

SCHOOL OF EDUCATIONAL SCIENCES AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY AND SOCIAL WORK

(CIP file- Classification of instructional programmes)

Course unit title:	PSYCHOLOGICAL RESILIENCE		
Course unit code:	RPSY402		
Type of course unit:	CORE		
Level of course unit:	B.SC		
Year of study:	4th		
Semester when the unit is delivered:	SPRING		
Number of ECTS credits allocated :	6		
Name of lecturer(s):	Dr. LOUKIA DEMETRIOU		
Learning outcomes of the course unit:	<p>Upon completion of the course students are expected to :</p> <ol style="list-style-type: none"> 1. Comprehend the concepts of “Resilience”, “Risk – Protective Factors” and their various impacts on behavior. 2. Acquire knowledge on factors contributing to the cultivation of resilience in the family, school and social environment. 3. Apply psychological theories to describe, comprehend, predict and change human behavior and especially resiliency. 4. Become familiar with various approaches on resiliency and to discuss critically methods and limitations of the psychologist to deal with antisocial behavior(s) of children and adolescents. 5. Become capable to apply knowledge, skills and techniques they will acquire during this class. 6. Establish understanding and express assessment regarding the psychological functioning and functionality of the individual according to psychological approaches and social theories. 7. Collect and present data in scientific and creative ways using their own judgment regarding their applicability and their validity. 8. Form ideas for effectively maximizing the cultivation of resilience on all levels . 		
Mode of delivery:	<ul style="list-style-type: none"> • Lectures using slides [PowerPoint] • Short documentary screenings on issues relevant to development • Group assignments • Discussion in class – development of critical thinking • Presentations by students 		
Prerequisites:	NONE	Co-requisites:	NONE
Course contents:	<ol style="list-style-type: none"> 1. Introduction to the concept of Psychological Resilience. Sources of study and research of Resilience. 2. Exploration and clarification of the concept “high-risk individuals” during the psychosocial / emotional development of children and adolescents. High-risk behaviors in adolescence. 		

	<p>3. Risk Factors – Protective factors in psychological resilience. Psychological/ Mental Disorders and Resiliency issues.</p> <p>4. Protective factors (personal, social, family, environment) contributing positively / negatively in the cultivation of resilience.</p> <p>5. The role of Bowlby’s Attachment theory in psychological resilience.</p> <p>6. Promotion of psychological resilience in the school environment. Parameters of resilience in bullying (role of family, school, community).</p> <p>7. Tackling phenomena of bullying and delinquency through the cultivation of resilience.</p> <p>8. Self-image, Self-esteem and its role in cultivating and maintaining psychological resilience.</p> <p>9. Strategies and methods to maximize the promotion of psychological resilience in children and adolescents.</p>
<p>Recommended and/or required reading:</p>	<p>Ματσόπουλος, (Α) (Επιμ.) (2011). <i>Από την ευαλωπτητα στην ψυχική ανθεκτικότητα: Εφαρμογές στο σχολικό πλαίσιο και στην οικογένεια</i>. Αθήνα: Παπαζήσης</p> <p>Χατζηχρήσου, Χ. & Η.Μπεζεβέγκης (Επιμ.). <i>Θέματα ανάπτυξης και προσαρμογής των παιδιών στην οικογένεια και στο σχολείο</i>. Αθήνα: Πεδίο</p> <p>Benard, B. (2004). <i>Resiliency. What we have learned</i>. San Francisco: WestEd.</p>
<p>Textbooks:</p>	
<p>References:</p>	<p>Δημητρίου, Λ. (2012). Τα έξι πρώτα χρόνια της ζωής. Αθήνα: Πεδίο.</p> <p>Δουκάκου, Μ. (2012). Ανθεκτικότητα των μονογονεϊκών οικογενειών λόγω διαζυγίου και προσαρμογή των εφήβων. Εθνικό Αρχείο Διδακτορικών Διατριβών.</p> <p>Henderson, N. & Milstein, M. (2008). Σχολεία που προάγουν την ψυχική ανθεκτικότητα: Πώς μπορεί να γίνει πραγματικότητα για τους μαθητές και τους εκπαιδευτικούς. Επιστημονική επιμέλεια έκδοσης: Χ. Χατζηχρήσου. Μετάφραση : Β.Βασσαρά. Αθήνα: Τυπωθήτω</p> <p>Καλαντζή - Αζίζι, Α., & Μπεζεβέγκης, Η. (2000). Θέματα ψυχικής υγείας παιδιών και εφήβων. Αθήνα: Ελληνικά Γράμματα.</p> <p>Πολεμικός, Μ Καίλα & Φ. Καλαβάσης (επιμ.). Εκπαιδευτική, Οικογενειακή και Πολιτική Ψυχοπαθολογία, Τομ.Α' . Αθήνα: Ατραπός.</p> <p>Τζωρτζακάκη- Λυμπεροπούλου, Κ.(2012). Τι σημαίνει εφηβεία σήμερα. Αθήνα : Καλέντης,</p> <p>Χαράκης, Κ. (2005) (επιμ.). Αντικοινωνική Συμπεριφορά των Νέων της Κύπρου: Ρατσιστικές Τάσεις. Αθήνα: Σάκκουλας</p> <p>Αγγλική</p> <p>Condly, S.J. (2006). Resilience in children: A review of literature with implications for education. <i>Urban Education</i>, 41 (3), 211-236</p> <p>Bank, L., Marlowe, J.H., Reid, J.B., Patterson, G.R., & Weinrott, M.R. (1991). A comparative evaluation of parent-training interventions for families of chronic delinquents. <i>Journal of Abnormal Child Psychology</i>, 19, 15–33.</p> <p>Baumrind, D. (1985). Familial antecedents of adolescent drug use: A developmental perspective. In C.L. Jones & R.J. Battjes (Eds.), <i>Etiology of drug abuse: Implications for prevention</i> (pp. 13–44). National Institute on Drug Abuse Research Monograph 56. Rockville, MD: NIDA.</p> <p>Baumrind, D. (1991). Effective parenting during the early adolescent transition. In P.A. Cowan & E.M. Heatherington (Eds.), <i>Family transitions</i> (pp. 111–164). Hillsdale, NJ: Erlbaum.</p>

	<p>Cauce, A. (1987). School and peer competence in early adolescence: A test of domain-specific self-perceived competence. <i>Developmental Psychology</i>, 23, 287–291</p> <p>Dishion, T.J., & McMahon, R.J. (1998). Parental monitoring and the prevention of child and adolescent problem behavior: A conceptual and empirical formulation. <i>Clinical Child and Family Psychology</i>, 1, 61–75.</p> <p>Fergusson, D. M. & Horwood, L. J. (2003). Resilience to childhood adversity: results of a 21-year study. In S. S.Luthar (Ed.), <i>Resilience and vulnerability. Adaptation in the context of childhood adversities</i> (pp. 130-155). Cambridge, UK: Cambridge</p> <p>Harter, S. (1988). <i>Manual for the Self-Perception Profile for Adolescents</i>. Denver, CO: University of Colorado.</p> <p>Luthar, S. S. Cicchetti, D., & Becker, B. (2000). The construct of resilience A critical evaluation and guidelines for future research. <i>Child Development</i>, 71 (3), 543-562</p> <p>Parker, J.G., Rubin, K.H., Price, J.M., & DeRosier, M.E. (1995). Peer relationships, child development, and adjustment: A developmental psychopathology perspective. In D. Cicchetti & D.J. Cohen (Eds.), <i>Developmental psychopathology, Vol. 2: Risk, disorder, and adaptation</i> (pp. 96–161). New York: Wiley.</p> <p>Patterson, G.R., Dishion, T.J., Reid, J.B. Silverberg, S.B., & Gondoli, D.M. (1996). Autonomy in adolescence: A contextualized perspective. In G.R. Adams, R. Montemayor, & T.P. Gullotta (Eds.), <i>Advances in adolescent development, Vol. 8: Psychosocial development during adolescence</i> (pp. 12–60). Thousand Oaks, CA: Sage.</p>
Planned learning activities and teaching methods:	<ul style="list-style-type: none"> ✓ Presentation / Lecture – with the use of PowerPoint slides). ✓ Discussion (s) in class: Small group discussions using case studies ✓ Presentation of short assignments by students.
Assessment methods and criteria:	<ol style="list-style-type: none"> I. Mandatory class attendance II. Completion of assignments and participation in classroom activities (discussions). III. Course Work 1: Completion of personal assignment [Submission of Abstract] [20%] IV. Course Work 2: Completion and Presentation in Class of Power Point Presentation [30%] V. Final Assessment [50%] Submission of a written Term Paper in the format of a journal publication – 4,500 words:
Language of instruction:	GREEK
Work placement(s):	NONE