Course Description

Pedagogical Psychology

**Aim of the course**

The aim of the course is to gain knowledge about 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 Pedagogical Services work is about. The nursery and school psychologist work duties are also illustrated, and so the professional protocol, consultant work, screening process, the possibility to gain knowledge about the groups in the organization, and prevention and intervention work in the educational institute. Further goal is to give a description about the child protection law, rights of the 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. The students in the course learn the terms about disadvantageous status and threat and also what a professional should do when facing these situations. Further topic is the description of the romany children’s identity development and the reformatory’s education.

**Learning outcome, competences**

**Knowledge:**

- Gaining knowledge about the psychological aspects of the educational institutes
- Learning about the professional protocols (pedagogical institute, nursery and school psychology’s professional protocol, psychologist professional protocol who work in in the child protection area)
- Learning about the child protection system, getting familiar with the concepts, and learning about the official dispatch and children rights
- The formation of the psychological approach according to child protection
- Seeing through the problems, dilemmas regarding nursery and school education, and child protection
- Learning about the concepts of disadvantageous and threat and the duties regarding them
- Gaining knowledge about obligations for reporting to child protection system
- The functioning of a psychologist in the areas of: nursery, school, child protection, pedagogical institute
- Gaining knowledge about the possible preventions and interventions in kindergarten, school and foster care
attitude:
- Open to look through 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 proper function.
- Pursue to recognize nursery and school aspects while working with children/adolescents, also as a future school psychologist able to hold the psychological aspects in the system
- Is intent on using the aspects of child protection in the future work, also if the student chooses to work in the child protection area then being able to represent the psychological aspects
- Sensitive regarding society problems
- Sensitive in the respect of families, children and adolescents who needed to be involved in child protection

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

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**Content of the course**

**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 about institutional groups
- Professional and inter-professional communication
- Specialized service duties: protocols and usage
- School psychologist professional protocols
- The psychologist’s place in the system
- Consultational work (pedagogical consultation, adolescents consultation, parents consultation)
- Some of the focused areas of the school and nursery psychologist (talent, career choice, teaching to learn and so on)
- Child protection system
- Children’s rights
- Disadvantageous status and at risk children
- The child protection reporting system
- Psychological status of foster care children and adolescents
- Adoption
- Deviance, reformatory education
The 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 and so on)

Learning activities, learning methods

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requirements

- Lecture
- Seminar
- Case discussion

mode of evaluation:

(1) Terminal examinations (from the lecture materials and mandatory readings)

(2) Seminar paper

Way of evaluation...... 5 stage marks.........

criteria of evaluation:

- Acquired knowledge
- The correct usage of the gained knowledge

Reading list

Compulsory reading list

Child protection


**School psychology**


