

SCHOOL OF EDUCATIONAL SCIENCES AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY AND SOCIAL WORK

(CIP file- Classification of instructional programmes)

Course Title	Practical Placement I & Practical Placement II				
Course Code	DLSPS507 & DLSPS508				
Course type	Optional				
Level	Master (2 nd Cycle)				
Year / Semester of study	2 nd / 4 th				
Instructor's Name	Practical Placement Coordinator: Dr. Louiza Ioannidou				
ECTS	20	Lectures / week	-		600 hours total 300 hours at the unit
Course Objectives	<p>The Practical Placement takes place in School Units (such as general schools, special education units, and others), in Diagnostic Units of Mental Health, Counseling Centers, Evaluation Centers, Counseling, psychological/counseling services of municipalities, etc. The Practical Placement is divided into two courses that can be offered simultaneously in one semester of study.</p> <p>The first part of the Practical Placement aims at familiarizing postgraduate students with the system, structure, and operation of the school, as well as the subsystems of the school unit and the school class. Students visit schools and other structures related to their specialization.</p> <p>The second part of the Practical Placement focuses on educating/sensitizing students regarding the diagnosis, prevention, and counseling intervention for learning difficulties, adaptation, and behavior of children, adolescents, and vulnerable social groups. It also addresses the challenges of intercultural understanding and functional coexistence within the diversity of the student population and the broader social context. The objectives are also adapted, considering the education of educators and their future roles in school settings according to their degree and aspirations.</p> <p>The purpose of the Practical Placement is for students to observe the behavior of students with disabilities and/or special educational needs, evaluate students at an educational level, and design and implement educational interventions and lessons, etc. This is achieved through the observation of School Psychologists in real working conditions and the practice of</p>				

	<p>professional activities under supervision. Specifically, students are mentored by a Psychologist specializing in School Psychology, and they also have an academic supervisor, responsible for the Practical Placement, from the University.</p> <p>The activities carried out by students during their Practical Placement include observation, lesson planning, educational interventions, etc., as defined by the applicable legislation. Specifically, each postgraduate student has the opportunity to engage with the daily educational reality and collaborate with professionals in the field capable of imparting knowledge and experience.</p>		
Learning Outcomes	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> - Critically approach educational practices and support students with or without disabilities and/or special educational needs. - Gain experience regarding the social, economic, and technological factors influencing educational processes, as well as actively participate in them. - Synthesize research data for the recording and implementation of good educational practices. - Identify and explain the structure and operation of special school units/structures and the services they offer. - Understand and actively support the rights of students. - Design and implement psychoeducational intervention or prevention programs. - Critically evaluate methods, practices, and education policies. 		
Prerequisites	90 ECTS	Co Subjects	No
Workload	<p>The distribution of time and workload for students during the completion of the Practical Placement is calculated in hours as follows:</p> <ul style="list-style-type: none"> - Physical presence and implementation of the Practical Placement: 300 hours - Participation in virtual meetings with the responsible academic supervisor: 25 hours - Study of educational material posted on the University's e-learning platform: 25 hours - Preparation of a semester-long work of 3,000 words: 25 hours - Preparation and participation in assessment activities (quizzes) and self-assessment exercises: 25 hours - Writing daily Practical Placement summaries: 50 hours - Writing observation protocols and lesson plans: 50 hours 		
Course Content	<p>Practical Placement is outlined as follows:</p> <ol style="list-style-type: none"> 1. Physical presence and implementation of the Practical Placement: Minimum 300 hours, involving observation, planning, participation in assessment, and intervention. 2. Study of educational material on the University's e-learning platform: Including guidelines for the Practical Placement, good educational practices, material for acquiring soft skills, and additional bibliography to support the process. 3. Participation in virtual meetings with academic supervisors: Reflection on processes, addressing queries, discussing concerns, and preparing for effective performance in real conditions. 4. Preparation of a semester-long work of 3,000 words: In-depth preparation of a substantial written assignment. 		

	<p>5. Preparation and participation in assessment quizzes: Assessing theoretical background and readiness based on posted educational material.</p> <p>6. Participation in self-assessment exercises: Optional exercises to familiarize students with self-assessment processes and check their understanding of the Practical Placement process.</p> <p>7. Writing daily Practical Placement summaries: Compulsory daily summaries with a free analysis of activities and completion of a specific observation table covering pedagogical practices in each developmental area.</p>
Bibliography	<p>The proposed bibliography is prepared every six months by the Practical Placement Coordinator in collaboration with the supervisors.</p> <p>Indicative titles:</p> <ul style="list-style-type: none"> • Grapin, S. L., & Kranzler, J. H. (Eds.). (2023). School psychology: Professional issues and practices. Springer Publishing Company. • Baird, B. N., & Mollen, D. (2023). The internship, practicum, and field placement handbook: A guide for the helping professions. Routledge. • Kambouropoulos, A. & Harris, C. (2022). Handbook for Provisional Psychologists in Training: Psychological Practice and Supervision. Taylor & Francis. • Whalen, A., & Diamond, E. L. (2022). Ethics and law for school psychologists: A vignette-based workbook. John Wiley & Sons. • Setephen, E., Kratochwill, T., Littlefield-Cook, J., John, T. (2018). Εκπαιδευτική ψυχολογία, αποτελεσματική διδασκαλία, αποτελεσματική μάθηση. Gutenberg. • Gilbert, J., & Pratt-Adams, S. (2022). Evaluating the Practicum Study and the Womposo Research Strategy. In Soft Systems Methodology in Education (pp. 341-367). Springer, Cham. • Rabadí-Raol, A. (2019). Quality of teacher education and learning: theory and practice. • Jones, M., Cinelli, R., & Gallagher, M. (2022). Teacher Education for Global Citizenship: What Can an International Practicum Offer?. In Discourses of Globalisation, Ideology, Education and Policy Reforms (pp. 139-158). Springer, Cham. • Joyce-Beaulieu, D., Rossen, E. (2015). The School Psychology Practicum and Intership Handbook. Springer Publishing. • Kelly, K., Davis S. (2016). Supervising the School Psychology Practicum: A Guide for Field and University Supervisors. Springer Publishing. • Συλλογικό. (2008). Ηθικά Ζητήματα στην Ψυχολογία. Ινστιτούτο Ψυχολογίας και Υγείας.

	<ul style="list-style-type: none"> • Hendrson N., Milstein M. (2008). Σχολεία που προάγουν την ψυχική ανθεκτικότητα: πως μπορεί να γίνει πραγματικότητα για τους μαθητές και τους εκπαιδευτικούς .Τυπωθητω.
Assesment	<p>After continuous supervision and assessment throughout the academic semester, the academic supervisors, responsible for the Practical Placement, gather the Practical Placement book. This book includes attendance records and various activities. Students are required to submit observation protocols and detailed daily Practical Placement summaries. Additionally, an evaluation form of the process is completed by the School Psychologist mentor, and the Director of the School Unit or structure may be invited to observe if they wish.</p> <p>Each supervisor assesses the aforementioned activities and grades each student as either "SUCCESSFULLY" or "UNSUCCESSFULLY," providing the corresponding rating.</p> <p>More specifically:</p> <ul style="list-style-type: none"> • Regular monitoring and structure suggestion: 20% • Analytical Daily Practical Placement Summary: 30% • Observation protocols of students: 30% • Design: 20%
Language	Greek