



**NEOFIT RILSKI SOUTH-WEST UNIVERSITY - BLAGOEVGRAD**  
**BULGARIA**  
**FACULTY OF PEDAGOGY**  
**DEPARTMENT OF PEDAGOGY**

***PROGRAMME DESCRIPTION***

**MASTER'S PROGRAMME**  
**SOCIAL PREVENTION AND COUNSELING**

Field of higher education:	<b>1. Pedagogical sciences</b>
Professional area:	<b>1.2. Pedagogy</b>
Degree level:	<b>Master's</b>
Professional qualification:	<b>Pedagogue of Social prevention and counseling</b>
Period of education:	<b>Four semesters</b>
Form of education:	<b>Regular and extramural</b>

**EDUCATIONAL GOALS**

The Master's program "Social Prevention and Counseling" allows bachelors of other fields of study to specialize in the sphere of social prevention, mediation and counseling.

The growing need of curtailing the negative social phenomena in the modern society through preventive intervention, socio-educational and psychological-educational support to people at risk determines the necessity of preparing highly qualified specialists for the social prevention system.

The instruction in the master's program in social prevention and counseling aims at preparing professionals with professional qualifications. They are given an opportunity for fulfilling career in the social prevention system, counseling and mediation in problems, associated with personality dis-adaptation, implementation of efficient preventive and counseling work, oriented towards encouraging and supporting the psychosocial development of the personality as well as stimulating the creation and sustainment of positive relationships in the social group and community.

**PROGRAMME STRUCTURE**

The curriculum and syllabi are developed in accordance with the requirements of the policies of higher education in Bulgaria.

The duration of the program is 4 (four) semesters. The curriculum provides 390 academic hours and 120 ECTS credits. The ECTS credits are divided equally in the two semesters according to the State requirements (article 44a of the Law for change and complementing the Law for higher education – Official Gazette, vol. 48/04.06.2004 and Regulation № 21 from 30.09.2004 for the application of the system for credit transfer in higher educational institutions – Official Gazette, vol. 89/12.10.2004).

The structure of the programme offers compulsory, elective and facultative courses.

**The compulsory courses** guarantee an in-depth theoretical and specialized training for the implementation of efficient preventive, intermediary and counseling work.

**The elective courses** provide an extension and building on the theoretical and specialized training in the field through mastering specific knowledge and competences.

**The facultative courses** enable students to acquire new skills and knowledge of their interest that are not a part of the curriculum.

Students are to graduate after they successfully pass their final exam or defend their master thesis. For that final part of the master's programme they gain 10 ECTS credits (article 10 of Regulation № 21 from 30.09.2004).

### **EDUCATIONAL MOBILITY AND INTERNATIONAL COMPATIBILITY OF THE EXPERTISE GAINED**

The curricula contents, the programme structure, ECTS, the quality of education and the qualification gained that students gain gives them a competitive edge on the labour market as special education specialists or resource teachers or to continue their education in Bulgaria or abroad.

### **CAREER OPPORTUNITIES**

The students who have successfully completed the master's program in social prevention and counseling acquire the professional qualification "master – pedagogue of social prevention and counseling". They are equipped with the necessary skills and knowledge to perform counseling and preventive educational work in school and out-of-class environment as well as at the institutions, engaged in social prevention.

Graduate Master's students have a future possibility:

- to specialize in different forms of continuing education and lifelong learning;
- to proceed with their education in Ph.D degree

## Curriculum

AREA OF HIGHER EDUCATION: 1. PEDAGOGY

DEPARTMENT: 1.2. PEDAGOGY

QUALIFICATION: MASTER OF ARTS

PROFESSIONAL QUALIFICATION: PEDAGOGUE IN SOCIAL PREVENTION AND COUNSELING

FORM OF EDUCATION: REGULAR AND EXTRAMURAL

<b>First year</b>			
<b>First semester</b>	ECTS credits	<b>Second semester</b>	ECTS credits
1. Pedagogy 2. Pedagogical diagnostics 3. Social and educational psychology 4. Elective 5. Elective	6.0 6.0 6.0 6.0 6.0	1. Pedagogy of deviant behavior 2. Prevention of aggressive child behavior 3. Prevention of addictions 4. Elective 5. Elective	6.0 6.0 6.0 6.0 6.0
<b>Electives (students choose one elective)</b>		<b>Electives (students choose one elective)</b>	
1. Differential Pedagogy 2. Prevention of violence against children 3. Academic and career guidance 4. Media and education 5. Philosophy of Education	6.0 6.0 6.0 6.0	1. Criminal Psychology 2. Socio-educational mediation and counseling of foster families 3. Intercultural communicative competency 4. History of Pedagogy 5. Normative regulation of corrective-educational work	6.0 6.0 6.0 6.0
	Общо 30		Общо 30

  

<b>Second year</b>			
<b>Third semester</b>	ECTS credits	<b>Fourth semester</b>	ECTS credits
1. Psychology of delinquent behavior 2. Socio-educational counseling in a multicultural environment 3. Social prevention 4. Elective 5. Elective	6.0 6.0 6.0 6.0 6.0	1. Management and leadership in the T-groups 2. Socio-educational work in the penitentiary institutions 3. Family counseling for children with difficult behavior 4. Elective 5. Elective Graduation	3.0 3.0 3.0 3.0 3.0 15
<b>Electives (students can choose one elective)</b>		<b>Electives (students can choose one elective)</b>	
1. Legal Education 2. Conflicts and contradictions in the socio-educational work 3. Socio-educational counseling and mediation for children and families at risk 4. Psychological portrait of the offender	6.0 6.0 6.0 6.0	1. Professional ethics of the social pedagogue 2. Psycho-therapeutic pedagogy 3. School for parents 4. Music therapy	3.0 3.0 3.0 3.0
	Total: 30		Total: 30

**TOTAL CREDITS FOR TWO ACADEMIC YEARS: 120 CREDITS**

**DESCRIPTION ACADEMIC DISCIPLINES**  
**MAJOR: SOCIAL PREVENTION AND COUNSELING**  
**QUALIFICATION «Master of Arts»**

**PEDAGOGY**

**ECTS credits:**6

**Type of the course:** compulsory

**Hours per week:** 1 lecture, 1 seminar

**Assessment form:** exam

**Leading department:** Faculty of Pedagogy, Department of Pedagogy

**Lecturer:** Assoc. prof. Nikolay Tsankov, Ph.D.

E-mail ntzankov@swu.bg

**Annotation:** The introduction to the essentials of Education Science (in particular Philosophy of Education, Different Educational Theories, Socialization) is of great importance for the pedagogical specialists working with students of different age, personal interests as well as different education subjects. In their various professional roles, teachers meet the challenges of professional practice, which makes it essential not only to acquire basic knowledge of education science but also to form and develop skills related to the complete design and implementation of the different aspects of educational science in pedagogical activity, building an adequate attitude to the specifics of the professional activities and their results; forming and developing of competences. Developed in accordance with the qualification characteristics and the curriculum, the training course in the discipline enables: increasing the students' interest in the problems related to the education, development and socialization of adolescents; comprehension of the basic concepts for the design and implementation of educational interactions in different contexts of development of contemporary society; getting acquainted with didactic issues in its main directions; design of the educational process in accordance with contemporary requirements and challenges; understanding education, upbringing and training not only as basic categories (constructs) in the Education Science, but also interpreting them as realities (events).

**Content of the course:** Science and Theory. Scientific Research. Philosophy and Methodology of Science. Research Methodology in Education. Education Science. Scientific Trends in Education. System of Pedagogical Sciences. Aims of pedagogy. Taxonomies of Goals. Approaches to education. Activity approach. Personal Approach. Process-oriented approach. Goal-oriented approach. Competence Approach in Education. Education, Socialization and Development. Environment, Development, Education. Education, socialization, Identity and Upbringing. Theories of education. The essence (reference values) of Education. Education as a Social Phenomenon, System and Process. Patterns and Principles of Education. Types. Classification. Contents and Specifics. Forms and Methods of Education. Essence. Classification. Characteristics. Main focus of Education. Main Factors in Education. Learning theories. Nature of learning. Teaching and learning. Learning theories and types of learning. Learning styles. Models, Strategies, Styles, Structure and Functions of Teaching. Teaching Designs. Educational Content. Basic Constructs of Educational content. Curriculum-defining Documents. Principles of Training. Modern Interpretation of Teaching Principles. Learning Principles in Constructivism. Learning Methods. Classification. Characteristics. Selection and Matching. Forms of Training. History and Evolution of the Lesson. Modern Lesson Theory. Technology of the Lesson. Educational technologies. Educational diagnostics.

**Teaching Technology and Assessment:** The application of the contemporary dialogical and interactive methods of education gives possibilities for improvement of the intellectual and practical skills of students. They are required to solve specific issues and practical problems which are directly linked with the practical possibilities for full development of the key and professional competency in students. The establishment of creative atmosphere via the possibilities of the dialogue and situation methods in education and the analysis of different cases and practices creates possibilities for the students (exams, practical work and tests) and the results are organized in a portfolio, which is the main means of evaluation. The education is organized in such a manner as to realize a transition from the standard platforms of managing of the educational content to systems based on sharing and making a portfolio, as it uses all possibilities in the current e-learning platform for shared work.

## PEDAGOGICAL DIAGNOSTICS

**ECTS credits:**6

**Type of the course:** compulsory

**Hours per week:** 1 lecture, 1 seminar

**Assessment form:** exam

**Leading department:** Faculty of Pedagogy, Department of Pedagogy

**Lecturer:** Assos. Prof. Trayan Popkochev, Department of Pedagogy

tel: 073/831562, e-mail: [popkochev@swu.bg](mailto:popkochev@swu.bg); [vr\\_edu@swu.bg](mailto:vr_edu@swu.bg)

**Annotation:** The course on the discipline "Methodology of social and pedagogical study" introduces the students in the essence and particularities of research process in the field of social pedagogy, respectively in the study of a large number of problems concerning the education and training. The aims are:

**Cognitive-**students acquire some knowledge related to the construction of scientific methods; to research methods and assessment of social and pedagogical processes; to application of mathematical and statistical methods for a quantitative processing of empirical and pedagogical information; to structure of scientific text.

**Practical-** students form skills to acquire the main conception on the pedagogical research; create empirical and pedagogical methods; analyze on some basic aspects of empirical and pedagogical information.

**Content of the course:** Types of scientific studies. Methodology and methods of social and pedagogical research. Criteria and indexes. Methods of pedagogical research. Qualitative methodology. Methods of empirical research./pedagogical observation, socio-pedagogical survey, tests, socio-pedagogical experiment, socio-metrical methods, content-analysis, expert assessment, innovative methods, assessment scales/. Logical methods. Statistical methods. Writing a scientific research.

**Teaching Technology and Assessment:** the course is organized as a series of lectures and seminars. The theory is mainly taught with the aid of Power Point presentations, with explanations and examples. At the end of each session students are given time for questions and discussions. The continuous assessment includes minimum 3 tests within the semester based on the main parts of the course. The final grade is based on a written exam in a test format which includes an integrative task.

## SOCIAL AND EDUCATIONAL PSYCHOLOGY

**ECTS credits:** 6

**Type of the course:** compulsory

**Hours per week:** lectures -1, seminars - 1

**Assessment form:** exam

**Leading department:** Faculty of Pedagogy, Department of Pedagogy

**Lecturer:** Assoc. Prof. Rusanka Mancheva, PhD

Department of Psychology

**Email:** r.p.mancheva@swu.bg

**Annotation:** Course in " Social and Educational Psychology "content includes two modules:

The course consists of 15 hours lectures, seminars 15 hours and 150 hours extracurricular work, constructed in two separate modules.

- social and personal aspects of behaviour
- pragmatics of communication skills and problem situations

Practical's embodied cognitive-behavioural interventions focused on the problem behaviours of students.

**Content of the course:** Subject Matter of Social Psychology and Educational Psychology, The personality in terms of social and educational psychology, Socialization, Social regulators of behavior, Small social groups, Pragmatics of communication skills, The personality of the teacher, Ability to communicate effectively.

**Teaching Technology and Assessment:** The following methods of teaching students are used: debate, discussion, dispute, discussion, exhibition, group discussion, case studies and analyzing scheme behavior, staging and other difficult situations. The evaluation of the results achieved in the process of learning is consistent with the requirements of Ordinance № 21 of the Ministry of the education and science since 30<sup>th</sup> September 2004, for implementing the system of accumulation and transfer of credits.

## PEDAGOGY OF DEVIANT BEHAVIOR

**ECTS credits:** 6

**Type of the course:** compulsory

**Hours per week:** 1- lectures, 0 seminars, 1 practical exercise

**Assessment form:** exam

**Type of the exam:** written

**Leading department:** Faculty of Pedagogy, Department of Pedagogy

**Lecturer:** Assoc. prof. PhD Lidiya Cvetanova - Churukova

Tel. 0888492612

**Annotation:** The aims of the educational course are to introduce the students in the deviant behavior problems of young and minors, and also to assimilate some re-educative and correctional strategies by using psychostimulating and psychotherapeutic methods. The young and minor deviation and delinquance are social and psychological phenomena related to the violation of established norms, ethical values and legal regulations in society. It is important for the students to be orientated in the determinants which generate one or another

type of deviant behavior in their nature and specificity. The conditions and factors in this respect are diverse. The course analyzes a variety of methods and forms (individual, group) for optimal development of adolescent personality to overcome deviations in behavior.

**Content of the course:** Deviation - current social and scientific problem. Socialization and adaptation of individual personal development. Nature, specificity and determination of deviant behavior. Etiology and development of deviant behavior. Conditions, reasons and factors for deviant behavior. Abnormal behavior of students – biopsychological reasons. Social and pedagogical aspects of deviant behavior. Typology of deviant behavior. Aggression as a form of deviant behavior. Forms of addictive behavior. Delinquent behavior. Pedagogical approaches to counseling. System for preventive, correctional and educational activity in Bulgaria. Socio-educational institutions for people with deviant behavior.

**Educational technology:** In the training are used both traditionally established methods and interactive methods (multimedia presentations, films, case studies, etc.). The examination grade is based on successful completion on the written examination or defense of an educational portfolio through the use of information technologies.

## **PREVENTION OF AGGRESSIVE CHILD BEHAVIOR**

**ECTS credits:** 6

**Type of the course:** compulsory

**Hours per week:** lectures -2, seminars - 1

**Assessment form:** exam

**Leading department:** Faculty of Pedagogy, Department of Pedagogy

**Lecturer:** Assoc. Prof. Snezhana Popova, PhD, Department of Pedagogy at South-West University

### **Annotation:**

Assisted and guided by teaching this course are: the development of professional competence, appropriate attitudes and personal preparedness of future masters in social prevention and counseling to deal with diverse professional tasks related with prevention of children's aggressive behavior. The main aim of the study of prevention the child's aggressive behavior is not only mastering certain skills and specific skills formation, but setting adequate attitudes for the specifics of a future professional career.

### **Content of the course:**

Prevention of child's aggressive behavior - current issues and challenges; conceptual and terminological clarification, Education as a risk factor for the development of children's aggressive behavior; Prevention: functional purpose, characteristics and stages; Main theoretical models of prevention, The vision of the effectiveness of prevention: focusing on education; Ineffective education as a precondition for the development of aggressive behaviors in childhood, disruptive behavior in the school environment, teachers' responses to children's aggressive behavior; Prevention and termination of relational aggression among children, educational interactions within the school environment and the development of students' social competence, the media and children's aggressive behavior.

### **Technology of Education and Assessment:**

For teaching the students are used the following methods: debate, discussion, representation, group discussion, heuristic intercommunication, brainstorming, checklist, debating method associative method, experimentation, testing, modeling, demonstration, intercommunication, analysis and discussion of problematic situations, staging problematic situations and others.

The evaluation of the results achieved in the process of learning is pursuant with the requirements of Ordinance № 21 of the Ministry of the September 30, 2004 to implement the system of accumulation and transfer of credits.

## **ADDICTION PREVENTION**

**ECTS credits: 6.0**

**Examination: written exam**

**Department of Pedagogy**

**Lecturer:**

Assos. Prof. N. Tsankov, PhD

E-mail [ntzankov@swu.bg](mailto:ntzankov@swu.bg)

### **Annotation:**

The subject of ‘Addiction Prevention’ is of a great significance for the Master’s post-graduate programme ‘Social prevention and consulting’ as it aims at preparing specialists working within the system of social prevention, consulting and negotiation. In the course of study, the students are introduced to the various types of addictions and the main theories for identification and prevention of addictions. Basic skills are developed in the students for the applying of different addiction prevention strategies, project development and mechanisms usage for the realization of prevention practices for all addiction types.

### **Content of the course:**

Getting addicted and addiction. Mechanisms of identification. Addiction determining factors. Typological approaches to the studying of addictions. Strategies and technologies for the prevention of addictions. Specific forms methods and means for addiction prevention. Bio-psycho-social approach to the issue of addictions. Alcohol addiction. Psycho-active substances addiction. Drug addicts and drug addiction. Influence of IT communication on Internet users. Internet – addictions. Forms. Possible prevention. The modern addictions.

### **Teaching Technology and Assessment:**

Both Lectures and seminars accent on the basis of addiction prevention and the possibilities for fully developing skills for realization of prevention practices as far as drug, alcohol, gambling, internet, etc. addictions are concerned. Various multimedia products are used in the education process. The realization of practical trainings, possible casus solutions and prevention measures for all types of addictions are discussed and analyzed during the seminars. Good prevention practices and projects developed by NGOs are given as examples and discussed.

## **PSYCHOLOGY OF DELINGUENT BEHAVIOR**

**ECTS credits: 6**

**Type of the course: compulsory**



**Hours per week:** 2-lectures,1-seminars

**Assessment form:** exam

**Leading department:** Faculty of Pedagogy, Department of Pedagogy

**Lecture:** Assoc. Prof. Rusanka Mancheva, Department of Psychology

**Email:** r.p.mancheva@swu.bg

**Annotation:** The course is designed for students enrolled in "Pedagogy" and is included in the compulsory subjects of the curriculum of the Master degree program "Social prevention and consulting". The topicality of this study is driven by its subject area, which deals with the psychological laws defining the occurrence of deviant behavior of the individual. The latter is seen as deviant social accepted norms of interaction and relationships between people. The objectives of the course "Psychology of deviant and delinquent behavior" are:

- Familiarize students with specific psychological characteristics of the forms of deviant behavior, scientific reasoning mechanisms for expression of each of them, and their mutual influence on the behavior of the individual;
- Detecting causal factor dependence of deviant and delinquent behavior, as part of the behavior of the individual;
- Consideration in the age aspect justifying scientific and psychological characteristics of people with deviant and delinquent behavior;
- Detection of mechanisms of the origin and development of antisocial attitudes and behavior relationships of people with deviant and delinquent behavior
- Presentation of scientific forms of pedagogical aid, which the pedagogue has to use to overcome every form of deviant behavior.

Socio-psychological realities today allow discussions on each of the topics in the course. The latter are supplemented by practical exercises on each topic, intended to form the students' skills and competencies to analyze exhibited deviant persons, to who are related and the delinquent acts.

### **Content of the course:**

Scope and objectives of the psychology of deviant behaviour; Nature and characteristics of deviant behaviour; Social norms as determinants of the emergence of deviant behaviour; Problems of aggression in the psychology of deviant behaviour; The problem of conflicts, conflict relationships and conflict behaviour in the psychology of deviant behaviour, specific characteristics of the phenomena of alienation at different ages of development of the individual delinquent behaviour. Essence.

### **Teaching Technology and Assessment:**

The following methods of teaching students are used: debate, discussion, dispute, discussion, exhibition, group discussion, case studies and analyzing scheme behavior, staging and other difficult situations. The evaluation of the results achieved in the process of learning is consistent with the requirements of Ordinance № 21 of the Ministry of the education and science since 30<sup>th</sup> September 2004, for implementing the system of accumulation and transfer of credits.

## **SOCIO-PEDAGOGICAL COUNSELING IN MULTICULTURAL ENVIRONMENT**

**ECTS credits:** 6.0

**Type of the course:** compulsory

**Hours per week:** 2 lectures, 1 seminar

**Assessment form:** exam

**Leading department:** Department of Pedagogy

**Lecturer:** Assoc. Prof. Maya Sotirova, Ph.D., Department of Pedagogy

tel: 0888 699051, e-mail: mayasotirova@swu.bg

**Annotation:**

The training within the course ensures widening of student's professional competence of the students for implementation of effective socio-pedagogical counseling in multicultural environment. The main aim of the course is acquiring of theoretical knowledge for conceptual, philosophical and methodological foundation of multicultural counseling and practical skills for orientation, guidance and counseling through giving an account of specific multicultural context of socio-pedagogical interactions.

**Content of the course:**

Conceptual and Philosophical foundation of multicultural socio-pedagogical counseling (Basic concepts. Culture as a starting point and framework for guidance and counseling. Historical and current perspectives on the development of multicultural counseling.); Multicultural approaches and methods in socio-pedagogical counseling. (Intercultural communication as a challenge in counseling. Intercultural conflict management through Crossing Borders activities. Multicultural counseling competencies. Multicultural-social justice approach to school-family-community collaboration.); European practices in multicultural socio-pedagogical counseling (A socio-pedagogical framework for multi-professional in supporting people in multicultural context. Counseling immigrant children and adults in educational institutions. A socio-dynamic approach to cross-cultural career counseling.

## SOCIAL PREVENTION

**ECTS credits:** 6.0

**Testing:** written exam

**Methodical guidance:** Department of Pedagogy

**Lecturer:** Assoc. Prof. N. Tsankov, PhD

E-mail [ntzankov@swu.bg](mailto:ntzankov@swu.bg)

**Short Description:**

The subject of Social Prevention is of a great importance to the Master's post-graduate program 'Social Prevention and Consulting' for the quality training of the future consultants and mediators. In the course of studying the students are introduced to the basic theories and technologies for social prevention and the possibilities for the realization of prevention programs in some of the main problem fields: social prevention and prevention of anti-social behavior and crime in adolescents; prevention of social exclusion; prevention of child abandonment, social prevention of violence among children. Basic skills for designing of prevention programs and prevention project developing are formed, as well as mechanisms for the realization of social prevention on different levels.

**Contents:**

Social Prevention: Conceptual framework. Prevention normative basis and institution on different levels. Social Prevention Centers. Classification of the strategies for social prevention. Technology of the prevention activities. Forms, methods and means of realization of prevention activities. Social prevention and prevention of anti-social behavior and crime in

adolescents. Law and institutional framework of prevention. School commissions for prevention of anti-social behavior in students. Orphanages and foster care. Probation. Prevention Programs. Prevention of the social exclusion. Definition of social exclusion. Indicators for measuring. Target groups. The current state of existing measures and social services for prevention of social exclusion. Goals and strategies for prevention of the social exclusion – steady development in young and teenager years, full social life, modern social infrastructure. Efficient management of prevention services. Prevention of human traffic. Identification, Risk assessment. Institutional framework. Possible prevention programs. Prevention of newly-born abandonment. Social family-supporting (prevention) services. Support centers and day care- role and social prevention activity

### **Teaching technologies:**

The lectures and seminars focus on the knowledge about the nature of social prevention as well as on the possibilities for the complete formation and development of skills for realization of prevention practices. Various multimedia products are used in the both lectures and seminars. The seminars aim at providing practical training through discussing, analyzing and resolving different cases which require prevention practices to be applied in them. The good practices of and projects of NGO for the prevention of risk behavior in adolescents are discussed.

## **MANAGEMENT AND LEADERSHIP IN THE T-GROUP**

**ECTS credits: 3**

**Type of the course:** compulsory

**Hours per week:** 2 lectures, 1 seminars

**Assessment form:** exam

**Methodological guide:** Department „Pedagogy”, Faculty of Education

**Lecturer:** Assoc. prof. Juliana Kovachka, PhD

E-mail: yuliana\_k@swu.bg

### **Annotation:**

#### **Content of the course**

The main feature of the course is to introduce students to the problems of T-groups, their history and method of use in modern socio-pedagogical activity. Objectives of the course: Students should be able to:

- Know, analyze and explain the nature, structure and function of T-groups;
- Recognize and analyze the basic ideas of how to use the techniques of T-groups in different shapes and orientations of the socio-pedagogical activity

### **Organization of training and recommended reading**

Lectures, individual work, group work and discussion between different teams, demonstration, protecting their own project or paper on specific issues. Lectures are combined with discussion or lecture and work in small groups on specific key elements of the content of the subject. Provide the materials translated into English.

Students learn to practice with the themes of the analysis of real cases, school-run programs, reports and other school documents from his own observations in actual practice. Type of exam: written.

## **SOCIAL PEDAGOGICAL WORK IN PENITENTIARY INSTITUTIONS**

**ECTS credits:** 3

**Type of the course:** compulsory

**Hours per week:** lectures -1, seminars - 1

**Assessment form:** exam

**Type of exam:** written

**Leading department:**

Department of "Pedagogy"

Faculty of Pedagogy

**Lecturer:**

Prof. Pelagia MihaylovaTerziyska, PhD. Department "Pedagogy"

**Annotation:**

The aim is to familiarize students with the methodological foundations of social educational work in places of detention (PD), the correction forms of interaction with persons deprived of their liberty, the existing system for rehabilitation and re-socialization and basic pedagogical paradigms in this area.

**Content of the course:**

The main substantive points were: the main issues of the pedagogical process in places of deprivation of liberty and embracing the principles of pedagogical intervention in personal and social field, of the residents in these facilities, the technology and methodology of the educational work and mastery of nontraditional contemporary techniques in teaching activities, intensive methods of corrective action and specialized programs for personal formation and development.

**Teaching Technology and Assessment:**

The course includes lectures and practical exercises. Knowledge available in the system, using interactive methods - case studies, active debate in subgroups, business games, planning and conducting mini-experiments to analyze the behavior of persons deprived of liberty in different situations, plot-role playing etc. There are strict criteria for the development of papers, which are transmitted within a given period for checking. After that all papers will be discussed in class.

## **FAMILY COUNSELING FOR CHILDREN WITH PROBLEMATIC BEHAVIOR**

**ECTS credits:** 3

**Type of the course:** compulsory

**Hours per week:** lectures -2, seminars - 1

**Assessment form:** exam

**Leading department:** Faculty of Pedagogy, Department of Pedagogy

**Lecturer:** Assoc. Prof. Snezhana Popova, PhD, Department of Pedagogy at South-West University

**Annotation:**

By teaching this course we can assist and guide the development of professional competence, appropriate attitudes and personal preparedness of future masters in social prevention and counseling in order to deal with diverse professional tasks. The main purpose of educating in family counseling for children with problematic behavior is not only mastering certain skills and specific skill formations, but setting adequate attitudes to the specifics of a future professional career.

**Content of the course:**

The essence of the family counseling, Specificity of the consultative process in the family, Advisory skills, Basic approaches in family counseling, Particularities of childhood and adolescence counseling, Main areas of family counseling, substance and specificity of the positive-oriented family therapy, Basic models of family counseling for children with problematic behavior.

**Teaching Technology and Assessment:**

For teaching the students are used the following methods: debate, discussion, representation, group discussion, heuristic intercommunication, brainstorming, checklist, debating method associative method, experimentation, testing, modeling, demonstration, intercommunication, analysis and discussion of problematic situations, staging problematic situations and others.

The evaluation of the results achieved in the process of learning is pursuant with the requirements of Ordinance № 21 of the Ministry of the September 30, 2004 to implement the system of accumulation and transfer of credits.

## **Differential Pedagogy**

**ECTS Credits: 6,0**

**Academic Hours per week: 2+0+0**

**Form of Examination: written exam**

**Department of Pedagogy**

**Lecturer:**

Prof. Dobrinka Todorina, Dr. Sci.

Department of Pedagogy

Telephone number.: 0886417105

e-mail: [todorina@swu.bg](mailto:todorina@swu.bg)

**Short Description:** The course in Differential Pedagogy provides the students with knowledge and competences on the basic problems of postmodern pedagogy such as: pedagogical differences by gender and ethnicity, the social and cultural background, the skills and abilities and lack of abilities.

**Contents:**

The course covers specific issues of Differential Pedagogy such as: differentiation by gender differentiation by ethnicity, education of minorities, differences of social identity, the influence of the general cultural context on individual differences, organization of the education environment for children with special educational needs , organization of the educational environment for gifted children and adolescents, internal education differentiation.

**Teaching Technology:**

The lectures lay the theoretical grounds of the course. The tasks assigned illustrate the practical application aspect of the studied problems. Tests are conducted during the semester, papers and projects are developed by the students; the students are engaged in an interactive methods-based educational process. The examination is written and includes discussion and analysis of two topics from the contents. The final assessment is based on both final and midterm tests.

## **PREVENTION OF CHILD ABUSE**

**ECTS credits:** 6**Type of the course:** Elective**Hours per week:** lectures -2, seminars - 1**Assessment form:** exam**Leading department:** Faculty of Pedagogy, Department of Pedagogy**Lecturer:** Assoc. Prof. Snezhana Popova, PhD, Department of Pedagogy at South-West University**Annotation:**

The course "Prevention of child abuse" covers issues that are relevant and very important for the public practice. The basic idea of this course, which is of crucial importance to the future masters of social prevention and consultation, is to be conformed with the situations in which the modern man may fall in the modernizing world-□typical, problematic, critical. The main aim of the course is to support and promote professional development, social competence, and life of students gathering knowledge of the nature, specificity and current trends in prevention of child abuse, and skills for successful orientation and existing problems making concrete decisions related with problem solving, typical and critical situations of social-pedagogic reality.

**Content of the course:**

Defining child abuse; Violence as a Social Act; Aggressiveness as a cause of child abuse, emotional basis for violence, violence against children as learned behavior, Child abuse in response to unacceptable events: the role of negative effects; Social Determinants of child abuse; Subculture of violence; Defining the elements of the subculture of child abuse; "Victim - offender" relation; Main types of child abuse; Violence in the community; Domestic Violence, Sexual Assault; Socialization and violence; Fate and violence and childhood adolescence as a critical period; Risk factors in childhood and adolescence; Individual factors, The family as a factor; The school as a factor; The friends as a factor; The community as a factor, Safety factors, Socialization - seeking for the roots of violence, Violence and socialization; Impact of Domestic socialization of child abuse; Violence on television: Content, context and consequences on socialization, child abuse and social control; Accent on the social policy.

**Teaching Technology and Assessment:**

For teaching the students are used the following methods: debate, discussion, representation, group discussion, heuristic intercommunication, brainstorming, checklist, debating method associative method, experimentation, testing, modeling, demonstration, intercommunication, analysis and discussion of problematic situations, staging problematic situations and others.

The evaluation of the results achieved in the process of learning is pursuant with the requirements of Ordinance № 21 of the Ministry of the September 30, 2004 to implement the system of accumulation and transfer of credits.

## **SCHOOL AND VOCATIONAL GUIDANCE**

**ECTS credits:** 6

**Type of the course:** elective

**Hours per week:** 2 lectures, 0 seminars, 0 practical exercise

**Assessment form:** exam

**Type of the exam:** written

**Leading department:** Faculty of Pedagogy, Department of Pedagogy

**Lecturer:** Assoc. prof. PhD Lidiya Zdravkova Cvetanova - Churukova

Tel. 0888492612

**Annotation:** Students should be familiar with the systems of school and vocational guidance, their history, theory and practice, forms, methods and means to work with them. It is necessary to master the technology of professional information and consultation.

**Content of the course:** Origin and development of the school and vocational guidance in Bulgaria as a theory and practice. Regulations. Institutionalization. Labor and historical evolution of the occupation. Professiology, profессиography, profессиograms, psychograms, medicograms, sociograms of the professions. Research interests and abilities of students for professional activities. Career guidance in secondary education. Establishment and organization of the guidance system for young people and adults in the structures of the National Employment Agency. Models for academic and career guidance in the global educational practice. Nature, concepts and models of career counseling. Stages of consultations and basic advisory skills. Approaches to counseling in pedagogical practice.

**Educational technology:** Seminars thematically follow the lectures. Continuous assessment during the semester is formed on the basis of work performed independent student choice based on full verification test or test. The share of current assessment is 60 % in the final grade of the student.

## **MEDIA AND EDUCATION**

**CTS credits:** 6

**Type of the course:** Elective

**Hours per week:** lectures -2, seminars - 0

**Assessment form:** exam

**Leading department:** Faculty of Pedagogy, Department of Pedagogy

**Lecturer:** Assoc. Prof. Snezhana Popova, PhD, Department of Pedagogy at South-West University

**Annotation:**

Attending this course, the interest of future masters in social prevention and counseling, increases to the referred problems and contributes to their activation process their own personal and professional development to support the development of personal readiness for effective performance of professional tasks and managing with conflict and stressful situations, solving specific problems with the specifics of future professional life, stimulates

the development of mobile and flexible attitude to various behaviors that determines the effective and successful implementation of specific professional tasks to support the development of heuristic and critical thinking, empathic understanding of curiosity, autonomy, stimulates desire for knowledge, the desire for self-study and self-development, promote tolerance, autonomy, teamwork, etc. skills for counseling and decision-making on specific issues of professional life.

### **Content of the course:**

Mass media as a modern cultural phenomenon. Socializing-multinational and educational functions of mass communication. Specificity of the educational impact of various mass media. Communication culture as a factor in the results and further multinational and educational impact. Democracy, media, education. Paradigms for analyzing educational opportunities for mass media. Methods and forms of educational interaction in mass media. Contradictory impact of modern mass media. Television and violence. Internet and upbringing of children.

### **Technology and Assessment:**

For teaching the students are used the following methods: debate, discussion, representation, group discussion, heuristic intercommunication, brainstorming, checklist, debating method associative method, experimentation, testing, modeling, demonstration, intercommunication, analysis and discussion of problematic situations, staging problematic situations and others.

The evaluation of the results achieved in the process of learning is pursuant with the requirements of Ordinance № 21 of the Ministry of the September 30, 2004 to implement the system of accumulation and transfer of credits.

## **Philosophy of Education**

**ECTS credits: 5,0**

**Number of classes per week: 2+1+0**

**Form of assessment of knowledge: examination Type of examination: written**

**Methodological guidance:**

Chair of Education, Faculty of Education

**Lecturers:** Assoc. Prof. Veska Gyuviska, Ph.D. Chair of Education

Contact phone: +359886707193 e-mail: [v\\_guviiska@abv.bg](mailto:v_guviiska@abv.bg)

**Annotation:** The lecture course is intended to introduce students to the main methodological role of philosophy for the development of the science of pedagogy in general. The main accent is placed on pluralism in the statements of various philosophic schools, ideas and authors regarding human nature and the possibilities for exercising educational influence on it. The lectures are structured in several sections: Socratic method as Socratic debate, the role of the problem as an educational ontologeme, heuristics as types of thinking – critical, problematical, creative, sociology of education and role of educational institutions, psychological theories like theories of children’s development, etc., all of them read within a pedagogical context. The lecture course contributes to the extension of students’ philosophic culture, their methodological competences and ideology positions.



**Goal:** The students are to acquire knowledge on the philosophy of education as a branch of the science of pedagogy, and on its methodological function and role through the Socratic method, case study and heuristics.

**Tasks :** As a result from the training in this subject the students are expected to become able of:

- Orientating into the complex circles of problems related to authors, theories and scholarly sections;
- Realizing the methodological role and significance of philosophy of education for the overall educational and upbringing process;
- Gaining the ability to summarize and systematize the ideological trends and deducting the main pedagogical guidelines from them;
- Acquiring ideas for building pedagogical cases based on science and for solving them;
- Extending their horizon of thinking through the skill to hold a Socratic debate on various pedagogical issues

**Content of the course:** Covers topics such as problematic thinking, critical thinking, lateral thinking, divergent and creative thinking, eidetic thinking, as well as innovative techniques for their implementation, and schools that create them.

**Training technology:** Implemented mainly through **lectures**. The contents are offered on problem basis and **in an interactive form through cases, heuristic debate, and situations**. The exposition is illustrated by multiple **examples** from educational reality. A particular part of the contents is learnt by students by the means of **independent studies** and work with scholarly literature.

## **CRIMINAL PSYCHOLOGY**

**ECTS credits: 6**

**Type of the course:** Elective

**Hours per week:** 2-lectures,0-seminars

**Assessment form:** exam

**Leading department:** Faculty of Pedagogy, Department of Pedagogy

**Lecture:** Assoc. Prof. Rusanka Mancheva, PhD, Department of Psychology

**Email:** r.p.mancheva@swu.bg

**Annotation:**

The course is designed for students enrolled in "Pedagogy" and is included with elective courses in the curriculum of the Master degree program "Social prevention and consulting". The topicality of the study is driven by its subject area which deals with the psychological laws determining the activity of criminal behaviour. The latter is considered antisocial, dangerous and threatening the functionality of social communities.

The course is designed for students enrolled in subject "Pedagogy" and is included in elective courses in the curriculum of the Master degree program "Social prevention and consulting".

**Content of the course:**

Subject and history of criminal psychology. Defining the subject of criminal psychology. Contemporary problems in the development of criminal psychology. Historical development of criminal psychology as a science. Defining the phenomenon crime and criminality in psychology. Historical development of knowledge of the criminality. Deviant and delinquent behaviour in the context of criminality. Criminalization of deviant behaviour. Criminal aspects of delinquent behaviour. Psychological characteristics of criminal personality. Substantiation criminal personality as a specific type of antisocial personality. Biological and social factors determining the formation of criminal personality. Self-psychological factors determining the development of criminal behaviour. The role of motives and needs for committing criminal acts. Needs and motives of personality. Ideas for the motives and motivation in commitment of criminal act. Types of criminal activities. Crimes. Social and legal aspects of the crime. Type of the crimes. Definitions of the criminal behaviour. Psychological aspects of criminal personalities. Typology. Types of criminal personality. Criteria. Personal theories for explaining criminal behaviour. Socio-psychological aspects of group crimes. Definition of the concepts organized crime and group crime .Specifics of the group crimes. Personal and social factors determining the commitment of group crimes. Defining different types of victims of a crime.

**Technology of Education and Assessment:**

The following methods of teaching students are used: debate, discussion, dispute, discussion, exhibition, group discussion, case studies and analyzing scheme behavior, staging and other difficult situations. The evaluation of the results achieved in the process of learning is consistent with the requirements of Ordinance № 21 of the Ministry of the education and science since 30<sup>th</sup> September 2004, for implementing the system of accumulation and transfer of credits.

**SOCIO-PEDAGOGICAL INTERVENTION AND COUNSELING OF FOSTER FAMILIES**

**ECTS credits:** 6

**Type of the course:** Elective

**Hours per week:** lectures -2, seminars - 1

**Assessment form:** exam

**Leading department:** Faculty of Pedagogy, Department of Pedagogy

**Lecturer:** Assoc. Prof. Snezhana Popova, PhD, Department of Pedagogy at South-West University

**Annotation:**

Training mediation and counseling Socio-pedagogical foster families increases the interest in the future masters in social prevention and counseling issues and envisaged to contribute to their activation process their own personal and professional development to support the construction of personal preparedness for effective performance of professional

tasks and coping with conflict and stressful situations, solving specific problems with the specifics of future professional life, stimulates the development of mobile and flexible attitude to various behaviors that determines the effective and successful implementation of specific professional tasks; to foster the development of heuristic and critical thinking, empathic understanding of curiosity, autonomy, stimulates desire for knowledge, the desire for self-study and self-development, promote tolerance, autonomy, teamwork, etc. skills for counseling and decision-making on specific issues of professional life.

**Content of the course:**

Definition and aspects of social service "foster care" Target groups and participants in foster care; Priority groups for accommodation in professional foster families, foster care Types, Financial Standards for the "Foster Care" Principles of operation of foster care; The family and legal representatives of the child in the process of the "foster care" foster care organization, procedure for approval of candidates for foster families, foster families, foster child, support and supervision of foster families; Crisis intervention; Social-pedagogical Specifics of Mediation and counseling of foster parents in the process of caring for a child accommodated with them; advisory skills; alternative family environment as a risk for the development of children's problematic behavior;

Synchronization of the educational interactions between foster parents as a precondition for the effective social service "fosters care".

**Technology of Education and Assessment:**

For teaching the students are used the following methods: debate, discussion, representation, group discussion, heuristic intercommunication, brainstorming, checklist, debating method associative method, experimentation, testing, modeling, demonstration, intercommunication, analysis and discussion of problematic situations, staging problematic situations and others.

The evaluation of the results achieved in the process of learning is pursuant with the requirements of Ordinance № 21 of the Ministry of the September 30, 2004 to implement the system of accumulation and transfer of credits.

## **History of Pedagogy**

**ECTS credits: 6.0**

**Type of the course:** elective

**Hours per week:** 2 lectures

**Assessment form:** exam

**Leading department:** Department of Pedagogy

**Lecturer:** Prof. Nevena Filipova, Ph.D., Department of Pedagogy

**E-mail:** [nevef@swu.bg](mailto:nevef@swu.bg)

**ANNOTATION:** The history of pedagogy plays a significant role in the professional qualification of the future pedagogues. As a part of their fundamental training, it helps the forming of an objective attitude towards the educational legacy and assists in the consideration and practical application of the abiding pedagogical ideas.

**EDUCATIONAL CONTENT:**

School practices and pedagogical theories from ancient to present time. Authentic pedagogical ideas and theories of the classicist of the pedagogical thought: Jan Amos Komensky, Jean Jacque Russo, Johan H. Pestaloci, Adolf Diesterweg, Johann F. Herbart, K.D. Ushinsky, L.N. Tolstoy. etc.

**Technology of the training:**

Lectures and Seminars reflect the main stages of the European pedagogical thought. Carry out control works, decide to case studies, practical tasks, are conducted group discussions. Formation of the final evaluation is described in the program.

## **INTERCULTURAL COMMUNICATIVE COMPETENCE**

**ECTS credits: 6.0**

**Type of the course:** elective

**Hours per week:** 2 lectures

**Assessment form:** exam

**Leading department:** Department of Pedagogy

**Lecturer:** Assoc. Prof. Maya Sotirova, Ph.D., Department of Pedagogy

tel: 0888 699051, e-mail: mayasotirova@swu.bg

**Annotation:**

The training within the course ensures widening of student's professional competence for effective socio-pedagogical communication in multicultural context. The course has integrative character in view of the fact that it includes knowledge from different scientific areas (anthropology, cultural studies, linguistic, psychology, communication studies etc.). The main aim of the course is acquiring of intercultural communicative competence as a complex of theoretical knowledge, practical skills and attitudes for implementation of effective intercultural communication and socio-pedagogical interactions.

**Content of the course:**

Globalization and intercultural communication; Intercultural discourse of social interactions in contemporary anthropological, sociolinguistic and psycholinguistic theories and studies; Intercultural communication and communicative competence. Cultural differences in socio-pedagogical communication. Intercultural communicative competence as a complex of knowledge, skills and attitudes. Linguistic diversity and intercultural dialogue in educational area; A framework of intercultural communicative competence integrating the four language skills (listening; speaking; reading, writing). Assessment tools of intercultural communicative competence.

## **LEGAL REGULATION OF CORRECTIONAL WORK**

**ECTS credits:** 6

**Type of the course:** Elective

**Hours per week:** lectures -2, seminars - 0

**Assessment form:** exam

**Leading department:** Faculty of Pedagogy, Department of Pedagogy

**Lecturer:** Prof. Nevena Filipova, PhD, Department of Pedagogy at South-West University

**Annotation:**

The course of a regulatory framework for correctional work is part of the specific training of the students - MSc in 'Social prevention and counseling. "Familiarity with the legal framework, organization and operation of social educational institutions related to the prevention and correctional work will allow future social workers active in the system of socio-educational care for children. Knowledge of the nature and functioning of the legal norms in various spheres of public life in a democratic society with a market economy, it is necessary for every citizen. With even greater force that applies to professionals in the social and educational spheres.

**Content of the course:**

Social Educational institutions and regulations in the social protection and rights of children. Law on Child Protection. International documents on children's rights. Homes for Children - organization and management. NGOs working with children and families. Legislation to combat delinquency of minors. Law to combat delinquency of minors. Central Commission for Anti in events of minors - organization and management. Organization and management of local and school committees to combat delinquency of minors. Child Pedagogical - organization and management. Socio-educational boarding - Rules of Procedure

**Technology of Education and Assessment:**

The course provides specialized training for students of the Master program "Consulting and expert practices" related to knowledge and skills about the nature and functioning of the legal norms in various spheres of public life. During the lectures focus on the nature and application of legal regulations related to socio-educational field. Course is accompanied with solving specific problems and issues in the context of the intended curriculum.

## LEGAL EDUCATION

**ECTS credits:** 6

**Type of the course:** Elective

**Hours per week:** lectures -2, seminars - 0

**Assessment form:** exam

**Leading department:** Faculty of Pedagogy, Department of Pedagogy

**Lecturer:** Prof.Nevena Filipova, PhD, Department of Pedagogy at South-West University  
e-mail:

**Annotation:**

Course in legal education is part of specific training graduate students trained in the "Consultations and expert practices." Law and legal education contribute to the development of social relationships. Knowing the nature and functioning of the legal norms in various spheres of public life in a democratic society with a market economy, it is necessary for every citizen. With even greater force that applies to professionals in the social and educational spheres.

**Content of the course:**

Concept of law. An object of the right. Origin, nature and features. Law and morality. Man as a legal substance - "human rights" and "rights of the citizen." Natural and human rights law. Objective and subjective right. Basics legal action - legal regulations and legislation, structure

and content. Public Administration Education - nature and main characteristics. Civil servant - Law on Civil Servants. Employment. Drudov-contract basis for the emergence of employment.

**Technology of Education and Assessment:**

The course provides specialized training for students of the Master program "Consulting and expert practices" related to knowledge and skills about the nature and functioning of the legal norms in various spheres of public life. During the lectures focus on the nature and application of legal regulations related to socio-educational field. Course is accompanied with solving specific problems and issues in the context of the intended curriculum.

## **CONFLICTS AND CONTRADICTIONS IN SOCIAL WORK**

**ECTS credits: 6**

**Type of the course:** Elective

**Hours per week:** 2-lectures,0-seminars

**Assessment form:** exam

**Leading department:** Faculty of Pedagogy, Department of Pedagogy

**Lecture:** Assoc. Prof. Mariana Balabanova, PhD, Department of Psychology

**Annotation:**

The course is of particular concern in a professional - educational program for training specialists in the field of pedagogical specialties because of the growing role of social conflicts in the educational process and the need for development and implementation of strategies for effective management and constructive solution. It provides management skills for positive communication, communication and psychological consultative interaction for optimal contacts in different social spheres. The main goal is to orient students to the factors and determinants of conflict behavior in their nature and specific to age. An important task is to master the strategies and techniques for efficiently and cleanly and communication skills to resolve conflicts arising in the social teaching field.

**Content of the course:**

Phenomenology of conflict. Conflict and conflict behavior: parameters determinants psychological nature, the problem of the conflict from the perspective of philosophy of education in the basics conflict ology system for assisting trades teamwork and conflict in the contemporary socio-pedagogical work; Transactional analysis of the conflict, conflicts in school environment: nature, causes, symptoms, classification, ranking of the spatial environment, opportunities to reduce unconstructive conflicts analysis models, Psychological -conflicts aspects of the relationship "teacher-child" conflict and group dynamics in interaction with children and adolescents placed in DDLRG, socio-pedagogical centers, WFP, Forming habits in students for effective behavior in conflict situations and constructive conflict resolution. Stages of the negotiation process; Game techniques and technologies for integrated conflict management, mediation, nature, functions, rules, techniques, methods for investigation of interpersonal relations and conflict management in the socio-pedagogical process; Conflicts in management; mediator - consultant in conflict situations and family environment.

**Technology of Education and Assessment:**

The following methods of teaching students: debate, discussion, disputed the, discussion, exhibition, group discussion, case studies analyzing circuit behavior, staging and other difficult situations. The evaluation of the results achieved in the process of learning is consistent with the requirements of Ordinance № 21 of the Ministry of the September 30, 2004 to implement the system of accumulation and transfer of credits.

## **SOCIAL-PEDAGOGICAL COUNSELING AND INTERVENTION FOR CHILDREN AND FAMILIES AT RISK**

**ECTS credits:** 6

**Type of the course:** Elective

**Hours per week:** lectures -2, seminars - 0

**Assessment form:** exam

**Leading department:** Faculty of Pedagogy, Department of Pedagogy

**Lecturer:** Assoc. Prof. Snezhana Popova, PhD, Department of Pedagogy at South-West University

### **Annotation:**

The course of "Social-pedagogical counseling and mediation for children and families at risk" covers issues that are very relevant and important for the public practice. The basic idea is this course, important for future masters in social prevention and counseling, can be tailored to the situations in which modern man falls in modernizing world – typical, problematic, and critical. The main aim of the course is to support and promote professional development, social competence, and life of students gathering knowledge of the nature, specificity and current trends in the social-pedagogical counseling and intervention for children and families at risk, and skills for successful orientation on existing problems and making specific decisions about problem solving, typical and critical situations social-pedagogical reality.

### **Content of the course:**

Essence and characteristics of the child at risk as a specific subject of socio-pedagogical interaction, concept for a child at risk, types of risk and risk situation into which the child may fall; Determinants of emerging risk in children; conditions for the emergence of social educational risk; Influence of microenvironment for the emergence of a situation of risk, impact of the emergence of macro-risk situation; institutions working with children at risk, child at risk in social-pedagogical organizations and educational institutions. Interaction between institutions working with children at risk; Forms of social-pedagogical work with children at risk; methods of socio-pedagogical work with children at risk socio-pedagogical Principles of working with children at risk models and Preventive programs a socio-pedagogical work with children at risk.

### **Technology of Education and Assessment:**

For teaching the students are used the following methods: debate, discussion, representation, group discussion, heuristic intercommunication, brainstorming, checklist, debating method associative method, experimentation, testing, modeling, demonstration, intercommunication, analysis and discussion of problematic situations, staging problematic situations and others.

The evaluation of the results achieved in the process of learning is pursuant with the requirements of Ordinance № 21 of the Ministry of the September 30, 2004 to implement the system of accumulation and transfer of credits.

## **PSYCHOLOGICAL PORTRAYAL OF THE OFFENDER**

**ECTS credits: 6**

**Type of the course:** Elective

**Hours per week:** 2-lectures,0-seminars

**Assessment form:** exam

**Leading department:** Faculty of Pedagogy, Department of Pedagogy

**Lecture:** Assoc. Prof. Rusanka Mancheva, PhD, Department of Psychology

**Email;** r.p.mancheva@swu.bg

### **Annotation:**

The course is designed for students enrolled in "Pedagogy" and is included in elective courses in the curriculum of the Master degree program "Social prevention and consulting." The course "Psychological portrayal of the offender" includes themes underlying the contents of the process of preparing a psychological portrait of the perpetrators of various crimes. Their study supports the professional preparation of a teacher in his work with individuals with deviant behaviour.

**The objectives of the course:** "Psychological profiles of offenders" include: clarification of basic concepts and categories, that the psychological profiling of juvenile offenders operate with; designation and detection of the values, motives, attitudes, goals, self-esteem, communication and behavioural repertoire of different categories of offenders skills for analyzing different types of offenses .

### **Content of the course:**

Topics include: subject, tasks, methods and development of psychological portrayal. Subject of psychological portrayals. History. Contemporary psychological aspects of portrayal. Tasks of the psychological portrayals of the offender. Historical development of the psychological portrayals. Research on the psychological problems of psychological portrayal. Methods of the psychological portrayal of the offender. Psychological methods for studying of the personality which is against the law. Biographical and retrospective methods. Psychological specifics of the socialization of the juvenile delinquents.

Disorders and deficits in social adaptation of juvenile delinquents. Psychological portrayal of the perpetrators of thefts. Thefts as a crime committed by the growing up persons. Personal characteristics of perpetrators of theft. Socio-psychological and legal characteristics of child crime. Nature of child crime. Personal profile of juvenile offenders who have committed various crimes. Psychological portrait of the perpetrators of violent crimes against personality. Nature of violent crimes against personality. Personal profile of juvenile offenders who committed crimes against personality. Psychological portrait of the perpetrator of the murder.

Values, attitudes, self-esteem and behavioral models for perpetrators of homicide. Personal characteristics of motives for homicide.

### **Technology of Education and Assessment:**

The following methods of teaching students are used: debate, discussion, dispute, discussion, exhibition, group discussion, case studies and analyzing scheme behavior, staging



and other difficult situations. The evaluation of the results achieved in the process of learning is consistent with the requirements of Ordinance № 21 of the Ministry of the education and science since 30<sup>th</sup> September 2004, for implementing the system of accumulation and transfer of credits.

## **PROFESSIONAL ETHICS OF SOCIAL PEDAGOGUE**

**ECTS credits:** 3

**Type of the course:** Elective

**Hours per week:** lectures -2, seminars - 0

**Assessment form:** exam

**Leading department:** Faculty of Pedagogy, Department of Pedagogy

**Lecturer:** Assoc. prof. Juliana Kovachka, PhD, Department of Pedagogy at South-West University

e-mail: [yuliana\\_k@swu.bg](mailto:yuliana_k@swu.bg)

### **Annotation:**

The aim of the course is to familiarize students with specific educational manifestation of ethics in the practice of social pedagogue. The study offers a systematic content experience of social work educators as special occupation, with its inherent ideals, values, morals and ethics freedoms principle, which have both general and specific manifestations depending on the specifics of the activity specific socio-pedagogical institution.

### **Content of the course:**

Nature of teaching ethics. Place of ethical culture in professional social work educator. Basic ethical principles in business socio-pedagogical. Moral responsibilities of the social pedagogue to the family. Ethical issues in interaction with children. Ethical standards in relation to work with their colleagues. Ethical responsibilities to society. Ethics and everyday life.

### **Technology of Education and Assessment:**

The course provides students with specialized training related to knowledge of ethical principles and skills for working with children in the socio-pedagogical activity.

## **PSYCHO THERAPEUTIC PEDAGOGY**

**ECTS credits:** 3

**Type of the course:** elective

**Hours per week:** 2 lectures, 0 seminars, 0 practical exercise

**Assessment form:** exam

**Type of the exam:** written

**Leading department:** Faculty of Pedagogy, Department of Pedagogy

**Lecturer:** Assoc. prof. PhD Lidiya Cvetanova - Churukova

Tel. 0888492612

**Annotation:** Psychotherapeutic pedagogy is a science of specific processes of education and training for children and adolescents with behavior deviant from social and legal norms and disabilities in the educational process. Its origins, development and validation may be considered in light of two interpenetrating theoretical spheres - of pedagogical sciences and psychotherapy. In this sense it is an ultimate, intermediate discipline justifying rational approaches, methods, ways, technics and forms of corrective influence on adolescents.

**Content of the course:** Origin and development of psychotherapeutic pedagogy. Scientific status. Basic principles of psychotherapeutic activity in pedagogical units. Forms of psychotherapeutic influence. Psychological and correctional groups in the educational process. Nature and functions of individual and group forms. Groups of skills training. Groups meeting. Psychotherapeutic methods, approaches and technics for prevention and treatment of deviant behavior. Psychoanalysis and psychoanalytic technics in social and pedagogical activity. Role and meaning of transactional analysis for prevention and treatment of antisocial behavior. Role and meaning of catharsis, suggestive and rational psychotherapy in the corrective social and pedagogical work. Behavioral therapy. Role and meaning of art therapy in the social and pedagogical work. Positive family psychotherapy.

**Educational technology:** In the training are used both traditionally established methods and interactive methods (multimedia presentations, films, case studies, etc.). The examination grade is based on successful completion on the written examination or defense of an educational portfolio through the use of information technologies.

## **SCHOOL FOR PARENTS**

**ECTS credits:** 3

**Type of the course:** Elective

**Hours per week:** lectures -2, seminars - 0

**Assessment form:** exam

**Leading department:** Faculty of Pedagogy, Department of Pedagogy

**Lecturer:** Assoc. Prof. Snezhana Popova, PhD, Department of Pedagogy at South-West University

**Annotation:**

Attending this course, the interest of future masters in social prevention and counseling, increases to the referred problems and contributes to their activation process their own personal and professional development to support the development of personal readiness for effective performance of professional tasks and managing with conflict and stressful situations, solving specific problems with the specifics of future professional life, stimulates the development of mobile and flexible attitude to various behaviors that determines the effective and successful implementation of specific professional tasks to support the development of heuristic and critical thinking, empathic understanding of curiosity, autonomy, stimulates desire for knowledge, the desire for self-study and self-development, promote tolerance, autonomy, teamwork, etc. skills for counseling and decision-making on specific issues of professional life.

**Content of the course:**

Attending this course increases the interest of future masters in social prevention and counseling, to the referred problems and contributes to their activation process, their own personal and professional development to support the development of personal preparedness for effective performance of professional tasks and coping with conflict and stressful situations, solving specific problems with the specifics of future professional life, stimulates the development of mobile and flexible attitude to various behaviors determining the effective and successful implementation of specific professional tasks. Essence and specificity of the "School for Parents"; Terminological and conceptual clarification; functionality and content

focus of the "School for Parents" Basic theoretical models; Vision for the efficiency of the "School for Parents" Model for effective functioning of the "School for Parents".

**Technology of Education and Assessment:**

For teaching the students are used the following methods: debate, discussion, representation, group discussion, heuristic intercommunication, brainstorming, checklist, debating method associative method, experimentation, testing, modeling, demonstration, intercommunication, analysis and discussion of problematic situations, staging problematic situations and others.

The evaluation of the results achieved in the process of learning is pursuant with the requirements of Ordinance № 21 of the Ministry of the September 30, 2004 to implement the system of accumulation and transfer of credits.

## MUSIC THERAPY

**ECTS credits:** 3

**Type of the course:** Elective

**Hours per week:** lectures -2, seminars - 0

**Assessment form:** exam

**Leading department:** Faculty of Pedagogy, Department of Pedagogy

**Lecturer:** Ass. prof. Nikolina Kroteva, PhD, Department of Music at South-West University

Email: nina\_kroteva swu.bg

**Annotation:**

Academic discourse, discipline aims to introduce students to the role and place of music types that could be used at different points in their educational activities. The course provides information on past and present of music therapy as a science of the subject, object and tasks set by. Introduces students to music as an art form and its impact on society. It is a specific practical according to qualification characteristics of students. Each topic is illustrated with appropriate music pieces

**Content of the course:**

Scope and objectives of music therapy as a science, Genesis of music therapy, Modern productions of the need for music therapy, music therapy Types, Basic principles in the application of music therapy, Listening and perception of music - an important part of music therapy activity, music therapy resources and their impact on the human psyche, and Ergotropna trofotropna Music - general characteristics, methods using these receptive music-Rapini, active music therapy - vocal and instrumental musical improvisation - the active part of psychotherapeutic work. Individual and ensemble improvisations Some diseases and possibilities of using music therapeutically, Music "recipes". Listening and analyzing the samples used in practice.

**Technology of Education and Assessment:**

For teaching the students are used the following methods: debate, discussion, representation, group discussion, heuristic intercommunication, brainstorming, checklist, debating method associative method, experimentation, testing, modeling, demonstration, intercommunication, analysis and discussion of problematic situations, staging problematic situations and others.

The evaluation of the results achieved in the process of learning is pursuant with the requirements of Ordinance № 21 of the Ministry of the September 30, 2004 to implement the system of accumulation and transfer of credits.