

## COURSE OUTLINE

### 1. OVERVIEW

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE TITLE			
Counseling Psychology in Education			
COURSE CODE	ΨX1103	SEMESTER	5, 7
HOURS per WEEK	3	ECTS	4
COURSE CATEGORY	Elective	COURSE TYPE	Skills development, Scientific area
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Modern Greek	PREREQUISITES	-
OFFERED TO ERASMUS	YES	ECLASS PAGE	<a href="https://eclass.uth.gr/courses/PRE_U_179/">https://eclass.uth.gr/courses/PRE_U_179/</a>

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>The course aims to familiarize students with the function of Counselling and the basic principles of Counselling Psychology, in order for them to become more effective in their future educational work. The topics of the course content relate to basic, contemporary pedagogical trends and elaborate on central concepts related to the person-centered approach to educational work.</p> <p>Upon successful completion of the course students will:</p> <ul style="list-style-type: none"><li>be able to understand contemporary humanistic approaches to learning and the role of counselling in pedagogical practice</li><li>have developed basic counselling skills required for their subsequent professional career</li><li>be able to use fluently the methods and techniques of Counselling Psychology in the classroom</li><li>be able to implement individual and group counselling intervention programmes.</li></ul>
<b>General Competencies</b>
<p>Autonomous work</p> <p>Teamwork</p> <p>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</p> <p>Critical and self-critical thinking</p> <p>Advancement of free, creative and inductive thinking</p>

### 3. CONTENT

<p>Conceptualisation, content, aims and evolution of Counselling</p> <p>The person-centred approach and the aims of education</p> <p>The Humanistic approach to learning and the role of the teacher</p> <p>Theories of Counselling Psychology and their application in the school setting</p> <p>Individual and group school counselling</p> <p>Methods and techniques of school counselling</p> <p>Pedagogical interaction and stages of counselling</p> <p>The counselling relationship; Principles and ethics in the practice of counselling</p> <p>Self-perception, environmental awareness, decision-making, acquisition of social skills and the role of counselling</p> <p>Vocational counselling and vocational guidance (Theories of professional development; Factors influencing educational and professional choices; Information and counselling methodology)</p> <p>Implementation of counselling intervention programmes - Case study</p>
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### 4. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING MODE</b>	In person		
<b>USE OF ICT</b>	Teaching and learning: Slide show Communication: Webmail / eClass / MSTeams		
<b>COMPULSORY ATTENDANCE</b>	NO	<b>MAXIMUM NUMBER OF ABSENCES:</b>	
<b>TEACHING ORGANIZATION</b>	<b>Activity</b>		<b>Semester Workload (hours)</b>
	Lectures		39
	Literature study & analysis		29
	Study		30
	Examination		2
	Course total		<b>100</b>
<b>EVALUATION</b>			
	<b>Type</b>	<b>Format</b>	<b>Weighting</b>
	Final written exam	Open-Ended Questions	100%
Description of other evaluation method / Evaluation criteria:			

## 5. RECOMMENDED BIBLIOGRAPHY

<b>Core textbooks (available through the Eudoxus service)</b>
Μαλικιώση-Λοΐζου, Μ. (2011). Η Συμβουλευτική Ψυχολογία στην Εκπαίδευση. Αθήνα: Πεδίο.
Μαλικιώση-Λοΐζου, Μ. & Γιαβαζολιάς, Α. (2014). Συμβουλευτική ψυχολογία: Σύγχρονα Ζητήματα Έρευνας και Πρακτικής. Αθήνα: Πεδίο.
<b>Scientific journals</b>
Journal of Counseling Psychology
Ελληνική Επιθεώρηση Συμβουλευτικής και Προσανατολισμού