

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PSY-3314	SEMESTER	7 th
COURSE TITLE	PSYCHOEDUCATIONAL SKILLS IN THE SCHOOL CLASSROOM		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures and exercises	3	6	
COURSE TYPE	Skill development - Seminar		
PREREQUISITE COURSES:	Educational Psychology School environment and mental health		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=1057		

(2) LEARNING OUTCOMES

Learning outcomes
<p><i>The seminar focuses on basic concepts, theories and trends regarding the development of skills and the implementation psychoeducational interventions in school community for students at risk. Apart from theoretical knowledge, students will be able to participate in selected exercises for developing skills related to applied classroom activities aiming at the promotion of vulnerable students' learning and mental health in classroom.</i></p> <p>Upon successful completion of this course students should be able to understand:</p> <ol style="list-style-type: none"> 1. system theory and its application to school context 2. the structure, development and evaluation of psychoeducational interventions for specific students at risk 3. models regarding respond to intervention and differentiated learning 4. effective ways for the communication and collaboration among members of school community 5. ways of identification and the meaning of psychoemotional support of students at risk in classroom for early problem management and intervention.
General Competences

- Seeking, analysing and composing data and other information through the development of appropriate skills and knowledge
- Respect of the different and the multicultural students' background
- Criticism and self-criticism
- Working independently
- Team work
- Building social, professional and moral responsibility and sensitivity as future psychologists

(3) SYLLABUS

1. Current trends and theories of psychoeducational interventions
2. Students at risk – Definition and characteristic
3. System theory and its application in classroom
4. Structure, development and evaluation of psychoeducational interventions
5. Respond to intervention for students at risk with emotional and behavioral difficulties
6. Crisis response and intervention in schools
7. Identification of students in crisis in school environment
8. Collaboration of school and vulnerable families- System joint approach
9. Exercises of sensitization regarding the development of communication skills
10. Exercises of sensitization regarding identifying, expressing and managing emotions
11. Exercises of sensitization regarding self-concept and self-esteem skills
12. Exercises of sensitization regarding coping strategies and skills

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face in class		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> • Use of ICT in teaching • Slides and video demonstrations, course notes and other educational material relevant to the course can be accessed through the E-learn online platform • Use of e-mail in communication with students 		
TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>	<i>ECTS credits</i>
	Lectures aiming at activating students for course participation	33	1.32
	Literature review, study for independent and team work	59	2.36

	Independent study of relevant literature for midterm test	36	1.44
	Exams	2	0.08
	Students participation at sensitization exercises	25	1
	Course total	155	6,2
STUDENT PERFORMANCE EVALUATION	<ul style="list-style-type: none"> • Midterm exams using multiple choice, elaborative questioning, and problem-solving questions (30%) • Team written work and oral presentation (50%) • Independent essay – article presentation using multiple choice, elaborative questioning, and problem-solving questions (20%) • Evaluation criteria are accessible to students via the website of course on the UoC e-learn platform. In addition, they are presented during the introductory lecture. 		

(5) ATTACHED BIBLIOGRAPHY

1. **Hatzichristou, C. (Ed.) (2011).** *Social and Emotional Learning: Program for the promotion of mental health and learning in school. Educational material II: Primary education.* Athens: Typotheto. (Greek version)
2. **Hatzichristou, C. (Ed.) (2011).** *Social and Emotional Learning: Program for the promotion of mental health and learning in school. Educational material III: Secondary education.* Athens: Typotheto. (Greek version)
3. **Battistich, V., Watson, M., Solomon, D., Schaps, E., & Solomon, J. (1991).** The Child Development Project: A comprehensive program for the development of prosocial character. In W. M. Durtines & J. L. Gewirtz (Eds.), *Handbook of moral behavior and development: Application* (vol. 3, pp. 1-34). New York: Erlbaum.
4. **Bickel, W. E. & Beaujean, A. A. (2005).** Effective schools for all: A brief history and some common findings. In C. L. Frisby & C. R. Reynolds (Eds.), *Comprehensive handbook of multicultural school psychology* (pp. 303-328). NJ: Wiley.
5. **Brock, S.E., Sandoval, J. & Lewis, S. (2005).** *Preparing for crisis in the schools: A manual for building school crisis response teams* (Ed. in Greek: C. G. Hatzichristou. Trans.: E. Theoharaki). Athens: Typotheto.
6. **Dowling, E. & Osborne, E. (2001).** *The family and the school: A joint systems approach to problems with children.* Athens: Gutenberg. (Greek version)
7. **Kratochwill, T. R., & Stoiber, K. C. (2002).** Evidence-based interventions in school psychology: Conceptual foundations of the *Procedural and Coding Manual* of Division 16 and the Society for the Study of School Psychology Task Force. *School Psychology Quarterly*, 17, 341-389.
8. **Kotsakis, D., Moureli, E., Bibou, I., Butulussi, E. (2010).** *Reflection practices. Exclusion at school.* Athens: Nissos. (Greek version)
9. **Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. (Eds.). (2007).** *Handbook of response to intervention: The science and practice of assessment and intervention.*

Springer Science & Business Media.

10. **Rigby, K. (2008).** *School Bullying*. Athens: Topos. (Greek version)
11. **Tomlinson, C. A. (2005).** *How to differentiate instruction in mixed-ability classrooms* (2nd ed.) Upper Saddle River, NJ: Pearson Education, Inc.
12. **Filippatou D., & Pandeliadou S. (Eds.) (2013).** *Differentiated learning: Theoretical approaches and educational applications*. Athens: Pedio. (Greek version)
13. **Hatzichristou, C., Gari, A., Mylonas, K., Georgouleas, G., Lykitsakou, N., Bafiti, T., Vaitisi, A., Bakopoulou, A. (2001).** Adaptation of repatriated and migrant students and students at school. I. Design and implementation of an Intervention Program of Psychological and Counseling Support. II. Evaluation of the Intervention Program. *Nea Paideia*, 99, 13-36. (Greek version)
14. **Hatzichristou, C., Dimitropoulou, P., Kati, A., Lykitsakou, K., Bakopoulou, A., & Lambropoulou, A. (2008).** *Supporting children in crisis*. Athens: Typotheto. (Greek version)