

## COURSE OUTLINE

### 1. OVERVIEW

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE TITLE			
Social relations and adjustment problems at schools			
COURSE CODE	ΨX1307	SEMESTER	3, 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_195/">https://eclass.uth.gr/courses/PRE_U_195/</a>

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>The objectives of this course are to study interpersonal relationships in the school setting and how these relate to the students' academic and social adjustment, as well as behavioral problems that interfere with the educational process.</p> <p>Upon successful completion of the course students will:</p> <ul style="list-style-type: none"> <li>understand the impact of social relationships in the school setting on the academic and social development of students;</li> <li>have an understanding of the importance of the school in the prevention of psychosocial disorders;</li> <li>be able to identify the main problems of adaptation to school;</li> <li>have developed basic skills needed to promote functional interpersonal relationships in the classroom and to deal with adjustment problems at school;</li> <li>be able to identify the most important interpersonal factors in learning and education and to promote more positive forms of academic and social behaviour.</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>School adjustment problems (Concept, assessment, forms and factors affecting children's academic and socio-emotional development)</p> <p>Importance of school in the prevention of psychosocial disorders.</p> <p>Social relationships and learning processes.</p> <p>Cognitive, emotional and social development of the child in relation to interpersonal relationships in the classroom.</p> <p>Intrapersonal factors of learning and education (self-esteem, intrapersonal - extrapersonal locus of control, attitudes towards others, self-efficacy and academic self-reflection).</p> <p>Introversion problems (shyness, passivity, anxiety and depressive symptomatology).</p> <p>Problems with discipline and social relationships.</p> <p>Aggression and victimisation in the school environment.</p> <p>School and cyber bullying.</p> <p>Psychosocial and school adjustment of pupils - Forms of prevention and intervention programmes.</p> <p>Learning and behavioural problems - School diagnosis and therapeutic pedagogy</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 / MTeams		
<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>
Ανδρέου, Ε. (2011). Χορεύοντας με τους λύκους: Διαδικασίες και μηχανισμοί θυματοποίησης εντός και εκτός του σχολείου. Επίκεντρο.
Κουρκούτας, Η. (2007). Προβλήματα συμπεριφοράς στα παιδιά. Ελληνικά Γράμματα.
<b>Scientific journals</b>
Educational Psychology
School Psychology International