

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PRIMARY EDUCATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	dee502e	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	<b>ADOLESCENT PSYCHOLOGY: DEVELOPMENT AND RESILIENCE</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>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</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures, exercises in comprehension, team working, discussion		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background – Specialized general knowledge - Skills development		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (in Greek)		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=927">http://ecourse.uoi.gr/course/view.php?id=927</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>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.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>						
<p>This course considers psychosocial, emotional and biosomatic parameters of adolescence. It focuses on the examination of aspects and processes of adolescent resilience. It aims to offer knowledge around current tendencies in the theory and research of various aspects of adolescent psychology. It studies aspects of crucial phenomena that manifest during adolescence from different points of view, such as Developmental, Social, School and Positive Psychology. It raises issues around the promotion of mental health and resilience during adolescence.</p> <p>Upon successful completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>a) Know basic issues around positive biosomatic and psychosocial development of adolescents</li> <li>b) Understand the main theoretical and methodological approaches on such areas</li> <li>c) Recognise the significance of positive interpersonal relationships between adolescents and their important others in various areas of their lives and education</li> <li>d) Know basic aspects of the phenomena of resilience during adolescence</li> <li>e) Design and evaluate intervention programs for the promotion of adolescent resilience.</li> </ol>						
<p><b>General Competences</b></p> <p><i>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?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>		<i>Respect for the natural environment</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>					
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>					
	<i>Respect for the natural environment</i>					

<i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> ..... <i>Others...</i> .....
<ul style="list-style-type: none"> <li>• Seeking, analysing and composing data and other information, using the necessary ICTs</li> <li>• Adaptation to new situations</li> <li>• Team working</li> <li>• Design and execution of programs</li> <li>• Respect of the different and the multicultural</li> <li>• Exercise of critical thinking and self-criticism</li> <li>• Advancement of free, creative and inductive thinking</li> </ul>	

### (3) SYLLABUS

<ol style="list-style-type: none"> <li>1. Introduction in Adolescent Psychology: Models of change</li> <li>2. Psychosocial development in adolescence</li> <li>3. Biosomatic and cognitive development in adolescence</li> <li>4. Adolescents and the family: Relations with parents</li> <li>5. The adolescent 'crisis': Interaction between adolescents and parents</li> <li>6. Peer relations in adolescence: The role of social support</li> <li>7. Education and adolescence: Transitional periods</li> <li>8. Emotional and social training: The example of peer pressure and training for resisting it</li> <li>9. Introduction to the concept of resilience in adolescence: Models of risks, psychosocial resources and adaptation</li> <li>10. Models of risks, psychosocial resources and adaptation in adolescence: Risks, stress and life events. Coping strategies. Self-esteem. Well-being</li> <li>11. Research and practice of resilience in adolescence: Approaches and research evidence. Intervention program for the promotion of resilience.</li> </ol>
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### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching <ul style="list-style-type: none"> <li>• Slides and video demonstrations</li> <li>• Use of HEAL-LINK and other electronic sources for access to bibliography on issues around General Psychology</li> <li>• Course Notes and other educational material relevant to General Psychology can be accessed at the course webpage (<a href="http://ecourse.uoi.gr/course/view.php?id=927">http://ecourse.uoi.gr/course/view.php?id=927</a>)</li> <li>• Use of e-mail in communication with students</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>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.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures aimed at activating students for course participation	39
	Study and analysis of bibliography	58
	Team work	25
	Exams	3

<i>directed study according to the principles of the ECTS</i>		
	Course total	<b>125</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>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</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ul style="list-style-type: none"> <li>• Questions on knowledge and understanding during course time</li> <li>• Optional team work</li> <li>• Written exams at the end of the semester</li> </ul>	

## (5) ATTACHED BIBLIOGRAPHY

<p>Suggested bibliography (from system Evdoxos)</p> <ol style="list-style-type: none"> <li>1. Cole, M., &amp; Cole, S. R. (2014). <i>Η ανάπτυξη των παιδιών</i>. Αθήνα: Γ. Δαρδανός – Κ. Δαρδανός Ο.Ε.</li> <li>2. Henderson, N., &amp; Milstein, M. M. (2008). <i>Σχολεία που προάγουν την ψυχική ανθεκτικότητα</i>. Χ. Χατζηρήστου (Επιμ.). Αθήνα: Εκδόσεις Παπαζήση.</li> </ol> <p>Additional bibliography</p> <ol style="list-style-type: none"> <li>1. Κουρκούτας, Η. Ε. (2001). <i>Η Ψυχολογία του Εφήβου: Θεωρητικά Ζητήματα και Κλινικές Περιπτώσεις</i>. Αθήνα: Ελληνικά Γράμματα.</li> <li>2. Τοιάντης, Ι. (επιμ.). (2000). <i>Εφηβεία</i>, τόμ. 2ος, τεύχ. 1, Βασική Παιδοψυχιατρική. Αθήνα: Καστανιώτης.</li> <li>3. Herbert, M. (1999). <i>Ψυχολογικά Προβλήματα Εφηβικής Ηλικίας</i>. Α. Καλαντζή-Αζίζι (επιμ.), θ' έκδ. Αθήνα: Ελληνικά Γράμματα.</li> <li>4. Μπρακονιέ, Α. &amp; Μαρτσελί, Ντ. (2002). <i>Τα Χίλια Πρόσωπα της Εφηβείας</i>. Αθήνα: Καστανιώτης.</li> <li>5. Τριλίβα, Σ. &amp; Chimienti, G. (2002). <i>Ανακάλυψη, αυτογνωσία, αυτοκυριαρχία, αυτοεκτίμηση: Συναισθηματική και κοινωνική επιδεξιότητα – ένα εγχειρίδιο τεχνικών</i>. Αθήνα: Εκδόσεις Πατάκη.</li> <li>Josien, M., Βαγιάτης, Γ., &amp; Γιαννουλέας, Μ. (1995). <i>Η επικοινωνία μέσα και έξω από τον εργασιακό χώρο</i>. Αθήνα: Ελληνικά Γράμματα.</li> </ol>
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