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/PSYCHOLOGY

12. Lecturer:

13. Lecturer's e-mail:

14. Web site:

http://www.unitz.ba/; http://www.ff.untz.ba/

15. Course aims:

Familiarize students with:
- aspects of the work of a school psychologist with students, teachers and parents,
- new findings and factors of school achievement and possible causes of learning failure;
- psychological aspects of learning in transition from lower to higher levels of education (with special reference to the maturity of children for going to school; professional orientations in the context of high school and college enrollment);
- specific disorders in mental processes that result in a variety of learning difficulties and effective treatment of the same
- Train students for developing effective 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 educational process, teachers, students 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 children assessment 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 the 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;
- Students 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
(COMPULSORY PRACTICE IN SCHOOL INSTITUTIONS)

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:

a) Written Exam
b) Oral Exam

The written exam includes written knowledge assessment (objective and essay tests). Assessment will be realized through questions and answers regarding the course content. It will be done after the realization of planned lectures. Minimum number of points for passing the written exam is 24 (more than 60%).
Oral exam is meant for students with minimum number of points in the written exam (24).
Written exam
Written exam follows after the end of the course. Students will be presented a combination of essay and objective questions. Students who pass the written exam (achieve 24 to 40 points), gain conditions to take the oral exam. Students can earn a maximum of 40 points in the written exam. Minimum number of points required to pass the exam is 24.

Oral exam
Oral exam will include questions and students' answers regarding the course content and it will last for 15 to 30 minutes. Maximum number of points that can be earned in the oral exam is 10. Minimum number of points required to pass the exam is 6.

Pre-exam points amount to a total of 50 points (20 points for attendance and active in-class participation, 20 point s for the individual project and 10 points for the group project). By fulfilling all of their requirements, students can thus earn a maximum of 100 points.
The points count towards the final grade cumulatively if students score at least 60% points on the final exam (written and oral 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 and the final exam.

Exchange of any belongings between students is not allowed during the written exam. Students caught cheating or talking to others will be removed from the exam.

20. Assessment components:

Attendance in lectures and practical classes: 5 points
Active participation in lectures and practical classes: 15 points
Individual project: 10 points
Group project: 20 points
Final written exam: 40 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:

- Woolfok, A.(2016). Edukacijska psihologija. Jastrebarsko, Naklada Slap.
- 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.
- Thompson, J.(2016). Vodič za rad s djecom i učenicima s posebnim odgojno–obrazovnim potrebama, Educa, Zagreb.
- Zrlić, S.(2013). Djeca s posebnim potrebama u vrtiću i nižim razredima osnovne škole: priručnik za roditelje, odgojitelje i učitelje. Sveučilište, Zadar.
- Cooper, P. & Hughes, L.(2020). Razumijevanje djece s ADHD sindromom i pružanje potpore: strategija za nastavnike, roditelje i ostale stručnnjake.Jastrebarsko, Naklada Slap.
- Velki,T.(2018) Priručnik za rad s hiperaktivnom djecom u školi: za učitelje, roditelje i asistente u nastavi, Jastrebarsko, Naklada Slap.
- Petermann,F. & Petermann, U.(2010). Trening s agresivnom djecom. Jastrebarsko, Naklada Slap.
- Bergman,W. (2009) Disciplina bez straha. Jastrebarsko, Naklada Slap.

22. Web sources:

http://www.nasponline.org/

23. Applicable starting from the academic year:

2022/2023

24. Adopted in the Faculty/Academy session: