COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION SCIENCES
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	DEE704 **SEMESTER** 7th (winter)
COURSE TITLE	INDIVIDUAL AND GROUP COUNSELING IN THE SCHOOL SETTING

INDEPENDENT TEACHING ACTIVITIES *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*	WEEKLY TEACHING HOURS	CREDITS
Lectures, Laboratory exercises, Group work, Discussion	3	6
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	special background, skills development
PREREQUISITE COURSES:	EDUCATIONAL COUNSELLING
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (Instruction, Examination)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	The course is offered to exchange programme students (in Greek)
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes *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.* *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
Upon successful completion of this course, students will be able to: — practice counselling in controlled contexts — apply effective individual and group counselling skills — understand the counselling skills needed in order to create appropriate therapeutic conditions and support the therapeutic process in counselling relationships — conduct effective counselling interviews with children, adolescents, parents and groups — identify different types of groups and the purposes and functions of each group-type — understand the stages of group development — adhere to the code of ethics applicable in group work — know how to design, organize and implement psychoeducational groups — understand the fundamentals of group leadership and recognize the variables which may impact the group process — develop the skills needed to effectively lead psychoeducational groups with diverse populations
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?

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

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

(3) SYLLABUS

This course is designed to provide students with knowledge and skills that are necessary for counselling children and adolescents in the school setting. Students will acquire the knowledge and skills to understand themselves and will learn how to practice –individual and group– counselling skills in simulated settings. The course is run in a laboratory format and attendance is obligatory. The counselling skills covered include: relationship building, empathy conveyance, reflection of feeling, paraphrasing, clarifying, active listening, and summarizing, as well as non-verbal communication. By the end of this course, students are expected to know how to use these skills in different stages of the counselling process and with different student age-groups. Students will also gain knowledge on group dynamics, develop awareness of the ethical issues that are specific to group work and develop group-leadership skills. Students will get familiarized with the unique attributes of different types of groups(task and work groups, psychoeducational groups, counseling groups, and psychotherapy groups).Through participation in laboratory work, students will acquire knowledge on how to design, organize and implement to psychoeducational groups in a variety of settings.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT Use of ICT in Course Teaching Use of ICT in Communication with Students Description • Use of ICT (powerpoint, slides, videos) during the classes • The professor's material is offered via e-learning (moodle) • Use of HEAL-LINK and other academic databases and search engines for accessing relevant books and journal articles • Electronic Communication with the students (via e-mail, use of the Department's website) • Students are expected to use new technologies for their assignments

TEACHING METHODS

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.

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

Activity	Semester workload
Lecture attendance	39
Laboratory practice	40
Essay writing	25
Study and analysis of bibliography, tutorials	30
Fieldwork	13
Exam	3
Course total	*125*

STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

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

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Course assessment includes:
(1) written assignment
(2) In-class presentation of assignment
(3) oral examination
(4) laboratory work

(5) ATTACHED BIBLIOGRAPHY

Course Bibliography (Eudoxus):

Μπρούζος, Α. (2004). *Προσωποκεντρική Συμβουλευτική: Θεωρία, έρευνα και εφαρμογές*. Αθήνα: Τυπωθήτω – Δαρδανός.

Βασιλόπουλος, Σ., Μπρούζος, Α., & Μπαούρδα, Β. (2016). *Ψυχοεκπαιδευτικά ομαδικά προγράμματα για παιδιά και εφήβους*. Αθήνα: Εκδόσεις Gutenberg.

Βασιλόπουλος, Σ. Φ., Κουτσοπούλου, Ι., & Ρέγκλη, Δ. (2010). *Ψυχοεκπαιδευτικές ομάδες για παιδιά. Θεωρία και πράξη*. Αθήνα: Εκδόσεις Γρηγόρη.

Nelson-Jones, R. (2009). *Βασικές δεξιότητες συμβουλευτικής: Ένα εγχειρίδιο για βοηθούς* (μτφ. Χ. Λυμπεροπούλου & Γ. Μπακοπούλου, επιμ. Μ. Μαλικιώση-Λοΐζου). Αθήνα: Εκδόσεις Πεδίο.

Additional Bibliography for study:

Brouzos, A., Vassilopoulos, S. P., & Baourda, V. C. (2015). A study of therapeutic factors and members' perceptions of co-leaders' attitudes in a psychoeducational group for socially anxious Greek children. *The Journal for Specialists in Group Work, 40*(2), 204-224. doi: 10.1080/01933922.2015.1017065

Brouzos, A., Vassilopoulos, S. P., & Baourda, V. C. (2015). Members' perceptions of co-leaders facilitative attitudes and their role in outcome in a psychoeducational group for socially anxious children. *Person-Centered & Experiential Psychotherapies*. *14*(1), 32-46. doi: 10.1080/14779757.2014.965843

Cochran, J. L., & Cochran, N. H. (2015). *The heart of counseling: Counseling skills through therapeutic relationships* (2nd ed.). New York, NY: Routledge.

Mcleod, J., & McLeod, J. (2011). *Counselling Skills. A practical guide for counsellors and helping professionals* (2nd ed.). Maidenhead: Open University Press/McGraw-Hill Education.

Nelson-Jones, R. (2005). *Practical counselling and helping skills: text and activities for the life skills counselling model*. London: Sage Publications Inc.

Vassilopoulos, S. P., & Brouzos, A. (2014). Psychoeducational groups for children and adolescents: Prologue. *Hellenic Journal of Psychology, 11*(3), v-iv.

Vassilopoulos, S. P., Brouzos, A., & Rentzios, Ch. (2014). Evaluation of a universal social information processing program aimed at preventing anger and aggressive behaviour in primary school children. *Hellenic Journal of Psychology, 11*(3), 208-222.

Vassilopoulos, S. P., Brouzos, A., Damer, D. E., Mellou, A., & Mitropoulou, A. (2013). A psychoeducational school-based group intervention for socially anxious children. *The Journal for Specialists in Group Work, 8*(4)*, 307-329. doi: 10.1080/01933922.2013.819953

Vassilopoulos, S. P., Brouzos, A., Moberly, N. J., & Tsiligianni, G. (2015). Development and evaluation of a short anger management group for special education teachers: A preliminary study. *International Journal of School & Educational Psychology, 3(2), 107-116*. doi: 10.1080/21683603.2014.938384