SYLLABUS

1. Course title:

PSYCHOLOGICAL BASIS OF DEVELOPMENTAL DISORDERS

2. Code:

(max. 20 characters)

3. Cycle of study:

1

4. ECTS credits:

2

5. Type of course:

○ Mandatory ◉ Elective

6. Prerequisites:

none

7. Class restrictions:

none

8. Duration / semester:

1 4

9. Weekly contact hours:

9.1. Lectures: 2

9.2. Seminars: 0

9.3. Laboratory/Practice classes: 0

10. Faculty:

Humanities and Social Sciences

11. Department/study program:

Pedagogy-Psychology

12. Lecturer:

Erna Emić

13. Lecturer's e-mail:

erna_hrustic@yahoo.com

14. Web site:

www.ff.untz.ba

15. Course aims:

Introducing students with the basic concepts in the field of developmental psychopathology; disorders occurring in the period of infancy, childhood and adolescence; the etiology and treatment of developmental disorders.

16. Learning outcomes:

Based on the program content and set goals, students will be able to:
- Understand the concepts of psychopathology,
- Become acquainted with childhood and adolescent disorders
- Understand the most important issues of developmental psychopathology
- learn methods and assessment techniques, and different approaches to treatment and prevention of developmental disorders.

17. Course content:

Developmental approach (specific models of child psychopathology, methodology of childhood research)
- Normal development
- Connection to psychopathology
- Autism
- Problems of initiatives and early socialization
- Depression, suicide and the consequences of lost
- Anxiety disorder and exaggerated self-control
- Depression and deficiency of self-control
- Schizophrenia
- Psychopathological risks in adolescent transitions
- Mental insufficiency
- Poor treatment for the child; divorce
- Psychological assessment, treatment and prevention of developmental disorders

18. Learning methods:

In lectures and practical classes, the didactic method will be used:
- the method of oral presentation
- method of demonstration and illustration
- method of conversation
- method of written work
- the method of reading and working on the text

19. Assessment methods:

The written method of assessment includes two tests, including the topics covered during the semester up to that point both in lectures and in practical classes. Students can earn a maximum of 20 points per test.
The final exam is in written form, and includes the topics covered over the entire semester. Students can earn a maximum of 50 points on the final exam.
Pre-exam points amount to a total of 50 points (40 points for the two tests and another 10 for attendance and active in-class participation. By fulfilling all of their requirements, students can thus earn a maximum of 100 points.
Test points count towards the final grade cumulatively if students score at least 50% points on both the test and final exam.
In order for students to earn the minimum passing grade, they need to score at least 54 cumulative points, of which at least 25 on the final exam. The final grade is formed as a sum of all points earned in-class, the test and the final exam.

20. Assessment components:

Attendance in lectures and practical classes: 10 points
Active participation in lectures and practical classes: 10 points
Individual project: 10 points
Group project: 10 points
Final written exam: 50 points
Final oral exam: 10 points
Total points: 100
The following is the grading scale, showing the points, numerical grade, descriptive grade and letter grade:
0-53 5 (five) fail F
54-63 6 (six) satisfactory E
64-73 7 (seven) good D
74-83 8 (eight very good C
84-93 9 (nine) excellent B
94-100 10 (ten) outstanding A

21. Required reading list:

Tadić,N. (2009). Psihijatrija djetinjstva i mladosti. Beograd: Naučna KMD
Ćeranić,S. (2005). Normalni razvoj ličnosti i patološka uplitanja. Istočno Sarajevo: Zavod za udžbenike i nastavna sredstva.
Wenar, C. (2003). Razvojna psihopatologija i psihijatrija. Jastrebrsko: Naklada Slap.
Davison, G.C.,i Neale, J.M. (2002). Psihologija abnormalnog doživljavanja i ponašanja.Jastrebarsko: Naklada Slap.

22. Web sources:

23. Applicable starting from the academic year:

2015/2016

24. Adopted in the Faculty/Academy session:

16 March 2015