

Study program: <b>PSYCHOLOGY</b>			
Level of studies: <b>Master studies</b>			
Course: <b>Psychological support in the contemporary educational context (MP103)</b>			
Teachers: <b>Mirjana Beara Benjak</b>			
Type of subject: <b>elective</b>			
ECTS: <b>6</b>			
Prerequisites: /			
<b>Course objectives</b>			
To enable students to independently and competently perform psychological-preventive activities, interventions, research, educational and advisory work performed by psychologists in organizations and institutions of education and upbringing, in accordance with modern trends in psychological science and profession.			
<b>Learning outcomes</b>			
The student will be able to:			
- organize and advocate teaching focused on learning, outcomes and competencies; determine the causes of difficulties and use strengths in learning, group/class management, personal and professional development of students and other actors in the educational process;			
- design and organize psychological-preventive and educational activities in order to improve the mental health of students, teachers and parents; apply the principles of positive education in order to improve the quality of education and provide support to students and teachers; establish and nurture successful cooperation with teachers and parents and contribute to the work of educational institutions teams.			
- research and critically evaluate current school practice from the point of view of a school psychologist;			
- design and organize psychological interventions and corrective activities in case of learning and behavior difficulties in students.			
<b>Course unit contents</b>			
<i>Lectures</i>			
The role, work program and importance of psychology/psychologists in schools and pre-school institutions. Learning, development and mental health of children/youth and the role of the school psychologist. Focus on learning, educational outcomes and development of cross-curricular competences. An environment to support development and learning. „Project teaching” and the role of the school psychologist. Individual differences and special problems in working with children/youth. Support for students. Positive education. Inclusive and intercultural education; giftedness. Professional orientation of students. ICT and students; online teaching. Competences of employees in education and their professional development. Psychologist as adult educator. Cooperation with teachers and parents. The role of psychologists in professional teams.			
<i>Practice</i>			
The content of the exercises follows the content of the lectures and consists of discussions, analysis of examples from practice, work on case studies and interpretations of the topics covered, as well as practicing the application of certain psychological instruments, interventions and workshops.			
<b>References</b>			
1. Woolfolk, A., Hughes, M., Walkup, V. (2014). <i>Psychology in education</i> . Pearson Education.			
2. Crothers, L., Hughes, T.L., Kolbert, J.B., Schmitt, A.J. (2020). <i>Theory and cases in school-based consultation</i> . Routledge.			
3. World Government Summit & IPEN (2017). <i>The State of Positive Education</i> .			
4. Anderson, L. (Ed.) (2020). <i>Teaching for learning – A reference guide for results-oriented teachers</i> . Center for Democracy and Reconciliation in Southeast Europe.			
<b>Number of active teaching hours</b>			
Lectures: 2	Practice: 2	Other forms of classes: 0	Other classes: 0
<b>Teaching methods</b>			
Lectures, discussions, problem teaching, cooperative teaching, interactive teaching.			
<b>Examination methods (maximum 100 points)</b>			
<b>Exam prerequisites</b>	<b>No. of points:</b>	<b>Final exam</b>	<b>No. of points:</b>
Activity at lectures	<b>10</b>	Written exam	60
Practical exercises and study visit	<b>30</b>		