

APPENDIX 7 DiCoSP - ASSIGNMENT OF QUALIFICATION OBJECTIVES OF THE MAS/ UNIVERSITY OF ZURICH TO COMPETENCE CLASSES

<https://www.psychologie.uzh.ch/de/bereiche/hea/kjpsych/weiterbildung.html>

Generic competences	Subject Competence (P)	Method competence (M)	Social Competence (S)	Self Competence (P)
Qualification for independent work as child and adolescent psychologists in the field of school psychology	<p>Acquisition of general scientifically sound psychological basics: school psychology in the interdisciplinary field of tension and the special relevance of clinical psychology; basics and specific topics of child and adolescent psychology and developmental psychology with special relevance for SP;</p> <p>School psychology in the context of inclusive education;</p> <p>Giftedness, giftedness ;</p> <p>Counselling for learning and performance problems</p> <p>Profound developmental disorders</p> <p>Internalizing disorders</p> <p>Learning Disabilities</p> <p>Learning Disabilities: Reading Literacy Disorder</p> <p>Speech development: disorders in speech and language</p> <p>Externalizing disorders</p> <p>ADHD and the importance for school psychology.</p> <p>Learning disability, mental disability</p> <p>Learning theories Dealing with stress in</p>	<p style="color: red;">Acquisition of competencies for individual- and system-related assessment, counselling and intervention in the field of development, education and schooling.</p> <p>Obtaining diagnostic information on child, family and school in the support diagnostic sense and multimodal and multiaxial diagnosis and classification according to IDC-10/MAS; intelligence and developmental diagnostics (most important tests, procedures and support and promotion approaches); school, performance, personality and disorder diagnostics (most important tests, procedures and support and promotion approaches);</p> <p>ICF as a common language between school psychology and school; Standardized assessment procedures;</p> <p style="color: red;">Practical application and implementation ICF/SAV;</p> <p>Neuropsychological diagnostics - neuropsychology and school psychology;</p> <p style="color: red;">Teaching learning techniques (motivating,</p>	<p style="color: red;">Acquisition of competences for interdisciplinary cooperation</p> <p>Relationship building and motivation building in school psychology.</p> <p style="color: red;">Cooperation with pediatricians</p> <p style="color: red;">Counselling in the intercultural and migration context</p> <p style="color: red;">Mediation - Counselling in the area of tension between parents, teachers and school authorities</p> <p style="color: red;">Cooperation in the context of school: Interdisciplinary cooperation with school professionals</p>	<p style="color: green;">Reflection and critical evaluation of own school psychological work</p> <p>Role as school psychologist, clarification of assignment, different assignments</p> <p>Child welfare, child protection and children's rights</p> <p>Data protection, confidentiality and handling of reports</p>

	<p>children and adolescents</p> <p>Success in school: school development</p> <p>Selected topics of pedagogy in the context of schools</p> <p>Special education services: too much, too little? What when for whom? Role of school psychology? Basics, referral pathways, options</p> <p>Children and media</p> <p>School as a learning context (school as a learning organization, evidence-based school development, professionalization of teachers, etc.)</p>	<p>focusing, work attitude, work and social behavior, work organization, etc.) and counseling on learning and performance problems:</p> <p>Pediatric diagnostics</p> <p>Conducting conversations, counselling techniques, phases in counselling, educational counselling, parent training</p> <p>Counselling children with behavioral problems</p> <p>Counselling and actively coaching young people</p> <p>Counselling/coaching of parents, teachers and school administrators</p> <p>Crisis intervention and emergency psychology in the context of schools</p> <p>Intervention in bullying and violence</p> <p>Quality assurance, evaluation and public relations, presentation SPD</p> <p>Classroom management</p>		
<p>Acquisition of key competencies in the preventive, diagnostic, counselling and therapeutic handling of psychological problems of children and adolescents, which are applicable to a variety of problems and situations in the school context and the other living environments of children (family and leisure time).</p>	<p>Acquisition of scientifically based, practical, preventive and diagnostic/counselling competences through experience under supervision, collaboration with child and adolescent psychologists and psychotherapists working in practice as well as practice institutions.</p>		<p>Understanding of institutional networking, the importance for collaboration with mental health care organizations and institutions.</p>	

These include, among other things, a resource-oriented approach that systematically promotes the existing self-help potential in those affected and their environment.