Syllabus

EDUCATIONAL PSYCHOLOGY - 37910

Last update 13-11-2016

HU Credits:  4

Degree/Cycle:  2nd degree (Master)

Responsible Department:  education

Academic year:  0

Semester:  Yearly

Teaching Languages:  Hebrew

Campus:  Mt. Scopus

Course/Module Coordinator:  Yoel Elizur

Coordinator Email:  yoel.elizur@mail.huji.ac.il

Coordinator Office Hours:  Tue, 9-10

Teaching Staff:
  Prof Yoel Elizur
Course/Module description:
The objective of this course is to provide to the first year practicum's students, skills in assessment techniques, consultation and systemic-integrative therapy, and help them have a clear start in their entrance to the school system. We will learn about the organization of the school system, the position the educational psychologist within schools, and different levels of intervention as systems consultants with teachers and parents. The systemic-integrative techniques and concepts will enable you to create teamwork based on mutual goals, differentiate between content and process, and organize therapy plan according to systemic strategy. Special emphasis will be given to how to establish therapeutic alliance and do consultation and secondary prevention with teachers and parents. Grade will be given based on participating in class, oral presentations and papers.

Course/Module aims:
The objectives are: the creation of a systems consultant position with the school system, creating partnership with teachers and parents, and doing systems empirically-based intervention at the level of consultation and secondary prevention.

Learning outcomes - On successful completion of this module, students should be able to:
Create a systems intervention vis-à-vis an individual student
Built a working alliance and partnership with a teacher
Built a working alliance and partnership with parents
Explain their intervention strategy, based on case formulation
Apply a coordinated collaborative intervention
Explicate and provide an empirically-based rationale for the intervention

Attendance requirements(%):
90%

Teaching arrangement and method of instruction: Lecture, role plays, video

Course/Module Content:
1. School Psychology in Israel: Organization, objectives, practice and challenges
2. Ecological School Psychology and establishing a professional position
3. Response to Intervention model: different levels of working in school
4. The transtheoretical model of change
5. Consultation: systemic and psychoeducational
6. The ICE model for working with parents
7. Involving fathers
8. Kids' Skills: A strength based model of intervention
9. The ICE and Kids' Skills model integrated in practice
10. Students' presentations and consultations with respect to practicum work
11. Students' presentations and consultations with respect to practicum work
12. Students' presentations and consultations with respect to practicum work
13. Students' presentations and consultations with respect to practicum work
14. Students' presentations and with respect to practicum work
15. Empirically based case formulation consultation: developmental psychopathology
16. Consultation: Empirically based practices with behavioral problems
17. Consultation: Empirically based practices with special needs child
18. Positive behavior support and behavioral strategies
19. Issues of authority and limit setting within a collaborative approach
20. Consultations: Students' case presentations
21. Consultations: Students' case presentations
22. Consultations: Students' case presentations
23. Consultations: Students' case presentations
24. Consultations: Students' case presentations
25. Consultations: Students' case presentations
26. Consultations: Students' case presentations
27. The parallel process of becoming

Required Reading:


Additional Reading Material:

Henggeler, S. W. (2011). Efficacy studies to large-scale transport: The development
March, J. S., & Benton, C. M. (2007). Talking back to OCD : The program that helps kids and teens say "no way" and parents say "way to go". New York: Guilford Press.


Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 50 %
Project work 50 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:
Not relevant