***Counselling and Educational Psychology Specialisation***

**Title of the course:** Introduction to School Psychology

**Course code:** PSYM21-CS-101

**Head of the course:** Pajor Gabriella

**Academic degree:** PhD

**Position:** Senior lecturer

**MAB Status:** A (T)

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| **Az oktatás célja angolul** |

**Aim of the course:**

-to establish a supportive attitude that is necessary for a competent school psychologist in the 21st century

- to provide theoretical knowledge of which practices and methods can be built on later in the program courses

- to provide students with general knowledge of how educational systems and social support systems work so that they understand the context in which psychological support has its own functions

- to provide students with knowledge of the main tasks and functions of a school psychologist

**Learning outcome, competences**

knowledge:

* knows the theoretical background of the field of school psychology
* understands the development of the profession
* understands the functioning of educational systems
* knows and understands the tasks of a school psychologist

attitude:

* strives to deepen and strengthen their professional knowledge
* open to interdisciplinary approaches in their own field of interest
* pays attention to the interdependence of the field of school psychology with other social fields

skills:

* is able to form necessary and relevant questions to examine psychological phenomena, to collect and process data using the scientific methods of psychology;
* is able to plan and carry out research that is suitable for examining psychological and cultural phenomena from different aspects;
* is able to provide a relevant interpretation of the results;
* is able to carry out independent examination of data and to reveal new connections
* is able to pronounce their professional opinion

autonomy, responsibility:

* Students are able to form an opinion, in accordance with scientific standards.
* In the educational institutions, they act in accordance with the ethical standards of psychology and the institute.

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| **Az oktatás tartalma angolul** |

**Topic of the course**

1. The role of the school psychologist in the 21st century
	* Attitudes toward school psychology
	* Different tasks and roles of school psychology around the world, the development of the profession
	* Dilemmas in school psychology: individual vs. group, prevention vs. intervention
	* The problem solving model of school psychology
2. Other fields of psychology and their connections to school psychology
3. Legal and ethical issues in school psychology
4. The main tasks of a school psychologist: direct and indirect service delivery. Assessment, intervention, consultation
5. Child rights, child protection and school psychology
6. Educational systems: their past, present and future
	* inclusion, integration, adaptive school contexts
	* teachers as clients of the school psychologist
	* students as clients of the school psychologist
	* the concept of ’Education for all’, multiculturalism and minority issues

**Learning activities, learning methods**

* lecture and discussion

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| **A számonkérés és értékelés rendszere angolul** |

**Learning requirements, mode of evaluation and criteria of evaluation:**

* Mastery and knowledge of the material
* Critical thinking

Mode of evaluation: exam mark

* written or oral examination (test and essay questions)

Criteria of evaluation:

* level of knowledge
* critical thinking

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| **Idegen nyelven történő indítás esetén az adott idegen nyelvű irodalom:** |

**Compulsory reading list**

* Bray, M. A.; Kehle, Th. J. (2014). *The Oxford Handbook of School Psychology*. Oxford University Press. Oxford , New York. ISBN 978-0-19-934840-4

**Recommended reading list**

* Cole, E., Siegel, J. A. (eds. 2003). *Effective Consultation in School Psychology*. 2. eds. Hogrefe and Huber, Göttingen .
* Fagan T. K., Wise, P. S. (2007). *School psychology: Past, present and future* (3rd ed.). Bethesda, MA: National Association of School Psychologists.
* Gutkin T. B., Reynolds , C. R. (2009). *The Handbook of School Psychology*, 4th Edition Wiley
* Kratochwill, T. R. (eds.) (1986). *Advances in School Psychology*, London, LEA
* Merrell, K. W., Ervin, R. A., Peacock, G. G. (2012): *School Psychology for the 21st Century.* Foundations and Practice. The Guilford Press New York, London
* Nastasi, B. K., Hart, S. N., Naser, S. C. (eds. 2020) *International Handbook on Child Rights and School Psychology*. School psychologyringer.
* School psychologyencer Kagan, S.; Kagan M. (1994): *Kagan cooperative learning*. 2nd ed. San Clemente, CA: Kagan Publishing.ISBN-13: 064-4905000019

**Course-specific information (specific to a given lecture or seminar)**

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| **General data** |

**Specific (sub)title of the course (if relevant):**

**Specific (sub)code of the course (if relevant):**

**Date and place of the course:**

**Name of the lecturer:**

**Department of the lecturer:**

**Email of the lecturer:**

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| **Specific syllabus/schedule of the lecture/seminar (if relevant)** |

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| **Further specific information (eg. requirements) (if relevant)** |

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