

Study program: Special Education and Rehabilitation, module Prevention and Treatment of Behavioral Disorders			
Type and level of studies: Undergraduate Academic Studies			
Title of the subject: Methodical Approaches to the Treatment of Conduct Disorders			
Lecturer: Žunić-Pavlović P. Vesna			
Course status: Obligatory			
ECTS: 7			
Prerequisites: No prerequisites			
Aim: Introduction to theoretical conceptualizations and research results of origin and development of conduct disorders. Understanding the contemporary approaches in the treatment of conduct disorders. Training for critical examination and evaluation of the effectiveness of different treatment approaches. Developing necessary competences and skills for the implementation of contemporary methods and procedures in assessment, planning intervention and treatment.			
Outcomes: Students will gain basic knowledge on the etiology and phenomenology of conduct disorders; be informed about different assessment methods and procedures; be able to perform assessment and write an assessment report; understand key principles of evidence-based practice; be able to select appropriate interventions and create an individual treatment plan; gain knowledge about the interventions that are used in the treatment of conduct disorders.			
Content			
<i>Lectures:</i>			
1) Concept and characteristics of conduct disorders: definitions and terminology, prevalence, comorbidity, prognosis, etiology, types of conduct disorders; 2) Assessment: classification systems, empirical basis of the assessment, assessment procedures, assessment of conduct disorders, functional impairment and relevant factors, assessment report; 3) Treatment: empirical basis of the treatment, treatment planning, intervention for children and adolescents, interventions for parents, family interventions, school interventions, interventions in residential treatment.			
<i>Practical work:</i>			
1) Results of epidemiological and etiological studies: prevalence and developmental trajectories, comorbidity, prognosis, individual and environmental factors; 2) Assessment methods and procedures: informants, engagement of family in the assessment, interview, rating scales, observation, functional behavioral assessment; 3) Effective interventions in the treatment of conduct disorders: cognitive-behavioral training, parent training, family therapy, multisystemic interventions, classroom management, reduction of bullying, teaching-family model, positive peer culture, re-education of emotionally disturbed children; 4) Case studies; 5) Preparation of assessment report and individual treatment plan.			
Literature			
1. Žunić-Pavlović, V., Pavlović, M. (2013). <i>Tretman poremećaja ponašanja u detinjstvu i adolescenciji</i> . Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju. (str. 9-249). ISBN 978-86-6203-041-2			
2. Žunić-Pavlović, V., Pavlović, M., Kovačević-Lepojević, M. (2009). Procena socijalnog funkcionisanja učenika u školskoj sredini. <i>Nastava i vaspitanje</i> , 58(3), 399-420. ISSN 0547-3330			
3. Žunić-Pavlović, V., Kovačević-Lepojević, M., Pavlović, M. (2010). Samoefikasnost kao faktor socijalne prilagodivosti adolescenata. U J. Kovačević, V. Vučinić (Ur.), <i>Smetnje i poremećaji: fenomenologija, prevencija i tretman</i> (str. 333-348). Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-80113-99-9			
4. Žunić-Pavlović, V., Pavlović, M., Kovačević-Lepojević, M. (2012). Unapređivanje kontrole besa adolescenata – potrebe i mogućnosti. U I. Čutura, V. Trifunović (Ur.), <i>Škola kao činilac razvoja nacionalnog i kulturnog identiteta i proevropskih vrednosti: obrazovanje i vaspitanje – tradicija i savremenost</i> (str. 323-334). Zbornik radova sa međunarodnog naučnog skupa održanog 16. aprila 2001. godine na Pedagoškom fakultetu u Jagodini. Jagodina: Pedagoški fakultet Univerziteta u Jagodini. ISBN 978-86-7604-087-2			
Number of active classes per week: 4		Lecture: 2	Practical work: 2
Teaching methods:			
Lectures, practical work, consultation, seminars, discussions, research work in small groups, individual practical work, thematic lectures of experts in the field			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written or oral exam	50
practical teaching	10		
midterm(s)	20		
seminars	10		