

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨX3212	SEMESTER	7
COURSE TITLE	PSYCHOEDUCATIONAL SKILLS IN THE SCHOOL CLASSROOM		
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>		WEEKLY TEACHING HOURS	CREDITS
Lectures, lab exercises and presentation, videos for skills training		3	6
<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>	Skills 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) 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>This course and its associated laboratory introduce the fundamental theoretical concepts of Educational and School Psychology, grounded in empirical research, and examine how these concepts are applied in educational practice. Emphasis is placed on understanding the interaction between teaching and learning, as well as on enhancing the role and effectiveness of the psychologist in providing psychological services within the school environment. The course covers key areas such as cognitive and language development, learning theories, motivation, classroom management, assessment, and inclusive education. Special attention is given to differentiated instruction and response-to-intervention approaches, aiming to meet the diverse needs of all students and promote an effective and inclusive learning environment.</p> <p>The laboratory component focuses on the development of soft and socio-emotional skills from school age through adulthood. Drawing on foundational and contemporary theories in educational and school psychology, students engage in both theoretical study and practical exercises. These activities are designed to support the implementation of psychoeducational interventions in the classroom and to foster students' ability to apply evidence-based practices.</p> <p>A central goal of the laboratory is to provide students with the knowledge and tools to support</p>

individuals in developing self-regulation skills and achieving personal, academic, and professional goals. Through this process, individuals' basic psychological needs are addressed, promoting mental well-being and resilience in the face of future challenges.

Upon completion of the course and laboratory, students are expected to:

- understand the role and responsibilities of the educational psychologist within the school context and the importance of collaboration with educators
- be familiar with foundational and contemporary theories of cognitive, language, and learning development in children and adolescents
- recognize student diversity and apply inclusive practices to support learners with different needs
- understand the characteristics and practices of effective learning environments
- apply differentiated instruction and response-to-intervention strategies
- implement classroom management techniques that enhance students' self-regulation
- understand contemporary theories of motivation and ways to promote student engagement
- evaluate the role of both formal and informal assessment in supporting learning
- develop and apply psychoeducational interventions aimed at enhancing soft and socio-emotional skills
- support students, particularly those at risk, in recognizing their potential and setting meaningful life goals
- communicate and collaborate effectively with members of the school community (administrators, teachers, parents)
- identify warning signs of crisis situations within the school context and respond appropriately
- reflect on the ethical dimensions and practical implications of research and interventions 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?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</i>	<i>Others...</i>

- Acquisition of skills and competencies in searching for, analyzing, and synthesizing data and information
- Awareness of issues related to student diversity within the school context
- Demonstration of social, professional, and ethical responsibility and sensitivity in their role as psychologists
- Teamwork
- Independent work
- Decision-making
- Promotion of free, creative, and inductive thinking
- Respect for diversity and multiculturalism, and sensitivity to gender-related issues

(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].**

During the first two weeks, the instructor presents the basic concepts and theories that will form the foundation of the laboratory. In the following weeks, after a brief introduction by the instructor to each thematic unit, students work in groups, carrying out exercises and/or presentations.

Week 1: Introduction to the laboratory and overview of key concepts; formation of working groups. In particular, the basic principles and concepts of soft and social-emotional skills, as well as the principles of systems theory, are analyzed [1, 2, 3, 5].

Week 2: Presentation by the instructor of the main themes, concepts, and theories that will form the basis of the laboratory, such as the application of skills in the classroom, the structure, design, and evaluation of psychoeducational interventions and programs, vulnerable students, and the identification of warning signs of students in crisis within the school environment [1, 2, 3, 5].

Week 3: Practice in skills related to communication and interpersonal relationships [1, 2, 3, 4].

Week 4: Practice in skills related to goal orientation, values, and basic psychological needs [1, 4, 5].

Week 5: Practice in skills related to self-regulation [1, 4, 5].

Week 6: Practice in skills related to the recognition, expression, and management of emotions [1, 4, 5].

Week 7: Practice in skills related to coping with stressful situations, problem-solving, and the development of organizational skills [1, 3, 4, 5].

Week 8: Midterm examination – Practice in skills related to self-concept and self-esteem [1, 4, 5].

Week 9: Presentations of individual assignments and feedback [1, 2, 4, 5].

Week 10: Presentations of individual assignments and feedback [1, 2, 4, 5].

Week 11: Presentations of group assignments and feedback [1, 2, 3, 4].

Week 12: Presentations of group assignments and feedback [1, 2, 3, 4].

Week 13: Conclusions, clarification of questions, and closure of the laboratory [5].

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face in classroom		
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching, Use of electronic platform e-learn in support of the educational process		
<p style="text-align: center;">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.</i></p> <p><i>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></p>	Activity	Semester workload	ECTS Credits
	Lectures with active student engagement and participation in the laboratory	33	1.32
	Individual and group assignments	59	2.36
	Study of course material for the midterm examination	36	1.44
	Midterm examination	3	0.12
	Student participation in skill-development activities	25	1
	Course total	156	6,24
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ol style="list-style-type: none"> 1. Individual assignment and participation in weekly skill-development activities (30%). 2. Group assignment (40%). 3. Midterm examination (30%) consisting of multiple-choice questions and short-answer as well as essay-type questions. <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. Badegruber, B. (2006). *101 more life skills games for children: Learning, growing, getting along (ages 9–15)*. Hunter House.
2. 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. Kurtines & J. L. Gewirtz (Eds.), *Handbook of moral behavior and development: Applications* (Vol. 3, pp. 1–34). Erlbaum.
3. 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). Wiley.
4. Brock, S. E., Sandoval, J., & Lewis, S. (2005). *School crisis prevention and intervention: The PREPaRE model*. National Association of School Psychologists.
5. Dowling, E., & Osborne, E. (2001). *The family and the school: A joint systems approach to problems with children*. Routledge.
6. Larsen, K. S. (2017). *Adaptation and well-being: Meeting the challenges of life*. Routledge.
7. Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (Eds.). (2007). *Handbook of response to intervention: The science and practice of assessment and intervention*. Springer.
8. MacKenzie, A., & Nickerson, P. (2009). *The time trap: The classic book on time management*. AMACOM.
9. Moskowitz, G. B., & Grant, H. (Eds.). (2009). *The psychology of goals*. Guilford Press.
10. Scheerens, J., van der Werf, G., & de Boer, H. (2020). *Soft skills in education*. Springer.
11. Solomon, D., & Theiss, J. (2012). *Interpersonal communication: Putting theory into practice*. Routledge.
12. Vohs, K. D., & Baumeister, R. F. (Eds.). (2016). *Handbook of self-regulation: Research, theory, and applications* (3rd ed.). Guilford Press.

- Related academic journals:

School Mental Health

Journal of School Psychology

School Psychology

International Journal of School & Educational Psychology