

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PSY-4309	SEMESTER	7 th
COURSE TITLE	PSYCHOEDUCATIONAL SKILLS IN THE SCHOOL CLASSROOM		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures, lab exercises and presentation, videos for skills training	3	6	
COURSE TYPE	Skill development - Laboratory		
PREREQUISITE COURSES:	Educational Psychology School environment and mental health		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=1057		

2. EARNING OUTCOMES

Learning outcomes
<p><i>The workshop focuses on basic concepts, theories and trends regarding the development of soft skills starting from school age children through the implementation of psychoeducational interventions in school community. Apart from theoretical knowledge, students will be able to participate in exercises for developing soft skills which are related to applied classroom activities. The aim of the workshop is to provide knowledge and training to the students so as to comprehend how they could gradually develop self-regulation and to attain skills that will enable them to achieve personal, academic and professional goals. By achieving these goals, basic psychological needs are fulfilled and consequently well-being and resilience of individuals to future challenges are promoted.</i></p> <p>Upon successful completion of this course students should be able to understand:</p> <ol style="list-style-type: none"> 1. the content and importance of the development of soft skills starting in the school years 2. system theory and its application to school context 3. the structure, development and evaluation of psychoeducational interventions for specific students at risk 4. practices based on empirical research in relation to the development of soft skills 5. effective ways for the communication and collaboration among members of school community

6. ways of identification and the meaning of psychoemotional support of students at risk in classroom for early problem management and intervention.

General Competences

- Seeking, analysing and composing data and other information through the development of appropriate skills and knowledge
- Respect of the different and the multicultural students' background
- Criticism and self-criticism
- Working independently
- Team work
- Building social, professional and moral responsibility and sensitivity as future psychologists

3. SYLLABUS

1. Current trends and theories of soft skills
2. System theory and its application in classroom
3. Structure, development and evaluation of psychoeducational interventions
4. Respond to intervention for students at risk with emotional and behavioral difficulties
5. Goal orientation, values, basic psychological needs
6. Training exercises and activities for self-regulation skills
7. Exercises of sensitization regarding the development of communication skills and interpersonal relationships
8. Training exercises and activities regarding identifying, expressing and managing emotions
9. Exercises of sensitization regarding self-concept and self-esteem skills
10. Training of techniques regarding coping strategies and skills

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face in class		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> • Use of ICT in teaching • Slides and video demonstrations, course notes and other educational material relevant to the course can be accessed through the E-learn online platform • Use of e-mail in communication with students 		
TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>	<i>ECTS credits</i>
	Lectures and students' participation in teaching activities	33	1.32

	Literature review, study for independent and team work	59	2.36
	Independent study of relevant literature for midterm and final exams	36	1.44
	Exams	3	0.12
	Students participation in skills development activities	25	1
	Course total	156	6,24
STUDENT PERFORMANCE EVALUATION	<ul style="list-style-type: none"> • Midterm exam (35 %) • Final exam (35 %) • Individual development plan and participation in skill development activities (30%). • Extra Credit: 5% for participation in the pilot study, by filling pre-post questionnaires. • Evaluation criteria are accessible to students via the website of course on the UoC e-learn platform. In addition, they are presented during the introductory lecture. 		

5. ATTACHED BIBLIOGRAPHY

1. **Hatzichristou, C. (Ed.) (2011).** *Social and Emotional Learning: Program for the promotion of mental health and learning in school. Educational material II: Primary education.* Athens: Typotheto. (Greek version)
2. **Hatzichristou, C. (Ed.) (2011).** *Social and Emotional Learning: Program for the promotion of mental health and learning in school. Educational material III: Secondary education.* Athens: Typotheto. (Greek version)
3. **Badegruber, B. (2006).** *101 More Life Skills Games for Children: Learning, Growing, Getting Along (ages 9-15).* Hunter House.
4. **Battistich, V., Watson, M., Solomon, D., Schaps, E., & Solomon, J. (1991).** The Child Development Project: A comprehensive program for the development of prosocial character. In W. M. Durtines & J. L. Gewirtz (Eds.), *Handbook of moral behavior and development: Application* (vol. 3, pp. 1-34). New York: Erlbaum.
5. **Bickel, W. E. & Beaujean, A. A. (2005).** Effective schools for all: A brief history and some common findings. In C. L. Frisby & C. R. Reynolds (Eds.), *Comprehensive handbook of multicultural school psychology* (pp. 303-328). NJ: Wiley.
6. **Brock, S.E., Sandoval, J. & Lewis, S. (2005).** *Preparing for crisis in the schools: A manual for building school crisis response teams* (Ed. in Greek: C. G. Hatzichristou. Trans.: E. Theoharaki). Athens: Typotheto.
7. **Dowling, E. & Osborne, E. (2001).** *The family and the school: A joint systems approach to problems with children.* Athens: Gutenberg. (Greek version)

8. **Kratochwill, T. R., & Stoiber, K. C. (2002).** Evidence-based interventions in school psychology: Conceptual foundations of the *Procedural and Coding Manual* of Division 16 and the Society for the Study of School Psychology Task Force. *School Psychology Quarterly*, 17, 341-389.
9. **Kotsakis, D., Moureli, E., Bibou, I., Butulussi, E. (2010).** *Reflection practices. Exclusion at school.* Athens: Nissos. (Greek version)
10. **Larsen, K. S. (2017).** *Adaptation and well-being: Meeting the challenges of life.* Routledge.
11. **Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. (Eds.). (2007).** *Handbook of response to intervention: The science and practice of assessment and intervention.* Springer Science & Business Media.
12. **Mackenzie, A., & Nickerson, P. (2009).** **The time trap: The classic book on time management.** Amacom.
13. **Moskowitz, G. B., & Grant, H. (Eds.). (2009).** *The psychology of goals.* Guilford press.
14. **Scheerens, J., van der Werf, G., & de Boer, H. (2020).** *Soft Skills in Education.* Springer International Publishing.
15. **Solomon, D., & Theiss, J. (2012).** *Interpersonal communication: Putting theory into practice.* Routledge.
16. **Vohs, K. D., & Baumeister, R. F. (Eds.). (2016).** *Handbook of self-regulation: Research, theory, and applications.* **Guilford Publications.**
17. **Hatzichristou, C., Dimitropoulou, P., Kati, A., Lykitsakou, K., Bakopoulou, A., & Lambropoulou, A. (2008).** *Supporting children in crisis.* Athens: Typotheto. (Greek version)