

**SCHOOL OF EDUCATIONAL SCIENCES AND SOCIAL SCIENCES**

**DEPARTMENT OF PSYCHOLOGY AND SOCIAL WORK**

(CIP file- Classification of instructional programmes)

Course title:	<b>Counseling in Education</b>
Course code:	<b>DLSPS506</b>
Type of course:	Compulsory
Level of course:	Master (2 <sup>nd</sup> Cycle)
Year / Semester of study:	2 <sup>nd</sup> / 3 <sup>rd</sup>
Number of ECTS credits allocated:	10
Name of lecturer(s):	Dr Fotini Economides Kranou
Course Objective	<p>This course aims to familiarize students with both the concept and essence of Counseling as well as its application methods in the school setting. In order to achieve the objective of the course, the students acquire the necessary knowledge and experiences regarding the different theories and techniques of counseling as well as the theoretical background on which these methods and techniques are based, thus giving them a solid and deeper knowledge of what they should use, how and when.</p> <p>The course will focus on the theories of Counseling which are targeted in the field of education, while special importance is given to the training of the teacher in the field of Counseling, regardless of background and field of teaching, so that they can use and utilize their knowledge in counseling students in need of support for separate reasons.</p> <p>Course activities are interactive and the expected outcomes cultivate students' research and higher cognitive skills and original specialized and interdisciplinary thinking.</p>
Learning outcomes of the course unit:	<p>After the completion of the course the students should be able to:</p> <ol style="list-style-type: none"><li>1. Synthesize knowledge and skills in fields of Counseling related to Education and concern both the application and the promotion of knowledge in this field.</li><li>2. Criticize by developing critical awareness in scientific, social and cultural issues in the context of counseling in the field of education.</li><li>3. Explain and apply theories, techniques, and skills of counseling and psycho-pedagogical methods with the aim of both prevention and primary treatment of frequent and usual emotional difficulties and problems and behavior of students in the school environment.</li><li>4. Synthesize and cultivate high mental functions and the development of skills with value, emotional and interpersonal dimensions, in order</li></ol>

	<p>for students to successfully respond to the demands of their profession and the developments of the time.</p> <ol style="list-style-type: none"> <li>5. Plan, construct, implement and evaluate psycho-educational programs that can be utilized within the School's operation.</li> <li>6. Plan, construct, implement and evaluate counseling intervention programs within the context of the School's operation.</li> <li>7. Develop knowledge and skills in the use and utilization of various technological tools.</li> <li>8. Proceed to a critical analysis of the cognitive, teaching and learning function</li> <li>9. Utilize dynamic didactic learning tools such as those of Information and Communication Technology which contribute to the creation of an enriched learning environment and are relatively easy to use in the course.</li> <li>10. Incorporate knowledge into practice as this contributes to making the processes of students' adaptation and attendance at school more correct and efficient.</li> </ol> <p>In conclusion: After the completion of the course the students should:</p> <ul style="list-style-type: none"> <li>• have familiarized themselves with the concept and definitions of Counseling.</li> <li>• understand and know the basic principles governing dealing with students' problems and difficulties.</li> <li>• know which methods to choose and which techniques to plan and implement for appropriate and effective treatment.</li> </ul>		
Prerequisites:	No	Co-requisites:	No
Course contents:	<ol style="list-style-type: none"> <li>1. Theoretical approaches and pedagogical issues of counseling in education.</li> <li>2. Importance of Counseling in the field of education, analysis of the definition.</li> <li>3. Historical review of counseling in education</li> <li>4. Introduction to the basic skills of counseling.</li> <li>5. Theoretical approaches: Humanistic approach to learning – the role of the educator.</li> <li>6. Theoretical approaches: Behavioral approach to learning – the role of the educator.</li> <li>7. Modulators of behavior: The environment and the gradual shaping of behavior</li> <li>8. Pedagogical realities, Pedagogical interaction and counseling</li> <li>9. Stages of Counseling in education</li> <li>10. Counseling skills in education</li> <li>11. The education and training of educators in counseling</li> <li>12. The teachers as counselors to their students</li> </ol>		
Textbooks:	<ul style="list-style-type: none"> <li>• Μαλικιώση-Λοΐζου, Μ. (2011) Η συμβουλευτική ψυχολογία στην εκπαίδευση. Αθήνα: Πεδίο.</li> <li>• Ζαφειροπούλου, Μ. &amp; Καλαντζή, Α. (2014). Προσαρμογή στο σχολείο: Πρόληψη και αντιμετώπιση δυσκολιών. Αθήνα: Ελληνικά Γράμματα.</li> <li>• Χατζηχρήστου, Χ. (2015). Πρόληψη και Προαγωγή της Ψυχικής Υγείας στο Σχολείο και στην Οικογένεια. Αθήνα: Εκδόσεις</li> </ul>		

	Gutenberg.
References:	<ul style="list-style-type: none"> <li>• Dockweiler, K. (2023). Advocating for mental health supports in schools : a step-by-step guide. Routledge.</li> <li>• Kolbert, J.B., Crothers, L., Hughes, T. (2022). Introduction to School Counseling Theory, Research, and Practice. Routledge.</li> <li>• Sicherer, M. (2021). The elementary school counselor's guide to supporting students with learning disabilities : a comprehensive program. Routledge.</li> <li>• Ζαφειροπούλου, Μ. (Επ. επιμ. ), (2019). Το Δύσκολο Παιδί στο Σπίτι και στο Σχολείο. Αθήνα: Πεδίο.</li> <li>• Παπαλεοντίου-Λουκά, Ε. (2018). Ψυχική υγεία παιδιού και εφήβου. Αθήνα: Αρμός</li> <li>• Geldard, K., Geldard, D. Yin-Foo, R. (2017) Η συμβουλευτική ψυχολογία στους εφήβους.</li> <li>• Βασιλόπουλος, Σ., Μπρούζος, Α., Μπαούρδα Β. (2016). Ψυχοεκπαιδευτικά ομαδικά προγράμματα για παιδιά και εφήβους. Αθήνα: GUTENBERG</li> <li>• Ρούση-Βέργου, Χρ. &amp; Ζαφειροπούλου, Μ., (2015). Αποτελεσματικοί Γονείς; Υπάρχει τρόπος! Διαχείριση των συναισθημάτων και της συμπεριφοράς. Αθήνα: Πεδίο.</li> <li>• Kathryn, G. &amp; Geldard, D. (2014). Η Συμβουλευτική Ψυχολογία στα παιδιά. Αθήνα: Πεδίο.</li> <li>• Ζαφειροπούλου, Μ., Ρούση - Βέργου.,Χ &amp; Αγγελοσοπούλου ,Α. (2014) . Peer tutoring: Διαδεδομένες μορφές στήριξης ομηλικών. Στο: Μαλικίωση – Λοΐζου, Μ..(Επιμ) Συμβουλευτική Ομηλικών στην εκπαίδευση (151-160) Αθήνα : Πεδίο</li> <li>• Αβαγιανού, Π., Ζαφειροπούλου, Μ. Χαρίλα, Ν. (2012). Γνωσιακή-Συμπεριφοριστική Θεραπεία Οικογένειας. Αθήνα: Πεδίο</li> <li>• Αγγελοπούλου, Α., &amp; Ζαφειροπούλου, Μ. (2012) Ο Αγχόσαυρος. Οδηγός διαχείρισης συναισθημάτων με γνωσιακές-συμπεριφοριστικές τεχνικές. Αθήνα: Πεδίο.</li> <li>• Ψύλλου, Ρ., &amp; Ζαφειροπούλου, Μ. (2012). Τα Φιλαράκια. Πώς να αντιμετωπίσουμε τα αρνητικά</li> <li>• Ζαφειροπούλου, Μ. (2012). Δυνατότητες και δυσκολίες παιδιού και εφήβου. Αθήνα: Πεδίο</li> <li>• Ζαφειροπούλου, Μ. &amp; Καλαντζί-Αζίζι, Α. (2011). Αθήνα: Πεδίο</li> <li>• Σταλίκας, Α., &amp; Μυτσκίδου, Π. (2011). Εισαγωγή στη Θετική Ψυχολογία. Αθήνα: Τόπος.</li> <li>• Μπρούζος, Α. (2009). Ο εκπαιδευτικός ως λειτουργός συμβουλευτικής. Μια ανθρωπιστική θεώρηση της εκπαίδευσης. Αθήνα: GUTENBERG</li> <li>• Ζαφειροπούλου, Μ. (2000). Κατανοώντας τη συμπεριφοράς μας. Αθήνα: Εκδόσεις Καστανιώτη</li> </ul>
Planned learning	Teleconferences, Discussion forums, quizzes, final exam, mid-term paper,

activities and teaching methods:	group discussions, articles analyses, educational videos.
Assessment methods and criteria:	<ul style="list-style-type: none"> <li>• Two individual assignments 1*20 =20%</li> <li>• 4 quizzes 4*5 = 20%</li> <li>• 2 Dynamic Online Interaction Activities 2*5= 10%</li> <li>• 1 written final exam = 50%</li> </ul>
Language of instruction:	Greek
Work placement(s):	No