

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨX3202	SEMESTER	5
COURSE TITLE	SCHOOL ENVIRONMENT AND MENTAL HEALTH		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		CREDITS	CREDITS
Lectures and educational videos presentations		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge (Elective)		
PREREQUISITE COURSES:	None		
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=1056v		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>In this course, students will become familiar with key principles and concepts related to prevention and intervention within the school community, as well as the factors that contribute to the promotion of students' mental health and well-being to enhance learning. Through examples of intervention programs implemented both in Greek and internationally, students will, in addition to their theoretical training, could participate in introductory exercises involving the application of social and emotional learning activities in the classroom.</p> <p>The course builds on foundational theoretical approaches in the field of educational psychology that were covered in a prerequisite course. it focuses on and further develops areas of study related to personality development—social and moral—students with special characteristics, diversity, the influence of context (particularly the school environment), and the development of students' skills for promoting positive behavior in the classroom.</p> <p>Upon successful completion of this course students should be able to understand:</p> <ul style="list-style-type: none"> • understand key principles and concepts of prevention and intervention within the school community • analyze factors that promote students' mental health and well-being in relation to learning

- apply theoretical knowledge to the design and implementation of social and emotional learning activities in the classroom
- evaluate prevention and mental health promotion programs in terms of structure, design, and effectiveness
- recognize the importance of diversity, students with special characteristics, and the influence of the school context on development
- explain the role of psychosocial adjustment and social-emotional development in students' functioning
- reflect on ethical issues and practical applications of research in school-based psychological and counseling services
- understand the role of counseling approaches in fostering collaboration within the school community
- apply concepts of resilience and mental well-being at a systemic level in educational settings

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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- 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
- Team work
- Building social, professional and moral responsibility and sensitivity as future psychologists

(3) SYLLABUS

The course's content is linked to the 5 main axes of the curriculum: **Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethical and Social Responsibility [3], Communication Ability [4], Basic Preparation for Career Decisions and Vocational Rehabilitation [5].**

Week 1: Presentation of the course outline and introductory concepts. Contemporary theoretical approaches to prevention, intervention, and the provision of counseling services in the school environment [1, 2]

Week 2: Development of the conceptual framework [1, 2]

Week 3: Promotion of resilience and mental well-being in the school community [1, 2]

Week 4: The concept of social and emotional learning – Social competence and social skills [1, 2, 4]

Week 5: Emotional competence and emotional skills [1, 2, 4]

Week 6: Peer relationships, behavioral issues, and boundary-setting in the school context [1, 2, 3, 4]

Week 7: Intervention programs in the school setting (levels of prevention, structure, design, implementation, and evaluation of effectiveness) (I) [1, 2, 3, 5]

Week 8: Intervention programs in the school setting (levels of prevention, structure, design, implementation, and evaluation of effectiveness) (II) [1, 2, 3, 5]

Week 9: Examples of programs promoting learning and mental health in schools – Primary prevention programs [1, 2, 5]

Week 10: Examples of programs promoting learning and mental health in schools – Secondary prevention programs and system-level interventions [1, 2, 3, 5]

Week 11: The concept of psychological consultation [1, 2, 4, 5]

Week 12: The importance of mindfulness [1, 2, 4, 5]

Week 13: Conclusions, clarification of questions, and feedback [1, 2, 3, 4, 5]

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face in classroom		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Use of electronic platform e-learn in support of the educational process		
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload	ECTS credits
	Lectures	39	1,56
	Independent study of relevant literature for midterm test	25	1
	Independent study of relevant literature for final exams	33	1.32
	Final exam	3	0.12
	Course total	100	4
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ol style="list-style-type: none"> 1. Midterm written exam with multiple-choice questions and short-answer and analytical questions (30%) 2. Final exam with multiple-choice questions and analytical questions (70%) 3. Optional group project with bonus points <p>Evaluation criteria are accessible to students via the website of course on the UoC e-learn platform.</p>		

(5) ATTACHED BIBLIOGRAPHY

- **Suggested bibliography:**

1. Henderson, N., & Milstein, M. M. (2003). *Resiliency in schools: Making it happen for students and educators* (Updated ed.). Corwin Press.
2. Borowski, T. (2019). CASEL's framework for systemic social and emotional learning. *Measuring SEL: Using Data to Inspire Practice*, 8, 1–7.
3. Brackett, M. A., Bailey, C. S., Hoffmann, J. D., & Simmons, D. N. (2019). RULER: A theory-driven, systemic approach to social, emotional, and academic learning. *Educational Psychologist*, 54(3), 144–161. <https://doi.org/10.1080/00461520.2019.1614447>
4. Brown, D., Pryzwansky, W. B., & Schulte, A. C. (2011). *Psychological consultation and collaboration: Introduction to theory and practice* (7th ed.). Pearson.
5. Gimbert, B. G., Miller, D., Herman, E., Breedlove, M., & Molina, C. E. (2023). Social emotional learning in schools: The importance of educator competence. *Journal of Research on Leadership Education*, 18(1), 3–39. <https://doi.org/10.1177/19427751211014920>
6. Goldstein, S., & Brooks, R. B. (Eds.). (2023). *Handbook of resilience in children* (3rd ed.). Springer.
7. Gueldner, B. A., Feuerborn, L. L., & Merrell, K. W. (2020). *Social and emotional learning in the classroom: Promoting mental health and academic success*. Guilford Press.
8. Niedenthal, P. M., Krauth-Gruber, S., & Ric, F. (2006). *Psychology of emotion: Interpersonal, experiential, and cognitive approaches*. Psychology Press.

- **Related academic journals:**

Journal of Educational Psychology

Educational Psychologist

Psychology in the Schools

School Mental Health

Journal of School Psychology

School Psychology

International Journal of School & Educational Psychology