

SCHOOL OF EDUCATIONAL SCIENCES AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY AND SOCIAL WORK

(CIP file- Classification of instructional programmes)

Course title:	School Psychology: Contemporary Approaches and Developments
Course code:	DLSPS501
Type of course:	Compulsory
Level of course:	Master (2 nd Cycle)
Year / Semester of study:	1 st / 1 st
Name of lecturer(s):	Dr. Louiza Ioannidou
Number of ECTS credits allocated:	10
Course Objectives	<p>The Thematic Unit "School Psychology: Contemporary Approaches and Developments" is a compulsory module of the School Psychology program and is placed in the first semester of studies for full-time students.</p> <p>The course aims to educate and train students in the subject, the principles that govern School Psychology, and the multidimensional role of the School Psychologist in today's school and educational system. The course analyzes the multidimensional role of the School Psychologist, which mainly concerns:</p> <ul style="list-style-type: none">(a) psychodiagnostic assessment of students,(b) counseling support and intervention of students,(c) dialectical psychological counseling with all members of the school community and the student's family,(d) the development, implementation, and evaluation of prevention and intervention programs,(e) the school-family-community cooperation,(f) the strengthening of positive relationships and mental resilience and well-being in the school community,(g) understanding and harmonizing diversity among students and supporting students with special educational needs,(h) interdisciplinary approach and collaboration, and(i) crisis management in the school community. <p>The content of the course is based on modern international trends and practices in School Psychology, on the educational, psychosocial, and multicultural needs of the educational community, and in the context of the</p>

	<p>scientist-professional model, based on current and valid scientific bibliographic sources.</p>		
<p>Learning Outcomes</p>	<p>After the completion of the course, students should be able to:</p> <ul style="list-style-type: none"> - Describe the historical context and current reality of School Psychology. - Describe and define the multidimensional role and functions of the school psychologist in the educational system. - Work together successfully in an ecosystemic context, involving the school, the student, the family, and the wider local community. - Explain the services that the school psychologist can provide to students, parents, teachers, and the wider community. - Identify and explain the areas of the particularity of the students, as well as the ways of integrating children with different needs in the school context. - Explain psychodiagnostic assessment methods. - Apply basic techniques of counseling support to children, schools, and families. - Demonstrate knowledge of the prevention and intervention programs implemented in the school context. - Document the basic principles of crisis management in schools and the role of the School Psychologist. - Develop ways to strengthen mental resilience in children. - Collaborate with other scientists within the interdisciplinary team. 		
<p>Prerequisites:</p>	-	<p>Co-requisites:</p>	-
<p>Course contents:</p>	<ul style="list-style-type: none"> - Introduction to School Psychology: Historical context of school psychology. School psychology and other specialties of psychology. - The role of the psychologist in an ecosystemic context and his cooperation with the school, the student, the family, and the local and wider society - Family and parental involvement - The Multidimensional Role of the School Psychologist - Psychodiagnostic assessment - Counseling process and intervention - Psychological interventions in children and adolescents - Levels of student diversity - Students with Learning Disabilities and Attention Deficit/Hyperactivity Disorder - Students with emotional and behavioral problems. The role of the School Psychologist - Prevention and intervention programs in the school community - Crisis management in the school community and mental resilience - The importance of the interdisciplinary team in the context of education 		
<p>Recommended and/or required reading:</p>	<ul style="list-style-type: none"> ● Rahill, S. & Kaiser, L. (2022). Case Studies in School Psychology Applying Standards for Professional Practice. Routledge. 		

- Woolfolk, A. (2020). Educational psychology (14th ed). Pearson.
- Schutz, P. & Muis, K.R. (2020). Handbook of Educational Psychology (4th ed.). Routledge
- Χατζηχρήστου, Χ. Γ. (2011). Σχολική Ψυχολογία. Αθήνα: Τυπωθήτω.
- Slavin, R. E. (2007). Εκπαιδευτική Ψυχολογία. Θεωρία και Πράξη. Μεταίχμιο.
- Ματσόπουλου, Α. (2005). Σχολική Ψυχολογία. Μια νέα Επιστήμη. Εφαρμογές στη Σύγχρονη Εκπαίδευση. Αθήνα: Ιδιωτική Έκδοση.
- Πετρογιάννης, Κ. (2003). Η μελέτη της ανθρώπινης ανάπτυξης: Οικοσυστημική προσέγγιση. Εκδόσεις Καστανιώτης.
- Γεωργίου, Στ. (2012). Ψυχολογία των Οικογενειακών Συστημάτων. Αθήνα: Διάδραση.
- Γεωργίου, Στ. (2012). Σχέση σχολείου και οικογένειας και ανάπτυξη του παιδιού. Αθήνα: Ελληνικά Γράμματα.
- Μόππη Στεφανίδη (2009). Αξιολόγηση της Νοημοσύνης Παιδιών Σχολικής Ηλικίας και Εφήβων. Αθήνα: Ελληνικά Γράμματα.
- Σταλίκας, Α. (2012). Τα ψυχομετρικά εργαλεία στην Ελλάδα. Μια συλλογή και παρουσίαση των ερωτηματολογίων, δοκιμασιών και καταλόγων καταγραφής χαρακτηριστικών στον ελληνικό χώρο. Αθήνα: Πεδίο.
- Κουρκουτάς, Ε. (2017). Σχολική Συμβουλευτική και Παρεμβάσεις για παιδιά με Δαταραχές. Αθήνα: Πεδίο.
- Συλλογικό έργο (2006). Ψυχολογική Διαλεκτική Συμβουλευτική. Εισαγωγή στη θεωρία και στην Πράξη. Αθήνα: Τυπωθήτω.
- Κάκουρος, Ε. & Μανιαδάκη, Κ. (2006). Ψυχοπαθολογία Παιδιών και Εφήβων-Αναπτυξιακή Προσέγγιση. Αθήνα: Ελληνικά Γράμματα.
- Wilmshurst, L. (2021). Αναπτυξιακή Ψυχοπαθολογία: Μια αναπτυξιακή προσέγγιση. Αθήνα: Gutenberg.
- Κουρκουτάς, Η. (2011). Προβλήματα συμπεριφοράς στα παιδιά. Παρεμβάσεις στο πλαίσιο της οικογένειας και του σχολείου. Αθήνα: Τόπος.
- Καλαντζή-Αζίζι, Α. & Ζαφειροπούλου, Μ. (2004). Προσαρμογή στο σχολείο. Πρόληψη και αντιμετώπιση δυσκολιών. Αθήνα: Ελληνικά Γράμματα.
- Ματσόπουλος, Α. (2011). Από την ευαλωτότητα στην ψυχική ανθεκτικότητα: Εφαρμογές στο σχολικό πλαίσιο και στην οικογένεια. Αθήνα: Παπαζήσης.
- Χατζηχρήστου, Χ. (2012). Διαχείριση κρίσεων στη σχολική κοινότητα. Αθήνα: Τυπωθήτω.

	<ul style="list-style-type: none"> • Henderson, N. (2008). Σχολεία που προάγουν την ψυχική ανθεκτικότητα. Πώς μπορεί να γίνει πραγματικότητα για τους μαθητές και τους εκπαιδευτικούς. Αθήνα: Τυπωθήτω. • Βωνιάτη και συνεργάτες (2022). Συνεργατική προσέγγιση στη διεπιστημονική ομάδα επαγγελματιών υγείας. Αρχεία Ελληνικής Ιατρικής, 39, 129-134.
Textbooks:	
References:	
Planned learning activities and teaching methods:	<p>Lectures Interaction presentations Discussion in groups and in the whole class. Case study and discussion. Screening of short films. Evaluation, psychometric methods. Digital multimedia material. Use of the University's electronic platform as a supporting teaching tool in the course.</p>
Assessment methods and criteria:	<ul style="list-style-type: none"> - Weekly Educational Activities (10%) - Task 1 (20%) - Task 2 (20%) - Final Exam (50%)
Language of instruction:	Greek
Work placement(s):	-