

SCHOOL OF EDUCATIONAL SCIENCES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY AND SOCIAL WORK
(CIP file- Classification of instructional programmes)

Course unit title:	School (Educational) Psychology		
Course unit code:	KPSY200		
Type of course unit:	Bachelor		
Level of course unit:	Intermediate		
Year of study:	3 rd		
Semester when the unit is delivered:	5 th		
Number of ECTS credits allocated :	6 ECTS		
Name of lecturer(s):	Dr. Nataly Loizidou		
Learning outcomes of the course unit:	<p>This course covers basic theories, approaches and subjects of educational psychology. Additionally the role of the school psychologists is presented and discusses. The aim of the course is for the students to understand the special educational needs for special needs children as well as have some basic knowledge on assessment methods which could be employed to evaluate cognitive, emotional and behaviour in school age children.</p> <p>With the completion of the course students are expected to be able to:</p> <ul style="list-style-type: none"> Understand the historical overview and recent theories and methods of educational psychology. Understand the important role of the school psychologist Be able to cooperate with the school, the family and other services relevant to the children's wellbeing. Have basic knowledge of the services the school psychologists provides to educators, family members and children. Be aware of various prevention programs and intervention programs related to students and their development. Understand the definition and characteristics of special needs children Understand the assessment process related to the role of the school psychologist. Know and understand ways of crisis intervention within the schools. 		
Mode of delivery:	Lecture, In-class discussions, Documentaries, Short activities on various subjects of the course, case studies. Use of the e-learning platform.		
Prerequisites:	NONE	Co-requisites:	NONE

Course contents:	<ol style="list-style-type: none"> 1. Introduction to School Psychology as a field. Historical overview and recent trends. 2. The Role of the School psychologist: Assessment, Diagnosis, Intervention, Counselling 3. Special Needs Children: Definitions, Characteristics, Intervention 4. Assessment Methods: Administration, evaluation, scoring etc. 5. Prevention: Examples of programs available in the local community. 6. Crisis Intervention within the school
Recommended and/or required reading:	<p>APA (2013). DSM 5, Diagnostic and Statistical Manual of Mental Disorders. Publisher: APA</p> <p>Brock, S. E., Sandoval, J., & Lewis, S. (2005). Διαχείριση Κρίσεων στο Σχολείο. Εγχειρίδιο για τη Δημιουργία Ομάδων Διαχείρισης Κρίσεων στο Σχολείο. Αθήνα: Τυπωθήτω.</p> <p>Ματσόπουλου, Α. (2005). Σχολική Ψυχολογία. Μια νέα Επιστήμη. Εφαρμογές στη Σύγχρονη Εκπαίδευση. Αθήνα.</p> <p>Μόττη-Στεφανίδη, Φ. (1999). Αξιολόγηση της Νοημοσύνης Παιδιών Σχολικής Ηλικίας και Εφήβων. Εγχειρίδιο για Ψυχολόγους. Ελληνικά Γράμματα: Αθήνα.</p> <p>Πολυχρόνη, Φ. (2011). Ειδικές Μαθησιακές Δυσκολίες. Αθήνα: Πεδίο.</p> <p>Sattler, J. M. (2008). Assessment of Children. Cognitive Applications. Fifth Edition.</p> <p>Slavin, R. E. (2007). Εκπαιδευτική Ψυχολογία. Θεωρία και Πράξη. Μεταίχμιο.</p> <p>Χατζηχρήστου, Χ. Γ. (2011). Σχολική Ψυχολογία. Αθήνα: Τυπωθήτω</p>
Planned learning activities and teaching methods:	Lectures, In-class short activities, TED-Talks, Documentaries, Discussion, case studies
Assessment methods and criteria:	<p>Assignments: 40%</p> <p>Test: 10%</p> <p>Final Exam: 50%</p>
Language of instruction:	Greek
Work placement(s):	NONE