



**DEPARTMENT OF EDUCATIONAL SCIENCES
AND SOCIAL WORK**
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
UNIVERSITY OF PATRAS

COURSES OUTLINE

3rd YEAR

Semester 5th

Academic Year: 2021-2022

MAIN FIELD: SOCIAL WORK



COURSE OUTLINE ESW_337

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESW_337	SEMESTER	3
COURSE TITLE	ADDICTIONS AND SOCIAL WORK		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
COURSE TYPE	Specialized general knowledge		
PREREQUISITE COURSES			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (To Greek-speaking)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning Outcomes
<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"> ▫ <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ▫ <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ▫ <i>Guidelines for writing Learning Outcomes</i>
<p>Students should be able to:</p> <p>Describe basic knowledge about the definition and types of addiction, drugs and toxic substances, causes and extent of the problem and its treatment.</p> <p>Categorize basic knowledge about the definition and types of addiction, drugs and toxic substances, the extent and causes of the problem and its treatment.</p> <p>Clarify on methods, models and actors, at the level of prevention and treatment.</p>
General Competences
<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> <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...

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 interdisciplinary environment
 Production of new research ideas

(3) SYLLABUS

Understand the psychological and family factors that influence the use of toxic substances.

- Understand the need for a synthetic approach to drug addiction
- Understand the role of peers, the school environment and the social conditions that lead individuals to use toxic substances.
- Familiarize themselves with the way the treatment groups operate and the methods they use to deal with the problems and difficulties of the members of the therapeutic communities.
- Familiarize themselves with the methods and techniques used by social workers working in the field of addictions.

(4) TEACHING and LEARNING METHODS – EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc</i>	In classroom, face to face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> • Use of video projector and PowerPoint presentations. • View video • Support learning through the electronic e-class platform. 	
TEACHING METHODS <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. 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>	Activity	Semester workload
	Lectures	30
	Role Plays	25
	Individual exercises	20
	Experiential group exercises	20
	Self- study	30
Course total		125

**STUDENT PERFORMANCE
EVALUATION**

*Description of the evaluation
procedure*

*Language of evaluation, methods of
evaluation, summative or conclusive,
multiple choice questionnaires, short-
answer questions, open-ended
questions, problem solving, written
work, essay/report, presentation,
examination of patient, art
interpretation, other Specifically-
defined evaluation criteria are
given, and if and where they are
accessible to students*

Written final exam including:

- Multiple choice questions
- Short answer questions
- development questions
- problem solving

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
- Journal of Addictions
- Εξαρτήσεις, εκδόσεις ΚΕΘΕΑ.
- Archontaki, Z. & Philippou, . (2003). 205 Experiential exercises to animate addiction groups. Athens: Kastaniotis (in Greek).
- Dimopoulou - Lagonika, M. (2011). Methodology of Social Work. Intervention Models. Athens: Topos (in Greek).
- Fine, S. & Glasser, P. (2008). The assistant interview at the first session. Athens: Gutenberg (in Greek).
- Garrett, A. (1960). The interview. Principles and Methods. Athens: Education Council in Social Work (in Greek).
- Kandyaki, A. (2008). Counseling in social work. Athens: Topos (in Greek).
- Papaioannou, K. (2008). Clinical Social Work. Social Work with People. Athens: Editions Ellin (in Greek).

COURSE OUTLINE ESW_311

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	ESW_311	SEMESTER	5th
COURSE TITLE	Psychoeducational Groups: Theory and Practice		
INDEPENDENT TEACHING ACTIVITIES <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>	WEEKLY TEACHING HOURS	CREDITS	
Lectures + Laboratory exercises	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background and skills development (optional)		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PDE1449/		

2. LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Students at the end of the course are expected to:

- identify the evolution and recent developments in the field of group counseling.
- recognize the major forefathers of modern group work (Lewin, Moreno, Rogers).
- apply key concepts and high-quality research evidence regarding group work.
- identify the code of ethics and best practice guidelines regarding group work in social and educational settings.
- critically evaluate various group counselling services and interventions.
- develop appropriate skills for the design and facilitation of short-term groups targeting diverse populations.
- apply the criteria for the selection of groups members.
- recognize the characteristics of a group facilitator.
- distinguish multicultural issues in group work.

General Competences

<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>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

By the end of this course, students are expected to develop the following general competences:

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

3. SYLLABUS

Lewin and the T-groups. Rogers and the encounter groups. Moreno and the psychodrama. Groups for children and adults and the advantages of working in groups. Psychoeducational groups: definition and differences with other types of groups. Planning for a psychoeducational group. Pregroup decision making and needs assessment. Outline and content of the group sessions. Facilitating a psychoeducational group. Evaluating the effectiveness of a psychoeducational group. Group leadership skills and group processes (therapeutic factors, group climate, group alliance). The characteristics of a good group facilitator. The role of research in group work.

4. TEACHING AND LEARNING METHODS – EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures face to face, presentation of student assignments	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power points, e-class, use of audiovisual material, access to online journals via Heal-Link, communication via e-mail.	
TEACHING METHODS <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>	Activity	Semester Workload
	Lectures and active discussions	20
	Laboratory practice	19
	Autonomous study and article presentation	33
	Assignment	53
	Course total	125
STUDENT PERFORMANCE EVALUATION	Students are assessed as follows:	

<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>	<ol style="list-style-type: none"> 1. Article presentation (40% of the overall grade) 2. Assignment (60% of the overall grade)
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5. ATTACHED BIBLIOGRAPHY

-Suggested bibliography:

1. Brown, N. W. (2011). *Psychoeducational groups: Process and practice* (3rd ed.). New York: Taylor & Francis.
2. Gladding, S. T. (2015). *Groups: A counseling specialty* (7th ed.). Upper Saddle River, NJ: Pearson.
3. Vassilopoulos, S. P., Brouzos, A., & Baourda, V. (2016). *Psychoeducational group programs for children and adolescents*. Athens: Gutenberg [in Greek]
4. Vassilopoulos, S. P., Koutsopoulou, I., & Regli, D. (2011). *Psychoeducational groups for children*. Athens: Grigoris [in Greek].
5. Corey, M. S. & Corey, G. (2006). *Groups: process and practice*. Belmont, CA: Thomson Brooks/Cole.

-journals:

1. *Journal for specialists in group work*. Routledge
2. *European Journal of Counselling Psychology*.

COURSE OUTLINE ESW_306

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	ESW 306	SEMESTER	5th
COURSE TITLE	Applied Statistics in Social Research		
INDEPENDENT TEACHING ACTIVITIES <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>	WEEKLY TEACHING HOURS	CREDITS	
Lectures and Laboratory Activities	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background (obligatory)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek. (English -for incoming Erasmus students)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr		

2. LEARNING OUTCOMES

<p>Learning outcomes</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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 												
<p>Students at the end of the course are expected to be able to:</p> <ul style="list-style-type: none"> • Recognize the fundamentals of statistics necessary for them to develop and implement analysis needed in the field of education • Apply fundamental statistical procedures in order to explore different data in education • Compare basic statistical analysis in reference to educational phenomena. • Apply various statistical packages 												
<p>General Competences</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> </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>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>											

Working in an interdisciplinary environment Production of new research ideas Others...
Generally, by the end of this course the students will, furthermore, develop the following general competences:	
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information, with the use of the necessary technology • Decision-making • Working independently • Project planning and management • Production of free, creative and inductive thinking 	

3. SYLLABUS

<p>The course develops into three components/parts:</p> <p>Part A. Lectures 1-11: Analysis of the main vocabulary and basic concepts in of Statistics. Types of Sampling. Frequency distribution, tables and graphic representations. Descriptive and Inferential statistics. Concepts of mean, Median, Relationship between measures. Measures of Dispersion: concept, procedure and application. Variance, Standard deviation, Coefficient variation. Correlation, Regression analyses</p> <p>Part C. Lectures 11-13: Presentations and workshops on statistical analysis.</p>
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4. TEACHING AND LEARNING METHODS – EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures face to face, presentation of student homeworks, brainstorming, workshops and laboratory practice.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power points, e-class, material, specialised websites of the European Union or Hellenic Statistical Authority	
TEACHING METHODS <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>	Activity	Semester Workload
	Lectures and active discussions	26
	Workshops and Laboratory practice	13
	Group exercises	20
	Independent Study	63
	Final examination	3
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-</i>	Students are assessed as follows: <ol style="list-style-type: none"> 1. Group projects (40% of the final grade). 2. Written examination after the end of the semester. 	

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.

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

- Ρούσσοσ, Π., & Τσαούσης, Ι. (2021). *Στατιστική εφαρμοσμένη στις κοινωνικές επιστήμες με τη χρήση του SPSS και του R*. Εκδόσεις Gutenberg.
- Dancey, C. P., & Reidy, J. (2021). *Στατιστική χωρίς μαθηματικά*. Εκδόσεις Κριτική.
- Χαλικιάς, Μ., Λάλου, Π., & Μανωλέσου, Α. (2015). *Μεθοδολογία έρευνας και εισαγωγή στη στατιστική ανάλυση δεδομένων με το IBM SPSS Statistics*. <http://hdl.handle.net/11419/5075>

COURSE OUTLINE ESW_338

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESW_338	SEMESTER	5 th
COURSE TITLE	ADULT PSYCHOPATHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <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>	WEEKLY TEACHING HOURS	CREDITS	
Lectures+ Laboratory excersises	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

<p>Learning outcomes</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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 								
<p><u>Upon successful completion of this course the student will be able to:</u></p> <ul style="list-style-type: none"> - describe the concepts of mental health and psychopathology - categorize between different mental disorders - identify cases of adults with behavioural problems or mental disorders - recognise the characteristic symptoms of each disorder - implement modern classification systems in his/her work 								
<p>General Competences</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;"></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender</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>Showing social, professional and ethical responsibility and sensitivity to gender</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>Showing social, professional and ethical responsibility and sensitivity to gender</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>issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
<ul style="list-style-type: none"> - Analysis and synthesis - Working in an interdisciplinary environment - Exercising criticism and self-criticism - Respect for diversity and multiculturalism - Demonstrate social, professional and ethical responsibility - Promotion of free, creative and deductive thinking 	

3. SYLLABUS

<p>Week 1: Psychopathology: Introduction and historical review</p> <p>Week 2: Anxiety disorders</p> <p>Week 3: Mood disorders - suicidality</p> <p>Week 4: Schizophrenia spectrum and other psychotic disorders</p> <p>Week 5: Personality disorders I</p> <p>Week 6: Personality disorders II</p> <p>Week 7: Substance-related disorders I</p> <p>Week 8: Substance-related disorders II</p> <p>Week 9: Paraphilias - sexual dysfunctions</p> <p>Week 10: Somatoform disorders</p> <p>Week 11: Obsessive-compulsive disorders</p>
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4. TEACHING AND LEARNING METHODS – EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures face to face, use of audiovisual material and film projection.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the Learning Process and Dissemination of the teacher through the e_class electronic platform - Use of power-point software in deliveries - Viewing DVDs or films on utube	
TEACHING METHODS <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>	Activity	Semester Workload
	Lectures and active discussions	39
	Study and presentation of articles	83
	Evaluation	3
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	Language: Greek I) Final written examination (100%) which will include:	

<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 questions - Short answer questions</p> <p>II) Optional assignment (20%) and class presentation (5%)</p>
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5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography: - Related academic journals:</p> <p>Bennett, P. (2010). <i>Κλινική Ψυχολογία και Ψυχοπαθολογία</i> (Επιμέλεια: Α. Καλαντζή-Αζίζι, Γ. Ευσταθίου). Αθήνα: Πεδίο.</p> <p>Getzfeld, A. (2009). <i>Βασικά Στοιχεία Ψυχοπαθολογίας</i> (Επιμέλεια: Λ. Μεσσήνης). Πάτρα: Gotsis</p> <p>Kring, A.M., Davison, G.C., Neale, J.M., & Johnson, S.L. (2010). <i>Ψυχοπαθολογία</i> (Επιμέλεια: Ε. Αυδή, Π. Ρούσση). Αθήνα: Gutenberg.</p> <p>Ουλής, Π. (2010). <i>Εγχειρίδιο Κλινικής Ψυχοπαθολογίας</i>. Αθήνα: Βήτα Ιατρικές Εκδόσεις.</p> <p>Schacter, D.L., Gilbert, D.T., & Wegner, D.M. (2012). <i>Ψυχολογία</i> (Επιμέλεια: Σ. Βοσνιάδου). Αθήνα: Gutenberg.</p> <p>Σικελιανού, Δ. (2010). <i>Κλινική Ψυχοπαθολογία Ενηλίκων</i>. Αθήνα: Διόνικος.</p> <p>Χριστοπούλου, Α. (2008). <i>Εισαγωγή στην Ψυχοπαθολογία του Ενήλικα</i>. Αθήνα: Τόπος.</p> <p>-Συναφή επιστημονικά περιοδικά:</p> <ol style="list-style-type: none"> 1) <i>Journal of Abnormal Psychology</i> 2) <i>Clinical Psychology Review</i> 3) <i>Journal of Consulting and Clinical Psychology</i> 4) <i>Περιοδικό Ψυχιατρική Hellenic Journal of Psychology</i>

COURSE OUTLINE ESW_304

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESW_304	SEMESTER	5 th
COURSE TITLE	Social Psychology: The individual as group member		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
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>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Obligatory course: General background, specialized general knowledge		
PREREQUISITE COURSES:	Research Methodology in Psychology, Developmental Psychology I: Cognitive and linguistic development, Developmental Psychology II: Emotional and social development, Cognitive analysis of learning in education		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1399/		

2. LEARNING OUTCOMES

<p>Learning outcomes <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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p><u>By the end of this course, students are expected to:</u></p> <ul style="list-style-type: none"> • Identify the social psychological approach to human behavior, the fundamental domains of social psychology, and the basic theoretical and methodological approaches used by social psychologists. • Recognize the extent to which social behaviors are influenced by situational and interpretive factors. • Identify in their everyday personal experience how they perceive, categorize social stimuli, how judgments and conclusions are made shaping their behavior • Identify the motivational systems of self and how they are influenced by the cultural context • Recognize the relation between attitudes, behavior and planning and succeed in their effort to persuade others using persuasion theories. <p>General Competences <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 Project planning and management</i></p>

<i>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>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>Others...</i>
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information, with the use of the necessary technology • Adapting to new situations • Decision-making • Working independently • 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 	

3. SYLLABUS

This course is designed to provide the student with a thorough overview of social psychological principles, theories, constructs, and methodologies. Humans are social products; in other words, social psychology is concerned with how the social environment both impacts and is impacted by individuals' thoughts, feelings, and behaviors. This perspective has proven invaluable in explaining much of human behavior. Although social psychological principles may at times seem intuitive and self-explanatory, this course will reveal to the inquisitive mind a complicated and fascinating glimpse into the human psyche. Specific topics covered are: Object and methodology of social psychology; Social cognition; self; Attitudes, Values; Persuasion and Compliance; Conformity and Obedience.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <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	
TEACHING METHODS <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>	Activity	Semester workload
	lectures, tutorials, placement, interactive teaching	39
	Study of bibliography	84
	Written exams	2
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice</i>	The evaluation procedure consists of written exams at the end of semester.	

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.

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

Hogg, M., & Vaughan, G. (2010). *Koinoniki Psichologia*. [Social Psychology]. (E. Vassilikos & A. Arvanitis, Trans.). Athens: Gutenberg. (Original work published 2008)

Hewstone, & M., Stroebe W. (2007). *Eisagogi stin Koinoniki Psichologia*. [Introduction to Social Psychology]. (M. Solman, Trans.). Athens: Papazisi. (Original work published 2001)

Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005). *Applied Social Psychology: Understanding and addressing social and practical problems*. Sage.

Van Wormer, K., Besthom, F.H., & Keefe, T. (2007). *Human behavior and social environment: Macro level – Groups, communities, and organizations*. Oxford University Press.

COURSE OUTLINE ESW_303

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	ESW 303	SEMESTER	5th
COURSE TITLE	Sociology of Educational Institution-Pedagogic Practice		
INDEPENDENT TEACHING ACTIVITIES <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>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background (obligatory)		
PREREQUISITE COURSES:	Sociology, Sociology of Education		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek. (in English -for incoming Erasmus students)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/1429/		

2. LEARNING OUTCOMES

<p>Learning outcomes</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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 								
<p>Students at the end of the course are expected to be able to:</p> <ul style="list-style-type: none"> • Identify the role of theory in building sociological knowledge on education, • Compare basic theoretical orientations in reference to educational phenomena. • Critically analyse how social factors change educational function, More specifically how social phenomena such as inequality, diversity or technology affect social structure and practices. • Develop the appropriate skills in implementing the techniques and methods adopted and related to the analysis of pedagogical practices and develop knowledge on education as a social institution. 								
<p>General Competences</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;"></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender</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>Showing social, professional and ethical responsibility and sensitivity to gender</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>Showing social, professional and ethical responsibility and sensitivity to gender</i>							

<i>Working independently</i>	<i>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>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Generally, by the end of this course the students will, furthermore, develop the following general competences:

- Search for, analysis and synthesis of data and information, with the use of the necessary technology.
- Working independently
- Criticism and self-criticism.
- Production of free, creative and inductive thinking.

3. SYLLABUS

The course develops into three components/parts:

Part A. Lectures 1-4: Analysis of the main issues of social action in education focusing on the issues of inequality, identity, diversity. Clarification of terms. Methods and practices. The concepts of class, symbolic control and pedagogic practice.

Part B. Lectures 5-8: Analysis of the three major sociological perspectives: the functionalist perspective, the conflict perspective, and the symbolic interactionist perspective, micro and macro sociological approach on educational institutions and classroom.

Part C. Lectures 9-13: Presentations on recent educational problems and debates (identity, inequality, diversity problems). Students' essays (optional) presentations with critical approach and dialogue.

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures face to face, presentation of student home-works, brainstorming, workshops and laboratory practice, documentaries and motion picture films review from a sociological perspective in order to demonstrate the terms and theories discussed in this course.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power points, e-class, material, specialised websites of the European Union or Hellenic Statistical Authority	
TEACHING METHODS <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</i>	Activity	Semester Workload
	Lectures and active discussions	20
	Workshops and Laboratory practice	19

<i>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>	Hours for private study of the student and preparation of home-works	83
	Final examination (3 conduct hours)	3
	Course total	125
<p align="center">STUDENT PERFORMANCE EVALUATION</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>Students are assessed as follows:</p> <p>1. Written examination after the end of the semester .</p>	

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Thanos Th., Kamarianos I., Kyrides A., Fotopoulos N., Pavli-Korre M., Tourtouras X., (2017). Sociology of education, Athens: Gutenberg. (in Greek) .
- Queiroz, J. M. (2001). L'École et ses sociologies. Paris: Nathan Université.
- Bernstein, B. (1996) Pedagogy, Symbolic Control and Identity: Theory, Research,. Critique, London: Taylor&Francis.

- Related academic journals:

- Selected journal articles and publications communicated during the course.

COURSE OUTLINE ESW_307

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESW_307	SEMESTER	5th
COURSE TITLE	Theory and Methodology of Qualitative Research		
INDEPENDENT TEACHING ACTIVITIES <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>	WEEKLY TEACHING HOURS	CREDITS	
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>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Optional		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	no		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1609/		

2. LEARNING OUTCOMES

<p>Learning outcomes</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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 								
<p>Students at the end of the course are expected to be able to:</p> <ul style="list-style-type: none"> - Identify the research programs implemented by national and supranational institutions in the framework of a critical review. - Evaluate the importance of research for the University and the effectiveness of implementation in the educational and social spheres. - Apply and compose a research project. 								
<p>General Competences</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;"></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and</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>Showing social, professional and ethical responsibility and</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>Showing social, professional and ethical responsibility and</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>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>
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 Criticism and self-criticism Production of free, creative and inductive thinking	

3. SYLLABUS

<ul style="list-style-type: none"> • Study of the importance of research into the Greek Higher Education Area and the social significance of EHAE • Description of significant research efforts in the Greek educational system, the introduction of which differentiated the school unit. The analytical focus is on social stratification and the importance of gender. Various research methods and techniques are examined. • Conducting and writing a scientific research study.
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	power-points, e-class	
TEACHING METHODS <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>	Activity	Semester workload
	Lectures-discussion	39
	Individual work	83
	Evaluation	3
	Course total	125
STUDENT PERFORMANCE EVALUATION <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>	Written paper on "Submission of a research proposal". Presence and participation in the lesson. Self-assessment report of the student (40%). Written examination at the end of the semester (60%).	

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5. ATTACHED BIBLIOGRAPHY

1. Robson Colin (2010). Real-world research: a tool for social scientists and professional researchers. Athens: Gutenberg. B Version.
2. Cohen Louis, Manion Lawrence, Morrison Keith (2008). Methodology of Educational Research. Athens: Metaxchio. B Version.
3. Creswell, J.W. (2016). Research in education: Planning, conducting and evaluating quantitative and qualitative research. Athens: Ion.

COURSE OUTLINE ESW_308

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	Undergraduate Study		
COURSE CODE	ESW_308	SEMESTER	5o
COURSE TITLE	Family Psychology		
INDEPENDENT TEACHING ACTIVITIES <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>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, laboratory exercises	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	By choice		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

<p>Learning outcomes</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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 			
<p>Students at the end of the course are expected to be able to:</p> <ol style="list-style-type: none"> 1. Identify and clarify the feelings, thoughts and behavior of individuals, couples and families in the relationships and the wider environment in which they operate. 2. Distinguish parents' issues. 3. Develop parents' security on how to deal with their children's daily lives and generally the problems that arise within and outside the family. 4. Clarify the influence of the family on the creation and treatment of problems. 			
<p>General Competences</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%; vertical-align: top;"> <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> </td> <td style="width: 50%; vertical-align: top;"> <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> </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>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>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>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>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</i>	<i>Others...</i>

<ul style="list-style-type: none"> ● Teamwork ● Decision making ● Production of free, creative and inductive thinking 	

3. SYLLABUS

<p>The course is developed on a theoretical and laboratory level, with the following topics:</p> <p style="text-align: center;">Section 1. Greek society and family bond</p> <p>Laboratory 1. Structure and operation of the Greek family Laboratory 2. The family as a system Laboratory 3. The importance of religion, culture and nationality in family dynamics Laboratory 4. The importance of the family both in the development of the child and in the operation and development of Greek society Laboratory 5. Instability and stability in the family structure Laboratory 6. Fundamental rearrangements in the purpose and form of the family</p> <p style="text-align: center;">Section 2. Psychology of the Family</p> <p>Laboratory 7. Child and Adolescent Psychology: The Child and Adolescent in the Nuclear Family Laboratory 8. The woman and the man, the couple in the nuclear family Laboratory 9. Psychopathology of the family Laboratory 10. Complexity and interpersonal communication</p> <p style="text-align: center;">Section 3. Marriage & Husband Psychology</p> <p>Laboratory 11. Contradictory perceptions, expectations and aspirations</p> <p style="text-align: center;">Section 4. Development of family therapy - therapeutic interventions</p> <p>Laboratory 12. Evaluating the family and creating a treatment plan for it. Laboratory 13. Therapeutic interventions and approaches</p>

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face (lectures, laboratory exercises, demonstration, and discussion).
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of the internet. Course presentations with PowerPoint slides. Utilization of appropriate websites. Learning process support via the online e-class platform

TEACHING METHODS		
<p>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.</p> <p>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</p>	Activity	Semester workload
	Lectures	13
	Laboratory exercise	26
	Individual work in selected activities	36
	Autonomous study	40
	Corrections after feedback and presentation of research work or teaching scenario or experiential exercise	7
	Evaluation (written exams or job presentation)	3
	Course Total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION		
<p>Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>Greek assessment language</p> <p>Evaluation:</p> <ul style="list-style-type: none"> • Written final exam or research study (100%). 	

5. ATTACHED BIBLIOGRAPHY

-Suggested bibliography:

- M. Chourdaki (2000) "Family Psychology" Leader Books Publications
- Ch. Kataki (2012) "The three identities of the Greek family". Pedio Publications
- James A. Powell (2015) "Family Psychology". Metaichmio Publications
- John W. Thoburn, Thomas L. Sexton (2015) «Family Psychology: Theory, Research, and Practice» 1st Edition

COURSE OUTLINE ESW_309

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESW_309	SEMESTER	E'
COURSE TITLE	Health Education (II) – First Aid		
INDEPENDENT TEACHING ACTIVITIES <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>	WEEKLY TEACHING HOURS	CREDITS	
Lectures - Discussion - Demonstration of techniques	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Optional course		
PREREQUISITE COURSES:	Health Education (I)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	-----		

2. LEARNING OUTCOMES

<p>Learning outcomes</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"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i>
<p>Students at the end of the course are expected to be able to:</p> <ul style="list-style-type: none"> ➤ Identify the relationship between health and behavior and refer to the topics of health education ➤ Discuss basic concepts of sexual education and define the aims and content of sexual education programs ➤ Develop skills related to the prevention and their reaction to a variety of dangerous situations ➤ Explain the concept of First Aid and understand their importance for a person's life until have been provided medical or hospital care to the person ➤ Recognize their responsibility for preventing accidents and recognize every moment what should and should not do, as well as what they be able to do and not to do in the incident of emergency, Perform Basic First Aid Procedures
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...

Students expected to acquire the general competences:

- Adapting to new situations
- Decision-making
- Project planning and management
- Team work
- Working in an interdisciplinary environment
- Production of new research ideas

3. SYLLABUS

Course is divided into three sections:

Section A: Lessons 1-2: Health and Behavior, Health Education Issues

Section B: Lessons 3-7: Sexual education and Basic concepts. Objectives, content and programs of Sexual Education

Section C: Lessons 8-13: First Aid - Principles and Practice of First Aid, Perform Basic First Aid Procedures

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face - In classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Connect with niche websites (video, finding information, etc.) Power-points E-class	
TEACHING METHODS <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>	Activity	Semester workload
	Discussing (on the basis of lectures or video projection)	39
	Designing a study (project)	23
	Simulation Exercises	20
	Independent study	40
	Evaluation	3

	Course total	125
<p align="center">STUDENT PERFORMANCE EVALUATION</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 and Written final examination on the basis of multiple choice questionnaires and Problem-Solving</p>	

5. ATTACHED BIBLIOGRAPHY

1. Darviri Chr. 2007. "Health Promotion". Ed. Paschalidis. Athens
2. Detorakis J., Papageorgiou J. 2002. "Education of sexual behavior". 1st Edition PATAKIS. ATHENS
3. Le Baudour J.Christopher. (2019). "MEDICAL RESPONDER EMERGENCY - FIRST ON SCENE". 11th Edition. Pearson Education, Inc. ISBN-10: 0-13-498846-9. ISBN-13: 978-0-13-498846-7
4. NATIONAL CENTER FOR DIRECT ASSISTANCE. 2017. "FIRST AID MANUAL" A VERSION. ISBN: 978-618-83586-0-7
5. Patestos D. 2016. "First Aid - Doctors of the World" Retrieved on 10/05/2018 from <http://mdmgreece.gr/app/uploads/2016/04/ΠΡΩΤΕΣ-ΒΟΗΘΕΙΕΣ.pdf>
6. Frounta M. 2014. "Innovative Projects for Health Education in secondary education: teachers and sexuality education for teenagers" (S.E.T) – Athens <https://www.didaktorika.gr/eadd/handle/10442/36233>

COURSE OUTLINE ESW_317

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ESW_317	SEMESTER	3 rd
COURSE TITLE	EFFECTS FROM INTERNET USE		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
Lectures, practice		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Elective – Knowledge acquisition, skills development, change in attitudes		
PREREQUISITE COURSES:	COMPUTERS IN THE LABORATORY		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1426/		

2. LEARNING OUTCOMES

<p>Learning outcomes</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"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i>
<p><u>By the end of this course the student will be able to:</u></p> <ul style="list-style-type: none"> ● Explain how the IoT works, design simple control and automation systems with Arduino, Raspberry PI3 and recognize the impact of the internet in everyday life. ● Connect the concept of ethics with the use of computer systems, robotic systems, Internet and social media. ● Explain the negative effects of digital technology in the fields of work, health, environment, updating, journalism and social media. ● Use cloud systems. ● Recognize the intellectual property in digital material and software and the types of creative commons licensing. ● Describe ways and methods for violation of online data security, types of cybercrime, and enumerate key legislative interventions to protect the user. ● Analyze internet security issues for parents and students, formulate protection rules for children from internet dangers, and formulate rules for safe and secure use of social media. ● Analyze the importance of privacy, identify ways of privacy violation, and formulate rules to link the privacy with the human right to be forgotten or/and with search engines. ● Identify the focal points of collecting and maintaining personal information and the methods of collecting personal data (Cookies, P3P, etc.) ● Describe the effects of social media on spreading information, on privacy and on Democracy.

- Modify the browser settings for safe browsing and organize privacy settings in social media.

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?

<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>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Working independently
- Decision making
- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working in an interdisciplinary environment
- Adapting to new situations

3. SYLLABUS

The course consists of four modules, including laboratory practice, as follows:

Section 1. The Internet today and in the future

- Internet: birth, evolution and basic features
- E-mail (account creation) and World Wide Web
- Search engines, how they work and data search techniques to reduce the search space
- Deep and Dark web
- Internet of things, control and automation with Arduino and Raspberry Pi3
- The impact of the internet on modern society and the internet in the future

Section 2. Internet ethics

- Ethics in the use of computer systems and ethical dilemmas of robotics, ethics and cybernetics
- Computer ethics and information, ethical use of internet and education
- Negative effects of digital technology on the fields of work, health and environment
- Cybercrime and computer ethics, professional responsibility and global ethics of information
- Blogs, social media and journalism
- Internet security issues for parents, educators and students
- Using cloud systems

Section 3. The electronic crime

- Forms of cybercrime such as unauthorized access, malware spreading, blocking or disabling of computer operation
- Forms of cybercrime such as content violations, unauthorized change - falsification of data or software to gain benefits, illegal and/or inappropriate use of communication
- Data security of e-mail, web and e-voting
- Child protection, cyber police, legislative interventions and legislation on electronic communication and transmitted information
- Proper and secure use of e-mail and social media
- Intellectual property in the Internet and creative commons licensing

Section 4. The privacy

- The importance of privacy, privacy and information technology – the anonymity
- The protection of privacy from the existing legal framework, the privacy on the internet and its violations
- The privacy in social media, Facebook and mobile telephony
- Privacy violations and cybercrime, personal data, control and internet behavior, the use of Cookies
- The focus of collecting and maintaining personal information, the right to be forgotten and Google
- Information, privacy, internet and Democracy, online activism
- Unauthorized transmission of personal information
- Big data, privacy and privacy preserving rules

- Browser settings for safe browsing and privacy protection settings on social media

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (lectures, practice, discussion, examples, demonstration).															
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Lectures and presentation via PowerPoint. Internet. Communication with students via e-mail. Learning process support through e-class platform.															
TEACHING METHODS <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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">13</td> </tr> <tr> <td>Practice, demonstration, discussion</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Study, preparation and writing individual exercises or exercises in small groups</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Autonomous study</td> <td style="text-align: center;">44</td> </tr> <tr> <td>Evaluation</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>		Activity	Semester workload	Lectures	13	Practice, demonstration, discussion	26	Study, preparation and writing individual exercises or exercises in small groups	39	Autonomous study	44	Evaluation	3	Course total	125
Activity	Semester workload															
Lectures	13															
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Study, preparation and writing individual exercises or exercises in small groups	39															
Autonomous study	44															
Evaluation	3															
Course total	125															
STUDENT PERFORMANCE EVALUATION <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>Evaluation language: Greek (and English for Erasmus students).</p> <p>Evaluation:</p> <ol style="list-style-type: none"> 1. Individual essays or essays in groups, in relation with search, organization and presentation of specific information (50% of the final grade). 2. Written final examinations, with groups of exercises with common structure and form (50% of the final grade). The content of the exam is organized by, true/false questions, multiple – choice questions, matching questions, short answer questions, fill-in-the-blank questions and ordering questions. <p>Assessment criteria are available via e-class and the teacher's personal webpage.</p>															

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Panagiotakopoulos, C. (2018). *Internet Ethics and Electronic Crime*. Athens: Papazisis Publications.
- Sideri, M. (2013). *The Facebook's book. A guide for innocent users*. Athens: Kleidarithmos Publications.
- Vryzas, K., Tsitouridou, M. (2014). *Communication Technologies and the Young*. Athens: Dardanos Publications.
- Schmidt, E., Cohen, J. (2014). *The New Digital Age. Transforming Nations, Businesses, and Our Lives*. Athens: Diavlos Publications.
- Vafopoulos, M. (2013). *How will I live with the Internet? A cohabitation framework for parents, teachers and every user*. Athens: Metaihmio Publications.
- Sfakianakis, E. (2016). *The internet' code*. Athens: All About Internet Publications.
- Selected articles from journals.

COURSE OUTLINE ESW_343

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	ESW 343	SEMESTER	5 th
COURSE TITLE	Introduction to field exercises in Social Work I		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
<i>Laboratory exercises</i>		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<i>Specialised general knowledge</i>		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (Greek speaking)		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PDE1743/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>By the end of this course the student will be able to:</p> <ul style="list-style-type: none"> • Identify the network of social organizations in the city of Patras • Describe the bureaucratic organization of social organizations • Describe the administrative organization of social organizations • Develop information observation and evaluation skills • Produce writing reports, social histories, and reports • Construct Interviews with individuals and families • Develop team coordination skills • Develop Psychosocial support skills, counselling and digital skills • Distinguish social needs at individual and group level • Develop the ability to empathize and active listening • Illustrate Social Work ethics • Apply new technologies to Social Work field.
<p>General Competences</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>	
<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>

<ul style="list-style-type: none"> • Adapting to new situations • Decision-making • Working independently • Team work • Working in an interdisciplinary environment • 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 	

(3) SYLLABUS

<ol style="list-style-type: none"> 1. Definition and types of communication and the relationship with Social Work 2. Structure of the Interview in Social Work 3. The Internet Interview 4. Preparing the file of practical exercises 5. Population Study and effectiveness research data 6. Difficulties, obstacles in Communication - Interview in Social Work 7. Interviewing Skills in Social Work 8. Introduction to Laboratory Practice 9. Visits to Social Welfare Services 10. Visits to Detox Services 11. Visits to Services at Municipal level 12. Visits to Health Services 13. Reflection & feedback.

(4) TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom, face to face								
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> • Use a video projector and slide show ppt • View videos • Support of learning process through the electronic platform e-class. 								
TEACHING METHODS <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="text-align: center;">Activity</th> <th style="text-align: center;">Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Role playing games</td> <td style="text-align: center;">20</td> </tr> <tr> <td><i>l</i>interactive teaching</td> <td style="text-align: center;">25</td> </tr> <tr> <td><i>Educational visits</i></td> <td style="text-align: center;">40</td> </tr> </tbody> </table>	Activity	Semester Workload	Role playing games	20	<i>l</i> interactive teaching	25	<i>Educational visits</i>	40
Activity	Semester Workload								
Role playing games	20								
<i>l</i> interactive teaching	25								
<i>Educational visits</i>	40								

	<i>Essay writing</i>	20
	<i>Independent personal study</i>	20
	Course total	125
<p align="center">STUDENT PERFORMANCE EVALUATION</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 final exam that includes:</p> <ul style="list-style-type: none"> • Multiple choice questionnaires • Short answer questions • Open-ended questions • problem solving 	

(5) Suggested bibliography:

- Suggested Bibliography:

- Archontaki, Z. & Filippou,. (2003). 205 Experiential exercises for group animation. Athens: Kastaniotis.
- Lekkou, S. (1996). Supervision in the practice of social work. Athena. State.
- Dimopoulou - Lagonika, M. (2011). Social Work Methodology. Intervention Models. Athens: Place.
- Fine, S. & Glasser, P. (2008). The supportive interview during the first session. Athens: Gutenberg.
- Garrett, A. (1960). The interview. Principles and Methods. Athens: Social Work Training Council.
- Kandylaki, A. (2008). Counseling in social work. Athens: Place.
- Papaioannou, K. (2008). Clinical Social Work. Social Work with People. Athens: Greek.- Related academic journals: Selected journal articles and publications communicated during the course.

Related scientific journals:

- Social work. Social Science Review
- European Journal of Social Work
- International Social Work
- Journal of Social Work Practice. Psychotherapeutic Approaches in Health, Welfare and the Community
- The British Journal of Social Work

COURSE OUTLINE ESW_344

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESW_344	SEMESTER	5
COURSE TITLE	DOMESTIC VIOLENCE		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
		3	5
	Total	3	
COURSE TYPE	Specialized general knowledge		
PREREQUISITE COURSES			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (TO GREEK_ SPEAKING)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- Analyze the theoretical approaches of domestic violence and abuse in the light of interdisciplinary cooperation in child psychiatric clinics and medical centers and the various fields dealing with this subject (criminology, forensics and psychology).
- Clarify the contribution of other professionals in the community such as teachers, parents of children attending the same school and neighbors who witness such incidents.
- Identify perpetrators and victims by sketching their profile.
- Recognize vulnerable groups such as people with disabilities (mobility disability, mental retardation, people with psychiatric disorders) and the elderly.
- Compare the basic methodologies applied around the world and distinguish best practices (best examples / practices).
- Explain this social problem from a gender perspective (feminist theory and practice).

General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Teamwork
- Respect for difference and multiculturalism
- Exercise criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

- Criminological, Psychosocial and Medical Theories
- Historical Path of the Social Phenomenon
- Examination of the Legal and Psychosocial Framework in Greece and International Practices.
- Review of Relevant Research Studies
- Explaining the Psychosocial Impacts of the Economic Crisis and their correlation with the intensification of the Phenomenon of Domestic Violence and Abuse
- Examination of the Psychosocial Impact of the Covid-19 Pandemic on the Further Aggravation of Domestic Violence

(4) TEACHING and LEARNING METHODS – EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc</i>	In classroom, face to face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> • Use of video projector and PowerPoint presentations. • View video • Support learning through the electronic e-class platform. 	
TEACHING METHODS <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. 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>	Activity	Semester workload
	Lectures	39
	Self- study	83
	Examinations	3
	Course total	125
STUDENT PERFORMANCE EVALUATION <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>	Written final exam including: <ul style="list-style-type: none"> • Multiple choice questions • Short answer questions • development questions 	

(5) ATTACHED BIBLIOGRAPHY

- **Suggested bibliography:**
- Adamaki, N. (2000). Violence in the Home, Athens: KETHI
- Artinopoulou, B, (2000), Concepts and Forms of Domestic Violence. At the "Break the Silence" Conference. Proceedings of the Conference, June

- Asimopoulos, Ch. (2014). Bullying at school, mental health and social work: When hopes are lost and education collapses. *Social Work*, 113.
- S. Bewley-S. Welsh, (2017), *ABC Domestic and Sexual Violence*
- Douzenis A & Lykouras L, (2008), *Child and Adolescent Psychiatric Forensics*, Athens: Paschalidis
- Dimopoulou-Lagonika M, Katsiki G & Martikian-Gazerian M. (2008). *Domestic Violence: A Interdisciplinary Approach to*
- Kolaitis G. (2020). *Modern Child and Adolescent Psychiatry: Mental Health and Psychopathology*. Athens: Beta Publications
- Farmakopoulou I, Liakopoulou M, Hantzara B & Kolaitis C, (2012), *Social Care or Lost Atlantis? Children's journey from removal from their family environment to their rehabilitation. Social Policy Concerns and Proposals*, *Journal of Social Work*, 26, 105,σελ. 7-26
- Chatzifotiou, S & Dobash, R, (2001), *Marital Violence against Women in Greece. Seeking Informal Support. Special Issue, Global examples of violence against women, in Violence against women*, Vo7, No9, pp. 1024-1050
- Chatzifotiou, S, Dobash, R & Tsougas M (2002a), *The last violent event: The experiences of Greek Battered Women. Journal of South European Society and Politics*, Vol6, No3, pp. 55-78
- Chatzifotiou, S, (2002a), *Keeping Domestic Violence in Silence: The case of Greece*, *International Conference Proceedings, Family Violence: A Plan for Action*, Λευκωσία, Κύπρος, 2000, σελ. 113-121

-Related scientific journals:

- (1) *Social Work* (in Greek)
- (2) *Clinical Social Work Journal*
- (3) *Psychoanalytic Social Work*
- (4) *Social Work with Groups*
- (5) *International Journal of Group Psychotherapy*
- (6) *Journal of Psychodrama, Sociometry, and Group Psychotherapy*
- (7) *Group Dynamics: Theory, Research, and Practice*