SYLLABUS

1. Course title:

Psychology of parenting

2. Code:

3. Cycle of study:

1

4. ECTS credits:

3

5. Type of course:

○ Mandatory ◉ Elective

6. Prerequisites:

none

7. Class restrictions:

--

8. Duration / semester:

1 5

9. Weekly contact hours:

9.1. Lectures: 2

9.2. Seminars: 1

9.3. Laboratory/Practice classes: 0

10. Faculty:

Faculty of Humanities & Social Sciences

11. Department/study program:

TEACHER EDUCATION

12. Lecturer:

13. Lecturer's e-mail:

14. Web site:

www.untz.ba

15. Course aims:

The aim of the course is to acquaint students with theoretical approaches and empirical knowledge in the field of parenting psychology and to solve problems related to the role of parents. Students will be introduced to the basic factors that determine individual differences in parental behavior and explain the relationships between different factors. Students will be introduced to the basic dimensions and styles of parental behavior and the specifics of different stages of parenting in order to understand the model of the impact of parental behavior on child behavior and development.

16. Learning outcomes:

After completing the course, students will:
- Know the most common difficulties faced by parents in different stages of parenthood.
- They will understand the connection between parental behavior and various aspects of the child's development and will know
  theoretical considerations of parental influence on the child.
- They will be able to recognize unfavorable and promote optimal parenting behaviors in professional work as well
  apply theoretical knowledge and empirical knowledge in solving practical parenting issues and creating social
  family-oriented policies.
- establish successful cooperation with parents in order to encourage optimal child development and successful communication
  between parents and children
- Solve problems in the parent-child relationship while protecting the rights and well-being of both members of the dyad and respecting ethical
  principles of the profession
- Create and conduct parent education and workshops for parents aimed at optimizing parental behavior and
  increasing the quality of the parent-child relationship

17. Course content:

- Individual differences in parental behavior. Dimensions and styles of parental behavior.
- Models of the influence of parental behavior on the child's behavior and development.
- Characteristics of parent and child as determinants of parental behavior.
- Motivation for parenting, transition to the parenting role and stages of parenthood.
- Specificity of parenting with an infant child.
- Specificity of parenting with a child of preschool and early school age.
- Specificity of parenting with adolescents and adult children.
- Parental behavior and cognitive development of the child.
- Parental behavior and emotional and social development of the child.
- Parental role and personal development of parents. Relationships between parenting and other life roles.
- Parenting in specific circumstances (minor parents and parents of children with special needs, single-parent and reconstituted families, foster care and adoption)

18. Learning methods:

Didactic methods will be used during lectures and exercises:
- method of oral presentation
- method of demonstration and illustration
- method of conversation
- method of written works
- method of reading and working on the text

19. Assessment methods:

a) Written: tasks of an objective type and Essay-test
b) Oral: orally
To check the acquired knowledge will be used:
- written and
- oral method
The written method includes a written test (tasks of an objective type I essay). The knowledge test will be realized through questions and answers from the content of the course. The same will be done after the realization of the planned lectures. The minimum number of points for passing the written part of the exam is 25 (more than 60%). The oral method will be applied to students who achieve a minimum number of points through a written test (25).

Written knowledge test
Upon completion of the course, a written test of knowledge (tasks of an objective type and essay) of students follows. Students will be offered a combination of essay questions and a series of objective-type assignments.
Students who pass the written part of the exam, ie achieve 25 to 40 points, take the oral part of the exam. The date of the written part of the exam will be announced to students at least fifteen (15) days before the exam. The maximum number of points that a student can achieve in the written part of the exam is 40, and the minimum, in order to pass the exam, is 25 points.
Borrowing any items, between students, during the exam is not allowed. Students who copy from others or discuss during the exam will be removed from the exam and their work will not be scored.

Oral knowledge test
The oral part of the exam will be done on the basis of several questions from the teaching content and the students' answers lasting 15-30 minutes. The maximum number of points that a student can achieve in this part of the exam is 10, and the minimum number to pass the exam is 6 points.

20. Assessment components:

Criterion max. points
a) attendance and activity in class: attendance at lectures and exercises 10; activity in classes 10 b) individual / team project: individual project 10; team / group project 10
c) written examination: 50
d) oral part of the exam: 10
Total possible points: 100
Assignment of grades based on the number of points achieved:
94-100 = 10, 84-93 = 9, 74-83 = 8, 64-73 = 7, 54-63 = 6; to 53 = 5

21. Required reading list:

Efendić-Spahić, T. (2014): Psihologija roditeljstva; Društvo psihologa u FBiH, Sarajevo.
Brajša-Žganec, A. (2003). Dijete i obitelj – Emocionalni i socijalni razvoj, Jastrebarsko: Naklada Slap
Čudina-Obradović, M., Obradović, J. (2006). Psihologija braka i obitelji,Zagreb, Golden marketing-Tehnička knjiga.
Holden, G. W. (2010). Parenting: A dynamic perspective. London, UK: SAGE.

22. Web sources:

23. Applicable starting from the academic year:

2022/23

24. Adopted in the Faculty/Academy session: