

The Hebrew University of Jerusalem

Syllabus

EDUCATIONAL PSYCHOLOGY - 37910

Last update 22-07-2020

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 First semester, Wed. 9-10 Second semester

Teaching Staff:

Prof Yoel Elizur

Course/Module description:

The objective of the course is to develop the ability of the first-year practicum students to enter into educational psychological work at the school and to apply ways of assessment and counseling and treatment in a systemic-integrative approach. We will learn how to create a professional position in the school that allows for secondary prevention with an emphasis on the child, and how this work can contribute to the family and the educational system. The systemic-integrative techniques and concepts will enable participants 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. As part of the course, students are expected to begin in the second half of the first semester a process of creating an alliance and a work contract for child-focused intervention with parents and educators in accordance with the Response to Intervention Model (RTI) that distinguishes between different levels of intervention in the work of the educational psychologist. As much as possible, the intervention will focus on the child in kindergarten or elementary school. The intervention will be carried out in the second semester as part of 6-10 meetings with the parents and the educator.

Course/Module aims:

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 ways of entering the school system and different levels of intervention as systems consultants with teachers and parents. The systemic-integrative techniques and concepts will enable participants 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

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(%):
85%

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

Course/Module Content:

Lesson 1: Introduction to Educational Psychology and Orientation to Course and Practicum
Lesson 2: Systemic Approach to School Psychologist Work: Early Detection and Levels of Intervention
Lesson 3: Trans-theoretical models of stages in the development of the disorder and the process of change and their contribution to creating a professional position vis-a-vis the educational staff, the parents and the child
Lesson 4: Inter-systemal counseling and discussion on the course's work
Lesson 5: The SHU model (involvement, partnership and empowerment) to build a working alliance with parents
Lesson 6: Psycho-educational model for working with parents: Identifying and accepting the child's unique needs)
Lesson 7: Kids' Skills: Partnering with parents and children with an emphasis on strengths and social support
Selective Muteness - Guest Lecture by Ruth Frednick, Coordinator of the Treatment of Selective Epidemiology in the Jerusalem Hospital
Lesson 9: Evidence-Based Intervention in Behavioral Problems and Difficulties and Regulation,
Lessons 10-14: The Practicant in the Educational System: Self-Location, Cultural Sensitivity and Consultation

Second Semester

Lesson 1: Students' lecture followed by a lesson on stories, metaphors and play with children, parents and educators: Cooperation and a common language encourages change
Lessons 2-8: Self-location, cultural sensitivity and consultation
Lesson 9: Positive Behavior Support: successes, effective praise (feedback) and reinforcement
Lesson 10: Discipline of discipline, internal / environmental regulation, cooperation and voluntary response
Lesson 11: The final work of the course: organization and writing of a case study
Lesson 12: Working with the Law: Protecting Children in Situations of Abuse,

Neglect and Exploitation - Guest Lecture by Chava Levy, Senior Social Worker of the Youth Law, Ministry of Social Affairs and Social Services

Lesson 13: Forgiveness, Reconciliation, and Justice in the Education System and in the Family: Cultivation of Mentalization and Pro-Socialism 2

Lesson 14 Summary Discussion: The parallel process of becoming in the patient and therapist and stages of change

Required Reading:

אליצור, י. (1996). מעורבות, שותפות והעצמה: מודל משו"ה לפיתוח ברית עבודה עם המשפחה. שיחות, כתב-עת ישראלי לפסיכותרפיה, י(2), 92-105.

Feindler, E. L. (2009). Playful strategies to manage frustration: The turtle technique and beyond. In A. A. Drewes (Ed.), *Blending play therapy with cognitive behavioral therapy: Evidence-based and other effective treatments and techniques* (pp. 401-422). Hoboken, NJ: John Wiley & Sons Inc.

Greenwood, C. R., & Kim, J. M. (2012). Response to Intervention (RTI) Services: An Ecobehavioral Perspective. *Journal of Educational and Psychological Consultation*, 22(1-2), 79-105. doi: 10.1080/10474412.2011.649648

Gutkin, T. B. (2012). Ecological Psychology: Replacing the Medical Model Paradigm for School-Based Psychological and Psychoeducational Services. *Journal of Educational and Psychological Consultation*, 22(1-2), 1-20. doi: 10.1080/10474412.2011.649652

Hoover-Dempsey, K. V., Walker, J. M. T., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S., & Closson, K. E. (2005). Why do parents become involved? Research findings and implications. *Elementary School Journal*, 106(2), 105-130.

Maital, S., & Scher, A. (2003). Consulting about young children: An ecosystemic developmental perspective. In E. Cole & J. A. Siegel (Eds.), *Effective consultation in school psychology* (2 ed., pp. 336-361). Hogrefe and Huber: Hogrefe and Huber.

Meth, R. L. (2005). Involving Fathers in Children's Therapy. In *Children in therapy: Using the family as a resource* (pp. 383-406). New York, NY: W W Norton & Co.

Prochaska, J. O., & Prochaska, J. M. (1999). Why don't continents move? Why don't people change? *Journal of Psychotherapy Integration*, 9(1), 83-102.

Wachtel, E. F. (2001). The Language of Becoming: Helping Children Change How They Think about Themselves. *Family Process*, 40(4), 369-384. doi: 10.1111/j.1545-5300.2001.4040100369.x

Watts-Jones, T. D. (2010). Location of Self: Opening the Door to Dialogue on Intersectionality in the Therapy Process. *Family Process*, 49(3), 405-420. doi: 10.1111/j.1545-5300.2010.01330.x

Additional Reading Material:

אליצור, י. (1996). מעורבות, שותפות והעצמה: מודל משו"ה לפיתוח ברית עבודה עם המשפחה. שיחות, כתב-עת ישראלי לפסיכותרפיה, י(2), 92-105.

גרינבאום, ז. צ. ופריד, ד. (2011). (עורכים) קשרי משפחה - מסגרת חינוך בגיל הרך (גן-ג'): תמונת-מצב והמלצות. הוועדה לנושא קשרי משפחה - מסגרת חינוך בגיל הרך (גן-ג') וזיקתם להתפתחות

הילד ולהצלחתו במערכת החינוך: היזמה למחקר יישומי בחינוך, האקדמיה הלאומית הישראלית למדעים, ירושלים.

עומר, ח. (2008). הסמכות החדשה: בבית, בבית הספר ובקהילה. תל אביב, מודן

עומר, ח. וליבוביץ, א. (2007). פחדים של ילדים: איך להתמודד במקום לגונן.

Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22(6), 723-742. doi: 10.1037/0012-1649.22.6.723

Connolly, S. D., Bernstein, G. A., & Issues, W. G. o. Q. (2007). Practice Parameter for the Assessment and Treatment of Children and Adolescents With Anxiety Disorders. *Journal of the American Academy of Child and Adolescent Psychiatry*, 46(2), 267-283.

Duncan, B. L. (2014). So you want to be a better therapist. On becoming a better therapist: Evidence-based practice one client at a time (2nd ed.) (pp. 3-33). Washington, DC, US: American Psychological Association.

Elizur, Y. (1996). Involvement, collaboration, and empowerment: A model for consultation with human-service agencies and the development of family-oriented care. *Family Process*, 35(2), 191-210.

Feindler, E. L. (2009). Playful strategies to manage frustration: The turtle technique and beyond. In A. A. Drewes (Ed.), *Blending play therapy with cognitive behavioral therapy: Evidence-based and other effective treatments and techniques* (pp. 401-422). Hoboken, NJ: John Wiley & Sons Inc.

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Gutkin, T. B. (2012). Ecological Psychology: Replacing the Medical Model Paradigm for School-Based Psychological and Psychoeducational Services. *Journal of Educational and Psychological Consultation*, 22(1-2), 1-20. doi: 10.1080/10474412.2011.649652

Henggeler, S. W. (2011). Efficacy studies to large-scale transport: The development and validation of multisystemic therapy programs. *Annual Review of Clinical Psychology*, 7, 351-381. doi:10.1146/annurev-clinpsy-032210-104615

Hoover-Dempsey, K. V., Walker, J. M. T., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S., & Closson, K. E. (2005). Why do parents become involved? Research findings and implications. *Elementary School Journal*, 106(2), 105-130.

Howard, A. L., Strickland, N. J., Murray, D. W., Tamm, L., Swanson, J. M., Hinshaw, S. P., . . . Molina, B. S. G. (2016). Progression of impairment in adolescents with attention-deficit/hyperactivity disorder through the transition out of high school: Contributions of parent involvement and college attendance. *Journal of Abnormal Psychology*, 125(2), 233-247. doi:10.1037/abn0000100

Kennedy, S. J., Rapee, R. M., & Edwards, S. L. (2009). A selective intervention program for inhibited preschool-aged children of parents with an anxiety disorder: Effects on current anxiety disorders and temperament. *Journal of the American Academy of Child & Adolescent Psychiatry*, 48(6), 602-609. doi:10.1097/CHI.0b013e31819f6fa9

Loren, R. E. A., Vaughn, A. J., Langberg, J. M., Cyran, J. E. M., Proano-Raps, T., Smolyansky, B. H., . . . Epstein, J. N. (2015). Effects of an 8-session behavioral

parent training group for parents of children with ADHD on child impairment and parenting confidence. *Journal of Attention Disorders*, 19(2), 158-166. doi:10.1177/1087054713484175

Maital, S., & Scher, A. (2003). Consulting about young children: An ecosystemic developmental perspective. In E. Cole & J. A. Siegel (Eds.), *Effective consultation in school psychology* (2 ed., pp. 336-361). Hogrefe and Huber: Hogrefe and Huber.

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.

Martinez, J. I., Lau, A. S., Chorpita, B. F., & Weisz, J. R. (2015). Psychoeducation as a Mediator of Treatment Approach on Parent Engagement in Child Psychotherapy for Disruptive Behavior. *Journal of Clinical Child & Adolescent Psychology*, 1-15. doi:10.1080/15374416.2015.1038826

Meth, R. L. (2005). Involving Fathers in Children's Therapy. In *Children in therapy: Using the family as a resource* (pp. 383-406). New York, NY: W W Norton & Co.

Morrison, B. E. b. s. c., & Vaandering, D. (2012). Restorative Justice: Pedagogy, Praxis, and Discipline. *Journal of School Violence*, 11(2), 138-155. doi:10.1080/15388220.2011.653322

Neng Lin, W., Enright, R., & Klatt, J. (2011). Forgiveness as character education for children and adolescents. *Journal of Moral Education*, 40(2), 237-253. doi:10.1080/03057240.2011.568106

Osher, D., Bear, G. G., Sprague, J. R., & Doyle, W. (2010). How Can We Improve School Discipline? *Educational Researcher*, 39(1), 48-58. doi:10.3102/0013189x09357618

Prochaska, J. O., & Prochaska, J. M. (1999). Why don't continents move? Why don't people change? *Journal of Psychotherapy Integration*, 9(1), 83-102. doi: <http://dx.doi.org/10.1023/A:1023210911909>

Rapee, R. M., Schniering, C. A., & Hudson, J. L. (2009). Anxiety disorders during childhood and adolescence: Origins and treatment. *Annual Review of Clinical Psychology*, 5, 311-341. doi:10.1146/annurev.clinpsy.032408.153628

Reschly, A. L., & Christenson, S. L. (2012). Moving from "context matters" to engaged partnerships with families. *Journal of Educational & Psychological Consultation*, 22(1-2), 62-78. doi: 10.1080/10474412.2011.649650

Scott, S., & Dadds, M. R. (2009). Practitioner Review: When parent training doesn't work: theory-driven clinical strategies. *Journal of Child Psychology and Psychiatry*, 50(12), 1441-1450. doi:10.1111/j.1469-7610.2009.02161.x

Storebø, O. J., Rasmussen, P. D., & Simonsen, E. (2016). Association Between Insecure Attachment and ADHD: Environmental Mediating Factors. *Journal of Attention Disorders*, 20(2), 187-196. doi:10.1177/1087054713501079

Wachtel, E. F. (2001). The Language of Becoming: Helping Children Change How They Think about Themselves. *Family Process*, 40(4), 369-384. doi: 10.1111/j.1545-5300.2001.4040100369.x

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Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 25 %

Project work 50 %

Assignments 25 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information:

Not relevant