

Module: Psychology

Number of credits: 12

Subjects:

- 1) General and Developmental Psychology 1
- 2) General and Developmental Psychology 2
- 3) Pedagogical Social Psychology
- 4) Disorders of Personality Development
- 5) Psychological Skills Development

Name of subject: Disorders of Personality Development	Credits: 2
Subject Classification: compulsory	
Division of course content in theory and practice: 60% theory and 40% practice	
Types and number of lessons: 5 lectures and 5 seminars <i>Language:</i> English Other methods used during the course: <ul style="list-style-type: none">• digital course material provided through electronic learning system• course outline available electronically• use of online internet resources• psychological mini-experiments• video films	
Method of assessment: term mark Other means of learning evaluation: <ul style="list-style-type: none">• continuous, active participation during lessons• home work - anamnesis interview of a child with developmental difficulties	
Place of subject in the curriculum: fourth semester	
Prerequisites: General and Developmental Psychology 2	

Course description:

Students will learn the theoretical framework of developmental disorders from conception till the end of childhood specially the age between 3-7. The disorders in the development of speech, and potty training. The neurotical disorders (OCD) and phobias. The symptoms of ASD and ADHD. The difficulties in the development of learning (dyslexia, dysgraphia, dyscalculia). The possibilities of the inclusion of special needs children. Crisis in the life of a child: abuse and parental divorce. During the course we touch upon digital skills indispensable in the professional practice. We review the system of data storage and the use of administration systems through some specific examples. Further topics include: the range of personal data handled by the school, data transfer, storage time, data provision based on the performance of school service, data management, data provision based on consent, parent's rights in relation to data management. After accomplishing this course Students will be able:

- to recognize the difference between the normal and pathological development.
- to be able to cooperate with the other specialist in order to help the children

- to be able to recognize her/his competence limits
- to be able to prevent the second consequences of the disorder

Required and recommended literature:

1. ATKINSON, HILGARD,(ET ALK.): Introduction to Psychology. Thomson &Wadsworth, 2003.
ISBN: 9781844807284
2. ALEKSANDROWICZ, DR; RAVID, D; ALEKSANDROWICZ, MA. The Injured Self: The Psychopathology and Psychotherapy of Developmental Deviations. London: Karnac Books, 2011.ISBN: 9781855758421
3. HENDRICKX, S. The Adolescent and Adult Neuro-diversity Handbook: Asperger's Syndrome, ADHD, Dyslexia, Dyspraxia and Related Conditions. London: Jessica Kingsley Publishers, 2010. ISBN: 9781843109808

Required competencies and competency elements that this subject contributes to and helps to develop

a) Knowledge

- Students have basic knowledge about the psychological and biological factors and characteristics determining the process of maturation and development of children aged 3-7 as well as the nature of children's learning; show awareness of the importance of early childhood as a developmental phase giving foundation to an individual's life path, its significance in the development of personality, its role in life-long learning, and the methods supporting this development.
- Can understand the utmost significance of play in children's development.
- Can use different strategies and methodology to help the personal development of children aged 3-7 considering their age specific characteristics and individual pace of development.
- Can interpret the socio-culturally embedded nature of children's development and preschool education, and the effect of this on the pedagogical process.
- Are familiar with the digital tools of knowledge acquisition, ICT-techniques, and problem solving methods in their specific field.

b) Capabilities

- Adapt their pedagogical, psychological, sociological and methodological expertise as well as a holistic approach to preschool education with consideration to the characteristics of the child and the child's age group.
- Understanding the characteristics of the age group, students should be able to identify and select the appropriate educational goals, tasks and content. Students should furthermore be able to manage, analyse, and evaluate the differentiated pedagogical process.
- Can observe, analyse and record the characteristics of the personality and skills of children aged 3-7, and the socio-cultural determinants of the family environment surrounding them.
- Can support the harmonious personality development of children aged 3-7, and the shaping of their physical, social, and mental skills age-specifically
- Build and develop a bias-free respectful and trustworthy relationship with children institutions (such as families, nurseries, childcare services, and other public educational institutions). Communicate professionally and clearly in professional situations and assist and offer help relating to the problems of children.

c) Attitude

- Show commitment to the complete health development of children aged 3-7.
- Their personality should be free from prejudice, and characterised by tolerance, social

sensitivity, and helping attitude. They have an inclusive and multicultural approach, seek to preserve the cultural identity and support children's integration into their community.

- Make their decisions in electronic communication with the careful consideration of legal, ethical and other relevant norms.

d) Autonomy and Responsibility

- Take responsibility for the personality development of children aged 3-7 in a harmonious and complex way, and for all the staff and equipment arrangements necessary to enhance healthy mental and physical development.
- Take responsibility for their decisions and the consequences of their pedagogical activity during the educational process.
- As a reflective preschool teacher and autonomous personality, they are conscious leaders of their own professional development.
- Can plan and develop their digital literacy independently

Responsible for course: Dr. Gombás Judit, PhD, college associate professor

Other teacher involved in course: Hollósi Cecília Mária, assistant lecturer, PhD student