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

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

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation:
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

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 well-being 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/bmjopen-2014-006976

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/S0140-6736(14)61213-7. (2015)