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| *Title and Code of Course*:  **ERPB-BPS1161 Developmental Psychology 1.** |
| *Instructor’s Name*: **Dr. Gábor Csikós** |
| *Instructor’s Email Address*: csikos.gabor@kre.hu   |  |  |  |  | | --- | --- | --- | --- | | Credit Point Value:  **6** | Number of Lessons per Week: **2** | Type of Course:  **Seminar**  **Lecture** | Method of Evaluation:  **Oral Examination**  **In-Class Presentation**  **Other** | |
| **Course Description:**  The ame of this course to let students get practice in methods of investigating and measurement of children’s cognitive, emotional and social development in the first ten years of life, from birth to the first classes of elementary school. Curriculum includes the ways how to address a parent, a teacher and a child of various age, how to make an anamnesis and what are the most important principles of data recording. They also will become familiar with ethical considerations of psychological testing and assessment. Students are expected to make a little study including an interesting case or an assessment of a certain problem. They are also expected to read and interpret one or two papers ont he subject of the seminar. |
| **Bibliography:**  Bibliography:  Parker et al.: Peer Relationships, Child Development, and Adjustment:  A Developmental Psychopathology Perspective. www.researchgate.net/profile/Kenneth\_Rubin/publication/235910155\_Peer\_Relationships\_Child\_Development\_and\_Adjustment\_A\_Developmental\_Psychopathology\_Perspective/links/0fcfd5140a142abec1000000.pdf  Mashburn, J. A. et al: Measures of Classroom Quality in Prekindergarten and Children’s Development of Academic, Language, and Social Skills  <http://files.webydo.com/175519/Masburn_CLASS.pdf>  Hamra, B: Can Instructional and Emotional Support in the First-Grade Classroom Make  a Difference for Children at Risk of School Failure?  https://www.stcloudstate.edu/tpi/initiative/documents/preparation/Can%20Instructional%20and%20Emotional%20Support%20in%20the%20First-Grade%20Classroom.pdf |