

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PSY-3315	SEMESTER	5 th
COURSE TITLE	SCHOOL ENVIRONMENT AND MENTAL HEALTH		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures and educational videos presentations		3	4
COURSE TYPE	Scientific Area - Elective		
PREREQUISITE COURSES:	Educational Psychology		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (independent study of the English literature and relevant essay)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=1056		

(2) LEARNING OUTCOMES

Learning outcomes
<p><i>The current course aims to familiarize students with the current trends and approaches regarding prevention and intervention in school community. In addition, it gives emphasis to factors that contribute to the promotion of children's mental health and well-being in order learning to be facilitated. Students, in an effort to link theory and practice, through paradigm programs that have been implemented in Greece and broad, will be able to participate to introductory exercises related to the application of social and emotional learning activities developed for classrooms.</i></p> <p>Upon successful completion of this course students should be able to understand:</p> <ol style="list-style-type: none"> 1. the current theoretical approaches and trends on prevention and intervention and the delivery of counselling and consultation services in school community 2. students' social and emotional development and certain dimension regarding their psychosocial adjustment 3. the meaning of resiliency and how to promote well-being on a system level 4. the content of prevention and intervention mental health programs in school community, and in particular, structure, development and effectiveness of these programs 5. mental health consultation and its importance for the collaboration of the members in school community
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
- Team work
- Building social, professional and moral responsibility and sensitivity as future psychologists

(3) SYLLABUS

1. Current theoretical approaches and trends on prevention and intervention and the delivery of counselling and consultation services in schools
2. Development of conceptual framework
3. Provision of well-being in school community
4. The meaning of social and emotional learning – Social competence and skills
5. Emotional competence and skills
6. Peer relationships, behavioral issues and consistent boundaries at school
7. The meaning of resiliency
8. School prevention programs (levels of prevention, structure, development, implementation and evaluation)
9. Paradigms of school prevention programs for the promotion of learning and mental health in school community- Universal programs
10. Paradigms of school prevention programs for the promotion of learning and mental health in school community – Intervention programs on a secondary level and system level
11. Mental health consultation model
12. Stages and process of mental health consultation- Models of consultation in school community

(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 		
TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>	<i>ECTS credits</i>
	Lectures aiming at activating students for course participation	36	1.44

	Independent study of relevant literature for midterm test	25	1
	Literature review, study and collaboration for team work	20	0.8
	Independent study of relevant literature for final exams	46	1.84
	Exams	3	0.12
	Course total	130	5.2
STUDENT PERFORMANCE EVALUATION	<ul style="list-style-type: none"> • Midterm exams using multiple choice, elaborative questioning, and problem-solving questions (30%) • Team work and oral presentation (30%) • Final exam using multiple choice, elaborative questioning, and problem-solving questions (40%) • Evaluation is in Greek and in English for Erasmus students. • 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. (2015).** *Prevention and Promotion of Mental Health in School and Family Context*. Athens: Gutenberg. (Greek version)
2. **Henderson, N., & Milstein, M. (2008).** *Resiliency in schools: Making it happen for students and educators* (Ed. in Greek C. Hatzichristou. Trans.: V. Vassara). Athens: Typotheto. (Greek version)
3. **Brown, D., Pryzwansky, W.B., & Schulte, A.C. (2007).** *Psychological Consultation and Collaboration—Introduction to Theory and Practice* (Ed. in Greek: C. Hatzichristou. Trans.: A. Lambropoulou). Athens: Typotheto.
4. **Niedenthal, P.N., Krauth-Gruber, S., & Ric, F. (2012).** *Psychology of emotion: Interpersonal, experiential and cognitive approaches* (Ed. in Greek: C. Kafetsios). Athens: Topos.
5. **Filippatou, D. & Dimitropoulou, P. (2012).** Systemic approach in the assessment of learning and psychosocial skills of students with difficulties in learning In S. Tandaros (Ed.), *Learning difficulties: Developmental, educational and clinical approaches* (pp.147-164). Athens: Pedio. (Greek version)
6. **Hatzichristou, C. (2014).** *Consultation in School Community..* Athens: Typotheto.
7. **Hatzichristou, C., Dimitropoulou, P., Lykitsakou, K. & Lambropoulou, A. (2009).** Promotion of well-being in school community: Implementation of an intervention program on a system level, *Psychology, Special Issue of School Psychology, 16(3)*, 379-399. (Greek version)
8. **Hatzichristou, C., Lambropoulou, A. & Lykitsakou, K. (2004).** A different school: School as caring community. *Psychology, 11(1)*, 1-19. (Greek version)