University of Zagreb
Faculty of Law
Social Work Study Centre
Institute for Social Work

POSTGRADUATE SPECIALIST UNIVERSITY STUDY PROGRAM IN SUPERVISION IN PSYCHOSOCIAL WORK

Revised program

Zagreb, December 2014

Postgraduate Specialist University Study Program in Supervision in Psychosocial Work
Curriculum

1st Year

1st Semester

Courses	Hours	ECTS credits	Course Coordinator
Introduction to Individual and Group Supervision	40	7	Prof. M. Ajduković, PhD Prof. K. Urbanc, PhD
Communication Processes in Supervision	20	5	Prof. A. Žižak, PhD
Counselling Skills	35	7	Prof. L. Arambašić, PhD
Elective course 1	15	5	
Supervision Skills Development			
Supervision of Direct Psychosocial Work	40	6	Prof. M. Ajduković, PhD Prof. K. Urbanc, PhD
TOTAL	**150**	**30**	

2nd Semester

Courses	Hours	ECTS credits	Course coordinator
Required courses			
Evaluation Research in Psychosocial Work	20	5	Prof. D. Ajduković, PhD
Individual and Group Supervision Processes - Methods and Supervision Competencies	40	7	Prof. M. Ajduković, PhD Prof. K. Urbanc, PhD
Elective course 2	15	5	
Supervision Skills Development			
Leading Group Supervision	20	6	Prof. M. Ajduković, PhD
Meta-supervision	15	5	Prof. M. Ajduković, PhD
Supervision of Direct Psychosocial Work	10	2	Prof. M. Ajduković, PhD Prof. K. Urbanc, PhD
TOTAL	**120**	**30**	

2nd Year

3rd Semester

Courses	Hours	ECTS credits	Course coordinators
Team Supervision	15	5	Prof. Vlasta Vizek Vidović, PhD Irena Bezić, PhD
Organisational Supervision and Organisational Development	15	5	Prof. Dean Ajduković, PhD
Elective course 3	15	5	
Supervision Skills Development			
Leading Group Supervision	30	8	Prof. M. Ajduković, PhD
Meta-supervision	25	7	Prof. M. Ajduković, PhD
TOTAL	100	30	

4th Semester

Supervision Skills Development	Hours	ECTS credits	Course coordinators
Leading Group Supervision	10	4	Prof. M. Ajduković, PhD
Meta-supervision	20	6	Prof. M. Ajduković, PhD
Writing of the final thesis with individual consultations (contact hours)	20	20	Mentor
TOTAL	50	30	

List of elective courses from the specific area of the postgraduate specialist study program in supervision in psychosocial work

Elective courses	Semester	Hours	ECTS credits	Course coordinators
1. Models and Contexts of Supervision	1/2	15	5	Prof. Kristina Urbanc, PhD
2. Models of Adult Teaching	1/2	15	5	Prof. Vesna Vlahović Štetić, PhD Prof. Vlasta Vizek Vidović, PhD
3. Crisis Intervention in Supervision	3	15	5	Prof. Lidija Arambašić, PhD
4. Consultations and coaching	2/3	15	5	Prof. Marina Ajduković, PhD Wolfgang Knopf, PhD
5. Professional Stress and Mental Health of the Helper	2/3	15	5	Prof. Marina Ajduković, PhD
6. Supervision of Prevention Programs	2/3	15	5	Asst. Prof. Maja Laklija

List of suggested elective courses from the postgraduate specialist university study program in psychosocial approach to social work (item 3.4)

Assoc. Prof. Nino Žganec	Ethics and Human Rights	15	5
Assoc. Prof. Slavica Blažeka Kokorić Asst. Prof. Maja Laklija	Models of Family Assessment and Treatment	15	5
Assoc. Prof. Slavica Blažeka Kokorić Asst. Prof. Gordana Berc	Contemporary Family and Marital Research	15	5
Prof. Branka Sladović Franz, PhD	Children in Out-of-Home Care	15	5
Prof. Ninoslava Pećnik, PhD	Contemporary Parenting	15	5
Irena Bezić, PhD	Traumatization of Children and Adolescents	15	5
Assoc. Prof. Ana Štambuk Assoc. Prof. Silvija Rusac	Chosen Topics in Social Gerontology	15	5
Prof. Kristina Urbanc, PhD	Aid Theories	15	5

The list of elective courses from other postgraduate university study programs from the field of social activities is established individually, based on educational goals and needs of the student of the specialist university study program.

Structure of student obligations during the specialist university study program in supervision in psychosocial work expressed in ECTS credits

Student obligations	ECTS
Required courses	41
Elective courses	15
Development of supervision skills • Supervision of Psychosocial Work • Leading Group Supervision • Supervision of Supervision (Meta-supervision)	8 18 18
Other individual obligations • Final thesis	20
TOTAL	**120**

Selection of elective courses

Student can choose elective courses from three areas:
1. Specific area of the specialist university study program
2. Wider area of psychosocial work
3. Courses from other postgraduate university programs which are established individually, based on the educational goals and needs of the student of the postgraduate specialist university study program

The student will choose at least 50% of the elective course credits from the specific area of the specialist university study program in supervision in psychosocial work.

Direct development of supervision skills

Teaching for the direct development of supervision skills will be carried out through three levels of mandatory, but individualised activities of the student, and the structure of the ECTS credits is shown as a constituent part of the suggested curriculum:

1. Supervision of direct psychosocial work (8 ECTS credits)

As the basic experiential level of education for psychosocial work supervisors, the supervision of their direct professional work will be carried out in groups of 6 to 8 students. Groups will be formed based on the student's primary work area. The primary goal of this form of work is gaining direct experience with supervision conducted by professional supervisors. The students must participate in at least 50 hours of direct supervision work, which is carried out through at least 12 supervision meetings.

Group leaders will be licensed supervisors who have completed the training for supervisors in accordance with the ANSE criteria (Association of National Organizations for Supervision in Europe) (www.supervison-eu.org/anse). They will be appointed by the Council of the Postgraduate Specialist University Study Program in Supervision in Psychosocial Work, after the specific needs of the students are established. The students actively participate in the selection of their supervisor.

If, at the time of enrolling in the postgraduate specialist university study program, the students are already participating in the supervision of their direct work or have completed, in the period of three years prior to enrolling into the postgraduate specialist university study program, the process of supervision work in the foreseen scope, and the supervision was conducted by a licensed supervisor, they can, with the appropriate certificate from the supervisor and a description of the content and method of supervision work, submit a written request to the Council of the Postgraduate Study Program for the recognition of the corresponding number of ECTS credits. The stated request must be submitted to the Council which shall respond during the first semester.

2. Leading group supervision (18 ECTS credits)

Leading group supervision under the supervison of a trainer for the supervision of psychosocial work is the basic activity of this program which integrates the theoretical knowledge gained during lectures with the experience of participating in the supervision of one's own work, with the aim of developing a competent supervisor of psychosocial work.

During the second semester, the students will plan and start the work of a supervision group which they will be leading from 2nd to 4th semester. The students will lead the group in at least 12 meetings in the duration of at least 3 hours. On a regular basis, following each meeting, they will evaluate the work of the group and their own work and write a report about the work (at least 1 hour per meeting). They will also participate in the group supervision of their supervisory work in the foreseen scope.

Having completed the necessary number of supervision meetings and the corresponding reports, the students take an oral exam in the practical part of the curriculum. Successful mastering of the competencies for supervisory work is evaluated by a commission comprised

of three members - the meta-supervision leader, the head of the study program and one additional instructor. Mastering of the competencies can be evaluated either through a direct demonstration of supervisory work through role-play or through vignettes, either by submitting a video or audio record of the supervisory work.

3. Supervision of Supervision (18 ECTS credits)

The basic aim of this form of training activites is leading and guiding the professional development of the future supervisors. During the supervision of supervision (also called meta-supervision), the leader encourages and guides the process of planning and leading of student supervision groups. From the 2nd to the 4th semester, the leader will monitor the development of the students' competencies necessary for successful supervisory work as well as the quality of their direct supervising work, the progress in the development of the supervisory group they are coaching, and guide their learning process and development of professional skills and knowledge necessary for performing supervisory work in a high-quality and competent manner. The work is based on self-evaluation and evaluation of the actual level and need for the improvement of competencies for each student in the program.

The work is carried out in groups of 6 to 8 students of the postgraduate specialist university study program in supervision in psychosocial work. One meeting usually lasts 4 hours with 12 to 15 meetings held during the 2nd, 3rd and 4th semesters. During this part of the course, the student will write three essays on group processes in the supervision group.

At least twice during those semesters, all leaders of student supervision groups (meta-supervisors) have a joint meeting with the Head of the postgraduate study program in order to monitor the achievement of the educational goals and strengthen the ties between the theoretical and the practical part of the syllabus.

REQUIRED COURSES

1. GENERAL INFORMATION	
1.1. Course title	**Introduction to Individual and Group Supervision**
1.2. Course coordinator	Prof. Marina Ajdukovic, PhD Prof. Kristina Urbanc, PhD
1.3. Associates	-
1.4. Course status	Required
1.5. Semester	1st
1.6. Credits (ECTS)	7
1.7. Course type	20 hours of lectures + 20 hours of exercises
2. COURSE DESCRIPTION	
2.1. Course objectives	To systematize theoretical and empirical knowledge on the tradition and development of supervision through key principles and characteristics, models and types of supervision in psychosocial work, planning and the phases of supervision development
2.2. Expected learning outcomes	Students will be able to: • Explain the development and contemporary theoretical models of supervision • Explain the role of supervision in professional development • Explain and analyse possible supervision outcomes for users, professionals and organisational environments • Explain the difference between different types of supervision and supervising contexts (individual, group, team, organisational...) • Explain the key characteristics of specific stages in the supervision process • Explain the significance of the evaluation of the supervision process and differentiate between the evaluation of an outcome and the evaluation of a process • Interpret and analyse ethical principles in supervision • Analyse the regulation of supervision in the field of psychosocial work
2.3. General (generic) skills	Students will be able to • Evaluate and critically analyse the contribution of theoretical knowledge for the articulation of supervision • Evaluate existing research in this field • Evaluate the quality, sustainability and feasibility of legal norms which are significant for supervision
2.4. Teaching methods	☒ Lectures ☐ Field work ☐ Seminars ☐ Individual assignments ☒ Workshops ☐ Multimedia and network ☒ Exercises ☐ Mentoring ☐ **Online - fully or partially** ☐ Other:
2.5. Student obligations	Active participation in workshops and exercises Reading the assigned literature
2.6. Methods for evaluation of outcomes and exit competencies	• Exit competencies are checked through repeated presentation of the results of work in small groups and self-evaluation on the level of achievement of the expected learning outcomes.

	• Writing a literature review as the basis for discussion with the instructor
2.7. Required literature	1. Ajduković, M. and Cajvert, Lj. (ed.) (2004). *Supervizija u psihosocijalnom radu*. Zagreb: Društvo za psihološku pomoć. 2. Bernard, J. and Goodyear, R.K. (2009). *Fundaments of clinical supervision*. Upper Saddle River, NJ: Pearson. 3. Tsui, M. (2005). *Social work supervision*. Thousand Oaks: Sage Publications.
2.8. Supplementary literature	1. Ajduković, M. and Ajduković, D. (2004). Model evaluacije i učinci projekta „Uvođenje supervizije u sustav socijalne skrbi". *Ljetopis Studijskog centra socijalnog rada, 11(1)*, 5 – 41. 2. Hawkins, P. and Shohet, R. (1989). *Supervision in the Helping Professions. An individual, group and organizational approach*. Milton Keynes: Open University Press 43. 3. Kadushin, A. and Harkness, D. (2002). *Supervision in social work (4th Ed.)*. New York: Columbia University Press. 4. Kusturin, S. (2011). Smjernice za prezentaciju supervizije psihosocijalnog rada. Ljetopis socijalnog rada, 18 (2), 383-414. 5. Tematski broj o superviziji *Ljetopis socijalnog rada, 18(2)*

1. GENERAL INFORMATION	
1.1. Course title	**Communication Processes in Supervision**
1.2. Course coordinator	Prof. Antonija Žižak, PhD
1.3. Associates	-
1.4. Course status	Required
1.5. Semester	1st
1.6. Credits (ECTS)	6
1.7. Course type	8 lectures + 12 exercises
2. COURSE DESCRIPTION	
2.1. Course objectives	To expand the understanding of interpersonal communication and to start developing competencies important for initiating, monitoring and evaluating communication processes in supervision.
2.2. Expected learning outcomes	Students will be able to: 1. Evaluate different models of interpersonal communication for the purpose of the supervision process 2. Integrate prior and new knowledge on interpersonal/communication skills and evaluate personal communication skills 3. Apply the mechanisms/techniques for initiating, identifying, following and evaluating communication processes in supervision 4. Take responsibility over the management of personal communication skills and style in the process of supervision
2.3. General (generic) skills	*Instrumental* (gathering and managing of information) *Interpersonal* (working in teams or small groups; self-assessment of interpersonal skills) *Systemic* (research and knowledge application skills, focus on quality standards and work ethics)
2.4. Teaching methods	☒ Lectures ☐ Field work ☐ Seminars ☒ Individual assignments

	☐ Workshops ☒ Exercises ☐ **Online - fully or partially**	☐ Multimedia and network ☐ Mentoring ☐ Other:
2.5. Student obligations	• Attendance at 75% of the classes. • Active participation in the classwork, especially in teamwork. • Reading the required and supplementary literature. • Writing a paper, individually or in a team, on the topic of implementing specific communicational skills in supervision and presenting the paper.	
2.6. Methods for evaluation of outcomes and exit competencies	• Exit competencies are evaluated through: Repeated presentation of the teamwork result ; specific feedback from other students and teachers, development and presentation of an individual/team assignment and self-assessment of the level of achievement of expected outcomes of learning and generic skills. • Writing a paper and reporting on the process of development and presentation of the paper (1st and 2nd expected outcome) • Monitoring and evaluating (orally) communicational processes in work groups (teams) during class (3rd expected outcome) • Writing a plan with the support of other students/peers for the development of personal communication style in supervision (4th expected outcome)	
2.7. Required literature	1. Dillon, J. (1997). Questioning. In: Hargie, O.D.W. (ed.), *The handbook of communication skills*. London_New York: Routledge, 103-133. 2. Laklija, M. and Kolega, M. (2011). Supervizijski stil i komunikacijski procesi u superviziji iz perspektive supervizora. *Ljetopis socijalnog rada, 18(2)*, 365-382. 3. Vec, T. (2004). Svetovalno-terapevtske komunikacijske tehnike v supervizijskem procesu. In: Kobolt, A. (ed.), *Metode in tehnike supervizije*. Ljubljana: Univerza v Ljubljani, Pedagoška fakulteta, 62-101. 4. Žižak, A., Vizek Vidović V. and Ajduković, M. (2012). *Interpersonalna komunikacija u profesionalnom kontekstu*. Zagreb: Edukacijsko-rehabilitacijski fakultet.	
2.8. Supplementary literature	1. Tatschl, S. (2009). Reflektiranje – ključna kompetencija u superviziji. In: Ajduković, M. (ed.), *Refleksije o superviziji: međunarodna perspektiva*. Zagreb: Studijski centar socijalnog rada Pravni fakultet i Društvo za psihološku pomoć, 49-66. 2. Tomm, K. (1988.) Interventive interviewing: Part III. Intending to ask lineal, circular, strategic or reflexive questions? *Family Process, 27*, 1-15.	

1. GENERAL INFORMATION	
1.1. Course title	**Counselling Skills**
1.2. Course coordinator	Prof. Lidija Arambašić, PhD
1.3. Associates	Prof. Jasenka Pregrad
1.4. Course status	Required
1.5. Semester	1st
1.6. Credits (ECTS)	7
1.7. Course type	5 hours of lectures + 30 hours of exercises

2. COURSE DESCRIPTION	
2.1. Course objectives	Expand the understanding of psychological counselling: characteristics of a counsellor important for efficient psychological counselling, resistance and trust in a counselling process, integrity, cooperation and levels of responsibility in the relationship with clients. Practise: effective reactions to client's resistance and client's trust checks, maintaining personal integrity in the relationship with the client and taking personal responsibility and responsibility for the relationship. While working with actual clients, practise identifying client's problems and helping the client to set his/her goals.
2.2. Expected learning outcomes	1. Understanding personal characteristics that may lead to (un)successful counselling 2. Understanding and analysing client's and personal signs of resistance during counselling 3. Understanding and analysing methods used by client to check if the counsellor is trustworthy 4. Critically evaluating the relationships with clients with regard to maintaining integrity/cooperation and taking personal responsibility and responsibility for the relationship 5. Differentiating the specific stages of the counselling process 6. Performing interviews with the client in order to identify difficulties and setting up counselling goals
2.3. General (generic) skills	1. To integrate the knowledge from different fields of psychology and to manage complex situations, while reasoning on the grounds of available information and making decisions that involve social and ethical responsibility 2. To identify and respect differences between people and to appropriately interact with individuals and groups of different capabilities, personalities and points of view 3. To clearly and argumentatively communicate personal conclusions and recommendations to clients/users and professionals, using appropriate professional terminology. 4. To integrate contemporary psychological findings and knowledge acquired empirically through practical work, with clients/users, in order to foster personal professional development 5. To use learning skills in a lifelong context and to take responsibility for personal learning and professional development 6. To critically judge one's work and skills and to plan a system for assuring quality of personal professional work

2.4. Teaching methods	☒ Lectures ☐ Field work ☐ Seminars ☒ Individual assignments ☐ Workshops ☐ Multimedia and network ☒ Exercises ☐ Mentoring ☐ **Online - fully or partially** ☐ Other:
2.5. Student obligations	Regular attendance of lectures and seminars, active participation in class, doing homework
2.6. Methods for evaluation of outcomes and exit competencies	• The competencies for recognizing personal traits that can make students become (un)successful counsellors will be evaluated through discussions, exercises and demonstrations of conversations between counsellor and client (role-play). Adoption of basic communication skills needed in the counselling process will be evaluated through exercises. Implementation of acquired competencies in the process of counselling with an actual client will be checked through three homework assignments. • The final grade is the average of the three homework marks. Evaluation criteria: timely submission of homework, writing the homework in the set scope and assessment if all the tasks set forth in the homework are met.
2.7. Required literature	1. Arambašić, L. (1996). Savjetovanje. In: J. Pregrad (ed.), *Stres, trauma, oporavak*. Društvo za psihološku pomoć: Zagreb, pp. 63-86. 2. Hackney, H.L. and Cormier, L.S. (2012). *Savjetovatelj-stručnjak*. Jastrebarsko: Naklada Slap. 3. Jull, J. (2008) *Vaše kompetentno dijete*. Zagreb: Naklada Pelago. 4. Pregrad, J. (2006). Poimanje odgovornosti i sukoba u demokraciji. In: Poljak, N., Šehić-Relić, L. (ed.), *Sukob@org – Upravljanje sukobom u organizaciji*. Osijek: Centar za mir, nenasilje i ljudska prava, 11-16. 5. Pregrad, J. (2006). Odgovornost i sukob u demokraciji. In: Poljak, N., Šehić-Relić, L. (ed.), *Sukob@org – Upravljanje sukobom u organizaciji*. Osijek: Centar za mir, nenasilje i ljudska prava, 61-74.
2.8. Supplementary literature	6. Dryden, W. (1992). *Key issues for counselling in action*. London: Sage. 7. Dryden, W. (1993). *Questions and answers on counselling in action*. London: Sage. 8. Dryden, W. (1993). *Hard-earned lessons from counselling in action*. London: Sage. 9. Juul, J. (1995). *Razgovori s obiteljima: perspektive i procesi*. Zagreb: Alinea. 10. Nelson-Jones, R. (2007). *Praktične vještine u psihološkom savjetovanju i pomaganju*. Jastrebarsko: Naklada Slap. 11. Lahad, M. (2000). *Creative supervision*. London – Philadelphia: Jessica Kingsley Publishers.

1. GENERAL INFORMATION	
1.1. Course title	**Evaluation Research in Supervision**
1.2. Course coordinator	Prof. Dean Ajduković, PhD
1.3. Associates	-
1.4. Course status	Required
1.5. Semester	2nd
1.6. Credits (ECTS)	5
1.7. Course type	10 lectures + 10 exercises
2. COURSE DESCRIPTION	
2.1. Course objectives	1. To use the principles of research methodology in planning and evaluating the supervision process. 2. To understand the purpose of evaluation of the supervision process. 3. To choose between the quantitative and the qualitative evaluation method. 4. To plan and to perform the evaluation of the supervision process. 5. To create an evaluation report.
2.2. Expected learning outcomes	Students will be able to: 1. Explain the connection between the basic principles of research methodology and the evaluation of the supervision process. 2. Explain the purpose of a supervision evaluation. 3. Differentiate between the models of evaluation in the supervision process. 4. Choose a model of supervision process evaluation based on the purpose of the evaluation. 5. Prepare a quantitative and qualitative supervision evaluation. 6. Plan and perform an evaluation of the supervision process. 7. Write an evaluation report on the process of supervision 8. Solve ethical problems regarding evaluation in supervision.
2.3. General (generic) skills	1. Development of simple research plans. 2. Solving ethical problems in applied research.
2.4. Teaching methods	☒ Lectures ☐ Field work ☐ Seminars ☒ Individual assignments ☐ Workshops ☐ Multimedia and network ☒ Exercises ☐ Mentoring ☐ **Online - fully or partially** ☒ Other: Group task
2.5. Student obligations	Class attendance, participation in critical discussions, group development of a proposal for the supervision evaluation, written exam.
2.6. Methods for evaluation of outcomes and exit competencies	Outcome testing is based on the development of a group proposal for supervision evaluation (20%), its presentation (10%) and a written assignment consisting of a supervision process evaluation plan (70%).
2.7. Required literature	1. Ajduković, D. (2008). Development of evaluation indicators in psychosocial projects: balance between a creative challenge and research rigor. *Intervention, 6(1)*, 29-38. 2. Ajduković, M. (1997). Evaluacija u grupnom radu. In: *Grupni pristup u psihosocijalnom radu*. Zagreb: DPP, 317-358. 3. Ajduković, M. and Ajduković, D. (2004). Model evaluacije i učinci projekta „Uvođenje supervizije u sustav socijalne skrbi". *Ljetopis Studijskog centra socijalnog rada, 11(2)*, 5-41.
2.8. Supplementary literature	1. Milas, G. (2005). *Istraživačke metode u psihologiji i drugim*

	društvenim znanostima. Jastrebarsko: Naklada Slap. (578-612). 2. Rossi, P.H., Lipsey, M.W. and Freeman, H.E. (2004). *Evaluation. A systematic approach*. Thousand Oaks: Sage.

1. GENERAL INFORMATION	
1.1. Course title	**Group Supervision Processes - Methods and Supervision Competencies**
1.2. Course coordinator	Prof. Marina Ajdukovic, PhD Prof. Kristina Urbanc, PhD
1.3. Associates	Lilja Cajvert, University of Goeteborg Jasenka Pregrad
1.4. Course status	Required
1.5. Semester	2nd
1.6. Credits (ECTS)	7
1.7. Course type	20 hours of lectures + 20 hours of exercises
2. COURSE DESCRIPTION	
2.1. Course objectives	Understanding and explaining group processes and phases in the development of the supervision process. Understanding and explaining the process of structuring the supervision process and relevant use of certain methods and techniques of supervision. Understanding and analysing the competencies necessary for efficient supervison. Implementation of expanded understanding of supervisory competencies in the planning of professional development.
2.2. Expected learning outcomes	Students will be able to: • Explain and apply key skills for the management of supervision process • Implement theoretical findings in monitoring and detecting specificities of the process and phases of group and/or individual supervision; • Identify, explain and manage the psychodynamic processes significant for supervision • Identify, explain and manage the differences, conflicts and tensions that might arise in supervision • Master the basic principles of usage of creative and expressive techniques • Identify and react adequately to ethical problems and challenges arising in the supervision process • Explain the key competencies for effective supervision and create an individual plan for the development of supervision competencies.
2.3. General (generic) skills	Students will: • Use the competency model as the outcome criteria for mastering professional skills • Plan and monitor supervision work on the principles of strengthening • Develop a permanent dedication to lifelong development as the

	key ethical principle of professional performance		
2.4. Teaching methods	☒ Lectures ☐ Seminars ☒ Workshops ☒ Exercises ☐ **Online - fully or partially**	☐ Field work ☐ Individual assignments ☐ Multimedia and network ☐ Mentoring ☐ Other:	
2.5. Student obligations	Active participation in all forms of work Reading the assigned literature		
2.6. Methods for evaluation of outcomes and exit competencies	Exit competency evaluations will be focused on understanding, describing, creating a development plan, self-evaluation of the mastered competencies and supervision on an individual level. Students will write an essay demonstrating the application of creative techniques in their direct supervision work.		
2.7. Required literature	1. Ajduković, M. (ed.) (2009). *Refleksije o superviziji – međunarodna perspektiva*. Zagreb: Pravni fakultet, Biblioteka socijalnog rada i Društvo za psihološku pomoć. 2. Ajduković, M. and Cajvert, Lj. (ed.) (2004). *Supervizija u psihosocijalnom radu*. Zagreb: Društvo za psihološku pomoć. 3. Ajduković, M., Cajvert, Lj., Judy, M., Knopf, W., Kuhn, H., Madai, K. and Voogd, M. (2014). *ECVision. A European glossary of supervision and coaching*. http://www.anse.eu 4. Davys, A. and Beddoe, L. (2010). *Best practice in professional supervision. A guide for the helping professions*. London: Jessica Kingsley Publisher. 5. Pregrad, J. (2004.) Korištenje metafore, kreativnih i ekspresivnih tehnika u superviziji. In: Ajduković, M. and Cajvert, L. (ed.) *Supervizija u psihosocijalnom radu*. Zagreb: Društvo za psihološku pomoć, 209 – 252 6. Wonnacott, J. (2012). *Mastering social work supervision*. London and Philadelphia: Jessica Kingsley Publishers.		
2.8. Supplementary literature	1. Filed, J. (2008). Rethinking supervision and shaping future practice. *Social Work Now, 40*, 11-18. 2. Lohrbach, S. (2008). Group supervision in child protection practice. *Social Work Now, 40*, 19-24. 3. Mor Barak, M.E., Travis, D.J., Pyun, H. and Xie, B. (2009). The impact of supervision on worker outcomes: A meta-analysis. *Social Services Review, 28(5)*, 548-577.		

1. GENERAL INFORMATION	
1.1. Course title	**Team Supervision**
1.2. Course coordinator	Prof. Vlasta Vizek Vidović, PhD Irena Bezić, PhD
1.3. Associates	-
1.4. Course status	Required
1.5. Semester	3
1.6. Credits (ECTS)	5
1.7. Course type	10 hours of interactive lectures + 5 hours of exercises
2. COURSE DESCRIPTION	
2.1. Course objectives	To introduce the students with the specificities, advantages and shortcomings of team supervision, methods of planning and arranging team supervision, process of team supervision and the role of the supervisor in the process of team supervision.
2.2. Expected learning outcomes	Students will be able to: 1. explain and analyse (1) the advantages and disadvantages of team supervision; (2) work models in team supervision; (3) specificities of the process and phases of team supervision work; (4) possible problem sources in team supervision; (5) specific strategies and work techniques in team supervision. 2. describe theoretical models that form the basis for the implementation of certain strategies and techniques in team supervision; 3. evaluate the convenience of team supervision or a different work method (group, individual supervision) 4. successfully plan and start team supervision 5. integrate theoretical knowledge on monitoring and identifying process specificities and stages of team supervision 6. recognize the sensibility for identifying problematic situations in a team; 7. master the techniques for understanding the group dynamics of a team
2.3. General (generic) skills	• Master the technique of self-observation (meta-position) in the situation of team supervision
2.4. Teaching methods	☒ Lectures ☐ Field work ☐ Seminars ☐ Individual assignments ☐ Workshops ☐ Multimedia and network ☒ Exercises ☐ Mentoring ☐ **Online - fully or partially** ☐ Other:
2.5. Student obligations	Active participation in interactive classwork.
2.6. Methods for evaluation of outcomes and exit competencies	Written exam is taken based on vignettes with examples of team problems and questions that need to be solved in team supervision.
2.7. Required literature	1. Bezić, I. (2004). Timska supervizija. In: Ajduković, M. and Cajvert, L. (ed.). *Supervizija u psihosocijalnom radu*. Zagreb: Društvo za psihološku pomoć, 281-301. 2. Kadushin, A. (2002). *Supervision in social work. Part: Problems and innovations*. New York: Columbia University Press, 425-489. 3. Kobolt, A. and Žižak, A. (2007). Timska supervizija i supervizija timova. *Ljetopis socijalnog rada, 14(2)*, 367-386.
2.8. Supplementary literature	1. Chesla E. (2000). *Successful teamwork. How to become a team player*. New York: Learning Express.

1. GENERAL INFORMATION	
1.1. Course title	**Organisational Supervision and Organisational Development**
1.2. Course coordinator	Prof. Dean Ajduković, PhD
1.3. Associates	
1.4. Course status	Required
1.5. Semester	3
1.6. Credits (ECTS)	5
1.7. Course type	8 lectures + 7 exercises
2. COURSE DESCRIPTION	
2.1. Course objectives	1. Get acquainted with the purpose and model of organisational supervision and foundations of organisational development. 2. Identify specific needs of a manager regarding the organisation of work and ensuring the quality of work. 3. Mastering the procedures of supervision support for managers
2.2. Expected learning outcomes	Students will be able to: 1. Explain the purpose and fields of organisational supervision. 2. Differentiate between models of organisational supervision. 3. Describe the forms of management and organisational development. 4. Analyse specific needs of a manager regarding work organisation and work quality organisation. 5. Describe procedures of supporting management. 6. Offer supervision support to managers
2.3. General (generic) skills	1. Developing a plan to introduce organisational supervision into the organisation 2. Improving the communication pattern within the organisation. 3. Improving leadership through organisational supervision. 4. Writing a report on conducted supervision.
2.4. Teaching methods	☒ Lectures ☐ Field work ☐ Seminars ☐ Individual assignments ☐ Workshops ☐ Multimedia and network ☒ Exercises ☐ Mentoring ☐ **Online - fully or partially** ☐ Other:
2.5. Student obligations	Attendance, participation in critical discussions, written exam.
2.6. Methods for evaluation of outcomes and exit competencies	Outcome evaluation is based on the written assignment in form of an essay in which the student solves a specific supervision problem of a social service facility, and it is marked by standard school grades.
2.7. Required literature	Caroll, M. (1996) *Workplace counseling*. London: Sage. Jusupović, D. (1996) Strategijsko planiranje. In: Pregrad, J. (ed.) *Stres, trauma, oporavak*. Zagreb: Društvo za psihološku pomoć, 257-268.
2.8. Supplementary literature	Thomson, L. (2000) *Making the team: A guide for managers*. Upper Saddle River, NJ: Prentice Hall.

ELECTIVE COURSES

1. GENERAL INFORMATION	
1.1. Course title	**Models and Contexts of Supervision**
1.2. Course coordinator	Prof. Kristina Urbanc, PhD
1.3. Associates	Irena Bezić, Sandra Matijašćić, Ana Habdija Šorša
1.4. Course status	Elective
1.5. Semester	1st or 2nd
1.6. Credits (ECTS)	5
1.7. Course type	15 hours of lectures
2. COURSE DESCRIPTION	
2.1. Course objectives	The course objective is to introduce the student with the role, process and specificities of the supervision in different contexts of professional work and learning: supervision of students and beginners, supervision in the context of teaching different therapy modalities (integrative approach in psychotherapy, gestalt, systemic and family therapy), supervision of volunteers and paraprofessionals, supervision in mentoring, supervision of work with foster parents, supervision and coaching, team supervision, meta-supervision and intervision.
2.2. Expected learning outcomes	Students will be able to: 1. Explain and compare the theoretical view of different supervision models and the contexts in which supervision is performed. 2. Explain the role of supervision in different areas of professional activities 3. Define and analyse the responsibility and role of supervision participants in different supervision contexts. 4. Describe the different approaches to case presentation, defining supervision problems and process of supervision in different supervision contexts 5. Act in accordance with supervision ethics and recognize its breach in different contexts of supervision organisation and implementation. 6. Integrate personal supervision experiences with knowledge on different models and contexts of supervision. 7. Continually work on the development of personal professional identity through the use of supervision as a resource for work quality.
2.3. General (generic) skills	1. To identify, analyse and evaluate personal contribution and personal responsibility arising from different roles in the process of adopting knowledge and skills in supervision. 2. To act in accordance with fundamental values and ethics of supervision. 3. To integrate theoretical knowledge of different approaches, models and contexts in supervision with personal professional experience.
2.4. Teaching methods	☒ Lectures ☐ Seminars ☒ Workshops ☐ Exercises ☐ **Online - fully or partially** ☐ Field work ☒ Individual assignments ☐ Multimedia and network ☐ Mentoring ☒ Other: working

	assignments in small groups
2.5. Student obligations	1. Regular and active class attendance 2. Regular and active participation in group work, presentation and reflection on real-life situations 3. Writing an essay
2.6. Methods for evaluation of outcomes and exit competencies	1. Students present oral reports on work in small groups related to class materials and they participate in work on real-life examples and group discussions in class. 2. A written exam in the form of an essay on one of the chosen topics (topics are specified in advance, and can be subsequently defined, considering new topics and interests of the students, e.g. specificities of the supervision context in a specific therapy training or counselling centre, etc.) In the written exam, the student writes a theoretical introduction and defines key terms, expresses personal experience and thoughts, integrates it all in the dissertation using literature and writes a conclusion and the list of references 3. At the start of the course, the goals and expected outcomes are defined individually, and at the end the students go through self-evaluation.
2.7. Required literature	12. Davys, A. M. and Beddoe, L. (2009). The Reflective Learning Model: Supervision of Social Work Students. *Social Work Education, 28(8)*, 919-933. 13. Hawkings, P. I Shohet, R. (2000). *Supervision in helping profession. An individual, group and organizational approach (second edition)*. Buckingham: Open university press. 14. Urbanc, K. (2004). Supervizija studenata. In: Ajduković, M. and Cjavert, Lj. (ed.), *Supervizija u psihosocijalnom radu*. Zagreb: Društvo za psihološku pomoć, 303-330. 15. Žorga, S. (2009). Specifičnosti procesa učenja u superviziji. In: Ajduković, M. (ed.), *Refleksije o superviziji*. Zagreb: Društvo za psihološku pomoć, 7 - 39.
2.8. Supplementary literature	1. Cartney, P. (2000). Adult learning styles: Implications for practice teaching in social work. *Social Work Education, 19(6)*, 610-626. 2. Davys, A. and Beddoe, L. (2000). Supervision of students: A map and a model for the decade to come. *Social Work Education, 19(5)*, 437-449. 3. Ford, K. and Jones, A. (1987). *Student supervision.* British Association of Social Workers, Basingstoke: Macmillan Press Ltd. 4. Kobolt, A. (1999). Supervizija skozi prizmo razvoja. In: *Supervizija - Proces razvoja in učenja v poklicu*. Ljubljana: Univerza v Ljubljani-Pedagoška fakulteta, 18-37. 5. Kolb, D. (1984). *Experiental Learning*. New Jersey: Prentice Hall. 6. Lopižić, Z. (2002). *Supervizija u psihoanalitičkoj psihoterapiji*. Beograd: Institut za mentalno zdravlje. 7. Milošević Arnold, V. (1999). Modeli in vrste supervizije. In: *Supervizija - Znanje za ravnanje*. Ljubljana: Socialna zbornica Slovenije, 11-15. 8. Pantić, Z. (2004). Povijesni pregled razvoja supervizije. In: Ajduković,M. and Cajvert,L. (ed.), *Supervizija u psihosocijalnom radu*. Zagreb: Društvo za psihološku pomoć,

39-58.
9. Yontef, G. (1977). Supervision from a gestalt therapy perspective. In: Watkins, C.E. (ed.), *Handbook of psychotherapy supervision*. New York: John Wiley & Sons.

1. GENERAL INFORMATION	
1.1. Course title	**Models of Adult Teaching**
1.2. Course coordinator	Prof. Vesna Vlahović-Štetić, PhD
1.3. Associates	Prof. Vlasta Vizek Vidović, PhD
1.4. Course status	Elective
1.5. Semester	1st or 2nd
1.6. Credits (ECTS)	5
1.7. Course type	15 hours (10 lectures + 5 exercises)
2. COURSE DESCRIPTION	
2.1. Course objectives	Students will learn about the main theoretical approaches to teaching adults and methods of implementation of theoretical knowledge in teaching.
2.2. Expected learning outcomes	Students will be able to: • explain the main theoretical approaches to learning, especially the models relating to teaching adults • explain the motivational characteristics of adult learners • apply the main strategies in teaching adults
2.3. General (generic) skills	Understanding the process of motivation Understanding the process of learning as a process of change
2.4. Teaching methods	☒ Lectures ☐ Field work ☐ Seminars ☐ Individual assignments ☐ Workshops ☐ Multimedia and network ☒ Exercises ☐ Mentoring ☐ **Online - fully or partially** ☐ Other:
2.5. Student obligations	Active participation in interactive classes and writing of a seminar paper.
2.6. Methods for evaluation of outcomes and exit competencies	Outcomes 1 and 2 are evaluated through a seminar paper and a written exam. Outcomes 3 and 4 are evaluated through student performance during the exercises. The seminar paper carries 40 points and the exam 60, out of a total of 100 points.
2.7. Required literature	1. Brookfield, S.D. (2001). *Understanding and facilitating adult learning*. England: Open University Press. 2. Vizek Vidović, V. and Vlahović-Štetić, V. (2007). Modeli učenja odraslih i profesionalni razvoj. *Ljetopis socijalnog rada, 14(2)*, 283-310
2.8. Supplementary literature	1. Schaie, W.K. and Willis, S.L. (2001). *Psihologija odrasle dobi i starenja*. Jastrebarsko: Naklada Slap. 2. Vizek Vidović, V., Rijavec, M., Vlahović-Štetić, V. and Miljković, D. (2014). *Psihologija obrazovanja*. Zagreb: IEP - Vern.

1. GENERAL INFORMATION	
1.1. Course title	**Crisis Intervention in Supervision**
1.2. Course coordinator	Prof. Lidija Arambašić, PhD
1.3. Associates	-
1.4. Course status	Elective
1.5. Semester	3
1.6. Credits (ECTS)	5
1.7. Course type	Lectures (4) + exercises (11)
2. COURSE DESCRIPTION	
2.1. Course objectives	To introduce the students with the goals and implementation of psychological crisis intervention - in general and during the supervision process.
2.2. Expected learning outcomes	Students will be able to: 1. Identify and understand the signs of a crisis and the effect of crisis situations on people exposed to them 2. Differentiate between crisis intervention and other forms of psychosocial interventions 3. Identify and understand everyday work situations that might indicate the need for crisis intervention 4. Identify and understand situations in supervision where it is necessary to first conduct crisis intervention, and then continue with supervision 5. Use concise psychological trauma integration when it is indicated during the supervision process.
2.3. General (generic) skills	1. To integrate the knowledge from different fields of psychology and to manage complex situations, while reasoning on the grounds of available information and making decisions that involve social and ethical responsibility 2. To identify and respect differences between people and to appropriately interact with individuals and groups of different capabilities, personalities and points of view 3. To clearly and argumentatively communicate personal conclusions and recommendations to clients/users and professionals, using appropriate professional terminology. 4. To integrate contemporary psychological findings and knowledge acquired empirically through practical work, with clients/users, in order to foster personal professional development 5. To use learning skills in a lifelong context and to take responsibility for personal learning and professional development 6. To critically judge one's work and skills and to plan a system for assuring quality of personal professional work
2.4. Teaching methods	☒ Lectures ☐ Field work ☐ Seminars ☐ Individual assignments ☐ Workshops ☐ Multimedia and network ☒ Exercises ☐ Mentoring ☐ **Online - fully or partially** ☐ Other:
2.5. Student obligations	Regular attendance of lectures and exercises and active participation in classwork.
2.6. Methods for evaluation of outcomes and exit competencies	• Critical evaluation of quality and shortcomings of crisis interventions will be evaluated through class discussions. Furthermore, the competence in identifying indications for the

	concise psychological trauma integration during supervision process will be evaluated through discussions. The competence for the evaluation of the need for a psychological crisis intervention at workplace or in supervision will be evaluated through work in small groups.
2.7. Required literature	1. Arambašić, L. (ed.) (2000). *Psihološke krizne intervencije*. Zagreb: Društvo za psihološku pomoć. 2. Arambašić, L. (2004). Supervizija i krizne intervencije. In: M. Ajduković and L. Cajvert (ed.), *Supervizija u psihosocijalnom radu*. Zagreb: Društvo za psihološku pomoć, 253-277. 3. Arambašić, L. (2012). *Psihološka prva pomoć nakon kriznih događaja: vodič kroz psihološke krizne intervencije u zajednici*. Jastrebarsko: Naklada Slap. 4. Pregrad, J. (ed.) (1996). *Stres, trauma i oporavak*. Zagreb: Društvo za psihološku pomoć. (parts concerning stress and trauma)
2.8. Supplementary literature	1. Ajduković, M. (1993). Psihološka pomoć prognanicima: pristupi i intervencije. In: D. Ajduković (ed.), *Psihološke dimenzije progonstva*. Zagreb: Alinea, 149-171. 2. Ajduković, M. and Ajduković, D. (1996). Proces povratka kao psihološki izazov. In: J. Pregrad (ed.), *Stres, trauma, oporavak*. Zagreb: Društvo za psihološku pomoć, 229-246. 3. Arambašić, L. (2008). *Gubitak, tugovanje, podrška, 2nd edition* Jastrebarsko: Naklada Slap. 4. Everly, G.S. (ed.) (1995). *Innovations in disaster and trauma psychology, Volume one: Applications in emergency services and disaster response*. Maryland: Chevron Publishing Corp., Chapters: 1, 8, 9, 12, 15 and 16 5. Everly, G.S. and Mitchell, J.T. (1996). *Critical incident stress debriefing: An operations manual for the prevention of traumatic stress among emergency services and disaster workers*. Maryland: Chevron Publishing Corp., Chapters: 1, 4 - 7, 10 – 14

1. GENERAL INFORMATION	
1.1. Course title	**Consultations and Coaching**
1.2. Course coordinator	Prof. Marina Ajdukovic, PhD Wolfgang Knopf, PhD
1.3. Associates	-
1.4. Course status	Elective
1.5. Semester	2nd or 3rd
1.6. Credits (ECTS)	5
1.7. Course type	15 hours (10 lectures + 5 exercises)
2. COURSE DESCRIPTION	
2.1. Course objectives	To learn the theoretical models and basic skills related to coaching. To learn the principles of professionalism and ethics in consultations and coaching.
2.2. Expected learning outcomes	Students will be able to • Explain and compare theoretical postulates and principles of consultations, coaching and supervision • Use basic consultation skills for the purpose of facilitating the process and organisational changes • Identify, analyse and evaluate ethical dimensions of consultations and coaching
2.3. General (generic) skills	Students will be able to • Evaluate the contribution and use existing research and literature from this area
2.4. Teaching methods	☒ Lectures ☐ Field work ☐ Seminars ☐ Individual assignments ☐ Workshops ☐ Multimedia and network ☐ Exercises ☐ Mentoring ☐ **Online - fully or partially** ☒ Other: Group assignments
2.5. Student obligations	Active participation in class and during class exercises.
2.6. Methods for evaluation of outcomes and exit competencies	• An essay on the characteristics of coaching and professional consultations
2.7. Required literature	1. Sadler, P. (ed.) (2001). *Management consultancy*. London: Kogan Page 2. Van Kessel, L. (2009). Coaching: područje profesionalne supervizije. In: Ajduković, M. (ed.), *Refleksije o superviziji – međunarodna perspektiva*. Zagreb: Pravni fakultet, Biblioteka socijalnog rada i Društvo za psihološku pomoć, 159-207.
2.8. Supplementary literature	1. Ajduković, M., Cajvert, Lj., Judy, M., Knopf, W., Kuhn, H., Madai, K. and Voogd, M. (2014). *ECVision. A European glossary of supervision and coaching*. http://www.anse.eu

1. GENERAL INFORMATION	
1.1. Course title	**Professional Stress and Mental Health of the Helper**
1.2. Course coordinator	Prof. Marina Ajdukovic, PhD
1.3. Associates	-
1.4. Course status	Elective
1.5. Semester	2nd or 3rd
1.6. Credits (ECTS)	5
1.7. Course type	Lectures (10 hours) + exercises (5 hours)
2. COURSE DESCRIPTION	
2.1. Course objectives	• Present the concept of mental health of the professionals in helping professions. • To explain the term professional stress (signs and causes) and burn-out of professionals in psychosocial work as the most adverse result of professional stress. • To explain coping with professional stress at the self-help level and help from organisations offering the services of psychosocial work and the specific significance of supervision in professional stress reduction
2.2. Expected learning outcomes	Students will be able to: 1. Explain the signs and sources of professional stress and burn-out in psychosocial work, self-help strategies in professional stress reduction, the role of the organisation in professional stress reduction and the significance of supervision in professional stress reduction. 2. To personally identify the signs of professional stress and burn-out and to create a personal plan of professional stress reduction. 3. To identify the signs of professional stress and burn-out of supervisees and to guide them through the process and create a plan of professional stress reduction.
2.3. General (generic) skills	• Development of the responsibility of professionals for personal and professional well-being
2.4. Teaching methods *(It is possible to mark several answers)*	☒ Lectures ☐ Field work ☐ Seminars ☐ Individual assignments ☐ Workshops ☐ Multimedia and network ☒ Exercises ☐ Mentoring ☐ **Online - fully or partially** ☐ Other:
2.5. Student obligations	Active participation during lectures and exercises.
2.6. Methods for evaluation of outcomes and exit competencies	The exam consists of a written and oral exam. In the written part, the student will develop and justify a personal plan for professional stress reduction. In the oral part, the written exam is analysed, and the student is encouraged to express a critical attitude towards the course content and read literature.
2.7. Required literature	1. Ajduković, M. and Ajduković, D. (ed.) (1996). *Pomoć i samopomoć u skrbi za mentalno zdravlje pomagača*. Zagreb: Društvo za psihološku pomoć. 2. Družić Ljubotina, O. and Friščić. Lj. (2014). Profesionalni stres kod socijalnih radnika: Izvori stresa i sagorijevanje na poslu.

Ljetopis socijalnog rada, 21(1), 5-31.
3. Leiter, M.P. and Maslach, C. (2011). *Spriječite sagorijevanje na poslu. Šest strategija za poboljšanje vašeg odnosa s poslom.* Zagreb: MATE d.o.o.

2.8. Supplementary literature	1. Ajduković, M. (2012). Psihologija o psiholozima: A tko mene pita kako mi je …? In: Božićević, V., Brlas, S. and Gulin, M. (ed.), *Psihologija u zaštiti mentalnog zdravlja. Priručnik za psihološku djelatnost u zaštiti i promicanju mentalnog zdravlja.* Virovitica: Zavio za javno zdravstvo "Sveti Rok" Virovitičko-podravska županije, 462-468. 2. Friščić, Lj. (2006). Čimbenici profesionalnog stresa i sagorijevanja u radu socijalnih radnika u centru za socijalnu skrb Zagreb. *Ljetopis studijskog centra socijalnog rada, 13(2)*, 347-370. 3. Hudek-Knežević, J. and Kardum. I. (2006). *Stres i tjelesno zdravlje*. Jastrebarsko: Naklada Slap. 4. Ogresta, J. and Rusac, S. (2007). Izvori profesionalnog stresa u socijalnih radnika zaposlenih na psihijatriji. *Socijalna psihijatrija, 35(1)*, 3-12. 5. Publications: Ljetopis socijalnog rada, Psihologijske teme, Socijalna psihijatrija i drugi

1. GENERAL INFORMATION	
1.1. Course title	**Supervision of Prevention Programs**
1.2. Course coordinator	Asst. Prof. Maja Laklija
1.3. Associates	-
1.4. Course status	Elective
1.5. Semester	2nd or 3rd
1.6. Credits (ECTS)	5
1.7. Course type	15 hours of lectures and empiric workshops
2. COURSE DESCRIPTION	
2.1. Course objectives	Deepening the understanding and defining of supervision in the context of prevention interventions. Strengthening the competences for the development and professional implementation (contracting and implementation) of supervision in the field of prevention programs on different levels of the intervention spectre.
2.2. Expected learning outcomes	Students will be able to: • Explain the area of supervision in the field of prevention interventions; • Differentiate between the levels of prevention interventions and implement an appropriate model of supervision by using findings from the scientific discipline of prevention; • Identify specific goals and expectations of different stakeholders of prevention programs supervision and react to them guided by ethical and professional standards; • Meet the process of supervision organisation and working agreement between supervisor and client (facility, organisation, etc.) within which the prevention intervention is carried out; • Identify and define the specific needs and responsibilities of the supervisor with regard to the client and members of the supervision group and vice-versa, with the aim of ensuring professionalism and high-quality work;

	• Apply the basic principles of planning, implementing and evaluating supervision within prevention interventions; • Describe and critically analyze the role and ethical challenges of the supervisor within prevention interventions.
2.3. General (generic) skills	Analysis and synthesis of theoretical and empirical facts. Independent and critical examination, clear and precise argumentation and written and oral elaboration of the personal and professional opinion and ethical authority.
2.4. Teaching methods	☒ Lectures ☐ Field work ☐ Seminars ☒ Individual assignments ☒ Workshops ☐ Multimedia and network ☐ Exercises ☐ Mentoring ☐ **Online - fully or partially** ☐ Other:
2.5. Student obligations	Active participation in class, during discussions and in group assignments in workshops. Individual written assignment - the proposal for the supervision of a prevention program/project based on the implementation of the basic principles of supervision planning, implementation and evaluation.
2.6. Methods for evaluation of outcomes and exit competencies	Evaluation of outcomes and exit competencies will be performed through monitoring of the students work quality in class and through the quality of the written assignment on a set topic and the oral elaboration of the topic. Evaluation criteria: 1. the quality of student participation in class (the ability to clearly and precisely present an argument and elaborate one's opinion on a topic and to actively and constructively take part in workshops is evaluated) - accounts for 20% of the total grade. 2. the quality of the written assignment and oral elaboration of the topic (the ability to integrate knowledge and express a critical view of different conceptual models and approaches to supervision in the field of prevention interventions is evaluated) - accounts for 80% of the total grade.
2.7. Required literature	1. Cicak, M. (2011). Etička pravila u superviziji. *Ljetopis socijalnog rada, 18(2)*, 185-216. 2. Janković, J. (2004). Supervizija posebnih programa – Osobna perspektiva. In: Ajduković, M. and Cajvert, Lj. (ed.), *Supervizija u psihosocijalnom radu*. Zagreb: Društvo za psihološku pomoć, 331-358. 3. Žižak, A. (2004). Supervizija volontera. In: Ajduković, M. and Cajvert, Lj. (ed.), *Supervizija u psihosocijalnom radu*. Zagreb: Društvo za psihološku pomoć, 359- 376.
2.8. Supplementary literature	1. Bašić, J. (2008). *Teorije prevencije: Prevencija poremećaja u ponašanju i rizičnih ponašanja djece i mladih*. Zagreb: Školska knjiga. 2. Laklija, M., Kolega, M., Božić, T. and Mesić, M. (2011). Supervizijski stil i komunikacijski procesi u superviziji iz perspektive supervizora. *Ljetopis socijalnog rada, 18(2)*, 365-382.