



**DEPARTMENT OF EDUCATIONAL SCIENCES  
AND SOCIAL WORK**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**UNIVERSITY OF PATRAS**

## **COURSES OUTLINE**

**2nd YEAR**

**Semester 3rd**

**Academic Year: 2021-2022**

**MAIN FIELD: SOCIAL WORK**



## COURSE ESW\_238

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	ESW_238	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	INTERVIEW AND COMMUNICATION IN SOCIAL WORK		
<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>
		<b>3</b>	<b>5</b>
<b>Total</b>		<b>3</b>	
<b>COURSE TYPE</b>	Specialized general knowledge		
<b>PREREQUISITE COURSES</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (To Greek-speaking)		
<b>COURSE WEBSITE (URL)</b>			

### 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>Interview is the basic tool for the diagnostic assessment and intervention of Social Work and, at the same time, the main tool in the exercise of the profession of Social Worker.</p> <p>Upon completion of the course, students will:</p> <ul style="list-style-type: none"> <li>• Have determine the types of interview at individual and group level</li> <li>• Have clarify and will be able to apply the skills required to take a Professional Interview in the practice of social work in different areas of intervention.</li> </ul>
<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> <p><i>Taking into consideration the general competences that the degree-holder</i></p> <p style="text-align: right;"><i>Project planning and management</i> <i>Respect for difference and multiculturalism</i></p>

must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Respect for the natural environment  
 Showing social, professional and ethical responsibility and sensitivity to gender issues  
 Criticism and self-criticism  
 Production of free, creative and inductive thinking...  
 Others...

Training, analysis and synthesis of data and information, using both the necessary technologies and the internet.

- Demonstration of social, professional and moral responsibility and gender and diversity sensitivity
- Respect for diversity and multiculturalism
- Exercise of criticism and self-criticism

Other:

- ☑ Communication skills
- Power skills / careful monitoring and emotional harmonization
- Skills to get an effective interview using the internet.

## SYLLABUS

1. Definition and types of communication and relationship with Social Work
2. Structure of the Interview in Social Work
3. The Interview on the Internet
4. Difficulties, Barriers to Communication - Interview in Social Work
5. Skills of Interview in Social Work
6. The Social History Interview
7. 7. How is the Interview used in all social work methods (Social Work with Individual, Group, Family, Community and Social Research).

Phases of the Interview (initial, intermediate, final) - Attitudes and skills of a Social Worker at each Stage:

- Initial phase: emotional harmonization, careful monitoring - visual contact, experiential language, vocal style, verbal sequence
- ☑ Intermediate phase: repetitive comments, query paraphrase, type of questions, reflection of emotions, etc.
- ☑ Completion phase: completion of the cooperation.

## TEACHING and LEARNING METHODS – EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc</i>	In classroom, face to face	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Use of video projector and PowerPoint presentations.</li> <li>• View video</li> <li>• Support learning through the electronic e-class platform.</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, visits, project, essay writing, artistic creativity, etc.</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	30
	Role Plays	25
	Individual exercises	20
	Experiential group exercises	20
	Self- study	30
Course total		<b>125</b>

<p><i>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</i></p>		
<p><b>STUDENT PERFORMANCE EVALUATION</b>  <i>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, presentation, examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students</i></p>	<p>Written final exam including:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• development questions</li> <li>• problem solving</li> </ul>	

**(5) ATTACHED BIBLIOGRAPHY**

<ul style="list-style-type: none"> <li>- Suggested bibliography:</li> <li>- Archontaki, Z. &amp; Philippou,. (2003). 205 Experiential exercises to animate groups. Athens: Kastaniotis (in Greek).</li> <li>- Dimopoulou - Lagonika, M. (2011). Methodology of Social Work. Intervention Models. Athens: Topos (in Greek).</li> <li>- Fine, S. &amp; Glasser, P. (2008). The assistant interview at the first session. Athens: Gutenberg (in Greek).</li> <li>- Garrett, A. (1960). The interview. Principles and Methods. Athens: Education Council in Social Work (in Greek).</li> <li>- Kandylaki, A. (2008). Counseling in social work. Athens: Topos (in Greek).</li> <li>- Papaioannou, K. (2008). Clinical Social Work. Social Work with People. Athens: Editions Ellin (in Greek).</li> </ul>
---

## COURSE ESW\_208

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	Bachelor (level EQF 06)		
<b>COURSE CODE</b>	ESW_208	<b>SEMESTER</b>	3o
<b>COURSE TITLE</b>	Social Policy Networks		
<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	3	5	
Thematic conversations			
Group Presentations			
<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>	Optional		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	English		
<b>COURSE WEBSITE (URL)</b>	-----		

### 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>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize that the production and implementation of a social policy program is a dynamic process that is shaped by the action of policy networks.</li> <li>• Distinguish the three levels of production and implementation of a public and social policy: supranational (European), national and inter-national.</li> <li>• Interpret the effect of the networks' actions on the production of social policies.</li> <li>• Identify the theoretical view of policy networks and describe specific theoretical tools for analyzing public and social policies.</li> </ul>
<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> <p><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>Respect for difference and multiculturalism</i></p>

<i>Adapting to new situations</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>Respect for the natural environment</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>• Search, analyze and synthesize data and information, using the necessary technologies</li> <li>• Adapt to new situations</li> <li>• Decision making</li> <li>• Autonomous work</li> <li>• Teamwork</li> <li>• Working in an international environment</li> </ul>	

## SYLLABUS

<p>Course is divided into three parts:</p> <ul style="list-style-type: none"> <li>• The scientific field of policy networks and analysis of a policy program through policy networks</li> <li>• Production and implementation of public and social policies at international and European level through the action of international policy networks</li> <li>• Analysis of public and social policies in various fields; and interpreting policy programs with policy networks' theoretical tools.</li> </ul>
---

## TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	In classroom											
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power-points, e-class											
<b>TEACHING METHODS</b> <i>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.</i>  <i>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</i>	<table border="1"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Thematic conversations - Presentations</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Non-guided study</td> <td style="text-align: center;">45</td> </tr> <tr> <td><b>Course total</b></td> <td style="text-align: center;"><b>125</b></td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	50	Thematic conversations - Presentations	30	Non-guided study	45	<b>Course total</b>	<b>125</b>
<i>Activity</i>	<i>Semester workload</i>											
Lectures	50											
Thematic conversations - Presentations	30											
Non-guided study	45											
<b>Course total</b>	<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>	Final written examination: Questions are not common for all students but they have a common structure and form.											

## ATTACHED BIBLIOGRAPHY

- **Sakkelaropoulos Th., Oikonomou Ch., Skamnakis Chr., Aggelaki M. (Eds.) (2018). *Social Policy*. Athens: Dionikos.**
- Lavdas K. (2004). *Interest and policy – Interest and governance models*. Athens: Papazisi
- Heintz Th. and Jenkins-Smith C.H. (1988). “Advocacy coalitions and the practice of policy analysis”, *Policy Sciences*, 21: 263-277.
- Rhodes R.A.W., Marsh D. (1992). “New directions in the study of policy networks”, *European Journal of Political Research*, 21, pp.181-205.
- Sabatier P., and Jenkins-Smith H (Eds.) (1993). *Policy Change and Learning: An Advocacy Coalition Approach*. Boulder: Westview Press.

## COURSE ESW\_240

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ESW_240	<b>SEMESTER</b>	3o
<b>COURSE TITLE</b>	Ethics - Sectors and Services for the Implementation of Social Work		
<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		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		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PDE1669/">https://eclass.upatras.gr/courses/PDE1669/</a>		

### 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. 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>The course aims to provide the appropriate knowledge and to cultivate the required skills related to professional ethics and deontology at social work practice. The main objective of the course is to prepare and empower students in matters concerning ethical challenges and dilemmas, at the recognition of unethical behavior, as well as managing the conflict between personal values and professional boundaries during practicing the social worker profession. Furthermore, the course includes the basic social welfare policies and the contemporaneous areas of its implementation, presenting extensively all the existing social structures and services in the public and private sectors.</p> <p>Upon completion of this course, students will be expected to:</p> <ul style="list-style-type: none"> <li>• Explain concepts such as: principles, values, code of ethics, ethical behavior, moral dilemmas, interdisciplinary cooperation</li> <li>• Describe the principles and values of social work</li> </ul>
---



<ul style="list-style-type: none"> <li>• Produce the necessary principles of professional ethics and deontology</li> <li>• Apply skills towards recognition and management of professional challenges and moral problems</li> <li>• Review the social welfare programs, recognizing the respective social organizations and services</li> <li>• Recognize the role and challenges of the social worker profession by visiting social welfare services</li> </ul>	
<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>	
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></p> <p><i>Adapting to new situations</i></p>	<p><i>Project planning and management</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p>
<p><i>Decision-making</i></p> <p><i>Working independently</i></p>	<p><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></p>
<p><i>Team work</i></p> <p><i>Working in an international environment</i></p> <p><i>Working in an interdisciplinary environment</i></p>	<p><i>Criticism and self-criticism</i></p> <p><i>Production of free, creative and inductive thinking</i></p> <p>.....</p> <p><i>Others...</i></p> <p>.....</p>
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>• Adapting to new situations</li> <li>• Working independently</li> <li>• Team work</li> <li>• Working in an interdisciplinary environment</li> <li>• Showing social, professional and ethical responsibility and sensitivity</li> <li>• Criticism and self-criticism</li> <li>• Production of free, creative and inductive thinking</li> <li>• Development and cultivation of critical thinking</li> </ul>	

**SYLLABUS**

<ol style="list-style-type: none"> <li>1. Professional deontology – Code of ethics</li> <li>2. Moral and ethical issues in the social work practice</li> <li>3. Practical implementation of the ethics’ code</li> <li>4. Use of technology in the social services and the professional code of ethics</li> <li>5. Social Welfare Sector</li> <li>6. Social Protection Sector (Family - Child Protection)</li> <li>7. Sector of Vulnerable Social Groups (Immigrants / Refugees - Cultural Minorities)</li> <li>8. Health / Mental Health Sector</li> <li>9. Elderly Sector</li> <li>10. Delinquency and Penitentiary System</li> <li>11. Department of School Social Work</li> <li>12. Civil Society Sector</li> <li>13. Disability protection sector</li> </ol>
--

**TEACHING and LEARNING METHODS - EVALUATION**

<p><b>DELIVERY</b></p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face</p>
--	---------------------

<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Computer and projector use Slides and video projection Support of the learning process through the e-class platform</p>	
<p style="text-align: center;"><b>TEACHING METHODS</b> <i>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</i></p>	<b>Activity</b>	<b>Semester workload</b>
	Lecturers	25
	Study and analysis of bibliography	25
	Essay writing	25
	Educational visits or Special guest speakers	25
	Seminars	25
<b>Course total</b>	<b>125</b>	
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b> <i>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.</i></p>	<p>Written work</p>	

#### ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
  - Banks, S. (2015). *Ethics and Values in Social Work*. Athens: Gutenberg.
  - Dimopoulou - Lagonika, M. (2011). *Social Work Methodology: Intervention Models*. Athens: Topos.
  - Zaimakis, G. & Kandylaki, A. (eds.) (2005). *Social Protection Networks: Intervention to vulnerable groups and multicultural communities*. Athens: Kritiki.
  - Kallinikaki, Th. (2011). *Introduction to Social Work Theory and Practice*. Athens: Topos.
  - Kandylaki, A. (2008). *Counseling in social work*. Athens: Topos.
  - Stathopoulos, P. (2015). *Social Protection, Social Welfare: Policies and Programs*. Athens: Papazisis.
  - Stathopoulos, P. (2012). *Organization and Administration of Social Services*. Athens: Papazisis.
- *Related academic journals:*
  - Social Work: Social Science Review
  - Journal of Social Work Values and Ethics
  - International Journal of Social Work and Human Services Practice
  - Ethics and Social Welfare
  - Social Work and Society
  - The Social Service Review

## COURSE ESW\_245

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ESW_245	<b>SEMESTER</b>	3 <sup>o</sup>
<b>COURSE TITLE</b>	MAIN PRINCIPLES IN CIVIC FAMILY AND PENAL LAW		
<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		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>	<i>general background</i>		
<b>PREREQUISITE COURSES:</b>	no		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	no		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.upatras.gr/courses/">https://eclass.upatras.gr/courses/</a>		

### 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>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.</p> <p>Students are expected to:</p>
---

- analyze about the legal dimension of issues that they are concerned with when implementing Social Work
- support the individual's right to Social Welfare Issues

<b>General Competences</b>	
<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>	
<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>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	.....

- Autonomous Work
- Teamwork
  - Use of new technologies
  - Promoting free, creative and inductive thinking Working in an interdisciplinary environment
  - Decision making

## SYLLABUS

- Basic family - criminal - civic law. More specifically:
- Legal Framework for Divorce, Child Custody, Discontinuance of Parental Rights, Adoption, Admission to an Institution
  - Legal Framework for Domestic Violence (Child Abuse, Female Abuse)
  - Legal Framework for Juvenile Offenders, Subjects Dependent on Toxic Substances, Adult Abuse

## 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, in Student Communication Supporting the Learning Process through the e-class e-class platform	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	65

<p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></p> <p><i>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</i></p>	Writing and presenting papers	30
	Shelf study	30
	<b>Course total</b>	<b>125</b>
<p align="center"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of assessment: Greek</p> <p>Assessment:</p> <p>Final Written Examination</p> <p>Growth questions</p> <p>The evaluation criteria are explained in detail to students through the e-class platform.</p>	

#### ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

Kremalis, K. (1991). The right of the individual to Social Welfare. Athens: Sakkoulas.

Koukiadis, I. (1999). Labor Law-Collective Labor Relations (Volume 1 & 2). Athens: Sakkoulas.

Magakis, GA (XXXX). Criminal Law, Athens: Papazisis.

L. Luhmann Social complexity and the legitimacy of law processes

U.Beck Society of risk: law and risk management

P. Bourdieu Social reproduction and the symbolic power of law

Androusou A. / Askouni, N. (ed.), Cultural diversity and human rights, Athens, Metaichmio, 2011.

Soterelis, G. / Tsaouridis, Chr., Social Rights and the Crisis of the State of the Front, Athens, Savalas, 2012.

EU Fundamental Rights Agency, Handbook on anti-discrimination legislation, Council of Europe, 2010, [www.echr.coe.int](http://www.echr.coe.int)

Dowden, C., & Andrews D. A. (2003). Does Family Intervention Work for Delinquents? Results of a Meta-Analysis1. Canadian Journal of Criminology and Criminal Justice, 45 (3), 327-342.

Spyridakis, I. (XXXX). Family Law. Athens: Sakkoulas.

Chrysogenous, K. (1998). Individual and social rights. Athens: Sakkoulas.

Elrod, P. & Ryder, R.S., (2013). Juvenile Justice. A Social, Historical, and Legal Perspective. Burlington: Jones and Bartlett Publishers International

Mincey, B., Maldonado, N., Lacey, C.H., & Thompson, S.D. (2008). Perceptions of Successful Graduates of Juvenile Residential Programs: Reflections and Suggestions for Success. *Journal of Correctional Education*, 59 (1) 8-31.

Muncie, J. (2015). *Youth and Crime*. Los Angeles: Sage

Roberts, A. & Springer, D., (2007). *Social work in juvenile and criminal justice settings* (3rd ed.). Springfield, IL: Charles C. Thomas

## COURSE ESW\_241

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	<i>Undergraduate</i>		
<b>COURSE CODE</b>	<b>ESW_241</b>	<b>Semester</b>	<b>3<sup>rd</sup></b>
<b>COURSE TITLE</b>	SELF HELP AND VOLUNTEERING TEAMS - SOCIAL ECONOMY AND SOCIAL WORK		
<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>
TEACHING HOURS		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General background		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

### 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>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>						
<p>Social workers, in their intervention roles, encourage and participate in the creation of self-help groups with different populations. Volunteering is another field of intervention of social work with different forms (advocacy, provision of services, mutual assistance). Social Economy and Entrepreneurship is a relatively new field of Social Work with different populations.</p> <p>Upon completion of the course, students will:</p> <ul style="list-style-type: none"> <li>• determine the different forms of volunteering and self-help</li> <li>• apply the skills needed to support social economy initiatives in different areas.</li> </ul>						
<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;"> <i>Decision-making</i> </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>Decision-making</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>Decision-making</i>	<i>Respect for the natural environment</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>• Data search, analysis and synthesis and Project design and management</li> <li>• information, using the necessary Respect for diversity and multiculturalism</li> <li>• technologies Respect for the natural environment</li> <li>• Adapting to new situations Demonstrating social, professional and moral responsibility</li> <li>• Decision making and sensitivity on gender issues</li> <li>• Autonomous work Exercise of criticism and self-criticism</li> <li>• Teamwork Promote free, creative and inductive thinking</li> <li>• Work in an international environment</li> <li>• Working in an Interdisciplinary Environment</li> <li>Other...</li> <li>• Producing new research ideas.</li> <li>• Training, analyzing and compiling data and information on volunteering and the social economy, using both the necessary technologies and the internet.</li> </ul>	

## SYLLABUS

<p>Definition and types of volunteering and the relationship with Social Work</p> <p>2. Structure of volunteer schemes in our country</p> <p>3. Volunteering on the Internet</p> <p>4. Difficulties, obstacles to the use of volunteers from Social Work</p> <p>5. Skills of Interview in Social Work</p> <p>6. Definition and types of social economy</p> <p>7. Examples of social economy in Greece and abroad</p> <p>8. Methodology for the design of social enterprises</p>
---

## TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;"><b>DELIVERY</b></p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<p>In the classroom, face to face Face to Face, Remote education etc.</p>														
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>View video Use of ICT in Teaching, in Supporting learning through the Laboratory Education, in the e-class e-class platform with the students</p>														
<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><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></p> <p><i>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</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><b>Activity</b></th> <th style="text-align: center;"><b>Semester workload</b></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Roll plays</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Bibliography, Tutorial, Practice Individual exercises</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Experiential group exercises</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Self - study</td> <td style="text-align: center;">30</td> </tr> <tr> <td><b>Course total</b></td> <td style="text-align: center;"><b>125</b></td> </tr> </tbody> </table>	<b>Activity</b>	<b>Semester workload</b>	Lectures	30	Roll plays	25	Bibliography, Tutorial, Practice Individual exercises	20	Experiential group exercises	20	Self - study	30	<b>Course total</b>	<b>125</b>
<b>Activity</b>	<b>Semester workload</b>														
Lectures	30														
Roll plays	25														
Bibliography, Tutorial, Practice Individual exercises	20														
Experiential group exercises	20														
Self - study	30														
<b>Course total</b>	<b>125</b>														



<b>STUDENT PERFORMANCE EVALUATION</b>	
<p><i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>multiple choice question Formative or Concluding, Testing short answer questions Multiple Choice, Quick Query Development Questions Response, Test Development Questions, • Problem Solving Troubleshooting, Written Work,</p> <p>Report / Report, Oral Examination, Public Presentation, Laboratory Work, Patient Clinical Examination, Artistic Interpretation, Other / Other Specific criteria are stated assessment and whether they are accessible by the students.</p>

### **ATTACHED BIBLIOGRAPHY**

<p><i>- Suggested bibliography:</i></p> <ul style="list-style-type: none"> <li>• Polyzoidis Pericles, 2006, Volunteerism and Social Protection.</li> <li>• Sotiropoulos Dimitris, 2014, The Unknown Civil Society, volume</li> <li>• Apostolidis Loucas, Papaspyropoulos, 2002, the volunteer movement in Greece.</li> <li>• Norton Michael, 2007, 365 ways to change the world.</li> <li>• Andriotakis Manolis, 2003, Cultural Activism.</li> <li>• Nikolopoulos Takis, Kapogiannis Dimitris 2012, Introduction to the social and solidarity economy.</li> <li>• Dulia Theodora, 2015, Social Economy and Social Entrepreneurship.</li> <li>• Zafiriidis F., 2009, Dependencies and Society. 1. Therapeutic Communities - Self-Help Groups</li> </ul>
--

## COURSE ESW\_249

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ESW_249	<b>SEMESTER</b>	c
<b>COURSE TITLE</b>	Development of supportive social care networks		
<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	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, specialized general knowledge, skills development</i>	Special background		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PDE1665/">https://eclass.upatras.gr/courses/PDE1665/</a>		

### LEARNING OUTCOMES

<b>Learning outcomes</b>
<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</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>

The aim of the course is that Social Work students acquire knowledge and skills which will allow them to work with formal or informal supportive social care networks or to contribute to the development of new networks in the effort to meet old or emerging social care needs. Another important aspect of the course is that students use Social Media through rules of personal data protection in order to serve the Civil Society to meet temporary or permanent social needs, which the traditional Welfare State does not cover for various reasons. Finally, another dimension of the course is the role of networks through examples of Patient Associations as pressure mechanisms for mature systemic changes in the direction of improving the quality of services provided, but also substantial coverage of the social needs of those directly interested in self-perceptions of the latter.

Upon completion of the course, students are expected to be able to:

- Explain the interconnected concepts “social need- social care”
- Record the evolution of social needs in the historical course of time and their connection with other factors, especially economic
- Develop the meaning of "social network" and its differentiation from other networks
- Illustrate the close interconnection of the social network with the theory of social capital and how this can be transformed into forms of social support and care for socially vulnerable groups
- Distinguish and evaluate the role and operation of standard support networks in relation to informal support networks
- Reflect on the boundaries of informal support networks and the role of the social worker in them
- Determine the operation of standard networks within the existing legal framework
- Discover the function of informal networks through the forms of collectivity of Civil Society, as well as the legal framework governing this function
- Describe the role of informal support networks as social care mechanisms in the development of advocacy and empowerment of vulnerable social groups
- Design on examples of patient associations in Greece and abroad, where these networks can evolve from forms of meeting social needs to forms of claiming individual and social rights
- Evaluate the complex role of the social worker and his / her boundaries in network collaboration processes in order to support vulnerable social groups
- Develop the skills to analyze today's complex social reality
- Reflect on the technological Media of Social Networking in the direction of their use as a means of valid information and sensitization of the population
- Express their social sensitivity

### 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  
Adapting to new situations  
Decision-making  
Working independently  
Team work  
Working in an international environment  
Working in an interdisciplinary environment  
Production of new research ideas*

*Project planning and management  
Respect for difference and multiculturalism  
Respect for the natural environment  
Showing social, professional and ethical responsibility and sensitivity to gender issues  
Criticism and self-criticism  
Production of free, creative and inductive thinking*

.....  
*Others...*  
.....

- Autonomous work
- Teamwork
- Work in an interdisciplinary environment
- Project design and management
- Demonstration of social, professional and moral responsibility
- Practice criticism and self-criticism
- Promoting free, creative and inductive thinking

#### Special Skills

- Reflection with the aim of internalizing the knowledge and skills in a functional context that will consider the characteristics of the personality of each student
- Social awareness which is a prerequisite for social action and initiatives to work with networks
- Familiarity with new technologies and the internet, so that social media becomes a "tool" to meet social needs and not the other way around, where social needs can be used as a tool of social media to achieve other goals.

## **SYLLABUS**

The design of the course includes the following structure:

- Clarification of basic meanings such as social need, social care, social support, network
- Historical flashback to the creation of supportive social care programs / analysis and criticism
- Diversification of social support networks for social care from other networks
- A detailed presentation of Putnam's theory of social capital, its dimensions, the importance of social capital in modern life and its connection with social care networks
- Typical networks as a form of social care – Target groups
- Legal framework of standard networks - Possibilities for social networking and cooperation in the field of Local Government
- Legal framework of informal support networks - Delimitation of their role - Bodies of informal support networks
- Support and social care networks in foreign countries - Presentation of good practices
- Patients' associations in Greece – Analyses and reflections on their role as social care support networks
- Advocacy and empowerment – Their interconnection with informal supportive care beyond the traditional boundaries of social care
- The limits of informal social care and the possibilities of integrating informal social care programs into formal social care
- The professional boundaries of the social worker while exercising Social Work with formal and informal social care networks – Issues of principles and ethics
- The role of the Media and Social Media in highlighting social care issues – Basic principles of cooperation

## **TEACHING and LEARNING METHODS - EVALUATION**

<p style="text-align: center;"><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc</i></p>	<p>Face to face (if the conditions require it) and through distance learning</p>														
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education communication with students</i></p>	<p>Learning process support via the electronic e-class platform</p> <p>Additional use of ZOOM for interviews with those involved in the wider field of social care.</p>														
<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></p> <p><i>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</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><b>Activity</b></th> <th style="text-align: center;"><b>Semester workload</b></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Study and analysis of literature</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Invitations of experts</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Project</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Case study</td> <td style="text-align: center;">10</td> </tr> <tr> <td><b>Total Course</b></td> <td style="text-align: center;"><b>125</b></td> </tr> </tbody> </table>	<b>Activity</b>	<b>Semester workload</b>	Lectures	30	Study and analysis of literature	30	Invitations of experts	5	Project	50	Case study	10	<b>Total Course</b>	<b>125</b>
<b>Activity</b>	<b>Semester workload</b>														
Lectures	30														
Study and analysis of literature	30														
Invitations of experts	5														
Project	50														
Case study	10														
<b>Total Course</b>	<b>125</b>														
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written work</p>														

## ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Berkman, L.F. and Glass, T. (2000) Social integration, social networks, social support and health. In: Berkman, L.F. and Kawachi, I., Eds., Social Epidemiology, Oxford University Press, New York, 158-162.
- Bernard, M., Ogg, J., Phillipson, J & P. C. (2001): Family and Community Life of Older People: Social Networks and Social Support in Three Urban Areas, Routledge, London and New York
- Specht, H. (1986): Social Support, Social Networks, Social Exchange, and Social Work Practice, Social Service Review, 60 (2): 218-240.
- Αφουξενίδης, Αλέξανδρος, (2018): Ο ρόλος της κοινωνίας – Κοινωνία Πολιτών και Εθελοντισμός στην παροχή κοινωνικής φροντίδας και κοινωνικής προστασίας, στο Κοινωνική Πολιτική, Επιμέλεια: Θ. Σακελλαρόπουλος, Χαρ. Οικονόμου, Χρ. Σκαμνάκης, Μ. Αγγελάκη, ΔΙΟΝΙΚΟΣ, Αθήνα
- Βάθη, Π. (2018): Ο ρόλος της Κοινωνίας: Εθελοντικοί φορείς κοινωνικής φροντίδας και οργανωσιακή μάθηση, στο Κοινωνική Πολιτική, Επιμέλεια: Θ. Σακελλαρόπουλος, Χαρ. Οικονόμου, Χρ. Σκαμνάκης, Μ. Αγγελάκη, ΔΙΟΝΙΚΟΣ, Αθήνα
- ΚΕΝΤΡΟ ΕΥΡΩΠΑΪΚΟΥ ΣΥΝΤΑΓΜΑΤΙΚΟΥ ΔΙΚΑΙΟΥ – ΙΔΡΥΜΑ ΘΕΜΙΣΤΟΚΛΗ & ΔΗΜΗΤΡΙΟΥ ΤΣΑΤΣΟΥ (2012): Ανάπτυξη και ο ρόλος του κινήματος αυτοσυνηγορίας σε άλλες χώρες, Μονογραφία, Ε.Σ.ΑμεΑ

- Κονιόρδος, Σ. (2006): Κοινωνικό κεφάλαιο: μεταξύ θεωρητικής σαφήνειας και σύγχυσης, Επιστήμη και Κοινωνία, τ.16: 1-38
- Μέντης, Μ., Λυγγερίδης, Γ., Κοντονή, Κ. (2015): Αυτοοργάνωση- αυτοδιαχείριση ληπτών υπηρεσιών ψυχικής υγείας και των οικογενειών τους, στο Συλλογικό έργο: Η ΣΥΜΒΟΛΗ ΤΗΣ ΚΟΙΝΩΝΙΚΗΣ ΕΡΓΑΣΙΑΣ ΣΤΗΝ ΨΥΧΙΑΤΡΙΚΗ ΘΕΡΑΠΕΥΤΙΚΗ, Συντονιστής, Γεώργιος Παπαδημητρίου, Α ΨΥΧΙΑΤΡΙΚΗ - ΚΛΙΝΙΚΗ ΠΑΝΕΠΙΣΤΗΜΙΟΥ ΑΘΗΝΩΝ, ΕΚΔΟΣΕΙΣ ΠΑΡΙΣΙΑΝΟΣ: 322-328
- Νόμος 3852 (ΦΕΚ Α' 87/7.6/2010): Νέα αρχιτεκτονική της Αυτοδιοίκησης και της Αποκεντρωμένης Διοίκησης – Πρόγραμμα Καλλικράτης
- Πούπος, Η. (2010): Το Κοινωνικό Κεφάλαιο στην Ελλάδα, Κέντρο Προγραμματισμού και Κοινωνικών Ερευνών, Αθήνα
- Σουλιώτης, Κ. (επιμέλεια) (2014): Δημοκρατία – Πολίτες και πολιτικές Υγείας: Συμμετοχή στη λήψη αποφάσεων, Ομάδες πίεσης και συμφερόντων – Σύλλογοι Ασθενών, ΕΚΔΟΣΕΙΣ ΠΑΠΑΖΗΣΗ, Αθήνα
- Χριστάκης, Α.Ν., Fowler, Η.Ι. (2010): ΣΥΝΔΕΔΕΜΕΝΟΙ: η εκπληκτική δύναμη των κοινωνικών δικτύων και πως αυτά διαμορφώνουν τη ζωή μας, ΕΚΔΟΣΕΙΣ ΚΑΤΟΠΤΡΟ, Αθήνα

- *Related academic journals:*

1. Κοινωνική Εργασία. Επιθεώρηση Κοινωνικών Επιστημών
2. European Journal of Social Work
3. International Social Work
4. The Journal of Social Work
5. Journal of Social Work Practice. Psychotherapeutic Approaches in Health, Welfare and the Community
6. Research on Social Work Practice (RSWP)
7. The British Journal of Social Work
8. Qualitative Social Work

## COURSE ESW\_211

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>ESW_211</b>	<b>SEMESTER</b>	<b>3</b>
<b>COURSE TITLE</b>	Social work with children and adolescents		
<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-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>	Optional		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	no		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PDE1610/">https://eclass.upatras.gr/courses/PDE1610/</a>		

### 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>At the end of the semester the student will determine the interdisciplinary collaboration of a social worker and teacher in the school both in the special and general education (special schools, EDY, KEDASY). The student will recognize the role of other professionals such as the social worker at school. The student will develop the key elements of school social work.</p> <p>Will be able to assess incidents of child neglect and abuse. They will present child protection agencies and services.</p> <p>The students will analyze how children and adolescents groups are working.</p>		
<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>  <i>Adapting to new situations</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> </td> <td style="width: 50%; border: none;"> <i>Project planning and management</i>  <i>Respect for difference and multiculturalism</i>  <i>Respect for the natural environment</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>.....</i>  <i>Others...</i>  <i>.....</i> </td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</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>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</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>.....</i> <i>Others...</i> <i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</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>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</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>.....</i> <i>Others...</i> <i>.....</i>	

For the student to be able to define his / her role in the context of interdisciplinary cooperation between teachers and social workers in special and general education.  
 To be able to recognize bodies responsible for child protection in Greece.  
 To be able to recognize cases of neglect and abuse of children and address the appropriate professional social worker.  
 To be able to organize and operate school projects with children and adolescents.  
 To be able to work in a group.  
 To be able to evaluate himself / herself for professional and personal improvement.

## SYLLABUS

Course is divided into three parts:

- Introduction to social work. The role of the social worker as a school-to-family intermediary. Identify the distinct role of the teacher and the social worker in the school community. Study of the institutions where teachers and social workers work together in special and general education.
- Analysis of the necessity for cooperation between social workers and teachers as a means of preventing school leakage. Description of agencies responsible for child protection in Greece as well as incidents of abuse and neglect of minors.
- How to organize and operate school projects.

## TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	In classroom											
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	power-points, e-class											
<b>TEACHING METHODS</b> <i>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.</i>  <i>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</i>	<table border="1"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures-discussion</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Individual work</td> <td style="text-align: center;">83</td> </tr> <tr> <td>Evaluation</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;"><b>125</b></td> </tr> </tbody> </table>	Activity	Semester workload	Lectures-discussion	39	Individual work	83	Evaluation	3	Course total	<b>125</b>	
Activity	Semester workload											
Lectures-discussion	39											
Individual work	83											
Evaluation	3											
Course total	<b>125</b>											
<b>STUDENT PERFORMANCE EVALUATION</b> <i>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.</i>	Written examination (70%) Presence and participation in the lesson. Self-assessment report of the student (30%).											

## ATTACHED BIBLIOGRAPHY

1. Kallinikaki, Th., Kasseris, Z., (2014). Social Work in Education. Athens: Topos.
2. Archondakis, Z., Philippos D. (2003). 205 Experiential exercises for empowerment groups. Athens: Kastaniotis.



## COURSE OUTLINE ESW\_205

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>ESW_205</b>	<b>SEMESTER</b>	<b>3<sup>rd</sup></b>
<b>COURSE TITLE</b>	School Psychology		
<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 & Laboratory exercises			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>	Specialised general knowledge		
<b>PREREQUISITE COURSES:</b>	Developmental Psychology I, Cognitive Functions and the Brain		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES (the course is offered to ERASMUS students in English)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PDE1310">https://eclass.upatras.gr/courses/PDE1310</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>Upon successful completion, students should be able to:</p> <ul style="list-style-type: none"> <li>• describe the activities of School Psychology</li> <li>• recognize counselling and psychological services in the school community</li> <li>• formulate the role of teachers and other specialties in the provision of psychological and counselling services in the schools</li> <li>• explain the framework concerning Special Education and the provision of support</li> </ul>
--

services in the Greek Educational System	
<b>General Competences</b>	
<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>	
<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>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	.....
Working in an interdisciplinary environment	
Respect for difference and multiculturalism	
Showing social, professional and ethical responsibility and sensitivity to gender issues	

### (3) SYLLABUS

<p>The course consists of three modules:</p> <ul style="list-style-type: none"> <li>• History of Psychology and the Division of School Psychology, Greek Legislation on Special Education and the Provision of Support Services in the Greek Educational System;</li> <li>• Provision of psychological and counselling services in the schools;</li> <li>• The role of teachers and other support personnel in the school community and their support (educational, emotional, psychological) towards students.</li> </ul>
--

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Lectures and Laboratory classes	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint presentations, exercises through eclass, literature research in online databases and libraries	
<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</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	33
	Laboratory exercises	6
	Independent study	83
	Evaluation	3

<p><i>workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>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</i></p>	<p>Course total</p>	<p><b>125</b></p>
<p align="center"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Final written exam with multiple choice questions</p>	

**(5) ATTACHED BIBLIOGRAPHY**

<p><i>- Suggested bibliography:</i></p> <p>Hatzichristou, C. (2011). Introduction to School Psychology. Athens: Gutenberg Pub. (in Greek).</p> <p>Hatzichristou, C. (2011). Social and Emotional Education Programme in the Schools. Athens (in Greek)</p> <p><i>- Related academic journals:</i></p> <p>Journal of School Psychology</p> <p>School Psychology International</p> <p>Psychology in the Schools</p> <p>Journal of Educational Psychology</p> <p>British Journal of Educational Psychology</p>
---

## COURSE ESW\_209

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	ESW_209	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	Personality and self		
<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, conversation, oral participation of students in the class		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>	Elective course: Specialised education in understanding group thinking and functioning		
<b>PREREQUISITE COURSES:</b>	Introduction to Psychology, Developmental Psychology, Cognitive processes and brain, Research Methodology in Psychology		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (English)		
<b>COURSE WEBSITE (URL)</b>			

### LEARNING OUTCOMES

<p><b>Learning outcomes</b> <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>By the end of this course, students are expected to recognize the defining role of personality and self on individual's behavior. They will be able to distinguish characteristic patterns of thoughts, feelings, and behaviors that make a person unique. They will recognize the basic notion that given that personality arises from within the individual and remains fairly consistent throughout life personality traits constitute dimensions of culture definition.</p> <p>Specifically, students are expected to: determine the psychological construct of personality and self as specified by the scientific research; recognize the permanent nature as opposed to the possible changes of personality and self; appreciate the decisive role of social experience on the development of personality and self; explain the influence of personality traits and patterns of thought and emotion on individuals' motives in every aspect of life; evaluate cultural differences in personality and self.</p>

### 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
- 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

### SYLLABUS

This course is designed to provide the student with a thorough overview of social psychological principles and theories regarding personality and its dimensions, the different types of the self and their interplay in forming the individual's behavior. Specific topics will refer to: Personality and self in everyday life (Introduction to personality and self concept based on the individual's everyday experience), Scientific study and theoretical approaches of personality and self (Research methods for the study of personality and self: limitations and strengths. Theoretical approaches of psychology on personality and strength) and Biology and Environment as foundations of personality (Biological and cultural dimensions of personality).

### 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 powerpoint and video in teaching Use of e-class platform to support students' study of bibliography										
<b>TEACHING METHODS</b> <i>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.</i>  <i>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</i>	<table border="1"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>lectures, tutorials, placement, interactive teaching</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Study of bibliography</td> <td style="text-align: center;">84</td> </tr> <tr> <td>Written exams</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>	Activity	Semester workload	lectures, tutorials, placement, interactive teaching	39	Study of bibliography	84	Written exams	2	Course total	125
Activity	Semester workload										
lectures, tutorials, placement, interactive teaching	39										
Study of bibliography	84										
Written exams	2										
Course total	125										
<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>	The evaluation procedure consists of written exams at the end of semester.										

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

## ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

Cervone, D., & Pervin, A.L. (2013). *Theories prosopikotitas*. [Personality: Theory and Research]. (A. Alexandropoulou, V. Koborozos, Trans.). Athens: Gutenberg. (Original work published 2010)

Chamorro-Premuzic, T. (2013). *Prosopikotita kai atomikes diafores*. [Personality and Individual Differences]. (M. Kouledianou, Trans.). Athens: Gutenberg. (Original work published 2011)

Pervin, A.L. (2015). *Goal concepts in personality and social psychology*. UK: Taylor & Francis Ltd.

Journal of Personality and Social Psychology, ISSN: 0022-3514, eISSN: 1939-1315

## COURSE ESW\_210

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	GRADUATE		
<b>COURSE CODE</b>	ESW_210	<b>SEMESTER</b>	3 <sup>rd</sup>
<b>COURSE TITLE</b>	ORGANISATION AND MANAGEMENT		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</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>			
LECTURES		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>	Special background		
<i>general background, special background, specialised general knowledge, skills development</i>			
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES (FRENCH & ENGLISH)		
<b>COURSE WEBSITE (URL)</b>			

### 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>Students at the end of this course are expected to:</p> <ul style="list-style-type: none"> <li>• describe the main principles and functions of organizational management and leadership,</li> <li>• develop an internal policy plan at the organizational level and understand the distinctions, limitations and the variations in results when implementing different models of leadership,</li> <li>• recognize and manage ineffective organizational practices related to motivation, decision making and communication practices,</li> <li>• introduce innovation and change in the organization and design crisis management plans,</li> <li>• elaborate a strategic plan of organizational development under the perspective of organizational learning.</li> </ul>
<b>General Competences</b>

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
- Team work
- Working in an interdisciplinary environment
- Project planning and management
- Criticism and self-criticism
- Production of free, creative and inductive thinking

## SYLLABUS

Course outline:

**Weeks 1-4:** Organizations as systems. Management and leadership. Organizational strategy. Strategic and functional planning. Leadership styles. Globalization. Assumptions and stereotypes.

**Weeks 5-6:** The individual in the organization. Motivation, job satisfaction, stress and work engagement.

**Weeks 7-9:** Work teams. Organizational culture. Communication and conflict. Decision-making. Ineffective organizational practices.

**Weeks 10-11:** Communication with the external environment. Innovation and change. Crisis and reputation management.

**Weeks 12-13:** Organizational development. Evaluation. Organizational Learning. Ethics.

## TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Lecture, class discussion, small group work, visual presentations – PowerPoint and videos.	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power-point E-class material.	
<b>TEACHING METHODS</b> <i>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.</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Individual study	83
	Evaluation	3
	Course total	<b>125</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>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</i>		



<p><i>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></p>	<p>The final exam will consist of both multiple choice and short essay questions.</p>
---	---

## ATTACHED BIBLIOGRAPHY

**Βακόλα, Μ. & Νικολάου, (2019).** Ι. Οργανωσιακή Ψυχολογία και Συμπεριφορά. 2<sup>η</sup> έκδοση. Αθήνα: ROSILI ΕΜΠΟΡΙΚΗ – ΕΚΔΟΤΙΚΗ Μ.ΕΠΕ. ISBN: 978-618-51-31-59-3.

**Robbins, S. P. and Judge, T.A. (2018).** Organizational Behavior, Global Edition. US: Pearson. ISBN: 9780273765295.

**Greenberg, G., & Baron, R. A. (2012).** *Οργανωσιακή Ψυχολογία και Συμπεριφορά.* (Επιμ.-Μετ. Α.-Σ. Αντωνίου). Αθήνα: Gutenberg.

**Konidari Victoria, (2019).** Semiotic knowledge brokering: An additional language for understanding policy convergence in the European Education Policy Space. *Academia*, Number 16-17, pp. 112-144. ISSN, 2241-1402. <https://doi.org/10.26220/aca.3174>

**Konidari & Y. Abernot. (2009).** "Les cités de connaissance. L'institution au coeur de la réussite scolaire", Collection Savoir et Formation, Paris : L'Harmattan. ASIN: B0057WI4V8.

**Konidari Victoria, (2019).** Semiotic knowledge brokering: An additional language for understanding policy convergence in the European Education Policy Space. *Academia*, Number 16-17, pp. 112-144. ISSN, 2241-1402. <https://doi.org/10.26220/aca.3174>

**Konidari Victoria, Abernot, Yvan. (2008).** Teaching KM to secondary education teachers through an action research model. *International Journal of Teaching and Learning Studies*, 1 (3), 234-252.

**Victoria Konidari and Yvan Abernot. (2007).** Creation of a knowledge city in educational institutions: a model for promoting teachers' collective capacity building. *International Journal of Learning and Change*, 2 (1), 51-69.

**Konidari Victoria, Abernot, Yvan. (2007).** The Change of Paradigm as Primer to Collective Capacity Building. *International Journal of Learning and Change*, 2 (3), 286-306.

**Konidari Victoria and Abernot Yvan. (2007).** The praxeology approach as primer for the implementation of KM in secondary education. *International Journal of Knowledge and Learning*, 3 (2/3), 245-265.

**Victoria Konidari, Yvan Abernot. (2006).** From TQM to learning organization: Another way for quality management in educational institutions. *International Journal of Quality & Reliability Management*, .23(1), 8-26.

**Konidari Victoria. (2005).** La conscience collective : condition sine qua none pour les équipes apprenantes. *Évolutions Psychomotrices*, 67, 36-42.

**Victoria Konidari and Yvan Abernot (2005).** Secondary Schools as Knowledge Managers: Conditions and Perspectives. *The International Journal of Knowledge, Culture and Change Management*, 5(6), 217-226.

## COURSE OUTLINE ESW\_214

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>ESW_214</b>	<b>SEMESTER</b>	<b>3rd</b>
<b>COURSE TITLE</b>	English III		
<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	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>	Foreign Language		
<b>PREREQUISITE COURSES:</b>	There are no prerequisites for the course. However, good knowledge of English is recommended towards students' successful completion of the course (C1, C2 level). Attendance and participation are highly encouraged.		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	ENGLISH		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>WEBSITE:</b>	<a href="https://eclass.upatras.gr/courses/PDE1371/">https://eclass.upatras.gr/courses/PDE1371/</a>		

### (2) LEARNING OUTCOMES & GENERAL COMPETENCES

<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>The aim of this course is to familiarize students with the English language used in authentic texts of English Literature and to teach them ways of speaking and writing about literature. A number of short fiction stories of the 20<sup>th</sup> century are read and analysed.</p>																		
<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;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;">.....</td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"><i>Others...</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">.....</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>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	.....	<i>Production of new research ideas</i>	<i>Others...</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>Decision-making</i>	<i>Respect for the natural environment</i>																	
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																	
<i>Team work</i>	<i>Criticism and self-criticism</i>																	
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																	
<i>Working in an interdisciplinary environment</i>	.....																	
<i>Production of new research ideas</i>	<i>Others...</i>																	
	.....																	
<p>By the end of this course the students will have:</p> <ul style="list-style-type: none"> <li>• Improved their understanding of literary terms and genres</li> </ul>																		

- Organize how to comprehend and to analyze authentic material, with teaching focused on the development of language skills for the purposes of their field of study.
- Expand /enrich Vocabulary
- Improve all four language skills – reading, listening, speaking, and writing to a satisfactory level.
- Develop production skills and understanding of written and spoken language
- Acquire academic writing skills

**(3) SYLLABUS**

Literature and its genres  
 Active reading and literary interpretation  
 Vocabulary for discussing literature  
 Approaches to interpreting literature  
 Analysis and interpretation of selected short fiction stories

**(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, and in communication with the students (e-class). Support Learning through the e-class platform										
<b>TEACHING METHODS</b> <i>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</i>	<table border="1"> <thead> <tr> <th style="background-color: #e0e0e0;">Activity</th> <th style="background-color: #e0e0e0;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>56</td> </tr> <tr> <td>Essay writing</td> <td>30</td> </tr> <tr> <td>Course total</td> <td>125</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	39	Study and analysis of bibliography	56	Essay writing	30	Course total	125
Activity	Semester workload										
Lectures	39										
Study and analysis of bibliography	56										
Essay writing	30										
Course total	125										
<b>STUDENT PERFORMANCE EVALUATION</b> <i>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.</i>	<p><i>The study material, assessment method of the course and other relevant material are available in the e-class</i></p> <p>The evaluation criteria are explicitly mentioned in the e-class of the course:  <a href="https://eclass.upatras.gr/courses/PDE1371/">https://eclass.upatras.gr/courses/PDE1371/</a></p> <p><b>Assessment</b>        Students are expected to write an essay in consultation with the instructor in which they analyze a short fiction story they choose from a selection provided by the instructor.        The final grade for the course will be based 80% on the written essay and 20% on its oral presentation to the class.        There will not be a final exam.        To be exempted from the written essay and receive a passing grade, students should submit a copy of their Language Certificate  <i>Level C1, Advanced, grade 6</i></p>										

	<p><i>Level C2, Proficiency, grade 7</i></p> <p><b><u>The Writing task is evaluated according to the following criteria:</u></b></p> <p><b>Task response:</b> ability to use the language for discussing literature. Ability to analyze and interpret short fiction.</p> <p><b>Coherence and Cohesion:</b> writing organization and its logical sequence.</p> <p><b>Lexical resource:</b> the use of a wide range of relevant vocabulary in a natural way.</p> <p><b>Grammatical range and accuracy:</b> the use of grammatically correct and complex structures.</p> <p>Participation and attendance (+10% of the overall assessment)</p> <p>All the taught material and suggested bibliography are uploaded online (<b>e-class</b>)</p>
--	---

**(5) ATTACHED BIBLIOGRAPHY**

The Norton Anthology of Short Fiction by R.V. Cassill ed. W.W.Norton& Company New York-London 1989

The Writer's Harbrace Handbook by Cheryl Glenn and Loretta Gray- International edition, 4<sup>th</sup> ed. 2009

## COURSE OUTLINE ESW\_215

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>SEPARTMENT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF COURSE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ESW_215	<b>SEMESTER OF STUDIES</b>	3rd
<b>COURSE TITLE</b>	French III		
<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 and language practice exercises	3	5	
<b>COURSE TYPE</b>	Teaching French for Specific Purposes (specialised general knowledge), Academic skills development		
<b>PREREQUISITE COURSES:</b>	There are no prerequisites for the course. However, good knowledge of French is recommended towards students' successful completion of the course (B1/B2 level).		
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	French		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/FLU126/">https://eclass.upatras.gr/courses/FLU126/</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>The aim of this course is to brush upon students' general French language skills with an emphasis on Humanities French topics and enhance their specific vocabulary in in the Humanities Language.</p> <p><b>Learning outcomes</b></p> <p>At the end of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. use the French language having aquired basic skills</li> <li>2. discuss topics in Humanities Sciences, and the language used in the field.</li> <li>3. manage texts in Pedagogy and Social Sciences (text comprehension, linguistic practice, vocabulary building, written speech production)</li> <li>4. write reports</li> <li>5. manage academic articles of their field and analyze their features</li> </ol>		
<p><b>General Abilities</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="vertical-align: top; width: 50%;"> <p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Working independently</i></p> <p><i>Team work</i></p> <p><i>Working in an international environment</i></p> </td> <td style="vertical-align: top; width: 50%;"> <p><i>Project planning and management</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Criticism and self-criticism</i></p> <p><i>Production of free, creative and inductive thinking</i></p> <p><i>.....</i></p> </td> </tr> </table>	<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Working independently</i></p> <p><i>Team work</i></p> <p><i>Working in an international environment</i></p>	<p><i>Project planning and management</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Criticism and self-criticism</i></p> <p><i>Production of free, creative and inductive thinking</i></p> <p><i>.....</i></p>
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Working independently</i></p> <p><i>Team work</i></p> <p><i>Working in an international environment</i></p>	<p><i>Project planning and management</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Criticism and self-criticism</i></p> <p><i>Production of free, creative and inductive thinking</i></p> <p><i>.....</i></p>	

<i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Others...</i> <i>.....</i>
<p>Moreover, students will have developed the following general competences (from the list above):</p> <p><i>Decision making</i></p> <p><i>Autonomous (Independent) work</i></p> <p><i>Team work</i></p> <p><i>Working in an international environment</i></p> <p><i>Work design - Project Planning and management</i></p> <p><i>Practicing criticism and self-criticism</i></p> <p><i>Promotion of free, creative and inductive thinking</i></p>	

### (3) COURSE CONTENT

<p>The course covers the following topics:</p> <ol style="list-style-type: none"> <li>1. Français Académique : Révision des verbes académiques fréquemment utilisés, noms, adjectifs, et adverbes.</li> <li>2. Verbes de reportage et de référence</li> <li>3. Sources</li> <li>4. Systèmes de référence</li> <li>5. Écrire un rapport : français académique et français des affaires sociales</li> <li>6. Lire et travailler sur des articles scientifiques</li> </ol>
---

### (4) TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc</i>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Use of the e-class learning platform (laboratory education and communication)	
<b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, 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-directed study according to the principles of the ECTS</i>	<b>Teaching Method</b>	<b>Semester Workload</b>
	Lectures + language practice	39
	Homework preparation	83
	Final exam	3
	Course total	125
<b>STUDENT ASSESSMENT</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, presentation, examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>The language of evaluation is French</p> <p>The evaluation includes:</p> <ul style="list-style-type: none"> <li>• Final written exam (task-based exam) – 80%</li> <li>• Written report and short assignments (10%)</li> <li>• Attendance and participation (10%)</li> </ul> <p>The evaluation criteria are explicitly mentioned in the course syllabus handout distributed to students and uploaded in the e-class platform (URL of the course – see above)</p>	

### (5) RECOMMENDED LITERATURE

<ol style="list-style-type: none"> <li>1. Entre nous 2 Éditions Maison des langues ISBN : 978-84-8443-927-1</li> <li>2. Pluri Dictionnaire Larousse (2016)</li> <li>3. Instructor's notes.</li> </ol>
---

## COURSE OUTLINE ESW\_217

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	ESW_217	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	Russian III		
<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>
The course is being taught as a laboratory class. The analysis of the language structure and function is materialized via the experiential learning and the active participation of the students.		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>	Foreign language		
<b>PREREQUISITE COURSES:</b>	The students who choose RUSSIAN III must have attended RUSSIAN I and RUSSIAN II.		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Russian		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <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> <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>Students at the end of this course are expected to:</p> <ul style="list-style-type: none"> <li>• recognize nouns and adjectives in prepositional case and past tense of verbs</li> <li>• determine the adverbs of time</li> <li>• manage basic vocabulary</li> <li>• develop language communication skills along with exercising grammatical and syntactic strictures.</li> </ul>

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

Improvement in usage and understanding of the Russian language.  
Improvement of writing and speaking skills.  
Correct pronunciation and intonation.

### (3) SYLLABUS

- Grammatical and syntactic phenomena.
- Speaking and writing.
- Vocabulary enrichment.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (in class)													
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	e-mail e-class													
<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-directed study according to the principles of the ECTS</i>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Project</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Essay writing</td> <td style="text-align: center;">16</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Study and analysis of bibliography	40	Project	30	Essay writing	16	Course total	125
<i>Activity</i>	<i>Semester workload</i>													
Lectures	39													
Study and analysis of bibliography	40													
Project	30													
Essay writing	16													
Course total	125													
<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>	<p>Assessment language is Russian.</p> <p>The evaluation is based on: Final Exam (50%) Written project (10%) Attendance (40%)</p>													

### (5) RECOMMENDED BIBLIOGRAPHY

1. РУССКИЙ ЯЗЫК ДЛЯ ВСЕХ. Под редакцией В.Г.Костомарова
2. РУССКИЙ ЯЗЫК. ПРАКТИЧЕСКИЙ КУРС. Л.С.Журавлёва
3. ПОЕХАЛИ. Ст. Чернышов
4. ΓΡΑΜΜΑΤΙΚΑ ΣΧΟΛΙΑ. ΣΗΜΕΙΩΣΕΙΣ Π. ΙΩΑΝΝΙΔΟΥ