

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
DEPARTMENT	PSYCHOLOGY		
LEVEL	UNDERGRADUATE		
COURSE CODE	ΨΧ-2203	SEMESTER OF STUDY	4
COURSE TITLE	Introduction to School Psychology		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY HOURS	ECTS
Lectures by the instructor		3	4
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skills Development</i>	Scientific Discipline (Elective)		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=468		

2. LEARNING OUTCOMES

Learning Outcomes
<p>This course aims to inform students about the field of School Psychology. School Psychology is an applied field concerned with the promotion of professional psychological practice and the provision of psychological services in school settings. The course seeks to provide students with appropriate information so that they understand, among other things, that School Psychology is not merely the application of the clinical model through the placement of clinical psychologists in schools. Effective provision of psychological services in schools requires the placement of professional psychologists with dual scientific specialization (not only in psychology but also in education and school administration), specialization that can only be provided by specialized postgraduate programs in School Psychology.</p> <p>During the lectures, students will have the opportunity to connect knowledge from other subject areas such as Educational Psychology, Counseling Psychology (traditional counseling and alternative forms such as consultation), and related disciplines.</p> <p>By the end of the course, students are expected to be able to clearly and comprehensively define:</p> <ul style="list-style-type: none"> • The subject matter of School Psychology and its similarities and differences with related fields (Educational, Clinical, Counseling Psychology). • The specific characteristics of scientific specialization, practicum training, and clinical competence of school psychologists. • Procedures for obtaining and maintaining professional licensure in educational systems of the USA, UK, Europe, and Greece. • The contemporary approach to School Psychology, including innovative models of service delivery (e.g., multi-tier systems of support).

- The roles, responsibilities, and range of services provided by school psychologists in diverse professional environments.
- Problematic conditions in previous periods and the significant improvements achieved in modern times.

General Competencies

- Search, analyze and synthesize data and information, using the necessary technologies -
- Adapting to new situations
- Decision-making
- Working in an interdisciplinary environment
- Respect for diversity and multiculturalism and sensitivity to gender issues.
- Criticism and self-criticism
- Promoting free, creative and inductive thinking-

3. COURSE CONTENT

The course content is organized around five main axes of the curriculum: Scientific Foundations, Scientific Research and Critical Thinking, Ethics and Social Responsibility, Communication Skills, and Career Preparation and Professional Development.

Each thematic unit links the lecture content with these core axes.

Week 1: Course structure and introductory concepts [1].

Week 2: Scope and defining characteristics of the field of School Psychology [1].

Week 3: School Psychology and related fields (Clinical, Counseling, Educational Psychology): similarities and differences [1, 5].

Week 4: Historical development of School Psychology internationally and in Greece [1, 2, 5].

Week 5: Training of school psychologists in international educational systems (USA/UK) and comparison with Greece [1, 4, 5].

Week 6: Re-definition of school psychology training in relation to contemporary challenges [1, 5].

Week 7: Procedures for professional licensure in the USA, UK, and Greece [1, 2, 3, 4].

Week 8: Provision of psychological services and the modern School Psychology model [1, 2, 5].

Week 9: The institution of the School Psychologist and its implementation in the Greek educational system [1, 5].

Week 10: Roles and responsibilities of school psychologists [1].

Week 11: Professional work environments in School Psychology [1, 5].

Week 12: School Psychology – past, present, and future challenges [1].

Week 13: Conclusions, discussion, clarification of questions, and feedback [1].

4. TEACHING AND LEARNING METHODS - ASSESSMENT

DELIVERY.	Face to face		
INFORMATION AND COMMUNICATION TECHNOLOGIES USED	Use of ICT in teaching. Support for learning (communication with students and delivery of all course material) via the UoC e-learn online platform (moodle)		
TEACHING ORGANIZATION	Activity	Semester Workload (hours)	ECTS
	Course meetings	39	1,56
	Independent study and final work	65	2,60

	Total course (25 hours of workload per credit)	104	4,16
STUDENT EVALUATION	<p>Student assessment is conducted through written final examinations (100%).</p> <p>Evaluation language is Greek; for Erasmus students, English.</p>		

5. BIBLIOGRAPHY

- *Suggested Bibliography*
 - Warrell, Hughes, Dixson (2024). Applied School Psychology. Kritiki Publications.
 - Fagan, T. & Wise, P. (2007). School Psychology: Past, Present, and Future. NASP
 - Chatzichristou, C. (2011). School Psychology. Athens: Typothito.
 - Nikolopoulos, D. (2008). School Psychology: Applications in the School Setting. Athens: Ellin.
 - Reynolds, C.R. & Gutkin, T.B. (2014). School Psychology Interventions. Athens: Ellin.
- Related scientific journals:*
- Journal of School Psychology.
 - School Psychology
 - School Psychology International
 - Psychology in the schools