

SYLLABUS

1. Course title:

PSYCHOLOGICAL BASES OF LEARNING AND BEHAVIORAL PROBLEMS

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:

2

9.3. Laboratory/Practice classes:

0

10. Faculty:

Faculty of Humanities & Social Sciences

11. Department/study program:

Teacher Education

12. Lecturer:

Ljubica Tomic Selimovic, associate professor

13. Lecturer's e-mail:

ljubica.tomic@unitz.ba

14. Web site:

www.unitz.ba

15. Course aims:

The aim of this course is to familiarize students with basic theories and models, and types of learning and behavioral disorders.

Students will also be familiarize with the aspects of treatment and the most effective approaches in working with children who exhibit some of the learning and behavioral disorders and prevention possibilities.

16. Learning outcomes:

At the end of the course the students are expected to be able to:

- compare theoretical models and apply appropriate interpretative models in the field of learning and behavioral disorders
- recognize and distinguish specific learning and behavioral disabilities in students
- get acquainted with the factors that influence the development of learning and behavioral disorders
- apply the most effective approaches in the work and teaching of children with learning and behavioral disorders
- get acquainted with the possibility of applying different principles of treatment and prevention in work with students who have some forms of learning and behavioral disorders

17. Course content:

- Developmental approach (Specific models of disorders in early childhood, Psychological interpretation of development of learning and behavioral disorders)
- Externalized disorders (ADHD, Disruptive behavioral disorders; Oppositional Defiant disorder)
- Aggression in childhood
- Internalized disorders (Childhood fear; Anxiety Disorders, Separation anxiety disorder, Selective mutism, School Phobia, Social Anxiety disorder, Depression in childhood and adolescence)
- Difficulties in learning - reduced efficiency and reasons for school failure;
- Specific learning difficulties: dyslexia, dysgraphia, dyscalculia
- Autism; Teaching children with autism.
- Mental insufficiency; Developmental consequences of mental insufficiency
- Sensory, physical and speech disorders
- Child abuse: Types and forms of abuse; Psychological consequences of abuse.
- Psychological assessment, treatment and prevention of developmental disorders

18. Learning methods:

Lectures and practical classes will be performed by a combination of interactive teaching methods, with the use of various multimedia teaching aids and including the active participation of students.

In lectures and practical classes will be used:

- the method of oral presentation,
- the method of demonstration and illustration,
- seminar discussions,
- reading
- writing

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 points 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 24 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: 10 points

Active participation in lectures and practical classes: 10 points

Individual project: 20 points

Group project: 10 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:

- Wenar, C. (2003). Razvojna psihopatologija i psihijatrija. Naklada Slap, Jastrebarsko.
- 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.
- Velki, T. i Romstein, K. ur. (2015). Učimo zajedno - Priručnik za pomoćnike u nastavi za rad s djecom s teškoćama u razvoju. Fakultet za odgojne i obrazovne znanosti, Osijek.
- Velki, T. (2018). Priručnik za rad s hiperaktivnom djecom u školi: za učitelje, roditelje i asistente u nastavi. Naklada Slap, Jastrebarsko.
- Ćeranić, S. (2005). Normalni razvoj ličnosti i patološka uplitanja. Zavod za udžbenike i nastavna sredstva, Istočno Sarajevo.

22. Web sources:

<http://www.edpsycinteractive.org/edpsyc/edpframe.html>

Articles/Readings <http://www.edpsycinteractive.org/materials/elecfile.html>

Audio/Video Materials <http://www.edpsycinteractive.org/materials/videos.html>

23. Applicable starting from the academic year:

2022/23

24. Adopted in the Faculty/Academy session: