**Title of the course:** Pedagogical Psychology

**Course code:** PSYM21-DC-107

**Head of the course:** Márkné Ribiczey Nóra

**Academic degree:** PhD

**Position:** Senior lecturer

**MAB Status:** A (T)

**Az oktatás célja**

**Aim of the course**

The aim of the course is to gain knowledge of secondary socialization (socialization in preschool and school), the basics of school psychology and about the child protection system. The course focuses on the psychological aspects of education and pays an emphasized attention to children and adolescents with special needs. Also, during the course the students will learn about these children’s integration and inclusion. Regarding institutionalized children, the course introduces an in-depth aspect of team work, the educational system as an organization and talks about the reform and alternative pedagogy. An important content of the course is to give an insight what the work of the Pedagogical Services is about. Nursery and school psychologist work duties are also illustrated, and so the professional protocol, consultant work, screening process, the possibility to gain knowledge of the groups in the organization, and prevention and intervention work in the educational institute. A further goal is to give a description about the child protection law, rights of children, and additionally to present the child protection supply system’s main concepts. The course also focuses on the psychological well-being of children living in foster care. Students in the course learn the terms about disadvantageous status and threat and also what a professional should do when facing these situations. A further topic is the description of the Roma children’s identity development and the education of reformatory schools.

**Learning outcome, competences knowledge:**

* Gaining knowledge of the psychological aspects of the educational institutes
* Learning about professional protocols (pedagogical institutes, nursery and school psychologists’ professional protocol, psychologists’ professional protocol who work in child protection)
* Learning about the child protection system, getting familiar with the concepts, and learning about the official dispatch and children’s rights
* The formation of the psychological approach according to child protection
* Seeing through problems, dilemmas regarding nursery and school education and child protection
* Learning about the concepts of disadvantageous status and threat and the duties regarding them
* Gaining knowledge of the obligations for reporting to the child protection system
* The functioning of a psychologist in the areas of: nursery, school, child protection, pedagogical institutes
* Gaining knowledge of the possible preventions and interventions in kindergarten, school and foster care

attitude:

* Open to look at pedagogical questions from a psychological point of view
* Open to recognize situations, cases regarding child protection and so helping the child protection reporting system’s function properly.
* Pursue to recognize nursery and school aspects while working with children/adolescents, also as future school psychologists students should be able to hold the psychological aspects in the system
* Intent on using the aspects of child protection in future work, also if a student chooses to work in the child protection area, they should be able to represent the psychological aspects
* Sensitive regarding societal problems
* Sensitive in the respect of families, children and adolescents who need to be involved in child protection

 skills:

* Being able to think differentially regarding questions about educational institutes
* Being able to get along in the child protection system
* Being able to see and feel through the families’ situation who need child protection
* Being able to work together with other institutions and professionals
* Being able to recognize disadvantageous status, children and adolescents at risk
* Being able to see the specialities of groups as well as individual differences
* Being able to do reporting duties

autonomy/ responsibility:

* Students are able to apply the acquired knowledge on their own, in accordance with the ethical guidelines of psychology, but only for purposes corresponding to their level of competence, and they request supervision in the case of having questions.

**Az oktatás tartalma angolul**

**Topics of the course**

* Educational institutions
* Kindergarten and school as organizations
* Children and adolescents with special needs: integration and inclusion
* The transition between institutions as a normative crisis
* Knowledge of institutional groups
* Professional and inter-professional communication
* Specialized service duties: protocols and applications
* School psychologists’ professional protocols
* The psychologist’s place in the system
* Consulting activities (pedagogical consultation, adolescent consultation, parents consultation)
* Some of the focused areas of a school and nursery psychologist (talent, career choice, teaching to learn etc.)
* Child protection system
* Children’s rights
* Disadvantageous status and children at risk
* The child protection reporting system
* Psychological status of foster care children and adolescents
* Adoption
* Deviance, reformatory education
* Psychologists’ work in child protection
* Prevention and intervention in the educational, nursery and child protection institutes

(health and personality promotion, enhancing group coherence, bullying-prevention etc.)

Learning activities, learning methods

**A számonkérés és értékelés rendszere angolul**

Learning requirements, mode of evaluation, criteria of evaluation:

requirements

* Lecture
* Seminar
* Case discussion

mode of evaluation:

(1) Terminal examinations (on the lecture materials and mandatory readings) (2) Practical assignment

Mode of evaluation: exam mark, 5-point grading scale

criteria of evaluation:

* Acquired knowledge
* The correct usage of the gained knowledge

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

Compulsory reading list

Child protection

Beckett, C. (2007): Child protection. An introduction. Second ed. Sage Publications.

Gilbert, N., Parton, N., Skievens, M. (2011): Child protection systems. International trends and orientations. Oxford University Press.

Jones, A. S., LaLiberte, T., Piescher, K. N. (2015): Defining and strengthening child wellbeing in child protection, Children and Youth Services Review, 54, 57-70, ISSN 0190-7409,

Stafford, A., Parton, N., Vincent, S., Smith, C. (2012): Child protection systems int he United Kingdom. A comparative analyses. Jessica Kingsley Publishers.

Vermeer, H. J., Groeneveld, M. G. (2017): Children’s physiological responses to childcare.

Current Opinion in Psychology, 15, 201-206,

Zeanah, Ch. H., Humphreys, K. L., Fox, N. A., Nelson, Ch. A. (2017): Alternatives for abandoned children: insights from the Bucharest Early Intervention Project, Current Opinion in Psychology, 15, 182-188,

School psychology

Blair, C., & Raver, C. C. (2015). School readiness and self-regulation: A developmental psychobiological approach. Annual Review of Psychology, 66, 711.

Burchinal, M. R., Peisner-Feinberg, E., Pianta, R., & Howes, C. (2002). Development of academic skills from preschool through second grade: Family and classroom predictors of developmental trajectories. Journal of School Psychology, 40(5), 415–436.

Buyse, E., Verschueren, K., Verachtert, P., & Van Damme, J. (2009). Predicting school adjustment in early elementary school: Impact of teacher-child relationship quality and relational classroom climate. The Elementary School Journal, 110(2), 119–141.

Cole, E., Siegel, J. A. (eds.) (2002): Effective Consultation in School Psychology, Toronto,

Hogrefe and Huber

Furlong, M. J., Gilman, R., & Huebner, E. S. (Eds.). (2014). Handbook of positive psychology in the schools (2nd ed). New York, NY: Taylor & Francis. ISBN: 9780415621861

 Gutkin, T. B., & Reynolds, C. R. (Eds.). (2008). The handbook of school psychology, 4th ed. Oxford, England: John Wiley & Sons. (Section 3 and 4)

Kuperminc, G.P., Leadbeater, B.J. & Blatt, S.J. (2001) School Social Climate and Individual Differences in Vulnerability to Psychopathology among Middle School Students. Journal of School Psychology, 39 (2), 141–159.

Mahoney, J. L., Stattin, H. (2010): Leisure activities and adolescent antisocial behavior: The role of structure and social context. Journal of Adolescence. 23. 113-127.

Mainhard, M. T., Brekelmans, M. & Wubbels, T. (2011) Coercive and supportive teacher behaviour: Within- and across-lesson associations with the classroom social climate. Learning and Instruction , 21, 345-354.

Limber S. P. (2011): Development, Evaluation, and Future Directions of the Olweus Bullying Prevention Program. Journal of School Violence. 10, 71-87.

McCormick, M. P., O'Connor, E. E., Horn, E. P. (2017): Can teacher-child relationships alter the effects of early socioeconomic status on achievement in middle childhood? Journal of School Psychology, 64, 76-92.

Neill, A. S. (1960). Summerhill: A Radical Approach to Child Rearing. New York: Hart Publishing Company.

Peacock, G. G., Ervin R. A, Daly J. E., Merrell, K. W. (eds.) (2010): Practical handbook of school psychology. Effective practices for the 21st century. The Guilford Press.

Salmivalli, C., Poskiparta, E. (2012): Making bullying prevention a priority in Finnish schools: The KiVa antibullying program. New Directions for Youth Development, 133. 41-53.

Thomas RE, McLellan J, Perera R. (2015): Effectiveness of school-based smoking prevention curricula: systematic review and metaanalysis. BMJ Open 2015;5: e006976. doi:10.1136/bmjopen2014-006976

Vadrucci, S., Vigna-Taglianti, F. D., van der Kreeft, P., Vassara, M., Scatigna, M., Faggiano, F., Burkhart, G., and the EU-Dap Study Group (2016): The theoretical model of the school-based prevention programme Unplugged. Global Health Promotion, 2016; 23(4): 49–58

Weist, M. D., Lever, N. A., Bradshaw, C. P., Sarno Owns, J. (2014): Handbook of school mental health: Research, Training, Practice and Policy. Second edition. Springer, New York

Wasserman D, Carli V, Wasserman C, Apter A, Balazs J, Bobes J, Bracale R, Brunner R,

Bursztein-Lipsicas C, Corcoran P, Cosman D, Durkee T, Feldman D, Gadoros J, Guillemin F, Haring C, Kahn JP, Kaess M,, Keeley H, Marusic D, Nemes B, Postuvan V, Reiter-Theil S, Resch F, Saiz P, Sarchiapone M, Sisask M,, Varnik A, Hoven CW. (2010): Saving and empowering young lives in Europe (SEYLE): a randomized controlled trial. BMC Public Health 13:(10) p. 192.

Wasserman C, Hoven C, Wasserman D, Carli V, Al-Halabi S, Apter A, Bobes J, Balazs J, Cosman D, Farkas L, Feldman D, Fischer G, Graber N, Haring C, Herta D, Iosue M, Kahn JP, Keeley H, Klug K, McCarthy J, Varnik A, Varnik P, Tubiana A, Ziberna J, Sarchiapone M, Postuvan V. (2012): Suicide prevention for youth - a mental health awareness program: lessons learned from the Saving and Empowering Young Lives in Europe (SEYLE) intervention study. BMC Public Health

12:(1) p. 776.

Wasserman D, Hoven CW, Wasserman C, Wall M, Eisenberg R, Hadlaczky G, Kelleher I,

Sarchiapone M, Apter A, Balazs J, Bobes J, Brunner R, Corcoran P, Cosman D, Guillemin F, Haring

C, Iosue M, Kaess M, Kahn JP, Keeley H, Musa GJ, Nemes B, Postuvan V, Saiz P, Reiter- Theil S, Varnik A, Varnik P, Carli V (2015): School-based suicide prevention programmes: the SEYLE cluster-randomised, controlled trial. Lancet (385(9977):1536-44. doi: 10.1016/S01406736(14)61213-7. (2015)

**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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