



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

COURSES OUTLINE

3rd YEAR

Semester 6th

Academic Year: 2021-2022

MAIN FIELD: SOCIAL WORK



COURSE OUTLINE ESW_339

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_339	SEMESTER	F (6)
COURSE TITLE	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	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, specialized general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1741/		

(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</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The aim of the course is for students to acquire the basic knowledge required for social research and to become familiar with specific techniques for collecting empirical data and presenting research results. Upon successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> • formulate research questions for field research • choose the appropriate data collection techniques • manufacture the respective research tools • collect and process research data • interpret and present the results of these analyzes • writing a research study
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>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></p>	<p><i>Project planning and management</i></p>
<p><i>Adapting to new situations</i></p>	<p><i>Respect for difference and multiculturalism</i></p>
<p><i>Decision-making</i></p>	<p><i>Respect for the natural environment</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>Criticism and self-criticism</i></p>
<p><i>Working in an international environment</i></p>	<p><i>Production of free, creative and inductive thinking</i></p>
<p><i>Working in an interdisciplinary environment</i></p>	<p>.....</p>
<p><i>Production of new research ideas</i></p>	<p><i>Others...</i></p>
	<p>.....</p>
<p>General skills :</p> <ul style="list-style-type: none"> • Analysis and synthesis of data and information, using the necessary technologies • Decision making • Autonomous work • Teamwork 	
<p>Special skills:</p> <ul style="list-style-type: none"> • Writing scientific papers • Statistical data processing 	

(3) SYLLABUS

1. Purpose of social research - Areas of use of Social Research
2. Study design - Social Research as a "tool" of Social Work
3. Formulation of the basic research hypothesis - The individual research questions
4. Types of research - The importance of the literature review
5. Factors that determine the decision to select the appropriate research method
6. Psychometric scales - Construction of a questionnaire for exploratory studies
7. Sample size and sampling techniques
8. Data coding - Statistical processing with SPSS program (short overview of descriptive statistics)
9. Presentation of results - Discussion - Writing a research report
10. Qualitative Research Interviewing - Other Qualitative Research Techniques
11. The mixed research method in Social Research
12. Participatory Community Methods - The Delphi Method - Vision Laboratories
13. Participatory Community Methods: Citizens' Conference - Charrette Laboratory.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY</p> <p><i>Face-to-face, Distance learning, etc</i></p>	<p>Face to face.</p>
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<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education communication with students</i></p>	<ul style="list-style-type: none"> • Use of computer and video projector • View slides and videos • Learning process support through the electronic platform e-class 																	
<p>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></p>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>25</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>30</td> </tr> <tr> <td>Interactive teaching</td> <td>30</td> </tr> <tr> <td>Essay writing</td> <td>10</td> </tr> <tr> <td>Independent study</td> <td>30</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total Course</td> <td>125</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	25	Study and analysis of bibliography	30	Interactive teaching	30	Essay writing	10	Independent study	30			Total Course	125
<i>Activity</i>	<i>Semester workload</i>																	
Lectures	25																	
Study and analysis of bibliography	30																	
Interactive teaching	30																	
Essay writing	10																	
Independent study	30																	
Total Course	125																	
<p>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></p>	<p>Written final exam that includes:</p> <ul style="list-style-type: none"> • Short answer questions • Multiple choice questions • Essay development questions 																	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Babbie, E. (2018): Εισαγωγή στην Κοινωνική Έρευνα, επιστημονική επιμέλεια Ιωάννης Κατερέλος & Σεβαστή Χατζηφωτίου, β έκδοση, ΚΡΙΤΙΚΗ, Αθήνα
- Δαφέρμος, Β. (2011): Κοινωνική Στατιστική & Μεθοδολογία Έρευνας με το SPSS, ΕΚΔΟΣΕΙΣ ΖΗΤΗ, ΘΕΣΣΑΛΟΝΙΚΗ
- Leavy, P. (2021): Σχεδιασμός κοινωνικής έρευνας. Ποσοτικές και ποιοτικές προσεγγίσεις, μεικτές μέθοδοι, καλλιτεχνική έρευνα και συμμετοχική έρευνα βασισμένη στην κοινότητα, επιστημονική επιμέλεια Βασίλης Δαλκαβούκης & Κυριάκος Σγουρόπουλος, UNIVERSITY STUDIO PRESS, ΘΕΣΣΑΛΟΝΙΚΗ
- Σταλίκας, Α., Τριλιβά, Σ., Ρούσση, Π. (2002): Τα ψυχομετρικά εργαλεία στην Ελλάδα, ΕΛΛΗΝΙΚΑ ΓΡΑΜΜΑΤΑ, Αθήνα
- Stier-Adler, E., Clark, R. (2019): ΚΟΙΝΩΝΙΚΗ ΕΡΕΥΝΑ: Μια ξενάγηση στις Μεθόδους και στις Τεχνικές, Επιστημονική επιμέλεια Γιάννης Τσίρμπας, ΕΚΔΟΣΕΙΣ ΤΖΙΟΛΑ, ΘΕΣΣΑΛΟΝΙΚΗ

- Στρατηγέα, Α. (2015): Θεωρία και Μέθοδοι Συμμετοχικού Σχεδιασμού, Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγγράμματα και Βοηθήματα «ΚΑΛΛΙΠΟΣ», Αθήνα
- Τσιώλης, Γ. (2014): Μέθοδοι και τεχνικές ανάλυσης στην Ποιοτική Κοινωνική Έρευνα», ΚΡΙΤΙΚΗ, Αθήνα

- *Related academic journals:*

- Social Research Practice

COURSE OUTLINE ESW_340

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	ΠΡΟΠΤΥΧΙΑΚΟ		
COURSE CODE	ESW_340	ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ	ΣΤ
COURSE TITLE	Social Work in Situations of Psychological Crisis		
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, specialized general knowledge, skills development</i>	Skills development		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

2. LEARNING RESULTS

- *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*
- *Guidelines for writing Learning Outcomes*

The aim of the course is to introduce students to the concepts of crisis, the types of crises in overlapping with the development of critical analysis of the link between crises and wider socio-economic phenomena.

Theoretical approaches and interventions of social work science in the initial, middle and final phases of each crisis are presented.

By examining the crises experienced by contemporary societies at a more global level than that of the individual (social, political and cultural), this course aims to provide students with an understanding and critical reflection on the complexity of crises and the individualized interventions required in different types of crises.

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

- Analyze the definitions of crises and identify the different types and kinds of crises.
- Identify and analyse the social causes of crises and their effects on citizens.
- Develop critical competence in the ways of social support in crisis situations in the fields of social work practice.
- Identify the theoretical approaches and models of social work intervention in crisis.
- Evaluate contemporary forms of crises and their impact on the citizens of

- their country and internationally.
- Undertake intervention planning in different crisis situations.

General Skills

Considering the general competences that the graduate should have acquired the course aims at:

- Search, analysis and synthesis of data and information, including the use of the necessary technologies.
- Adaptation to new situations.
- Decision-making.
- Autonomous work.
- Group work.
- Working in an international environment.
- Working in an interdisciplinary environment.
- Generating new research ideas, project planning and management
- Respect for diversity and multiculturalism.
- Demonstrating social, professional, and ethical responsibility and gender sensitivity.
- Exercise of criticism and self-criticism.
- Promotion of free, creative and deductive thinking.

SKILLS

- Development of critical thinking.
- Respect for diversity and multiculturalism.
- Adaptation to new situations.
- Autonomous work.
- Group work.
- Use of new technologies.

3. COURSE CONTENT

- Definitions, types and stages of crisis
- Theoretical approaches of crisis
- Crisis intervention techniques
- Models and phases of social work crisis intervention
- Focus on dealing with specific types of crisis in Greece
- (family crisis due to divorce, crisis due to mental and physical health problems of a family member, loss of a family member or disability, refugee crisis, economic crisis, unemployment crisis, pandemic crisis, crisis due to natural disasters, crisis due to transitional developmental stages e.g. adolescence)
- Presentation of numerous clinical examples and case studies of families in crisis

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>	<ul style="list-style-type: none"> • Specialized Project Management Software • Learning process support through the e-class platform

<p>TEACHING METHODS</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>	Δραστηριότητα	Φόρτος Εργασίας Εξαμήνου
	Lectures	39
	Study and analysis of the literature	60
	Case Studies	26
	Total Course	125
<p>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>I. Written final examination (60%) including:</p> <ul style="list-style-type: none"> - Multiple-choice questions - Role analysis in short case studies - Comparative evaluation of theory elements <p>II. Presentation of group work (40%)</p>	

5. SUGGESTED BIBLIOGRAPHY

Suggested Bibliography:

- Aguilera, D, 1998, Crisis Intervention: Theory and Methodology, St. Louis Baltimore: Mosby
- Vergeti, A, 2009, Social Work with Families in Crisis, Athens:Topos.
- Dedousopoulos, A, 2010, The Crisis in the Labour Market, Athens: Tipothito
- Demopoulou Lagonika, M, 2011, Methodology of Social Work Intervention Models, Athens:Topos
- Ell, K, 1997, Crisis Intervention: research needs, In: Encyclopaedia of Social Work, 19th ed, Washington DC: NASW Press.
- Gilliland, B, & James, R, 1988, Crisis intervention strategies, California: Brooks/Cole Publishing
- Zaimakis, G, & Kallinikaki, A, 2004, Local Space and Multiculturalism, Athens: Hellenic Literature, Athens, Greece.
- Kolaitis, G. & Co. (2020). Synchronic Child and Adolescent Psychiatry, Athens: Veta
- Lewis, S, & Roberts, A, 2002, Crisis Assessment Tools, Social Workers' Desk Reference, Oxford: University Press
- Mousourou, L, 1999, Crisis of the family and crisis of values, Social Research Review, EKKE
- O'Haggan, K, 1996, Crisis Intervention in Social Work, In Lishman, J, Handbook of Theory for Practice Teachers in Social Work, London: Jessica Kingsley
- Papadatou, D, 1999, Stress and Crisis Intervention, in Papadatou D, & Anagnostopoulos, F, Psychology in Health Care, Athens: Elinika Gramata
- Pouloupoulos, H, 2014, Crisis, Fear and the Breach of Social Cohesion, Athens:Topos
- Sakellaropoulos, S, 2014, Crisis and Social Stratification in Greece in the 21st century, Athens:Topos

- Fthenakis, V, 2000, Divorce as a transitional phase in the family: Athens: Elinika Gramata

Related scientific journals:

- British Journal of Social Work
- Clinical Social Work Journal
- Critical and Radical Social Work Journal
- European Journal of Social Work
- International Journal of Social Work
- Journal of Loss and Trauma
- Social Work and Society
- Social Work (SKLE)

COURSE OUTLINE ESW_341

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	UNDERGRADUATE - COMPULSORY		
COURSE CODE	ESW_341	SEMESTER	6st
COURSE TITLE	INNOVATIONS IN SOCIAL WORK AND HUMAN RIGHTS		
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			
Instructor: Dr. Ioannis Dritsas & Dr. Charikleia Pitsou		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		
PREREQUISITE COURSES:	NONE		
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>With the successful completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> • analyze examples of social innovations and be able to apply the skills needed to design them • use the internet to find and promote innovative actions • be experienced form visits to Social Services at the level of the Municipality and Region implementing similar actions • discuss the basic ethical principles of the SW profession through reference to specific examples of • recognize the bodies to which she/he can address in cases of violation of the rights of her/his customers and those relating to the professional practice of her/him • analyze the importance and usefulness of ethics in the application of different methods in the SW • explain the human rights, their principles and their connection to Social Work and innovative programmes - actions of SW • recognize the importance of human rights principles in the content of innovative Social Work action programs

- critically analyze existing Innovative Program- actions and identify their links to human rights principles
- be sensitized to discrimination on the basis of class, gender, race/ethnic origin, sexual orientation, age discrimination, etc.
- understand in depth the importance of defending the rights of those served in connection with the implementation of innovative programs and actions

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>

1. Promoting free, creative and inductive thinking
2. Teamwork
3. Respect for diversity and multiculturalism
4. Demonstration of social, professional and moral responsibility and sensitivity to issues of gender, race, class, sexual orientation, etc.
5. Search, analysis and synthesis of data and information, using the necessary technologies
6. Working in an interdisciplinary environment
7. Adapting to new situations
8. Production of new research ideas
9. Development of critical thinking and self-criticism

3. SYLLABUS

Innovations in Social Work deserve to be explored. Both the community development programmes of the SW Foundation in Piraeus and those of the SW Department in Achaia (Brahneika) present a plethora of innovative examples, which unfortunately have not been recorded and studied, as they have to. The double crisis over the past decade has created new opportunities for innovative actions that should be strengthened and examined by empirical research.

At the same time, human rights and social justice are one of the SW's main objectives in supporting vulnerable populations. Human rights hold an important place both in the basic education of future social workers and in their professional practice as they are fundamental principles of Social Work.

For this reason, the course aims on the one hand to present innovations in the SW and on the other hand raise students' knowledge and awareness of human rights. Human rights principles should run through the content of innovations in order to promote social justice, collective responsibility, social change and development, social cohesion, respect for diversity, activism, active citizenship and non-discrimination in the target population groups. Representatives of communities, social movements and organisations participate in this course in order to present examples of innovations, raise awareness among students and urge their active participation in similar programmes.

1. Laboratory examples of SW with different populations with innovative characteristics
2. Dual crisis and new sectors and needs in the SW
3. Social and solidarity economy/social cooperatives
4. Using new technologies as a means of innovation
5. Visits to Social Welfare Services

6. Visits to Mental Health Services
7. Visits to Services at municipal and regional level
8. Social justice, basic principles
9. Examples from the act
10. Claim and advocacy in the SW
11. Human rights and their principles
12. Linking Social Work to innovative programmes -actions and human rights principles
13. The role of innovative action programmes in the defence of the human rights of people in need

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lecture, viewing and analysing films and documentaries, Internet search, visits	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Video Projector, internet, digital course on the University of Patras 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>	Activity	Semester workload
	Lectures	39
	Study of experiential exercises	25
	Bibliography /Internet search	20
	Study and analysis of bibliography	38
	Exams	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>	The evaluation takes place using: multiple-choice questions short answer questions development questions Problem solving	

5. ATTACHED BIBLIOGRAPHY

- Afouxenidis, A. (2015), Civil society in times of crisis – looks at various types of civil society organisations in Greece and aims to code or systematise the sector for future research
- Αφουξενίδης, Α. & Γαρδίκη, Μ. (2014) Χαρτογραφώντας την κοινωνία πολιτών στην Ελλάδα σήμερα: προβλήματα και προοπτικές, Επιθεώρηση Κοινωνικών Ερευνών, 143 Β΄, 2014, 33-53
- Banks, S. (2015). Ηθική και αξίες στην Κοινωνική Εργασία. (Μ. Κουλεντιανού Μετάφρ), (επιμ.) Σ. Χατζηφωτίου. Αθήνα: Gutenberg.
- Δουζίνας, Κ. (2006). Το τέλος των Ανθρωπίνων Δικαιωμάτων. Αθήνα: Παπαζήση.
- Fischer –Lescano Α. (2014). Ανθρώπινα Δικαιώματα σε καιρούς λιτότητας, (επιμ.) Δ. Παπακώστας. Αθήνα: Ποταμός.

- Hunt, P. (2017). *Social Rights are Human Rights*. UK: Centre for Welfare Reform.
- Ishay, M. (2008). *Η Ιστορία των Ανθρωπίνων Δικαιωμάτων*. (Α. Σίμογλου, Μεταφρ.). Αθήνα: Σαββάλας.
- Ιωακειμίδης, Β.(2012). *Κοινωνική Εργασία για την Κοινωνική Δικαιοσύνη, Ριζοσπαστική και Κριτική Θεωρία, Πρακτική, Παραδείγματα*. Αθήνα: Ίων.
- Ife, J. (2012). *Human Rights and Social Work: Towards Rights-Based Practice*. New York: Cambridge University Press.
- Lundy C. (2011). *Social Work, Social Justice and Human Rights, A structural approach to practice*. University of Toronto Press.
- Overmans, J. F. & Noordegraaf, M. (2014). *Managing austerity: rhetorical & real responses to fiscal stress in local government (Διαχείριση λιτότητας: ρητορικές και ουσιαστικές απαντήσεις της τοπικής αυτοδιοίκησης στις δημοσιονομικές πιέσεις)*. *Public Money & Management*, 34(2), 99–106
- Reichert, E. (2011). *Human Rights and Social Work*. New York: Columbia University Press.
- Varvarousis, A. & Kallis, G., 2017. *Commoning against the crisis*. In: Manuel Castells et al. (eds). *Another Economy Is Possible. Culture and Economy in a Time of Crisis*. Cambridge. Polity Press.
- Ziomas D., Ketsetzopoulou M., and Bouzas N. (2001) *Greece, Social Enterprises Responding to Welfare Needs (in The Emergence of Social Enterprise, Routledge ed. C Borzaga / J Defourny)*

Related Journals

- *Critical and Radical Social Work Journal*
- *Critical Social Policy*
- *Ethics and Values in Social Work*
- *European Journal of Social Work*
- *International Journal of Social Work*
- *Journal of Human Rights Practice*
- *Journal of Human Rights and Social Work*
- *The International Journal of Human Rights*

COURSE OUTLINE ESW_348

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 348	SEMESTER	6 th
COURSE TITLE	Introduction to field exercises in Social Work II		
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)			

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>The learning outcomes serve the purpose of the course, that is, the specialization of theoretical and general knowledge, so that students can prepare for the Internship of the next academic year. In this context the students after the successful completion of the lesson is expected to be able to:</p> <ul style="list-style-type: none"> • Analyse the programs and the support actions at local, regional, and national level • Discuss about the design of social actions in the Community • Analyze participatory research methods • Identify and exploit valid information via the internet • Apply methods of social research, field observation, data processing and analysis methods, participatory research methods and reporting • Describe and exploit communication and collaboration skills with Mass Media • Develop skills of organizing and promoting open events in the Community • Develop skills of organizing and promoting open events in the Community via the internet • Identify social needs at Community level • Conduct social research • Manage conflicts in the context of planning and implementing social actions • Utilize new technologies • Capacity building for initiative, innovative thinking, and action.
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 Respect for difference and multiculturalism Respect for the natural environment
Adapting to new situations	Showing social, professional and ethical responsibility and sensitivity to gender issues
Decision-making	Criticism and self-criticism
Working independently	Production of free, creative and inductive thinking
Team work
Working in an international environment	Others...
Working in an interdisciplinary environment
Production of new research ideas

- 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

1. Laboratory examples of Social Work with different populations
2. Utilization of new technologies for the development of social actions
3. Creation of new services with a Community target group (hotlines and health promotion programs through e-education and e-counselling)
4. Self-knowledge and professional practice
5. Preparing the file of practical exercises
6. Population study and research effectiveness data
7. Conflict management
8. Participatory methods of investigation and management of social problems
9. Visits to social protection services
10. Visits to mental health services
11. Visits to social services of the Municipality of Patras and the Region of Western Greece
12. Visits to Non-Governmental Organizations dealing with social problems
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" style="width: 100%;"> <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>linteractive teaching</i></td> <td style="text-align: center;">25</td> </tr> <tr> <td><i>Educational visits</i></td> <td style="text-align: center;">40</td> </tr> <tr> <td><i>Essay writing</i></td> <td style="text-align: center;">20</td> </tr> </tbody> </table>	Activity	Semester Workload	Role playing games	20	<i>linteractive teaching</i>	25	<i>Educational visits</i>	40	<i>Essay writing</i>	20
Activity	Semester Workload										
Role playing games	20										
<i>linteractive teaching</i>	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> <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>	<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:

<p>- <i>Suggested Bibliography:</i></p> <ul style="list-style-type: none"> • Koprowska, J. (2014). Communication and Interpersonal Skills in Social Work. (Transforming Social Work Practice Series). UK: Learning Matters. • Dimopoulou - Lagonika, M. (2011). Social Work Methodology. Intervention Models. Athens: Place. • Kounti-Chronopoulou, K., Tzedaki, M. & Passa, M. (Ed.) (2015). The contribution of Social Work to psychiatric therapy. A Psychiatric Clinic of the University of Athens, Aeginiteio Hospital. Collective Work. Coordinator G. Papadimitriou. Athens: Parisianou. • Ladias, Ch. (2013). The modern institutional framework of regional development in Greece. Athens: Papazisi. • Lekkou, S. (1996). Supervision in the practice of social work. Athena. State • Panagiotopoulos, Ch. (2016). Social Work and School. Athens: Maria Parikou & Co. Ltd. <p>-<i>Related scientific journals:</i></p> <ul style="list-style-type: none"> • 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 418

(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 418	SEMESTER	8th
COURSE TITLE	Sociology of Family		
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	
<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>	Specialized General Knowledge (optional)		
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/courses/1432/		

(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"> • Analyze the role of the family as an institution in order to build sociological knowledge • Examine the ways recent family transformation (culture and social structure) interacts social experience and change. • Present and critically analyse how family transformation as a current social factor affects social structure and individuals. • Develop the appropriate skills of implementing the techniques and methods adopted and related to the sociological analysis of family structure as a <u>social institution</u> and unit of socialization. 		
<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> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</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> <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>	

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

- Basic knowledge of the fields of Sociology of the Family.
- Promotion of creative and inductive thinking, easily move from memorization, analysis and application to synthesis and evaluation
- Ability to search, analyse and synthesise relevant data and information, critically assess a published research report and suggest how the study could have been improved.

(3) SYLLABUS

The course develops into three components/parts:

Part A. Lectures 1-4: The main issues of Sociology and sociological Theory in contemporary literature. Clarification of terms. Methods and practices. The concepts of inclusion and family by race/ethnicity, gender, age, and class.

Part B. Lectures 5-8: Application of the three major sociological theories in examples of various issues affecting the family as an institution.

Part C. Lectures 9-13: Presentations on recent issues and debates on sociology of the Family . 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 homeworks, brainstorming, documentaries, digital content 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.	
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	20
	Exercises in th Laboratory practice	19
	Private study and preparation of home-works	83
	Final examination (3 conduct hours)	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>	Students are assessed as follows: 1. Written examination after the end of the semester or individual research projects for final papers.	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Cohen, Philip N. (2018): *The Family: Diversity, Inequality, and Social Change* (2nd ed). New York: WW Norton.
- Mayall, Barry (2002): *Towards a Sociology for Childhood*, Open University Press, Maidenhead, Berkshire, UK.
- Brian Williams, Stacey Sawyer and Carl Wahlstrom (2008): *Marriages, families, and intimate relationships: A practical Introductions* (2nd Edition), Pearson, Boston.

COURSE OUTLINE ESW_326

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_326	SEMESTER	6th
COURSE TITLE	Cross Cultural Psychology: The individual in the world		
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, workshop activities, theory applications in everyday life	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 course: Specialised education in understanding and using cross-cultural findings, skills-development in cross-cultural understanding		
PREREQUISITE COURSES:	Research Methodology in Psychology, Statistics, Social Psychology: The individual as group member		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1410/		

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*

After having completed this course students will be able to understand and appreciate the culture-related diversity in ways of thinking, feeling, and behaving that is found among humans and to examine the extent to which the theories, principles, and knowledge of the modern discipline of psychology are universally applicable to humans. Specifically, students are expected to: identify the steps, the characteristics and the consequences of the cross-cultural interaction and adjustment either in cases of intra country immigration; identify how culture affects the individuals' attitudes, values, attributions to various forms of behavior; analyze the universal power of inter-gender differences, personality and emotional expression; to distinguish through their lifelong learning which cross-cultural research are valid, what their exact meaning is and their utility to teaching and more.

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?

- | | |
|--|--|
| <ul style="list-style-type: 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> | <ul style="list-style-type: 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>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</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

The course aims at studying the relationship between cultural context and human overt (actions and responses) and covert (beliefs, attitudes, emotions) behavior. The study of the psychological importance of cultural differences has increased recently. This course examines the psychological implications of cultural differences and of contact among members of different cultures. It considers the role which psychological research and theory as deriving from the most extended pool of findings can play in advancing cross cultural understanding. Topics addressed are: Studying behavior across cultures; Methodology of Cross Cultural Psychology; Characteristics and consequences of Cross Cultural Interaction; Acculturation; Concept of culture: Dimensions and definitions; Cross-cultural dimensions for culture comparison; Intergender differences, Personality, Emotion: Cross-cultural Validity; Self-concept: Independent versus interdependent; Social Cognition and Attribution theory in Different Cultures.

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, interactive teaching, workshop with conversation with the students on video display material so that theory is applied in everyday situations, essay writing	36
	Essay writing	3

	Study of bibliography/fieldwork	85
	Exams	1
	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 performance evaluations is carried out in either upon students' choice:</p> <ol style="list-style-type: none"> Written exams at the end of the semester with open books, as the question (containing the description of an everyday life situation at school) demands thorough understanding of the reading material, the ability of criticism, synthesis and application on the situation in hand, or Weekly reports on activities that require comprehension of the topic of the week and carry out of an assignment presented to students during class that would ask students to apply this piece of knowledge in everyday circumstances. The mean score of these reports constitutes the grade for the course. Limited number of students. 	

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

- Goldstein, S. (2008). Cross-cultural explorations: Activities in culture and psychology. Allyn & Bacon.
- Matsumoto, D., & Juang, L. (2008). *Culture and psychology*. Thomson Wadsworth
- Papastylianou, A. (2012). *Diapolitismikes diadromes. [Cross-Cultural Paths]*. Athens: Gutenberg.
- Shiraev, E. B. and Levy, D. A. (2007). Cross-cultural psychology: Critical thinking and contemporary applications. Allyn & Bacon.
- Smith, P. B., & Bond, M. H. (2011). *Diapolitismiki Koinoniki Psychologia. [Cross-Cultural Psychology]*. (V.Kargou, Trans.). Athens: Gutenberg. (Original Work Published 1997).
- Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). *Understanding social psychology across cultures: Living and working in a changing world*. Sage.

COURSE OUTLINE ESW_327

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_327	SEMESTER	6 th
COURSE TITLE	Social Psychology: Group dynamics		
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>	Elective course: Specialised education in understanding group thinking and functioning		
PREREQUISITE COURSES:	Introduction to Psychology, Developmental Psychology, Cognitive processes and brain, Research Methodology in Psychology, Statistics, Social Psychology: The individual as group member		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)		
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>By the end of this course, students are expected to be able to analyze the ways of psychological approach of the individual's behavior as deriving from his/her social group identity within a or/and towards other social groups. To analyze also how a leader guides and supports a group, the kind of decisions that members as a group take as opposed to the individual' decision, the way social groups present themselves and interact within different cultural contexts fall in the main domains of social psychology. Specifically, students are expected to: comprehend and identify the features that hold a social group together in their everyday personal experience as well as the most effective type of leadership as related to the cultural context; explain when and how minorities have the ability to influence majorities and vice versa; comprehend the group members' automated cognitive and behavioral processes that evoke prejudice and discrimination; focus on how language works in normal interpersonal communication as well as in aggressive and violent behavior in their everyday lives; succeed in their effort to perform or enhance prosocial behavior</p>								
<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>
<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 • 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 students with a thorough overview of social psychological principles and theories regarding social group members' cognitive processes, emotions and behavior as deriving from their group memberships. Intragroup processes as opposed to intergroup processes are the focus of this course. Specific topics covered are: Group Dynamics; Definition, formation and development of social group; Leadership, Group decision making; Aggression; Prosocial behavior; Attraction and Close Relationships; Culture; Language and communication

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	83
	Written exams	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>	The evaluation procedure consists of written exams at the end of semester. It comprises short-answer questions seeking how well basic knowledge are comprehended requiring everyday life examples for the topics examined. Problem-solving questions are also included. Students are asked to apply theoretical issues in specific school life situations that are given.	

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Aronson, E., Wilson, T. D. & Sommers, S.R. (2019). *Koinoniki Psychologia*. [Social Psychology]. (G. Konstadinides, Trans.). Athens: Tziolas. (Original work published 2018)
- Papastamou, S., Kafetsios, K, Kordoutis, P., Keskinis, K., Barbopoulou, D., Sakalaki, M., Gardikiotis, A., Gari, A., Anastasopoulou, A., Adamopoulos, G., Pavlopoulos, V., Kakalettris, P., Riga, A.V., Madoglou, A. & Melista, A. (2010). *Koinivniki noisi, skepsi kai syberifora* [Social cognition, thinking and behavior]. Αθήνα: Εκδόσεις Πεδίο
- 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_328

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_328	SEMESTER	6o
COURSE TITLE	Positive 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><i>Upon completion of the course students will be able to:</i></p> <ul style="list-style-type: none"> • <i>Analyze ways in which positive thinking can help people become better and happier.</i> • <i>Discuss ways to promote people's well-being, prosperity and development so that they can enjoy their lives as much as possible.</i> • <i>Describe ways of human operation in harmony with the natural and social environment.</i> • <i>Apply the practices of Positive Psychology to themselves and, with proper guidance, find ways to use it in their professional and personal lives.</i> 																		
<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> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;"><i>.....</i></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;"><i>.....</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>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</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>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>																	
<ul style="list-style-type: none"> • Work alone • Teamwork 																		

- Decision making
- Communication skills
- Promoting free, creative and positive thinking

3. SYLLABUS

-The course is developed on a theoretical and laboratory level, with the following topics:

Section 1. General characteristics

Laboratory 1. Introduction to Positive Psychology
 Laboratory 2. The philosophical and historical origins of positive psychology
 Laboratory 3. Basic concepts of Positive Psychology

Section 2. Applications

Laboratory 4. Applications of Positive Psychology
 Laboratory 5. Positive psychology in education
 Laboratory 6. Positive Psychology and Organizational Culture: Positive Organizational Culture

Section 3. Dealing strategies

Laboratory 7. Strategies for dealing with life's difficulties in shaping durability
 Laboratory 8. Positive elements of character and virtues
 Laboratory 9. Positive psychology: Positive emotions
 Laboratory 10. Positive emotions and chronic diseases
 Laboratory 11. Positive Psychology from an Intercultural Perspective

Section 4. Individual development and prosperity

Laboratory 12. Positive psychology and emotional intelligence
 Laboratory 13. Positive psychology and measurement of positive emotions

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 <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>	Activity	Semester workload
	Lectures	13
	Laboratory exercise	26
	Individual work in selected activities	36
	Autonomous study	40
	Corrections after feedback and	7

<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>presentation of research work or teaching scenario or experiential exercise</p>	
	<p>Evaluation (written exams or job presentation)</p>	<p>3</p>
	<p>Course Total (25 hours of workload per credit unit)</p>	<p>125</p>
<p>STUDENT PERFORMANCE EVALUATION <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>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:

- Anastasios Stalikas, Paschalia Mitskidou (2011) "Introduction to Positive Psychology", Topos Publications
- HEFFERON KATE, BONIWELL ILONA (2019). "Positive Psychology. Theory, Research and Applications »GUTENBERG Publications.
- Keyes CLM and Haidt J, eds. Flourishing: Positive Psychology and the Life Well Lived (American Psychological Association, 2002).
- Lopez SJ and Snyder CR, eds. Positive Psychological Assessment: A Handbook of Models and Measures (American Psychological Association, 2003).

COURSE OUTLINE ESW_346

(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_346	SEMESTER	6th
COURSE TITLE	Multi_disciplinary Cooperation		
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>	General Background		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (IN GREEK)		
COURSE WEBSITE (URL)			

(2) 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.</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>The main purpose of the course is to acquire the knowledge and skills necessary to establish, maintain and strengthen collaborative relationships with professionals from other disciplines in child protection, general and mental health and education (e.g. medical nurses, psychiatrists and child psychiatrists, psychologists, occupational therapists, speech and language therapists, special educators, health visitors, teachers, prosecutors) working in a variety of institutions and organizations such as Child Protection Placements, Public Prosecutor's Office, Education of all levels of typical and non typical development, Hospitals, Psychiatric and Child Psychiatric Services, Medical and Educational Centers, Mental Health Centers, Parishes, Social Services, Open Centers for the Elderly People, Shelters for Abused Women, Refugee Shelters. NGOs (Association "Friends of the Child", Smile of the Child, Ark of the World, Babel, UNHCR),</p> <p>This objective is achieved through the analysis of a series of scientific articles of documented experience of inter-disciplinary and inter-agency cooperation in the above-mentioned sectors.</p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Analyze the Role and Duties of Professionals in other Specialties • Describe the Types, Importance and Mode of Effective Interdisciplinary Collaboration • Discuss the Differences of Intnter-disciplinary and Inter-agency Collaboration • Apply the skills of inter-disciplinary and inter-agency cooperation appropriately in all the above-mentioned areas • Avoid organisational conflicts and conflicts with professionals from other disciplines • Avoid diffusion of roles
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>Production of new research ideas</i>	<i>Others...</i>

- Search, analysis and synthesis of data and information, using the necessary technologies
- Autonomous work
- Group work
- Respect for diversity
- Exercise of criticism and self-criticism
- Promotion of free, creative and deductive thinking
- Recognition and critical investigation of social issues
- Cultivating critical thinking

(3) COURSE CONTENT

1. Definitions of Inter-disciplinary and Inter-agency Cooperation
2. Theories of inter-disciplinary and inter-agency cooperation
3. Interdisciplinary Collaboration as a Process
4. Advantages of Interdisciplinary and Inter-departmental Collaboration
5. Disadvantages of Inter-disciplinary and Inter-sectoral Cooperation
6. Obstacles to the Effective Functioning of the Inter-disciplinary Team
7. Definition of Organizational Conflict
8. Causes of Conflicts
9. Conflict Management Strategies
10. Techniques for Achieving Effective Communication
11. Objectives of Interprofessional Diagnosis of Abuse Cases
12. Members of the Inter-disciplinary Team in Child Psychiatric Clinics
13. Role of each member of the inter-disciplinary team
14. The Organisation of the Inter-disciplinary Team
15. The Internal Processes of the Inter-disciplinary Team
16. The External Systematic Monitoring Process
17. Psychiatric Reform and Inter-disciplinary Cooperation
18. The New Roles of Mental Health Professionals
19. Inter-disciplinary Cooperation in Child Mental Health
20. Definition of a Health and Health Care Team
21. The Inter-disciplinary Health Team of Primary Health Care
22. Importance of Effective Leadership
23. Elements of Effective Inter-disciplinary Collaboration
24. The Importance of Inter-disciplinary Cooperation in Structures
25. Cooperation between Occupational Therapists and Social Workers
26. Cooperation between Doctors and Nurses and Social Workers
27. Cooperation between Teachers-Parents and Social Workers in formal education schools
28. Cooperation between Teacher-Parents and Social Workers in Special Schools
29. Institutions and services with which social workers cooperate
30. Presentation of Cases of the Inter-disciplinary Team
31. Interdisciplinary Cooperation for the Management of Child Psychiatric Cases
32. Inter-disciplinary Collaboration for the Management of Refugee Cases with PTSD
33. Inter-disciplinary Cooperation on Natural Disaster Cases
34. Inter-disciplinary Cooperation on Chronic Disease Cases
35. The Importance of Inter-professional Counselling

36.	Counselling Inter-disciplinary Child Psychiatry
37.	Creating Professional Identities and Roles
38.	Inter-disciplinary services for children and adolescents

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> ▪ Use of computer and projector ▪ Slides and video projection ▪ Support for the learning process through the e-class platform 	
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>	Δραστηριότητα	Φόρτος Εργασίας Εξαμήνου
	Lectures	30
	Case Analysis	25
	Analysis of audiovisual material	20
	Study and analysis of literature	20
	Independent study	30
	Total Course	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>	A written final examination including: <ul style="list-style-type: none"> - Multiple-choice questions - Critical case/theory analysis - Comparative evaluation of theory elements 	

(5) RECOMMENDED BIBLIOGRAPHY

<ul style="list-style-type: none"> ▪ Anagnostakou M, Korpa T., Bouza, E & Liakopoulou M, Interdisciplinary Child Psychiatry in the Neonatal Intensive Care Unit, Del. A' Pediatric Clinic of the University of Athens, 56, 2009. ▪ Asimopoulos, Ch. (2014). The role of Social Work in the context of the interdisciplinary approach to child and adolescent mental health, in Papadimitriou, G. (ed.), The contribution of social work in psychiatric therapeutics. Athens: Parisianos. ▪ Asimopoulos, Ch. (2014). School bullying, mental health and Social Work: when hopes are lost and education collapses. Social Work, 113. ▪ Eccles A. Partnerships: the politics of agendas and policy implementation. In Forbes J & Watson C. (2012). The Transformation of children's services: examining and debating the complexities of inter/professional working, London: Routledge. ▪ Farmakopoulou I. (2000) Collaboration between education and social work authorities in assessing children's special educational needs, Ph.D., University of Edinburgh, 1999, Submitted. ▪ Forbes J & Watson C. (2012). The Transformation of children's services: examining and debating the complexities of inter/professional working, London: Routledge. ▪ Forbes J & Watson C. (2012). introducing the complexities of inter/professional working. in Forbes J & Watson C. (2012). The Transformation of children's services: examining and debating the complexities of inter/professional working, London: Routledge.

- Humes W. (2012). probing the limits of collaboration: professional identity and institutional power. in Forbes J & Watson C. (2012). The Transformation of children's services: examining and debating the complexities of inter/professional working, London: Routledge.
- Iakovidis B et al. Interdisciplinary psychiatry in an oncology hospital: Training of Oncology Staff, *Psychiatry*, 2007, 18.
- Kaltsa A. (2020). Consultative Interdisciplinary Child Psychiatry: role and functions in Contemporary Child and Adolescent Psychiatry: Mental Health and Psychopathology. 2020: Beta Publications.
- Kolaitis G. (2020). *Vilaitis*, 2020: Mental Health and Psychopathology. 2020: Beta Publications.
- Lionis X, Vivilaki, V, Adamakidou Th. & Sakellari, E, (2015), The Interdisciplinary Health Team of Primary Health Care, *Social Work*.
- Lykouras L & Douzenis A, The Liaison-Counseling Psychiatry in Greece, *Psychiatry*, 2007, 18.
- Lykouras L, Soldatos K, & Zervas K, (Eds. Ed), *Interconnective Psychiatry*, VITA Medical Publications, Athens: 2009.
- Marini E, Theodorou B, Tsilia A-M & Liakopoulou M, Diagnostic Dilemmas in Interdisciplinary Child Psychiatry, *Child Adolescent Psychiatry*, 2013, 1:86-93.
- Pahi A & Pendaraki M, 2008, Health Professionals and Child Abuse: An Educational Program to Address the Phenomenon in the Context of the Health Care System, *Social Work*, 2008, 91:103-119.
- Pharmakopoulou, n I. (2020). Role and Duties of the Social Worker as a Member of the Interdisciplinary Child Psychiatric Team. In *Contemporary Child and Adolescent Psychiatry: Mental Health and Psychopathology*. 2020: Beta Publications.
- Christodoulou X, Michopoulos I & Kouzoupis A, (2013). The Interdisciplinary in the General Hospital: Principles and Applications, In *Contemporary Psychiatry*, 2013, Athens, Greece: Veta Publications.
- Watson C. (2012).The pretty story of 'joined-up working': questioning interagency partnership. In Forbes J & Watson C. (2012). The Transformation of children's services: examining and debating the complexities of inter/professional working, London: Routledge

.-Relevant Scientific Journals:

- Social Work (SKLE)
- Child and Family Social Work
- Children and Schools
- Journal of Social Work in Disability and Rehabilitation
- Journal of Ethnic and Cultural Diversity in Social Work
- Social Work in Mental Health
- Journal of Social Work Practice. Psychotherapeutic Approaches in Health, Welfare and the Community
- Clinical Social Work Journal.

COURSE OUTLINE ESW_342

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESW_342	Semester	6th
COURSE TITLE	Social work with vulnerable social groups		
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		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

The aim of the course is the students acquire all the necessary knowledge about the particular characteristics of special groups, who for various reasons are at a disadvantage, are deprived of basic rights, live in conditions of deprivation and have no opportunities for prosperity and social development in the environment that has been formed in the so-called developed societies of the Western world. The course examines these populations in the light of the structural causes that shape social exclusion, but also explores ways in which Social Work can intervene as a mechanism to combat social inequality and maintain social cohesion within a framework of respect for human beings. rights as enshrined in international treaties.

Upon successful completion of this course the student will be able to:

- describe the structural causes of social inequalities and social marginalization of individuals and groups
- discuss the mechanisms that create social inequalities
- analyze and describe the categorization of vulnerable groups
- identify the "sociological profile" of these groups
- analyze the role of the State in dealing with vulnerable groups
- describe the institutional framework of social protection, the bodies active in it and the social support programs
- discuss the role of Civil Society and the wider intermediate space in tackling the problems of vulnerable groups
- describe the role of the Social Worker in supporting vulnerable groups

- discuss the modern environment of globalization and how this can potentially create new categories of vulnerable groups
- evaluate the effectiveness of existing interventions
- propose realistic solutions at the institutional level to solve the problems of vulnerable groups.

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
- Working independently
- Team work
- Adapting to new situations
- Criticism and self-criticism
- Respect for difference and multiculturalism
- Production of free, creative and inductive thinking

Special abilities

- Search for information to understand how differently vulnerable groups are treated in other countries
- Synthetic and analytical ability, so that they can analyze the ideological framework of interventions, but at the same time be able to create new policies through processes of reflection on the gaps of existing social intervention policies

3. SYLLABUS

The course design includes the following structure:

- The concept and the dimensions of social exclusion
- The approach of Social Work as a mechanism of Social Change (Cohesion) - Problems in the implementation of Social Policy programs
- Elderly people (needs-problems-subgroups-policies-services)
- People with disabilities (needs-problems-subgroups-policies-services)
- Children as victims of neglect or domestic violence
- Immigrants ((needs-problems-subgroups-policies-services)
- Substance addicts (needs-problems-subgroups-policies-services)
- Homeless people(needs-problems-subgroups-policies-services)
- Roma (needs-problems-subgroups-policies-services)
- Single parent families (needs-problems-subgroups-policies-services)
- Abused women (needs-problems-subgroups-policies-services)

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>	Support of the 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</i>	Activity	Semester workload
	Lectures	25
	Study and analysis of bibliography	25

<i>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>	Essays writing (individual or team)	25
	Project	25
	Case study	25
	Simulation exercises	
	Course total	125
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><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>	<p>I. Final written exam (60%) comprising:</p> <p>a) Short Answer Questions</p> <p>b) Multiple choice test</p> <p>II. Presentation of individual works (40%)</p>	

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Ανδριοπούλου, Ε., Παπαδόπουλος, Φ., Τσακλόγλου, Π. (2013): Φτώχεια και κοινωνικός αποκλεισμός στην Ελλάδα: Επικάλυψη και διαφοροποιήσεις, Παρατηρητήριο Οικονομικών και Κοινωνικών Εξελίξεων, Ερευνητική Μονάδα Κοινωνικής Πολιτικής, Φτώχειας και Ανισοτήτων, Ινστιτούτο Εργασίας ΓΣΕΕ, Αθήνα
- Gitterman, A. (1991): Handbook of Social Work Practice With Vulnerable Populations, Columbia University Press, USA
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- Κασμάτη, Κ. (επιμέλεια) (2007): Κοινωνικός αποκλεισμός: η ελληνική εμπειρία, Gutenberg, Αθήνα
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- Καραντίνος, Δ., Αλιμπράντη-Μαράτου, Λ., Φρόνιμου, Ε., Κατσούλης, Η. (2005): Διαστάσεις του κοινωνικού αποκλεισμού στην Ελλάδα, ΕΘΝΙΚΟ ΚΕΝΤΡΟ ΚΟΙΝΩΝΙΚΩΝ ΕΡΕΥΝΩΝ, Αθήνα
- Μπάγκαβος, Χ., Παπαδοπούλου, Δ., Συμεωνάκη, Μ. (2008): Μετανάστευση και παροχή υπηρεσιών σε μετανάστες στην Ελλάδα, Κέντρο Επαγγελματικής Κατάρτισης ΙΝΕ/ΓΣΕΕ, Αθήνα
- Μέντης, Ε. (2008): «Διερεύνηση των κοινωνικο-ψυχολογικών χαρακτηριστικών (οικογενειακές σχέσεις, ψυχοπαθολογία, άγχος, ντροπή και τύποι δεσμού) των Roma και η σχέση τους με την Πρωτοβάθμια Φροντίδα Υγείας», Μεταπτυχιακή Διπλωματική Εργασία, Πανεπιστήμιο Θεσσαλίας, ΠΜΣ «Πρωτοβάθμια Φροντίδα Υγείας», Λάρισα
- Παπαδοπούλου, Δ. (2012). Κοινωνιολογία του αποκλεισμού στην εποχή της παγκοσμιοποίησης, Μοτίβο Εκδοτική, Αθήνα
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- Σταθόπουλος, Π. (2015). Κοινωνική Προστασία- Κοινωνική Πρόνοια- Πολιτικές και Προγράμματα, Παπαζήση, Αθήνα

- Related academic journals:

- I. Κοινωνική Εργασία. Επιθεώρηση Κοινωνικών Επιστημών
- II. European Journal of Social Work
- III. International Social Work
- IV. The Journal of Social Work
- V. Journal of Social Work Practice. Psychotherapeutic Approaches in Health, Welfare and the Community
- VI. Research on Social Work Practice (RSWP)
- VII. The British Journal of Social Work
- VIII. Qualitative Social Work

COURSE OUTLINE ESW_347

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_347	SEMESTER	F (6)
COURSE TITLE	Social Work in Mental Health		
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, specialized general knowledge, skills development</i>	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1728/		

(1) 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. 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</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The course aims to provide the appropriate knowledge and cultivate the necessary skills for learners to be able to work with people with mental health problems, as well as their carers. The main content of the course is related to how mental health problems affect the social roles of mental health service recipients and their informal caregivers, as well as the role of the social worker in the various mental health structures with particular emphasis on the psychosocial rehabilitation process, advocacy and self-organization of mental health recipients and their informal caregivers.</p> <p>Upon completion of the course, students are expected to:</p> <ul style="list-style-type: none"> ▪ analyze the basic terminology in the field of Mental Health from the point of view of Social Work (empowerment, advocacy, self-advocacy, animation, recovery, etc.) ▪ discuss the evolution of mental health services in the context of a history of asylum in Psychiatric Reform and Community Psychiatry <ul style="list-style-type: none"> ▪ describe the structure of mental health services at all levels of mental health policies ▪ recognize the structures of mental health, their mode of operation, as well as the role of the social worker within the interdisciplinary treatment team

- analyze the importance of designing an individual treatment plan and reference person for mental health recipients and the importance of the individual approach of the recipient of mental health services
- name the rights of mental health recipients so that they can work professionally taking on advocacy roles
- identify the legal framework in Mental Health
- recognize the movements in the field of Mental Health and their contribution to the self-organization of the recipients of mental health services
- discuss the meaning of "stigma" and how it affects the process of psychosocial rehabilitation
- apply good practices of psychosocial rehabilitation in the field of promotion in employment and housing
- plan both in the context of Community intervention and at the level of designing mental health promotion programs for socially vulnerable groups
- exploit the group approach with the target group the recipients of mental health services

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</i>
<i>Team work</i>	<i>sensitivity to gender issues</i>
<i>Working in an international environment</i>	<i>Criticism and self-criticism</i>
<i>Working in an interdisciplinary environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Production of new research ideas</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*
- *Working independently*
- *Teamwork*
- *Working in an interdisciplinary environment*
- *Showing social, professional and ethical responsibility*
- *Criticism and self-criticism*
- *Production of free, creative and inductive thinking*

Special Skills

- Receiving social history
- Designing an individual treatment plan
- Empathy
- Role of advocate
- Psychosocial skills
- Health education program design skills

(2) SYLLABUS

1. Basic classification of mental illness - The role of family and environmental factors in the occurrence of mental health problems
2. Historical background in the treatment of mental illness - From Asylum to Community Psychiatry - Psychiatric Reform and the "PSYCHARGOS" program
3. Legal framework of Mental Health
4. Basic Principles of Mental Health Policy Making - The Principles of Community Psychiatry
5. Services and Programs for the Prevention of Mental Health Problems - The Role of the Social Worker

<p>6. Services and Programs for dealing with problems at the Secondary Level - The role of the Social Worker in the Psychiatric Department of the General Hospital</p> <p>7. Psychosocial rehabilitation - The role of the Social Worker</p> <p>8. Support for informal carers - The importance of self-organization of informal carers and the role of Mental Health Associations</p> <p>9. Movements of mental health service recipients - Advocacy - Self-advocacy - The self-organization of mental health service recipients</p> <p>10. The stigma of mental illness - Good practices for dealing with stigma</p> <p>Ethical and ethical issues in working with recipients of mental health services - The limits of the social worker - The protection of personal data - Professional secrecy</p> <p>12. The interprofessional cooperation in the field of Mental Health</p> <p>13. Designing Mental Health Education Programs - Funding Mental Health Education Programs</p>
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(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc</i></p>	Teaching with physical presence	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education communication with students</i></p>	<ul style="list-style-type: none"> • Use of computer and video projector • View slides and videos • Learning process support through the electronic platform e-class 	
<p>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></p>	<p>Activity</p>	<p>Semester workload</p>
	Lectures	25
	Study and analysis of bibliography	25
	Writing assignments	25
	Educational visits or invitation of special speakers	25
	Interactive, teaching	25
	Total Course	125
<p>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.</i></p>	<p>Written final exam that includes:</p> <ul style="list-style-type: none"> - Multiple choice questions - Short-answer questions - Open- ended questions 	

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

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

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- Karban, K. (2011). Social Work and Mental Health, Polity Press, Oxford, United Kingdom
- Lemperière, T., Féline, A. (1995). Εγχειρίδιο Ψυχιατρικής Ενηλίκων – Στοιχεία Κοινωνικής Ψυχιατρικής και εφαρμογές της στην Ελλάδα (επιμέλεια Σακελλαρόπουλος, Π), ΕΚΔΟΣΕΙΣ ΠΑΠΑΖΗΣΗ, Αθήνα
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- Thornicroft, G., Tansella, M. (2010). Για μια καλύτερη φροντίδα ψυχικής υγείας (επιμέλεια Στέλιος Στυλιανίδης), ΤΟΠΟΣ, Αθήνα
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- Κουντή – Χρονοπούλου, Κ., Τζεδάκη, Μ., Πασσά, Μ. (2015): Η συμβολή της Κοινωνικής Εργασίας στην Ψυχιατρική Θεραπευτική (Συλλογικό Έργο), Συντονιστής Παπαδημητρίου Γ. ΠΑΡΙΣΙΑΝΟΥ Α.Ε., Αθήνα
- Κουντουράς, Γ. (2020). Κοινωνική Εργασία, Ψυχική Υγεία και Οικογένεια, ΩΚΕΑΝΙΔΑ, Αθήνα
- Μαδιανός, Μ. (2006). Ψυχιατρική και Αποκατάσταση, Εκδόσεις Καστανιώτη, Αθήνα
- Μαρτινάκη, Σ., Μπουρίκος, Δ. (2014): Κοινωνική Εργασία και Ψυχική Υγεία, ΒΗΤΑ, Αθήνα
- Μέντης, Μ., Αγγελόπουλος, Ν., Κοτρώτσιου, Ε., Δαρδιώτης, Ε. (2014): «Αυτοοργάνωση ή μη συγγενών φροντιστών ατόμων με χρόνια προβλήματα ψυχικής υγείας και σύγκριση ικανοποίησης από τις υπηρεσίες ψυχικής υγείας, Διεπιστημονική Φροντίδα Υγείας, τ. 6 (4), Λάρισα:167-178.
- Πέππου, Λ., Κοντονή, Κ., Μέντης, Ε. (2016): «Προγράμματα Φιλοξενουσών Οικογενειών για άτομα με σοβαρά προβλήματα ψυχικής υγείας – Μια συγκριτική παρουσίαση του ευρωπαϊκού (Geel – Βέλγιο) και του αμερικανικού (Μασαχουσέτη – Η.Π.Α.) μοντέλου», Διεπιστημονική Φροντίδα Υγείας, τ.8 (3): 89-98.
- Στυλιανίδης, Σ. (2016). Ενδυνάμωση και συνηγορία, ΤΟΠΟΣ, Αθήνα

- Related academic journals:

- Κοινωνική Εργασία: Επιθεώρηση Κοινωνικών Επιστημών
- Social Work in Mental Health
- Ψυχιατρική

COURSE OUTLINE ESW_345

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	ESW_345	SEMESTER OF STUDIES	E (5)
COURSE TITLE	Nutrition and Mental Health		
INDEPENDENT TEACHING ACTIVITIES σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων	TEACHING HOURS PER WEEK	ECTS CREDITS	
LECTURES	3	5	
<i>Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.</i>			
COURSE TYPE <i>Υποβάθρου, Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων</i>	GENERAL BACKGROUND		
PREREQUISITE COURSES:	NO		
TEACHING AND ASSESSMENT LANGUAGE:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

<p>Lerning outcomes</p> <p><i>Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος. Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)</i></p> <ul style="list-style-type: none"> • Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης • Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης <p><i>και Παράρτημα Β</i></p> <ul style="list-style-type: none"> • Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων
<p>The course aims to provide knowledge and to cultivate a critical approach to concepts and issues related to the relationship of human nutrition to physical, but mainly to mental health, cognitive and learning abilities, and the development of the brain and nervous system.</p> <p>Students after the successful completion of the course are expected to be able to:</p> <ul style="list-style-type: none"> - Describe the role of nutrients (proteins, carbohydrates, lipids, vitamins, minerals, trace elements, water) and their relationship with the development of the brain and nervous system, especially in childhood, but also their effect on the formation of cognitive and learning skills of the individual. - Analyze the connection between diet and eating patterns with mental and spiritual health, but also with the occurrence of mental disorders. - Determine the effect of food addictions on the health of the organism and the risk of malnutrition of socially vulnerable individuals or persons and children with special needs. - Discuss methods of assessing an individual's nutritional needs and counseling methods in the process of dietary change. - Recognize the eating disorders, the etiological factors and the ways of dealing with them.
<p>General Abilities</p> <p><i>Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο Παράρτημα</i></p>

<p>Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα:</p> <p>Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών</p> <p>Προσαρμογή σε νέες καταστάσεις</p> <p>Λήψη αποφάσεων</p> <p>Αυτόνομη εργασία</p> <p>Ομαδική εργασία</p> <p>Εργασία σε διεθνές περιβάλλον</p> <p>Εργασία σε διεπιστημονικό περιβάλλον</p> <p>Παράγωγή νέων ερευνητικών ιδεών</p>	<p>Σχεδιασμός και διαχείριση έργων</p> <p>Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα</p> <p>Σεβασμός στο φυσικό περιβάλλον</p> <p>Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου</p> <p>Άσκηση κριτικής και αυτοκριτικής</p> <p>Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης</p>
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, using the necessary technologies • Adaptation to new situations • Autonomous work • Teamwork • Work in an interdisciplinary environment • Production of new research ideas • Respect for the natural environment • Practice criticism and self-criticism • Promotion of free, creative and inductive thinking • Development and cultivation of critical thinking 	

3. COURSE CONTENT

<ol style="list-style-type: none"> 1. Introduction to nutrients and nutritional patterns 2. The role of nutrients in the development and function of the brain and nervous system 3. Nutrition and cognitive functions and learning 4. Nutrition in mental health and behavior 5. Assessment of nutritional status 6. Special nutritional needs for children and adolescents, the elderly, vulnerable social groups and people with disabilities 7. Eating disorders and their treatment 8. The importance of nutrition in health

4. TEACHING AND LEARNING METHODS - ASSESSMENT

<p>TEACHINGMETHOD</p> <p><i>Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.</i></p>	Teaching with physical presence	
<p>USEOFINFORMATIONANDCOMMUNICATIONTECHNOLOGIES</p> <p><i>Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές</i></p>	<ul style="list-style-type: none"> • Use of computer and video projector • View slides and videos • Enhancing teaching and communication through e-class 	
<p>TEACHINGORGANIZATION</p> <p><i>Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας.</i></p> <p><i>Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ.</i></p> <p><i>Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS</i></p>	<p>Δραστηριότητα</p>	<p>ΦόρτοςΕργασίας Εξαμήνου</p>
	Lectures	39
	Study and analysis of literature	23
	Writing assignments	40
	Case Studies	20
	Examinations	3
	<p>Total number of hours for the Course (25 hours of work-load per ECTS credit)</p>	<p>125</p>
<p>STUDENTASSESEMNT</p> <p><i>Περιγραφή της διαδικασίας αξιολόγησης</i></p>	<p>Writing assignments, and written final exam that includes:</p> <ul style="list-style-type: none"> • Multiple choice questions 	

Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες

Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;

- Short-answer questions

5. RECOMMENDED LITERATURE

- *Suggested bibliography:*

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