

Approche systémique des difficultés scolaires

Lecturer

Isabelle DURET

Course mnemonic

PSYC-E321

ECTS credits

5 credits

Language(s) of instruction

French

Course period

First term

References, bibliography and recommended reading

- > FLAGEY D. (2004) Mal à penser, mal à être; Troubles instrumentaux et pathologie narcissique; Erès. -
- VANDENBROECK M. (2005) Eduquer nos enfants à la diversité sociale, culturelle, ethnique, familiale; Erès.

Other information

Contact(s)

DURET Isabelle - 02/650.32.83

Evaluation method(s)

written examination

Evaluation method(s) (additional information)

Written examination

Programmes

Programmes proposing this course at the faculty of Psychology, Educational Sciences and Speech and Language therapy

BA-LOGO | Bachelor in Psychology and Education : Speech and Language Therapy | unit 3, BA-PSYE | Bachelor in Psychology and Education : General | unit 3 and MA-ORTP | Master in clinical orthopedagogy | finalité Professional/unit 1

Programmes proposing this course at the faculty of Philosophy and Social Sciences

MA-SOCO | Master in Sociology | finalité Professional/unit 1 and finalité Professional/unit 2

Course content

Through reading articles (e.g., case reports) and exchanging experiences with different professionals concerned by scholastic failure, the student discovers the multiple realities of the discomfort experienced by the school-going child. The important issue of which therapeutic intervention is most appropriate with respect to the diagnosis in such contexts is also addressed.

Objectives (and/or specific learning outcomes)

Scholastic failure is far from being a global or unitary notion. Rather, it often stems from a multifactorial etiology. Likewise, its consequences are also multifaceted. The aim of the course is to encourage students to develop analytic skills in order to be able to perform effective differential diagnosis. Students will be made sensitive to two perspectives: On the one hand to the "objectivating" individual approach, involving biological, cognitive, psychological factors specific to the child, and on the other hand to the eco-systemic approach, involving socio-economic, family, cultural, institutional factors that are specific to the various systems involved.

Teaching method and learning activities

Oral presentation. Reading articles and sharing these readings with the group. Invited lecturers report on their experiences. Reading a book.