**SCHOOL OF EDUCATIONAL SCIENCES AND SOCIAL SCIENCES**

**DEPARTMENT OF PSYCHOLOGY AND SOCIAL WORK**

(CIP file- Classification of instructional programmes)

| | |
|---|---|
| Course title: | **Management of psychosocial crises in the school community** |
| Course code: | **DLSPS514** |
| Type of course: | Elective |
| Level of course: | Master (2nd Cycle) |
| Year /Semester of study: | 1st or 2nd / 2nd or 3rd |
| Number of ECTS credits allocated: | 10 |
| Name of lecturer(s): | Prof. Anastasia Alevriadou, Dr Louiza Ioannidou |
| Course Objectives | The course aims to develop the necessary knowledge, methods, techniques and skills of the students, so that by achieving the specific learning objectives they will be able to integrate these capabilities and tools in the process of practical application in the contemporary multilevel management of psychosocial crises within the school community.<br><br>The intended deepening in the current knowledge of theories and models of crisis management and the techniques of response and rapid intervention, in the methods of interdisciplinary cooperation and different professional disciplines, in the techniques of analysis of the internal and external environment of school organizations, the techniques of study, documentation and optimal decision-making, the preparedness plans and risk factor assessment, the techniques of planned implementation, continuous monitoring and evaluation of interventions, will offer students the opportunity to acquire a strong scientific and professional background in relation to the contemporary requirements of safety, support and care of members of the school community.  It also focuses on situation-specific approaches while exploring the ethical and moral issues that arise using these approaches in the school community.<br><br>Within the framework of this course, students are required to design and develop learning scenarios incorporating applications of the new methods, tools and technologies that will be taught, to develop the ability to explore, understand, reflect, and critically analyze the problems, risks, and challenges of contemporary needs for prevention, preparedness, planning and management of psychosocial crises within the school community. They should be able to develop skilled and interdisciplinary thinking.  Apply appropriate multi-level interventions or actions to solve problems, achieve goals and respond adequately to their roles. |

| Learning outcomes of the course unit: | Upon completion of the course students will be able to: |
|---|---|
| | • Explain the concept of crisis (psychosocial, threatening and traumatic situation), the types of crisis and how it is assessed at different levels of intervention (individual, group, family) in the school community. |
| | • Know the historical development of crisis theory as it has evolved from the earliest theorists (Lindenman, Caplan, Rapoport, Parad) to the more modern models of crisis prevention and intervention. |
| | • Identify in a timely and valid manner the multifactorial causes, dimensions and impacts of crises and apply appropriate techniques to develop protective factors for individuals and for the context. |
| | • Describe the distinctive features of different approaches to psychosocial crisis management. |
| | • Evaluate critical approaches to key theories of crisis and models of micro- and macro-interventions in crisis. |
| | • Analyse the application of crisis theory and traumatic experiences with children, adolescents, teachers, specialists, and families within the school community. |
| | • Become familiar with the structure, design, and evaluation of psychoeducational interventions in the classroom to develop soft skills and enhance children's mental resilience and well-being. |
| | • Apply appropriate specialized holistic intervention techniques for members of the school community and for each type of crisis, providing immediate positive restorative experiences. |
| | • Implement effective counselling and support services that aim to provide immediate intervention and assistance, psychosocial empowerment, and well-being, and enhance psychological resilience to members of the school community. |
| | • Plan strategic and operational programming as needed and use the tools of planning, coordination, and crisis preparedness plans. |
| | • Deepen their understanding of ways to provide social support in crisis situations in a variety of social work practice areas. |
| | • Evaluate issues of professional ethics and ethics that are likely to arise using crisis approaches and how they affect the practitioner-served relationship. |
| | • Promote interdisciplinary and interprofessional work in the school community, networking and linking of services, and scientific and professional supervision. |
| | • Explain the concepts and terms related to childcare, social protection, and the contemporary conditions for the development of Psychosocial Support Networks for people living in environments of increased vulnerability and risk. |

| Prerequisites: | No | Co-requisites: | No |
|---|---|---|---|

| Course contents: | • Definition of Crisis, Types, Characteristics, Reactions, and Impacts |
|---|---|

| | |
|---|---|
| | <ul><li>Models of crisis intervention</li><li>Crisis theory in school social work practice</li><li>Work stress and burnout</li><li>Communication and Dialectical Counselling in schools</li><li>Introduction to the field of psychological first aid - Preparedness and emergency plans for psychosocial emergencies</li><li>Distance provision of psychosocial care and support services</li><li>Interdisciplinary approach - Ethical and moral issues</li><li>Domestic violence - Abuse - Neglect</li><li>Problems of domestic violence - Prevention and intervention proposals</li><li>Mental health prevention and promotion programs in the school environment</li></ul> |
| Recommended and/or required reading: | **Mandatory Bibliography**<br><br><ul><li>Rozmiarek, D., & Crepeau-Hobson, F. (2024). A qualitative examination of compassion fatigue in school psychologists following crisis intervention work. Contemporary School Psychology, 28(1), 30-42.</li><li>Essens, P., Lepeley, M.T., Beutell, N. J., Ronnie, L., Anielson, B. (2023). Human Centered Management and CrisisDisruptions, Resilience, Wellbeing and Sustainability. Routledge.</li><li>Jackson-Cherry, L. & Erford, B.T. (2023). Crisis Assessment, Intervention, and Prevention, 4th edition. Pearson.</li><li>Nickerson, A. B. (2021). School psychology leadership in crisis intervention and prevention. Principles of Leadership in School Psychology, 75-92.</li><li>Grissom, J. A., & Condon, L. (2021). Leading schools and districts in times of crisis. Educational Researcher, 50(5), 315-324.</li><li>Sokol, R. L., Heinze, J., Doan, J., Normand, M., Grodzinski, A., Pomerantz, N., ... & Zimmerman, M. (2021). Crisis interventions in schools: A systematic review. Journal of school violence, 20(2), 241-260.</li><li>Miller, D. N. (2021). Child and adolescent suicidal behavior: School-based prevention, assessment, and intervention. Guilford Publications.</li><li>Brock, S.E., Sandoval, J. & Lewis, S. (2005). crisis management in schools. Handbook for the creation of crisis management teams in schools (Scientific editor: H. G. Hadjichristou, Translation: E. Theocharaki). Athens: Print.</li><li>Demopoulou-Lagonika, M. (2006). The Crisis Intervention Model' in 'Methodology of Social Work. 'Methodology', Athens: Topos.</li><li>Hatzichristou, Ch. (2003). Psychology, 10, (2 & 3), 343-361.</li><li>Hatzichristou, H., Lampropoulou, A., & Lykitsakou, K. (2004): The school as a caring community. Psychology 11(1), 1-19.</li><li>Hatzichristou, H. (2014). Counselling in the School Community. Athens: Athens, Greece.</li></ul> |

| | |
|---|---|
| | • Hatzichristou, Ch. (2015). Prevention and Promotion of Mental Health at School and in the Family. Athens: Gutenberg.<br>• Giaouri, S. (2020). Emergency Response and Promotion of Psychological Wellbeing in the University Community. Kozani: Entiposis.<br>• Kouyoumtzis G.-Sofologi M. (2021). 2021: Crisis management strategies for children and adolescents in the school environment. (p.95-118, 357-372).<br>• Malikiosi-Loisou, M. (Ed.) (2014). Athens: Athens. Athens. 7,8,10).<br>• Loumakou, M., & Bruskali, V. (2010). Child and life events. Illness, hospitalization, divorce, death. Athens: Gutenberg.<br>• Psalti, A., Kasapi, St., & Deligianni-Kouimtzi, V. (Eds.) (2012). Contemporary psychopedagogical issues: Bullying in Greek schools. Athens: Gutenberg.<br>• Vergeti, A. (2009). Social Work with Families in Crisis. Athens: Topos Publications.<br><br>**Optional bibliography (suggestions for further study)**<br><br>• Bibou-Nakou, A., & Stogianidou, A. (2006) (Eds.) Frameworks for collaboration between psychologists and teachers for family and school. Athens: Printed-Dardanos.<br>• Doll, B., Zucker, S., & Brehm, K. (2009). School classrooms that promote mental resilience. How to create conducive environments for learning. Scientific editor. H. Hatzichristou. Translation: E. Theocharaki. E. H. Hachacharakis: Athens.<br>• Hatzichristou, X., Dimitropoulou, P., Lykitsakou, K. & Lampropoulou, A. (2009). Promotion of mental well-being in the school community: Implementation of a system-level intervention program. Psychology: Special Issue of School Psychology, 16(3), 379-399.<br>• Malikiosi - Loizou, M., (2002). Applications of counseling psychology in special social groups in Polemikos, N., Kaila, M., & Kalavasis, F., (Eds.) Educational, family and political psychopathology. Issues in Psychopathology in Children and Adolescents. Volume A, pp. 342-365, Athens: Atrapos. |
| Planned learning activities and teaching methods: | Teaching methods are based on the principles of e-learning processes that emphasize the use of direct and indirect communication, synchronous and asynchronous methods of participants (videoconferencing, online meetings, power-point presentations, narrative presentations, discussion forums, etc.). All the materials are uploaded to the platform built for e-learning (LMS). Students are encouraged to communicate through the platform with other students and the teacher to discuss, ask questions and actively communicate. In specific weeks they have to submit their suggestions and ideas on specific issues raised for discussion (via the forum). Their assessment includes different types of tasks, assessment methods and self-assessment methods.<br><br>Digital multimedia material<br><br>• Teacher's notes (simple presentation) |

| | |
|---|---|
| | Recordings of teleconferences and teleconferences held via the Telelearning Platform and other educational videos (lectures) |
| Assessment methods and criteria: | - Weekly Educational Activities (15 %)<br>- Assignment 1 (10 %)<br>- Assignment 2 (15 %)<br><br>Final Examination (60 %) |
| Language of instruction: | - Greek |
| Work placement(s): | - No |

| | |
|---|---|
| | |