

Course Description

Educational Institutions - Day-care, School, Residential Children's Homes; Child Protection

Aim of the course

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The course aims to address questions of typical and atypical development and identifying scientifically sound methods of influencing development in the framework of educational institutions by analyzing psychological aspects of their functioning, enabling students to consider factors influencing a child's development in an ecological framework, identifying interventions to amplify supporting forces and offset hindering factors of healthy and resilient development.

Learning outcome, competences

Students successfully completing the requirements of the course shall

- be able to utilize **knowledge**
 - enabling them to see the details of phenomena in the theoretical framework of scientific psychology and identify procedural connections to the functioning of the institutional framework in which it is embedded, and
 - detailed in the sphere of developmental- and child clinical psychology and integrate this with knowledge in social and organizational psychology;
- be characterized by **attitudes** that:
 - prompt the use of professional knowledge base to understand contemporary social changes,
 - support openness to an interdisciplinary approach to problem solving in the professional field,
 - focuses on the connections between the chosen professional field of specialization and social issues, and
 - consciously and critically represent the importance of diversity in Hungarian and European values, culture, religion and society;
- acquire **skills** that
 - enable the formulation of questions that are relevant to studying psychological phenomena, data collection and interpretation utilizing scientifically sound methods,
 - enable multifaceted and critical analysis in the course of work in the field of developmental- and child clinical psychological work, and
 - enable competent consideration of adequacy of basic diagnostic and intervention procedures in the relevant area of skill.

Content of the course

Topics of the course

- **The ecological-systems approach to developmental child psychology and family functioning** – (the role of ecological psychology in psychological counselling and education within institutions; (theories and their relative levels of problem-identification; the role of routines and rituals within the family; short and long-term effects of divorce, parenting in two- and single-parent families, child-abuse: frequency, types and identification)
- **Educational institutions as organizations** – (dimensions of organizational culture and climate, functional consequences of different dimensions, the role of the leader; types of totalitarian vs. therapeutic institutions; characteristics present in institutional child-care; territories of self [Goffman]and consequences if compromised)
- **Individual differences among students** – (individual differences in formal child-groups; SEL; differences within the adaptive range; teaching styles-learning styles; adaptive education;

SEN; integration and inclusion (coping with disabilities, types of integration; giftedness and talent; IEP, strategies for identifying educational needs (RTI); the role of „strength-based” approaches in institutional education (elements in safeguarding and promoting welfare, putting resilience in a cultural framework, a multidimensional model of resilience, resilience matrix)

- **The possible roles of a psychologist within educational institutions and policies defining professional activities** – (professional roles: consultation, counselling, therapy and supervision; similarities and differences among these roles; roles and consul-cube; multidisciplinary, interdisciplinary and trans-disciplinary teams; the role of teams in situations needing complex problem-solving, characteristics of different types and their consequences for functioning; role of protocols and their use internationally; policy and procedure protocols, treatment related protocols, school psychology treatment protocol)
- **Prevention programs in education** – (transitioning between institutions as a normative crisis (programs guiding career-planning; transition planning; life-skills; frequently utilized criteria regarding EBP, an example of EBP: GIRFEC and its characteristic element;; SEL program in school and characteristic elements; drug & alcohol consumption prevention; tolerance programs; safe internet use)

Learning activities, learning methods

- interactive lecture
- small group and whole group discussions
- group-work
- film analysis
- individual and/or small group information/literature search
- experiential learning activities

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation:

requirements:

- Active participation in class, especially regarding identification of country-level characteristics and their consequences for practice (10%)
- An oral examination when the student has to reflect on a case study pulled from a pool (and made available before-hand) (90%) regarding what steps of action need to be considered and provide reasoning for the decision

mode of evaluation: grading on a 1-5 scale

0-50% = fail (1); 51-60% = pass (2); 61-75% = satisfactory (3); 76-90%= good (4); 91-100%= excellent (5)

criteria of evaluation:

- identification of country-level characteristics and their consequences for practice in discourse during class, comments reflecting critical thinking skills (10%)
- identification of possible causes and factors influential in the case, (30%)
- identification of possible steps of action and provide reasoning for and against alternative decisions (30%)
- and citing relevant literature to underpin reasoning (30%)

Reading list

Compulsory reading list

- Furlong, M. J., Gilman, R., & Huebner, E. S. (Eds.). (2014). *Handbook of positive psychology in the schools* (2nd ed). New York, NY: Taylor & Francis. ISBN: 9780415621861 and articles according to main topics:

The ecological-systems approach to developmental child clinical psychology and family functioning

- Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In: R.M. Lerner (Ed) *Handbook of child psychology* Vol. I.(pp. 814-962) Hoboken, N.J.: John Wiley & Sons
- Crosson-Tower, C. (2005). Extrafamilial Sexual Abuse, Misuse, and Exploitation. In: *Understanding child abuse and neglect*.(180-211) New York, NY: Pearson
- Holt, M. K., Finkelhor, D., & Kantor, G. K. (2007). Hidden forms of victimization in elementary students involved in bullying. *School Psychology Review*, 36(3), 345-360.
- Holt, M. K., Finkelhor, D., & Kantor, G. K. (2007). Multiple victimization experiences of urban elementary school students: Associations with psychosocial functioning and academic performance. *Child Abuse & Neglect*,31(5), 503-515.
- Kletter, H., Weems, C. F., & Carrion, V. G. (2009). Guilt and posttraumatic stress symptoms in child victims of interpersonal violence. *Clinical Child Psychology and Psychiatry*, 14(1), 71-83.
- Kubany, E. S., & Watson, S. B. (2012). Guilt: Elaboration of a multidimensional model. *The Psychological Record*, 53(1), 4.

Educational institutions as organizations

- Clauss-Ehlers, C. S. (2008). Sociocultural factors, resilience, and coping: Support for a culturally sensitive measure of resilience. *Journal of Applied Developmental Psychology*, 29(3), 197-212.
- DuMont, K. A., Widom, C. S., & Czaja, S. J. (2007). Predictors of resilience in abused and neglected children grown-up: The role of individual and neighborhood characteristics. *Child abuse & neglect*, 31(3), 255-274.
- Easterbrooks, M., Chaudhuri, J. H., Bartlett, J. D., & Copeman, A. (2011). Resilience in parenting among young mothers: Family and ecological risks and opportunities. *Children and Youth Services Review*, 33(1), 42-50.
- Graham-Bermann, S. A., Gruber, G., Howell, K. H., & Girz, L. (2009). Factors discriminating among profiles of resilience and psychopathology in children exposed to intimate partner violence (IPV). *Child abuse & neglect*, 33(9), 648-660.
- Mainhard, M. T., Brekelmans, M. & Wubbels, T. (2011) Coercive and supportive teacher behaviour: Within- and across-lesson associations with the classroom social climate. *Learning and Instruction*, 21, 345-354.
- Mascolo, M. F. (2009). Beyond student-centered and teacher-centered pedagogy: Teaching and learning as guided participation. *Pedagogy and the Human Sciences*, 1(1), 3-27.
- Masten, A. S., & Obradović, J. (2006). Competence and resilience in development. *Annals of the New York Academy of Sciences*, 1094(1), 13-27.
- Pinquart, M. (2009). Moderating effects of dispositional resilience on associations between hassles and psychological distress. *Journal of Applied Developmental Psychology*, 30(1), 53-60.

Individual differences among students

- Campbell, J., Gilmore, L., & Cuskelly, M. (2003). Changing student teachers' attitudes towards disability and inclusion. *Journal of Intellectual and Developmental Disability*, 28(4), 369-379.
- Dijker, A. J., & Koomen, W. (2006). A psychological model of social control and stigmatization: Evolutionary background and practical implications. *Psychology, health & medicine*, 11(3), 296-306.
- Hintermair, M. (2006). Parental resources, parental stress, and socioemotional development of deaf and hard of hearing children. *Journal of deaf studies and deaf education*, 11(4), 493-513.
- Murray-Harvey, R. (2010). Relationship influences on students' academic achievement, psychological health and well-being at school. *Educational and Child Psychology*, 27(1), 104.

- Neihart, M. (2008). Identifying and providing services to twice exceptional children. In S. I. Pfeiffer, (Ed). *Handbook of giftedness in children. Psychoeducational theory, research and best practices* (pp. 115-137). Springer US
- Rimm, S. (2008). Underachievement syndrome: A psychological defensive pattern. In S. I. Pfeiffer, (Ed). *Handbook of giftedness in children. Psychoeducational theory, research and best practices* (pp. 139-161). Springer US
- Silverman, L. K., & Golon, A. S. (2008). Clinical practice with gifted families. In S. I. Pfeiffer, (Ed). *Handbook of giftedness in children. Psychoeducational theory, research and best practices* (pp. 199-222). Springer US

The possible roles of a psychologist within educational institutions and policies defining professional activities

- Beidas, R. S., & Kendall, P. C. (2010). Training therapists in evidence-based practice: a critical review of studies from a systems-contextual perspective. *Clinical Psychology: Science and Practice*, 17(1), 1-30.
- Choi, B. C. (2008). Multidisciplinarity, interdisciplinarity, and transdisciplinarity in health research, services, education and policy: 3. Discipline, inter-discipline distance, and selection of discipline. *Clinical & Investigative Medicine*, 31(1), E41-E48.
- Choi, B. C., & Pak, A. W. (2006). Multidisciplinarity, interdisciplinarity and transdisciplinarity in health research, services, education and policy: 1. Definitions, objectives, and evidence of effectiveness. *Clinical and investigative medicine*, 29(6), 351-364.
- Choi, B. C., & Pak, A. W. (2007). Multidisciplinarity, interdisciplinarity, and transdisciplinarity in health research, services, education and policy: 2. Promotors, barriers, and strategies of enhancement. *Clinical & Investigative Medicine*, 30(6), E224-E232.
- Ebbole, T. (2007). Evidence-Based Programs and Practices: What Does It All Mean? Research report. Retrieved from: http://www.evidencebasedassociates.com/reports/research_review.pdf
- Garbacz, S. A., Woods, K. E., Swanger-Gagné, M. S., Taylor, A. M., Black, K. A., & Sheridan, S. M. (2008). The effectiveness of a partnership-centered approach in conjoint behavioral consultation. *School Psychology Quarterly*, 23(3), 313.
- Klein, J. T. (2008). Evaluation of interdisciplinary and transdisciplinary research: a literature review. *American journal of preventive medicine*, 35(2), S116-S123.
- Lakhani, J., Benzies, K. és Hayden, K.A. (2012) Attributes of Interdisciplinary Research Teams: *A Comprehensive Review of the Literature. Clin In_est Med .*, 35 (5): E260-E265.
- McHugh, R. K., & Barlow, D. H. (2010). The dissemination and implementation of evidence-based psychological treatments: a review of current efforts. *American Psychologist*, 65(2), 73.
- Smith, E. J. (2006). The strength-based counseling model. *The Counseling Psychologist*, 34(1), 13-79.
- Spring, B. (2007). Evidence-based practice in clinical psychology: what it is, why it matters; what you need to know. *Journal of Clinical Psychology*, 63(7), 611-631

Prevention programs in education

- Blackwell, L.S., Trzesniewski, K.H. and Dweck, C.S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78(1) 246 – 263.
- Christie, K., & Zinth, K. (2009). *Ensuring successful student transitions from the middle grades to high school*. Denver, CO: Education Commission of the States. Retrieved from <http://www.ecs.org/clearinghouse/78/91/7891.pdf>
- Cregor, M. (2008). The building blocks of positive behavior. *Teaching tolerance*, 34, 18-21.

- Gibbons, F. X., Gerrard, M., Lune, L. S. V., Wills, T. A., Brody, G., & Conger, R. D. (2004). Context and cognitions: Environmental risk, social influence, and adolescent substance use. *Personality and Social Psychology Bulletin*, 30(8), 1048-1061.
- Holas, I., & Huston, A. C. (2012). Are middle schools harmful? The role of transition timing, classroom quality and school characteristics. *Journal of youth and adolescence*, 41(3), 333-345.
- Rivers, S. E., Reyna, V. F., & Mills, B. (2008). Risk taking under the influence: A fuzzy-trace theory of emotion in adolescence. *Developmental Review*, 28(1), 107-144.
- Valcke, M., De Wever, B., Van Keer, H., & Schellens, T. (2011). Long-term study of safe Internet use of young children. *Computers & Education*, 57(1), 1292-1305.
- Ybarra, M. L., & Mitchell, K. J. (2004). Online aggressor/targets, aggressors, and targets: A comparison of associated youth characteristics. *Journal of child Psychology and Psychiatry*, 45(7), 1308-1316.
- Ybarra, M. L., & Mitchell, K. J. (2004). Youth engaging in online harassment: Associations with caregiver-child relationships, Internet use, and personal characteristics. *Journal of adolescence*, 27(3), 319-336.

Recommended reading list

- Jimerson, S. R.; Burns, M.K & VanDerHeyden, A.(Eds.) (2007) *Response to Intervention. The Science and Practice of Assessment and Intervention*.NY:Springer 458 p. ISBN: 978-0-387-49052-6
- Reynolds, D. (2010) *Failure-Free Education? The Past, Present and Future of School Effectiveness and School Improvement*. NY:Routledge. 256.o. ISBN-13: 978-0-415-61984-4 and articles according to main topics

The ecological-systems approach to developmental child clinical psychology and family functioning

- Briere, J., & Elliott, D. M. (2003). Prevalence and psychological sequelae of self-reported childhood physical and sexual abuse in a general population sample of men and women. *Child abuse & neglect*, 27(10), 1205-1222.
- Rigby, K., and Johnson, B. (2004). Students as bystanders to sexual coercion. *Youth Studies, Australia*, 23, pp 11- 16

Educational institutions as organizations

- Dákóné Maros Katalin – Simonyi István (2007) *Gyermek-és ifjúságvédelem a nevelési-oktatási intézményekben*. Módszertani segédlet. Retrieved from:www.szmm.gov.hu/download.php?ctag=download&docID=15319
- Goffman, E. (1961). *On the characteristics of total institutions*. In: Symposium on preventive and social psychiatry (pp. 43-84).
- Mazis, S. O. F. I. A., & Canter, D. (1979). Physical conditions and management practices for mentally retarded children. *Designing for therapeutic environments: A review of research*, 119-157.
- Weed, K., Keogh, D., & Borkowski, J. (2006). Stability of resilience in children of adolescent mothers. *Journal of applied developmental psychology*, 27(1), 60-77.

Individual differences among students

- Peterson, J. S., & Moon, S. M. (2008). Counseling the gifted. In S. I. Pfeiffer, (Ed). *Handbook of giftedness in children. Psychoeducational theory, research and best practices* (pp. 199-222). Springer US
- Saetermoe, C. L., Scattone, D., & Kim, K. H. (2001). Ethnicity and the stigma of disabilities. *Psychology and Health*, 16(6), 699-713.

The possible roles of a psychologist within educational institutions and policies defining professional activities

- Erchul, W. P., Raven, B. H., & Whichard, S. M. (2001). School psychologist and teacher perceptions of social power in consultation. *Journal of School Psychology*, 39(6), 483-497.

- Addis, M. E., & Krasnow, A. D. (2000). A national survey of practicing psychologists' attitudes toward psychotherapy treatment manuals. *Journal of Consulting and Clinical Psychology*, 68(2), 331.

Prevention programs in education

- *European Agency for Special Needs and Inclusive Education: Individual transition plans* Retrieved from: https://www.european-agency.org/sites/default/files/individual-transition-plans_itp_en.pdf
- Rigby, K. (2007). *Bullying in schools and what to do about it* (Updated, revised), Melbourne, Australian Council for Education Research. Retrieved from: http://extension.fullerton.edu/professionaldevelopment/assets/pdf/bullying/bullying_in_school.pdf
- Thompson and Smith (2011) *The use and effectiveness of anti-bullying strategies in schools*. Research Report DFE-RR098. London: HMSO Retrieved from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182421/DFE-RR098.pdf