



## *The Hebrew University of Jerusalem*

### *Syllabus*

## *Develop Soc. Skills - Implication for Counseling - 34851*

*Last update 05-09-2022*

*HU Credits:* 2

*Degree/Cycle:* 2nd degree (Master)

*Responsible Department:* Education

*Academic year:* 0

*Semester:* 2nd Semester

*Teaching Languages:* Hebrew

*Campus:* Mt. Scopus

*Course/Module Coordinator:* Dr. Anat Korem

*Coordinator Email:* [anat.korem@mail.huji.ac.il](mailto:anat.korem@mail.huji.ac.il)

*Coordinator Office Hours:* By appointment

*Teaching Staff:*

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Dr. Anat Korem

Course/Module description:

The course will focus on the unique function of the school counselor in developing students' social skills. We will discuss how to prevent social problems in class, how to give consultation to educators and parents and how to coordinate between the students' needs and the sources of assistance.

Course/Module aims:

The course objectives are to recognize counseling approaches in developing students' social skills and to discuss considerations for their effective implementation at school.

Learning outcomes - On successful completion of this module, students should be able to:

- articulate principles that support the development of the students' social skills.
- explain different aspects included in intervention programs.
- suggest considerations and educational tools for planning intervention in the social field.
- combine different approaches and tools in treatment interventions.
- improve educational programs in the social field.

Attendance requirements(%):

80%

Teaching arrangement and method of instruction: The course is based on a weekly lecture. The lecture includes discussions with the students, analyzing case studies and examples from the participants' life.

Course/Module Content:

- Diverse approaches and tools for developing social skills.
- Anger management.
- Loneliness and friendship.
- Providing alternatives for aggressive expressions.
- Dealing with teasing and bullying at school.
- Dealing with social rejection and ostracism.
- Raising teachers' awareness of the importance of developing social skills.
- Fostering positive social climate in the classroom and at school.
- consultation for parents.

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### Required Reading:

- de Jong Gierveld, J., van Tilburg, T., & Dykstra, P. (2018). New ways of theorizing and conducting research in the field of loneliness and social isolation. In A. L. Vangelisti & D. Perlman (Eds.), *The Cambridge handbook of personal relationships* (p. 391-404). Cambridge University Press.
- Findlay L. C., & Coplan, R. J. (2008). Come out and play: Shyness in childhood and the benefits of organized sports participation. *Canadian Journal of Behavioural Science*, 40 (3), 153-161.
- Fisher, P. H., Masia-Warner, C., & Klein, R. G. (2004). Skills for social and academic success: A school-based intervention for social anxiety disorder in adolescents. *Clinical Child and Family Psychology Review*, 7, 241-249.
- Lane, K. L., Menzies, H. M., Barton-Arwood, S. M., Doukas, G. L., & Munton, S. M. (2005). Designing, implementing, and evaluating social skills interventions for elementary students: Step-by-step procedures based on actual school-based investigations. *Preventing School Failure*, 49, 18-26.
- McDonald, K. L. & Asher, S. L., (2018). Peer acceptance, peer rejection, and popularity: Social cognitive and behavioral perspective. In W. M. Bukowski, B. Laursen, K. H. Rubin (Eds.). *Handbook of peer interactions, relationships and groups* (pp. 429-446). New York, NY: Guilford Press.
- Mund, M., Freuding, M. M., Möbius, K., Horn, N., & Neyer, F. J. (2020). The stability and change of loneliness across the life span: A meta-analysis of longitudinal studies. *Personality and Social Psychology Review*, 24(1), 24-52.
- Nishimura, T., Murakami, T., & Sakurai, S. (2018). Do not overlook lonely children: Additional evidence from two longitudinal studies. *Journal of Social and Personal Relationships*, 35(7), 956-976.
- Ruppel, E. K., Gross, C., Stoll, A., Peck, B. S., Allen, M., & Kim, S. Y. (2017). Reflecting on connecting: Meta-analysis of differences between computer-mediated and face-to-face self-disclosure. *Journal of Computer-Mediated Communication*, 22(1), 18-34.
- San Antonio, D. & Salzfas, E. (2007). How we treat one another in school. *Educational Leadership*, 64, 8. Alexandria, VA: Association for Supervision and Curriculum Development.
- Schoenfeld, N. A., Rutherford, R. B., Gable, R. A., & Rock, M. L. (2008). ENGAGE: A blueprint for incorporating social skills training into daily academic instruction. *Preventing School Failure*, 52, 17-27.
- Ten Dam, G., & Volman, M. (2007). Educating for Adulthood or for Citizenship: Social competence as an educational goal. *European Journal of Education*, 42, 281-298.

### Additional Reading Material:

- Eccles, A. M., & Qualter, P. (2021). Alleviating loneliness in young people—a meta-analysis of interventions. *Child and Adolescent Mental Health*, 26(1), 17-33.

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Grading Scheme:

Additional information:

- Participants should submit two short Assignments (no grade).
- It is possible to make a class presentation, based on the reading material, and gain a bonus of five points.
- The course lessons will not be recorded.