

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	SOCIAL SCIENCES		
<b>DEPARTMENT</b>	PSYCHOLOGY		
<b>LEVEL</b>	UNDERGRADUATE		
<b>COURSE CODE:</b>	<b>PSY-3322</b>	<b>SEMESTER</b>	5th
<b>COURSE TITLE:</b>	<b>Psychosocial development in adolescence: Autonomy, family relationships, and resilience</b>		
<b>ΑΥΤΟΤΕΛΕΙΣ ΔΙΔΑΚΤΙΚΕΣ ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ</b>		<b>WEEKLY HOURS</b>	<b>ECTS</b>
Lectures, individual presentations		3	6
<b>COURSE TYPE:</b>	Seminar		
<b>PREREQUISITES COURSES:</b>	Research Methodology in the Social Sciences I, Statistics I, Developmental Psychology II		
<b>INSTRUCTION/EXAM LANGUAGE:</b>	Greek (English terminology used)		
<b>OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEB PAGE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=3792">https://elearn.uoc.gr/course/view.php?id=3792</a> (in Greek only)		

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p><b>Course content:</b></p> <p>The aim of this seminar is to help students deepen their understanding of key aspects of psychosocial development during adolescence, as well as how these aspects can be studied empirically. Based on Self-Determination Theory and the framework of Risk and Resilience, students will explore concepts such as basic psychological needs, the development of autonomy during adolescence, changes in parent–adolescent relationships, the development of personal identity, and how all of the above may be linked to more or less healthy psychosocial development. The seminar will be based both on teaching theoretical concepts and on the presentation and in-depth discussion of empirical studies. The teaching of theoretical concepts will draw on concepts already taught in the compulsory courses Developmental Psychology I and Developmental Psychology II, while the in-depth discussion of empirical studies will draw on the knowledge students have gained from Research Methodology in the Social Sciences, Statistics I, and Statistics II.</p> <p><b>Links to key knowledge acquired in other courses:</b></p> <p>The seminar builds on fundamental knowledge acquired in Methodology courses (e.g., random sampling, validity), Statistics I (e.g., the concepts of normal distribution, standardized scores, and statistical significance), Statistics II (e.g., Analysis of Variance and Regression Analysis models), Developmental Psychology I (e.g., the usefulness of longitudinal methods), and Developmental Psychology II (e.g., the changes that occur during adolescence).</p> <p>During the seminar, the student is expected to:</p> <ul style="list-style-type: none"> <li>• understand the core pillars of the Theory of Basic Psychological Needs (part of Self-Determination Theory)</li> <li>• deepen their understanding of the concept, importance, and development of autonomy during adolescence</li> <li>• recognize the changes that occur in family relationships during adolescence</li> <li>• deepen their understanding of the concept and models of personal identity development</li> </ul>

### General Competences

- Search, analysis, and synthesis of data and information, using the necessary technologies
- Generation of new research ideas
- Respect for diversity and multiculturalism
- Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues
- Critical and self-critical thinking
- Promotion of free, creative, and inductive thinking

### 3. COURSE CONTENT

The content of the course relates to the 5 main pillars of the curriculum: 1. Scientific Foundations, 2. Scientific Research and Critical Thinking, 3. Ethics and Social Responsibility, 4. Communication Skills, 5. Basic preparation for career decisions and professional rehabilitation. Specifically, the sections of this workshop are as follows:

1. Week 1: Introduction to Self-Determination Theory [1, 3, 4]
2. Week 2: Introduction to the Risk and Resilience approach [1, 2, 3, 4]
3. Week 3: Autonomy and basic psychological needs in adolescence [1, 2, 3, 4, 5]
4. Week 4: Family relationships during adolescence [1, 2, 3, 4]
5. Week 5: Personal identity development during adolescence [1, 2, 3, 4]
6. Week 6: Psychosocial development and adolescents' mental health [1, 2, 3, 4]
7. Week 7: Review and presentation of empirical studies on the above topics [1, 2, 3, 4, 5]
8. Week 8: Student presentations [1, 2, 4]
9. Week 9: Student presentations [1, 2, 4]
10. Week 10: Student presentations [1, 2, 4]
11. Week 11: Student presentations [1, 2, 4]
12. Week 12: Student presentations [1, 2, 4]
13. Week 13: Summary, review [1, 2, 3, 4, 5]

### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>INSTRUCTION METHOD.</b>	In class (face to face)		
<b>INFORMATION AND COMMUNICATION TECHNOLOGIES USED</b>	Powerpoint presentations; video projections in class; use of e-learn platform		
<b>TEACHING ORGANIZATION</b>	<b>Δραστηριότητα</b>	<b>Φόρτος Εργασίας Εξαμήνου (ώρες)</b>	<b>ECTS</b>
	Lectures	39	1,56
	Individual presentations	30	1,20
	Individual study for final exam	60	2,40
	Final exams	2	0,08
	<b>Total (25 work hours per ECTS)</b>	<b>131</b>	<b>5,24</b>
<b>STUDENT EVALUATION</b>	The evaluation is conducted in Greek. For Erasmus students, it is conducted in English.		

	<ol style="list-style-type: none"> <li>1. Written final exam (70% of the total grade) which includes: <ul style="list-style-type: none"> <li>• Multiple choice questions,</li> <li>• True/false questions,</li> <li>• Short free-text response questions.</li> </ul> </li> <li>2. Individual Presentations (30% of the total grade)</li> </ol>
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## 5. BIBLIOGRAPHY-RECOMMENDED READING

### Basic:

1. Soenens, B., Vansteenkiste, M., & Van Petegem, S. (2018). *Autonomy in Adolescent Development: Towards Conceptual Clarity*. London: Routledge.
2. Masten, A. S. (2015). *Ordinary Magic: Resilience in Development*. New York: The Guilford Press.
3. Ryan, R. M., & Deci, E. L. (2017). *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*. New York: The Guilford Press.

### Relevant Scientific Journals (indicative):

- Journal of Youth and Adolescence (JOYO)
- Journal of Research on Adolescence (JRA)
- Journal of Adolescence (JoA)
- Developmental Psychology (DP)
- Child Development (CD)
- European Journal of Developmental Psychology (EJDP)