariboru

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2000 Maribor, Slovenija

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
		AV	LV	RV				
10	**5**						**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, socialne možgane in njihov razvoj • Izbrane metode v socialni nevroznanosti, njihova praktična uporaba in (napredni) načini analize podatkov: o Magnetna in elektro-encefalografija (MEG in EEG) o Slikanje s funkcionalno magnetno resonanco (fMR) o Psihonevroimunologija	• Introduction to social neuroscience, the social brain and its development • Selected methods in social neuroscience, their practical application and (advanced) methods of data analysis: o Magnetic and electro-encephalography (MEG and EEG) o Functional magnetic resonance imaging (fMRI) o Psychoneuroimmunology

• Prvoosebni pristopi: nevroznanstevno raziskovanje socialne kognicije in medosebnih procesov • Interaktivni pristopi: nevroznanstveno raziskovanje socialnih procesov med socialno interakcijo dveh (ali več) oseb • Klinični pristopi: nevroznanstveno raziskovanje bolezni in težav s socialnim delovanjem • Dodatne vsebine glede na tematiko naloge: Izbrane teme iz socialne nevroznanosti	• First-person approaches: neuroscientific research of social cognition and interpersonal processes • Interactive approaches: neuroscientific research of social processes during social interaction of two (or more) individuals • Clinical approaches: neuroscientific research of disorders and problems with social functioning • Additional content relevant to the thesis topic: Selected social neuroscience topics

Temeljni literatura in viri / Reading materials:

Decety, J., & Cacioppo, J. T. (Eds.). (2011). The Oxford handbook of social neuroscience. Oxford University Press.
Todorov, A., Fiske, S. T., & Prentice, D. A. (Eds.). (2011). Social neuroscience : toward understanding the underpinnings of the social mind. Oxford University Press.
Prispevki periodičnih publikacijah (npr. članki v revijah Social Cognitive and Affective Neuroscience, Social Neuroscience, NeuroImaging, Cerebral Cortex, …)

Cilji in kompetence:	**Objectives and competences:**
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, kot so MEG, EEG, fMRI in psihonevroimunologija, 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.	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, such as MEG, EEG, fMRI and psychoneuroimmunology, 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:	**Intended learning outcomes:**
Po zaključku predmeta bodo študenti	Upon completion of the course, students will

• razumeli osnovne nevrofiziološke temelje socialnih procesov in imeli pregled nad temami socialne nevroznanosti, • imeli pregled in razumeli osnove modernih tehnik za spremljanje možganskih signalov in slik, • dobili vpogled v (napredne) 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.	• understand the basic neurophysiological underpinnings of social 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 (advanced) 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.

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:**
Ustno izpraševanje	**50%**	Oral examination
Pisne naloge	**50%**	Coursework

Reference nosilca / Course coordinator's references:

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]

MULEJ BRATEC, Satja, XIE, Xiyao, WANG, Yijun, SCHILBACH, Leonhard, ZIMMER, Claus, WOHLSCHLÄGER, Afra, RIEDL, Valentin, SORG, Christian. Cognitive emotion regulation modulates the balance of competing influences on ventral striatal aversive prediction error signals.

NeuroImage. 2017, vol. 147, str. 650-657, ilustr. ISSN 1053-8119. DOI: 10.1016/j.neuroimage.2016.12.078. [COBISS.SI-ID 25049096]

XIE*, Xiyao, MULEJ BRATEC*, Satja, SCHMID, Gabriele, MENG, Chun, DOLL, Anselm, WOHLSCHLÄGER, Afra, FINKE, Kathrin, FÖRSTL, Hans, ZIMMER, Claus, PEKRUN, Reinhard, SCHILBACH, Leonhard, RIEDL, Valentin, SORG, Christian. How do you make me feel better? : social cognitive emotion regulation and the default mode network. NeuroImage. 2016, vol. 134, str. 270-280, ilustr. ISSN 1053-8119. DOI: 10.1016/j.neuroimage.2016.04.015. [COBISS.SI-ID 25048584]
*Obe avtorici sta enakovredno prispevali k delu.

Univerza v Mariboru

Filozofska fakulteta

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2000 Maribor, Slovenija

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 examination.

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 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	1. Complex research designs and methods in affective neuroscience ○ Psycho- and neurophysiological approaches to emotion 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 nevrofizološke 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:

Študenti razumejo nevrofiziološke 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.	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.

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:**
Pisne naloge	**50**	Coursework
Seminarska naloga	**50**	Written 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, SCHWAB, Daniela, SCHIENLE, Anne. The effects of imaginary eating on visual food cue reactivity : an event-related potential study. Appetite. 2020, vol. 153, str. 1-6, ilustr. ISSN 0195-6663. https://www.sciencedirect.com/science/article/pii/S0195666320302257, DOI: 10.1016/j.appet.2020.104743. [COBISS.SI-ID 15983107]