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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **Pedagogy** | | |
| Study Module (if applicable) | | | | / | | |
| Course title | | | | Pedagogical Prevention of Behavioral Disorders | | |
| Level of study | | | | ☒Bachelor ☐ Master’s ☐ Doctoral | | |
| Type of course | | | | ☐ Obligatory☒ Elective | | |
| Semester | | | | ☐ Autumn ☒Spring | | |
| Year of study | | | | 4 | | |
| Number of ECTS allocated | | | | 4 | | |
| Name of lecturer/lecturers | | | | Marija R. Marković | | |
| Teaching mode | | | | ☒Lectures ☒Group tutorials ☒ Individual tutorials  ☐Laboratory work ☒ Project work ☒ Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| *The objectives of the course are: introduction to theoretical knowledge necessary to identify children with behavioral disorders, learning about the ways of the organization of cooperation with social institutions that offer preventive programs or other models of prevention; preventive action in the school context, cooperation with the family and teachers and other stakeholders who can have a positive educational effect. Outcomes of the course are: acquisition of knowledge and development of skills necessary for the identification of children with behavioral disorders; acquisition of basic knowledge on prevention models offered by society and social institutions; understanding and organizing successful cooperation with relevant institutions; ability to participate in a variety of prevention programs and in the implementation of prevention programs in the school context.* | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| **Defining behavioral disorders; classification and levels of behavioral disorders; the etiology of behavioral disorders and etiologic theories of behavioral disorders; phenomenology of behavioral disorders; the main risk factors for behavioral disorders; techniques of successful work in the classroom as a basis for prevention of behavioral disorders; control techniques as effective means of prevention of behavioral disorders; teamwork prevention of disorders in the school environment – planning and implementation, devising action; possibilities and models of prevention; some predominantly passive forms of behavioral disorders; some predominantly active forms of behavioral disorders; students prosocial behavior and academic achievement.** | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| ☒Serbian (complete course) ☐ English (complete course) ☐ Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  ☒Serbian with English mentoring ☐Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points** | | **Final exam** | | | **points** |
| **Activity during lectures** | **5** | | **Written examination** | | | **45** |
| **Practical teaching** | **10** | | **Oral examination** | | | **20** |
| **Teaching colloquia** | **/** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |