**Title of the course:** Prevention and Intervention at School

**Course code:** PSYM21-CS-108

**Head of the course:** Forrás-Biró Aletta

**Academic degree:** PhD

**Position:** Senior lecturer

**MAB Status:** A (T)

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| **Az oktatás célja angolul** |

Students learn about the possibilities and approaches of individual and group interventions in kindergarten and school; the ways and steps to plan, implement and evaluate individual and group interventions and prevention activities; how to communicate their intervention and prevention activities (towards children/pupils, educators, parents, school management). Learn principles and practices of consultation, including teacher/educator consultation and the analysis of pedagogical situations. Prepare to lead thematic groups and trainings in school and kindergarten.

**Learning outcomes, competences**

Knowledge:

* has a comprehensive overview of the theoretical approaches and problems in school psychology
* has comprehensive theoretical and methodological knowledge of theory and methods of school psychology intervention and prevention, in organizational context as well
* is able to document and present school psychology interventions in a case study

Attitude:

* tends to deepen and consolidate the professional interest in school psychology
* is open to interdisciplinary approaches
* takes into consideration the professional and social context

Skills:

* is able to formulate necessary and relevant questions in order to examine psychological phenomena, collect and process data using scientific psychological methods
* is able to understand the tasks and challenges of school psychology in systemic approach
* is able to collect and process data, choose proper methods, plan, carry out and evaluate interventions and prevention activities in order to solve a problem
* is able to interpret the results in a relevant way
* is able to express their own professional opinion
* is able to describe interventions and prevention processes in an objective way and present them professionally

autonomy, responsibility:

* Students are allowed to outline a prevention plan, and should cooperate with the institute when implementing it.
* Students are aware of the limits of their competence and the knowledge they acquire should be applied only for purposes corresponding to its level and their qualifications.

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| **Az oktatás tartalma angolul** |

**Topics of the course**

* Basic dilemmas in the practice and theory of school psychology: individual vs. group, prevention vs. intervention.
* Documentation and presentation of interventions and prevention activities.

**INDIVIDUAL INTERVENTIONS IN SCHOOL/KINDERGARTEN**

* + Interventions in the school. Mindset, methods, techniques.
  + Consultation with teachers/educators.
  + First interview in school psychology (children/pupils, parents, teachers/educators).
  + Supporting teachers.
  + Characteristics of psychological work with children/students.
  + Counselling in school psychology. Frequent topics and problems.
  + Planning and the evaluation of counselling in school psychology.
  + Competences and limits of the school psychologist. Forwarding the client: indicators, methods, options.
  + Case analysis. Monitoring, evaluation and redesign interventions.
* **GROUP INTERVENTIONS IN SCHOOL/KINDERGARTEN**
  + Interventions in the school/kindergarten. Approach, methods, techniques.
  + Group interventions. The school psychologist as a team leader.
  + Social network analysis.
  + Group development.
  + Prevention in the school/kindergarten. Thematic groups.
  + Organisational interventions.
  + Positive psychology in the school, systemic interventions for student wellbeing.
  + Classroom management, positive discipline in the classroom.
  + Gamification in the school/kindergarten.

**Learning activities, learning methods**

Interactive class work based on students’ activities.

* + active participation in demonstrations, simulated exercises and tasks in the lesson
  + presenting and testing methods
  + case presentation
  + skill development exercises
  + planning interventions and prevention activities, analysis, implementation and evaluation in class

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

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

**Requirements**:

* exam mark
* active involvement in class
* reading
* optional tasks (interview, case, social network analysis, planning tematic group work)

**Mode of evaluation: exam mark**

5-point grading scale; the mark is based on the tests and the evaluation of the optional tasks

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

**Compulsory reading list**

* Akin-Little, A., Little, S. G., Bray, M.a A., Kehle, T. J. (2009, szerk.): Behavioral Interventions in Schools. Evidence-based Positive Strategies. American Psychological Association, Washington DC.
* Bray, M. A.; Kehle, Th. J. (2014). The Oxford Handbook of School Psychology. Oxford University Press. Oxford, New York.
* Sandoval, J. (2013, szerk.): Crisis Counseling, Intervention, and Prevention in the Schools. Routledge, New York/London.
* Shankland, R., Rosset, E. (2016): Review of Brief School-Based Positive Psychological Interventions: a Taster for Teachers and Educators. Educ Psychol Rev (2017) 29:363–392 DOI 10.1007/s10648-016-9357-3

**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
* Kaduson, H., Schaefer, C. (1997): 101 Favorite Play Therapy Techniques. Jason Aronson Inc. Publishers, Lanham.
* 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.
* Nelsen, J., Lott, L., Glenn, H.S. (2013). Positive Discipline in the Classroom – Developing Mutual Respect, Cooperation and Responsibility in Your Classroom. Revised 4th Edidition. Three Rivers Pres, New York.
* Novick, K.K., Novick,J. (2005): Working with Parents Makes Therapy Work. Jason Aronson Inc. Publishers, Lanham.
* Ratner, H., Yusuf, D. (2015): Brief Coaching with Children and Young People.  
  A Solution Focused Approach. Routledge.

**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)** |