

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	SOCIAL SCIENCES		
<b>DEPARTMENT</b>	PSYCHOLOGY		
<b>LEVEL</b>	<i>Undergraduate</i>		
<b>COURSE CODE</b>	<b>PSY-2505</b>	<b>SEMESTER</b>	3 <sup>rd</sup>
<b>COURSE TITLE</b>	<b>School Bullying – Victimization</b>		
<b>TEACHING ACTIVITIES</b>	<b>WEEKLY HOURS</b>	<b>ECTS</b>	
Lectures	3	4	
<b>COURSE TYPE</b>	Scientific Area (Elective)		
<b>PREREQUISITES COURSES:</b>	NONE		
<b>INSTRUCTION/EXAM LANGUAGE:</b>	Greek		
<b>OFFERED TO ERASMUS STUDENTS</b>	YES (personal study and essay writing)		
<b>COURSE WEB PAGE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=399">https://elearn.uoc.gr/course/view.php?id=399</a>		

### 2. LEARNING OUTCOMES

Learning Outcomes
<p>In this course, students will examine the specific characteristics that define the phenomenon of bullying, the harmful effects it has on all parties involved, the possible causal factors, the influence of the family and the broader social environment, and the role of personality and cultural context in the manifestation and perpetuation of the phenomenon. The course builds upon basic theoretical approaches in the field of Personality Theory that were covered in prerequisite courses (e.g., Personality Theories). It focuses on and delves deeper into those areas of applied psychology that pertain to interpersonal rejection, aggression, and the relationships of school-age children.</p> <p>At the end of the course, students should be able to:</p> <ul style="list-style-type: none"> <li>● Become familiar with the basic and contemporary literature on school bullying and victimization.</li> <li>● Reflect on the ethical implications and practical applications of research in the field of school bullying.</li> <li>● Gain knowledge regarding the application of theoretical knowledge in the field of school bullying and victimization by linking the most recent theories and empirical findings to its reality, thereby providing a comprehensive and tangible perspective on the study of the phenomenon.</li> </ul>

### General Competences

- Searching for, analyzing, and synthesizing data and information, using the necessary technologies.
- Demonstrating social, professional, and ethical responsibility and sensitivity to gender issues.
- Project planning and management
- Respect for diversity and multiculturalism
- Working in an interdisciplinary environment

### 3. COURSE CONTENT

The course content is linked to the five core pillars of the curriculum:

Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethics and Social Responsibility [3], Communication Skills [4], Basic Preparation for Career Decisions and Professional Development [5].

1. Week 1: Presentation of the course outline and introductory information [1]
2. Week 2: Defining School Bullying [1]
3. Week 3: The effects of school bullying in childhood [1,2,3]
4. Week 4: From school and beyond [1,2]
5. Week 5: School bullying and health: Research data [1,2]
6. Week 6: Characteristics of perpetrators and victims [1,2,3]
7. Week 7: Causes of bullying [1,2,3]
8. Week 8: The role of differences [1,2,3]
9. Week 9: Contexts and situations of bullying [1,2,3]
10. Week 10: Attitudes and beliefs [1,2,3]
11. Week 11: Addressing school bullying-1 [3,4,5]
12. Week 12: Addressing School Bullying-2 [3,4,5]
13. Week 13: Conclusions, Q&A, and Instructions/Feedback [4,5]

#### 4. INSTRUCTIONAL AND LEARNING METHODS - EVALUATION

<b>INSTRUCTION METHOD</b>	In class		
<b>INFORMATION AND COMMUNICATION TECHNOLOGIES USED</b>	Use of audiovisual equipment in lectures Support of learning process through the e-learn platform.		
<b>TEACHING ORGANIZATION</b>	<b>Activity</b>	<b>Semester Work load</b>	<b>ECTS credits</b>
	Lectures	39	1,56
	Literature study and analysis	25	1,00
	Independent Study	30	1,20
	<b>Course Total</b>	<b>94</b>	<b>3,76</b>
<b>STUDENT EVALUATION</b>	<p>I. Written exams (80% - 100%) including:</p> <ul style="list-style-type: none"> <li>- open ended questions</li> </ul> <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 (<a href="https://elearn.uoc.gr/course/view.php?id=399">https://elearn.uoc.gr/course/view.php?id=399</a>) 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*. 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. T. Giovazolias). Topos [in Greek].
- 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.

##### *Related scientific Journals:*

- *Aggressive Behavior*
- *International Journal for the Prevention of Bullying*
- *Journal of School Violence*
- *School Mental Health*
- *Journal of Interpersonal Violence*
- *Journal of Youth and Adolescence*
- *Journal of Child Psychology and Psychiatry*