SYLLABUS

1. Course title:

SCHOOL PSYCHOLOGY

2. Code:

3. Cycle of study:

1

4. ECTS credits:

6

5. Type of course:

(●) Mandatory ( ) Elective

6. Prerequisites:

none

7. Class restrictions:

none

8. Duration / semester:

1 6

9. Weekly contact hours:

9.1. Lectures: 3

9.2. Seminars: 0

9.3. Laboratory/Practice classes: 2

10. Faculty:

Humanities and Social Sciences

11. Department/study program:

Pedagogy-Psychology

12. Lecturer:

Ljubica Tomić Selimović

13. Lecturer's e-mail:

ljubica.tomic@untz.ba

14. Web site:

(max. 50 characters)

15. Course aims:

Familiarize students with:
- aspects of the work of a school psychologist with students, teachers and parents,
- factors of school achievement and possible causes of learning failure;
- psychological aspects of learning in transition from lower to higher levels of education (with particular reference to the school maturity (readiness) of children);
- specific disturbances in psychological processes that result in various learning difficulties.

Train students for: developing effective pedagogical-psychological interventions to improve school achievement.

16. Learning outcomes:

At the end of the course the students are expected to be able to:
- Provide guidance to participants in pedagogical work and parents, in order to enhance the effectiveness of learning;
- Analyze the causes of learning disabilities objectively and professionally;
- independently develop and realize a plan of psychological intervention for students with difficulties in learning and development
- Independently develop and realize the plan of psychological intervention for gifted and creative students
- Apply the instruments and techniques for assessing the school maturity (readiness) of children and interprets the results of the assessment.
- carry out a comprehensive assessment, establish appropriate treatment in the work with students, teachers and parents

17. Course content:

- Scientific Foundations of School Psychology; The relationship between the School psychology and the Educational psychology
- Transitions from lower to higher levels of education: School maturity (readiness); School and extra-curricular education in the early and middle adolescence; Transition to the Labor Market;
- Development of academic knowledge (reading, writing, computing): implications for students and teachers
- Students with learning disabilities (aphasia, dyslexia, dysgraphia, dyscalculia, hyperactivity): assessment and treatment planning;
- Studentss with developmental and behavioral difficulties (internalized and externalized disorders): assessment and treatment planning;
- Key competences of school psychologists;
- The areas of work of a school psychologist: The work of a school psychologist with children (assessment, psychological evaluation, counseling); The work of a school psychologist with educators and teachers (education, counseling); The work of a school psychologist with parents (counseling, planning of intervention)
- The role of school psychologist in the improvement of educational work in school institutions;

Practice: Acquiring communication skills related to the work of a school psychologist, conducting interviews, Demonstration, exercise and application of instruments for psychological assessment

18. Learning methods:

Lectures and practical classes with the use of various multimedia teaching aids, including active participation of students.
In lectures and practical classes will be used: the method of oral presentation, method of demonstration and illustration, seminar discussions, interactive teaching methods.

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:

- Peacock, G.G, Ervin, R.A., Daly, E.J. & Merrell, K.W. (2010). Practical handbook of school psychology: efective practices for 21st century. New York: The Guilford Press.
- Woolfolk, A. (2012.) Educational psychology, (12th.ed.), New York, Allyn and Bacon
- Slavin, R. (2008). Educational psychology: Theory into practice, (9th ed.). Boston: Allyn and Bacon.
- Kocijan-Hercigonja, D. I sar. (2004). Hiperaktivno dete. Jatrebarsko: Naklada Slap.
- Kodžopeljić, J. (2008). Metajezički aspekti zrelosti za polazak u školu. Novi Sad: Savez pedagoških društava Vojvodine.
- Vladislavljević, S. (1991). Disleksija i disgrafija. Beograd: Zavod za udžbenike i nastavna sredstva
- Vlahović Štetić, V., Vizek Vidović, V., Arambašić, L. Miharija, Ž. (1995). Test spremnosti za školu (priručnik). Jastrebarsko: Naklada Slap
- Standardi za pedagoško i psihološko testiranje, (1998). Zagreb: Educa.

22. Web sources:

http://www.nasponline.org/

23. Applicable starting from the academic year:

2015/2016

24. Adopted in the Faculty/Academy session:

16 March 2015