

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
DEPARTMENT	PSYCHOLOGY		
LEVEL	<i>Undergraduate</i>		
COURSE CODE	PSY-3609	SEMESTER	5 th
COURSE TITLE	School Bullying – Victimization		
TEACHING ACTIVITIES	WEEKLY HOURS	ECTS	
Lectures	3	4	
COURSE TYPE	Scientific Area (Elective)		
PREREQUISITES COURSES:	NONE		
INSTRUCTION/EXAM LANGUAGE:	Greek		
OFFERED TO ERASMUS STUDENTS	YES (personal study and essay writing)		
COURSE WEB PAGE (URL)	https://elearn.uoc.gr/course/view.php?id=399		

2. LEARNING OUTCOMES

Learning Outcomes
<p>At the end of the course, the students should be able to:</p> <ul style="list-style-type: none"> ➤ Understand the special characteristics of the phenomenon ➤ Familiarize with the current literature and research on bullying ➤ Link the theoretical underpinnings with the empirical data of bullying in different contexts ➤ Familiarize with the latest developments on preventive programs
General Competences
<ul style="list-style-type: none"> • Search, analysis and data synthesis using appropriate technological tools. • Respect to difference and multi-culturalism • Social, professional and ethical conduct and sensitivity in gender issues. • Ability for reflection and self-reflection • Advancement of free, creative and inductive thinking

3. COURSE CONTENT

<ol style="list-style-type: none"> 1. Definition of school bullying 2. The impact of bullying on children's psychosocial adjustment 3. The phenomenon beyond the school context
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4. Bullying and health: research data
5. Characteristics of bullies and victims
6. The etiology of bullying
7. The role of differences on the emergence of the phenomenon
8. Contextual and situational aspects of bullying
9. Bullying at work (mobbing)
10. Attitudes and beliefs related to bullying behaviours
11. The combat of school bullying: conceptual remarks
12. Prevention – intervention programs
13. Watching and critically analysing audiovisual material related to school bullying

4. INSTRUCTIONAL AND LEARNING METHODS - EVALUATION

INSTRUCTION METHOD	In class		
INFORMATION AND COMMUNICATION TECHNOLOGIES USED	Use of audiovisual equipment in lectures Support of learning process through the e-learn platform.		
TEACHING ORGANIZATION	<i>Activity</i>	<i>Semester Work load</i>	<i>ECTS credits</i>
	Lectures	39	1,56
	Literature study and analysis	25	1,00
	Independent Study	30	1,20
	Course Total	94	3,76
STUDENT EVALUATION	<p>I. Written exams (80% - 100%) including:</p> <ul style="list-style-type: none"> - open ended questions <p>II. Voluntary additional essay (up to 20%)</p> <p>Assessment is conducted in Greek as well as in English (for Erasmus students)</p> <p>Evaluation criteria are accessible to students via the web-site of course (https://elearn.uoc.gr/course/view.php?id=399) on the UoC e-learn platform.</p>		

5. BIBLIOGRAPHY

- Andreou, E. (2000). Bully/victim problems and their association with psychological constructs in 8- to 12-year-old Greek schoolchildren. *Aggressive Behavior*, 26, 49-56.
- Artinopoulou, V. (2001). *School Violence: Research and Policy in Europe..* Athens: Metaixmio (in Greek).
- Mitsopoulou, E. & Giovazolias, T. (2015). Personality Traits, Empathy and Bullying Behavior: A Meta-Analytic Approach. *Aggression and Violent Behavior*, 21, 61-72
- Olweus, D. (1994). "Annotation: Bullying at school: Basic facts and effects of a school

based intervention program.” *Journal of Child Psychology and Psychiatry*, 35, 1171-1190.

- Papadaki, E. & Giovazolias, T. (2015). The protective role of father acceptance in the relationship between maternal rejection and bullying: A moderated-mediation model. *Journal of Child and Family Studies*, 24(2), 330-340.
- Rigby, K. (2008). *Σύγχρονες Διαστάσεις του Σχολικού Εκφοβισμού* (Ed. In Greek: T. Giovazolias). Athens: Topos.
- Smith, P. K., Talamelli, L., Cowie, H., Naylor, P., & Chauhan, P. (2004). Profiles of non-victims, escaped victims, continuing victims and new victims of school bullying, *British Journal of Educational Psychology*, 74, 565–581.