



**DEPARTMENT OF EDUCATIONAL SCIENCES
AND SOCIAL WORK**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
UNIVERSITY OF PATRAS**

COURSES OUTLINE

4th YEAR

Semester 7th

Academic Year: 2021-2022

MAIN FIELD: SOCIAL WORK



COURSE OUTLINE ESW 441

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 441	SEMESTER	7 th
COURSE TITLE	Sociology For Social Workers		
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 (optional)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek. (in English -for incoming Erasmus students).		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/1430/		

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 theory in building sociological knowledge • compare basic theoretical orientations in reference to social phenomena such as inequality and Deviance. • present and critically analyse how social change factors, such as diversity or inequality affect social structure and individuals. • develop the appropriate skills in implementing the techniques and methods adopted and related to the analysis of social phenomena 																		
<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;">.....</td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"><i>Others...</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">.....</td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of new research ideas</i>	<i>Others...</i>	
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Generally, by the end of this course the students will, furthermore, develop the following general abilities:

- Basic knowledge of the fields of Sociology for Social Workers
- Critical thinking skills to sociological data and theory
- Promotion of creative and inductive thinking, easily move from memorization to analysis and application to synthesis and evaluation
- Ability to search, analyse and synthesise relevant data and information, critically assess a published research report and explain 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 for Social Workers in contemporary literature. Clarification of terms. Methods and practices. The concepts of Stratification, Social structure, Diversity and Social differentiation by race/ethnicity, pathology, deviance, gender, sexuality, age, and class.

Part B. Lectures 5-8: Analysis of the three major sociological perspectives: the functionalist perspective, the conflict perspective, and the symbolic interactionist perspective.

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

4. TEACHING AND LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Lectures face to face, presentation of student home-works, brainstorming, documentaries and motion picture films review from a sociological perspective in order to demonstrate the terms and theories discussed in this course.												
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Power points, e-class, material, specialised websites of the European Union or Hellenic Statistical Authority												
<p style="text-align: center;">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></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i></p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures and active discussions</td> <td style="text-align: center;">27</td> </tr> <tr> <td>Workshops and Laboratory practice</td> <td style="text-align: center;">12</td> </tr> <tr> <td>Hours for private study of the student and preparation of home-works</td> <td style="text-align: center;">83</td> </tr> <tr> <td>Final examination (3 conduct hours)</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures and active discussions	27	Workshops and Laboratory practice	12	Hours for private study of the student and preparation of home-works	83	Final examination (3 conduct hours)	3	Course total	125
<i>Activity</i>	<i>Semester Workload</i>												
Lectures and active discussions	27												
Workshops and Laboratory practice	12												
Hours for private study of the student and preparation of home-works	83												
Final examination (3 conduct hours)	3												
Course total	125												
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice</i></p>	<p>Students are assessed as follows:</p> <ol style="list-style-type: none"> 1. Written examination after the end of the semester. 												

questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

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

5. Suggested bibliography:

-
- Giddens A., (2007). Sociology. London: Sage.
- Allan Johnson, (1999). The Blackwell dictionary of Sociology: a users guide. London: Blackwell Publishers
- Llewellyn A., Lorraine A., Mercer D. (2015). Sociology for Social Workers. London: Polity.
- - Related academic journals: Selected journal articles and publications communicated during the course.

COURSE OUTLINE ESW_431

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF COURSE	ΠΡΟΠΤΥΧΙΑΚΟ		
COURSE CODE	ESW_431	ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ	7 th
COURSE TITLE	SOCIAL WORK WITH FAMILIES		
INDEPENDENT TEACHING ACTIVITIES 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	ΕΒΔΟΜΑΔΙΑΙΕΣ ΩΡΕΣ ΔΙΔΑΣΚΑΛΙΑΣ	ΠΙΣΤΩΤΙΚΕΣ ΜΟΝΑΔΕΣ	
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	NO		
COURSE WEBPAGE (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 aim of the course is to provide students with the necessary knowledge to understand the psychodynamics of the family in its social context and to acquire up-to-date knowledge of the different theoretical approaches.</p> <p>By examining the role of the social worker, the stages and techniques of social work with families, this course aims to enable students to implement diagnostic assessment of family dynamics, as well as strategic interventions for family empowerment and different interventions in family crisis situations (e.g. domestic violence, divorce, family member dependency, physical or mental health problem of a family member, disability, loss-mourning).</p> <p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Analyze the historical emergence and development of social work with families • Recognize the interdisciplinary background of social work with families • Understand the diverse structures and forms in the family • Develop respect for diversity (e.g. work with same-sex couples, reconstituted families) • Identify theoretical approaches and evidence-based practice of social work practice • Identify the strengths of family systems for problem solving process • Discuss the tools of family assessment • Become sensitized to programs to prevent and promote family psychosocial health in the community • Take into account cross-cultural approaches in social work with families

- Utilize different models of intervention at all stages of the problem-solving process and phases of social work with families (initial phase, diagnostic assessment, intervention phase and termination phase)
- Use critical thinking to select the appropriate clinical model of social work with families for diagnosis, planning and implementation of actions and interventions
- Know how to handle crisis incidents in the family

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>

Capabilities

- Implementation of appropriate intervention models in all stages and phases of social work with families
- Use critical thinking to select the appropriate clinical model
- Management of crisis situations in the family
- Autonomous work
- Group work
- Decision-making
- Respect for diversity and multiculturalism
- Free, creative and deductive thinking

3. SYLLABUS

- Definitions, basic concepts and prerequisites of social work with families
- Differences between social work with family and family therapy
- Purpose, principles and beliefs of social work with families
- Family structures and cultural dimensions of the family
- Family systems and subsystems, family boundaries and roles
- Theoretical approaches and intervention models in family social work
- Developmental stages and life cycle of the family
- Types and forms of the modern family (e.g. single-parent, reconstituted)
- Techniques of social work with families (e.g. genealogy, de-triangulation)
- Mental resilience of the family
- Intervention in family crisis situations (e.g. domestic violence, divorce, adolescent difficulties, family member addiction, family member's physical or mental health problem, disability, bereavement)
- Interdisciplinary cooperation
- Criteria for assessing family functioning
- Psycho-educational interventions in the family (e.g. parental counselling in case of chronic illness of a child in the family)
- Interventions in couples
- Ethical and practical issues in social work with families

4. TEACHING and LEARNING METHODS – EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	In the classroom	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Specialized Project Management Software Support for the learning process through the e-class platform	
<p style="text-align: center;">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></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	30
	Study and analysis of literature	30
	Writing of papers	25
	Study visits Inviting expert speakers	40
	Total Course	125
<p style="text-align: center;">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>I. Written final examination (60%) including:</p> <ul style="list-style-type: none"> - Multiple-choice questions - Role and stakeholder analysis in a short case study - Comparative evaluation of theory elements <p>II. Presentation of group work (40%)</p>	

5. RECOMMENDED-BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Asimopoulos, H, & Martinaki, S, (eds.) 2017, Social Work with Families, Athens:Vita 2. Bigner, J. J. & Gerhardt C, (2020), Parent-child relationship: Introduction to parenthood, Tandaros, S, Athens:Pedio 3. Vergeti, A, 2009, Social Work with Families in Crisis, Athens:Topos. 4. Carter, B &Mc Goldrick, M, 2005a, The expanded family life cycle: individual, family, and social perspectives (3rd ed.), Boston: MA Allyn Bacon 5. Corcoran, J, 2003, Clinical Applications of Evidence-Based Family Intervention, Oxford: Oxford University Press 6. Dallos, R, 2000, An introduction: Systemic Theory and Practice, (3rd ed), United Kingdom: Open University Press 7. Davies, M, 2012, Social Work with Children and Families, London: Red Globe Press 8. Zafiris, A and others, 1999, Family Therapy, Athens: Hellenic Literature 9. Goldrick, M, et al, 2008, (3rd ed), Genograms: Assessment and Intervention, London: Norton Company 10. Have, D, et al, 2006, Attachment theory, child maltreatment and family support: a practice and assessment model, London: Mc Millan Press 11. Kotroitsios, E, (ed.), 2005, Family Therapy, Athens: 12. Kounenou, K, 2010, Family Counselling and Therapy, Athens: Papazisis 13. Malluccio, A, et al, Social Work Practice with Families and Children, Columbia: Columbia University Press
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14. Minuchin, S, 1974, Families and family therapy, Cambridge: MA: Harvard University Press
15. Munchie, J, et al, (eds.), 2008, Family: the study and understanding of family life, Athens: Metamihmio
16. O'Loughlin, M, & O'Loughlin, S, 2016, (4rth ed), Social Work with Children and Families, USA: Sage Publications
17. Spray, C, & Jowett, B, 2012, Social Work Practice with Children and Families, USA: Sage Publishing
18. Tsiantis, I, (ed.), 2003, Working with parents: Psychoanalytic psychotherapy with children and adolescents, Athens: Kastaniotis
19. Chatzifotiou, S, 2005, Domestic violence against women and children, Athens: Giola

-Relevant scientific journals:

- British Journal of Social Work
- Critical and Radical Social Work Journal
- Child and Family Social Work
- European Journal of Social Work
- Families in Society
- Family Journal: Counselling and Therapy for Couples and Families
- Family Process
- Journal of Family Social Work
- Journal of Marriage and the Family
- International Journal of Social Work
- The American Journal of Family Therapy
- Social Work Journal

COURSE OUTLINE ESW_432

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_432	SEMESTER	7 th
COURSE TITLE	Practical Laboratory Exercise - Supervision I in Social Structures		
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>	6	10	
<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 course Practical Laboratory Exercise - Supervision I in Social Structures aims to introduce students to the implementation of Social Work under real conditions and is implemented in organized Social Services and Institutions with which the Department cooperates. In this context, axes of laboratory practice are structured according to the interests of the student, but also the wider areas in which Social Work is applied. These sectors are the following according to PD 50 (Government Gazette 23 / 26-1-1989):</p> <ul style="list-style-type: none"> • Social Welfare Sector • Health Sector • Mental Health Department • Social Security Sector • Vocational Guidance - Work Sector • Education Sector • Prevention and Suppression of Juvenile Delinquency and Crime Sector

- Department of Social Organization and Development
- Department of Social Services for the Armed Forces and the services of the Ministry of Civil Protection.

The educational objectives are related to the acquisition of experiences of practicing Social Work in real conditions, to the understanding of theoretical concepts based on the application of specific methods and problem-solving techniques, to active participation in the overall operation of the framework of Social Work and to become familiar with the process. of educational supervision.

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

- Discuss and verify experiences for the environment in which Social Work is practiced, the target groups (beneficiaries), the actions or programs of the organization and the way of organization and operation of the respective Social Structure
- They have gradually developed active participation in the programs and actions of the Social Structure
- Have developed collaborative action and culture with other actors in the context of Social Structure networking
- Have applied all those Social Work skills and techniques that contribute to the solution of individual problems of beneficiaries, the operation of groups, as well as interventions in the Community aimed at solving the problems of socially vulnerable groups
- Have understood the role of the Social Worker and his / her distinct role in relation to other specialties within the operation of the interdisciplinary team
- Have developed critical thinking and ability, so that they can understand and interpret social problems and work out intervention plans to solve them
- Have become aware of the principles of professional ethics and the right professional attitudes based on the humanistic background of Social Work
- Analyze the educational nature of Supervision and the role of the Supervisor as a consultant and mentor
- They have cultivated within the Supervision skills of organizing their work, presenting it both in writing and orally, as well as skills of cooperation in groups, empathy with the beneficiaries and finally the ability of reflection and self-knowledge.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- 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

Special abilities

- Observation
- Communication
- Collection - analysis - evaluation - evaluation of information
- Preparation and implementation of an action plan to address problems
- Empathy
- Evaluation of the interventions implemented.

3. SYLLABUS

The Practical Laboratory Exercise - Supervision I in Social Structures is structured in two educational axes. The first axis includes four (4) days of Practical Laboratory Practice during which students work a total of 26 hours per week, which take place in social structures (Framework of Practical Laboratory Practice). The Laboratory Internship I is implemented under the instructions of the responsible social worker of the respective social structure. The Practical Laboratory Exercise I aim at the experiential relationship of the students with the subject of Social Work under real conditions (on the job training). Students during this period of their internship come into contact for the first time with the role of social worker in the field undertaking a specific project, while developing and cultivating basic skills and techniques in the profession of social worker (communication skills, active listening, empathy, cooperation, etc.).

The second axis includes Supervision I which supports the Practical Laboratory Exercise I and is carried out within the academic institution on a weekly basis by faculty members, special teaching staff and scientific associates specializing in Social Worker. Supervision is six-hour and group. In the context of this Supervision, the Supervising teacher tries to compose both individually and in groups the experiences of the students with the aim, through internal processes of self-knowledge and maturation, the students to form a complete professional identity, while acquiring all the knowledge, skills, and attitudes, which will allow them to work in the future as social workers based on modern labor market requirements at both national and European level. At the same time, the Supervising Teacher in the framework of Supervision collaborates with the responsible social worker of the Social Structure, so that he always has a personalized picture of the course of the Practical Laboratory Exercise of each student, but also to have the necessary, cooperation and continuation of the Internship for the benefit of the students (e.g., immediate problem solving, guidance issues, joint planning of actions, assignment of tasks, etc.).

The placement of the students is under the jurisdiction of the Internship Committee, because ideally it should seek the coupling of the personality and the interests of the trainee / trainee practicing with the specific Sector of Social Work practice. In this context, it is the responsibility of this Committee, in addition to the cooperation with the students, and the constructive cooperation with the responsible Social Workers of the Social Structures, constantly maintaining an open channel of communication and cooperation throughout the Practical Laboratory Exercise. This collaboration can be done in various ways either through live training workshops, especially before the start of the Internship, or by phone during it or through visits to the Social Structures or, if the conditions are right, utilizing new technologies (e.g., conducting teleconferencing via zoom of individual or group meetings).

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.</i>	

<p>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</p>	Activity	Semester Workload
	Lectures / Supervision	40
	Practice (Placement)	180
	Writing assignments (individual or group)	25
	Keeping a diary	5
	Course total	250
<p style="text-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>The evaluation of students is individual and continuous and is formed by:</p> <ul style="list-style-type: none"> • The Internship Diary kept by students for their work in the social organization • The assignments they will deliver or present during the semester • The evaluation of the Social Worker of the social organization and • The self-assessment of the student. 	

5. Suggested bibliography:

- Suggested Bibliography:

- Beckett, C., Maynard, A., Jordan, P. (2017): Values and Ethics in Social Work, 3rd Edition, Sage Publications Ltd, UK
- Campbell, A., Taylor, J.B., McGlade, A. (2016): Research Design in Social Work, Learning Matters, UK.
- Chisnell, C., Kelly, K. (2019): Safeguarding in Social Work Practice, 2nd Edition, Teesside University, UK
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- Deacon, L., Macdonald, J.S. (2017): Social Work Theory and Practice, Learning Matters, UK.
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- Carret, M.P. (2017): Welfare Words: Critical Social Work & Social Policy, Sage Publications Ltd., Ireland.
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- Parker, J. (2017): Social Work Practice. Assessment, Planning, Intervention and Review, 5th Edition, Learning Matters, UK
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- Warwick-Booth, L. (2018): Social Inequality, 2nd Edition, Sage Publications Ltd, UK
- Williams, S., Rutter, L. (2019): The Practice Educator's Handbook, 4th Edition, Bournemouth University, UK.

Related scientific journals:

- Social work. Social Science Review
- European Journal of Social Work
- International Social Work
- The Journal of Social Work
- Journal of Social Work Practice. Psychotherapeutic Approaches in Health, Welfare and the Community
- Research on Social Work Practice (RSWP)
- The British Journal of Social Work
- Qualitative Social Work

COURSE OUTLINE ESW_433

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 433	SEMESTER	7
COURSE TITLE	DELINQUENCY PREVENTION AND THERAPY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
Total		3	
COURSE TYPE	Specialized general knowledge		
PREREQUISITE COURSES			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (To Greek-speaking)		
COURSE WEBSITE (URL)			
(2) LEARNING OUTCOMES			
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> 			
<ul style="list-style-type: none"> • Discuss and analyze the main theoretical approaches in the scientific field of crime and delinquent behaviors and their ability to connect with social work • Familiarise with the terminology and key concepts used in criminology and the sociology of divergence • Evaluation of critical frameworks and classification of different categories of misdemeanours and crimes • Identify research approaches and understand examples mainly from criminology and deviant behaviors 			
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> <i>Project planning and management</i></p> <p><i>Respect for difference and multiculturalism</i></p>			

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

The student will have advanced knowledge in the subject of divergent behavior, which implies a critical understanding of examples and principles from the international literature. In particular, advanced knowledge will relate to the meaning and content of different theoretical approaches and the development of critical thinking about crime and delinquent behavior in Greece and internationally.

At the skill level

The student will be able to compare and evaluate scientific data and innovative methods for problem solvin

3. SYLLABUS

Introduction, Law & Crime, theoretical approaches, concepts

- Factors affecting crime. Theories of crime interpretation
- Economic consequences of crimes.
- The concept of security, victimization, moral panic
- Organized crime, organized crime in Greece
- Special categories of crimes and criminals
- Violence in the school environment and its treatment
- Sexual harassment in the school environment and its treatment
- Domestic violence and its treatment

Juvenile delinquents, tackling juvenile delinquency

- Prevention and treatment of crime, social control of crime
- The theory and model of zero tolerance policing
- The Greek policing system, private policing

(4) TEACHING and LEARNING METHODS – EVALUATION

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

<i>Lectures, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Experiential group exercises	20
	Self-study	30
	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, presentation, examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students</i>	Written final exam including: <ul style="list-style-type: none"> • Multiple choice questions • Short answer questions • development questions • problem solving 	
(5) ATTACHED BIBLIOGRAPHY		
<p>H. Becker, <i>Outsiders. Studies in the sociology of deviance</i>, The Free Press, New York, 1963 και σε ελληνική μετάφραση Η. Becker, <i>Οι περιθωριοποιημένοι. Μελέτες στην κοινωνιολογία της παρέκκλισης</i>, Α. Κουτζόγλου, Β. Μπουρλιάσκος (Μτφρ.) Νομική Βιβλιοθήκη, Αθήνα, 2000</p> <p>Γασπαρινάτου Μ. (Επιμ.), <i>Έγκλημα και ποινική καταστολή σε εποχή κρίσης</i>, Εκδόσεις Αντ. Σάκκουλα, Αθήνα, 2016.</p> <p>Curran James, Gurevitch Michael (2001), <i>Μέσα Μαζικής Επικοινωνίας και Κοινωνία</i>. Μετφρ. Κίκιζας Δημ. Αθήνα: εκδόσεις ΠΑΤΑΚΗ</p> <p>Πανούσης Γ., Βιδάλη Σ. (2001), <i>Κείμενα για την αστυνομία και την Αστυνόμευση, εγκληματολογικά</i>, Αθήνα- Κομοτηνή: Εκδ. Αντ. Ν. Σάκκουλα.</p> <p>Παπακωνσταντίνου, Κ. (2006). <i>Στοιχεία εγκληματολογίας & αντι-εγκληματική Πολιτική</i>. Αθήνα: Α.Ν. Σάκκουλα.</p> <p>Σπυριδάκης, «Ταχεία απονομή Δικαιοσύνης». Σε τιμητικό τόμο για τον καθηγητή Ν. Κουράκη: Μ. Γασπαρινάτου (Επιμ.), <i>Έγκλημα και ποινική καταστολή σε εποχή κρίσης, Α΄</i>, Εκδόσεις Σάκκουλα, Αθήνα, 2016</p> <p>Φαρσεδάκης, Ι. (επιμ) (2011). <i>Η σύγχρονη εγκληματικότητα, η αντιμετώπισή της και η επιστήμη της εγκληματολογίας</i>. Αθήνα: Νομική Βιβλιοθήκη.</p> <p>Καψάλης, Α. (2006), <i>Παιδαγωγική ψυχολογία</i>, σελ. 693-699: <i>Στρατηγικές διαχείρισης πειθαρχικών προβλημάτων</i>.</p> <p>Ψαρρά, Γ. (2007). <i>Προβλήματα συμπεριφοράς στο σχολείο: η οικοσυστημική προσέγγιση</i>. Στο Ε. Μακρή-Μπότσαρη (επιμ.), <i>Θέματα διαχείρισης προβλημάτων σχολικής τάξης</i>, τόμος Α΄. Αθήνα: ΥΠΕΠΘ-Παιδαγωγικό Ινστιτούτο, 315-335.</p> <p>Wright Alan (2002), <i>Policing. An introduction to concepts and practice</i>. Devon: Willan Publishing</p>		

COURSE OUTLINE ESW_411

(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_411	SEMESTER	7th
COURSE TITLE	Applied Psychology: Social Interaction and Relationships		
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: Specialized education in Applied Psychology, skills-development on handling interpersonal relations in social and professional field		
PREREQUISITE COURSES:	Research Methodology in Psychology, Developmental Psychology I: Cognitive and linguistic development, Developmental Psychology II: Emotional and social development, Cognitive analysis of learning in education, Social Psychology: The individual as group member, Cross-cultural Psychology: The individual in the world		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1401/		

(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 course aims at presenting students with topics of applied social psychology in interpersonal relationships depending on individual's age and life stages as related to personal, social and occupational contexts. Students are expected to analyze in depth the social roles that individuals acquire as related to their attitudes, values and reactions in various relationships. In our times, the ease of access to everybody everywhere anytime due to technological advances does not mean ease of communication as well. Students are expected to comprehend practically that communication means choices and choices affect the other members of the relationship. Taken from Counselling Psychology research, emphasis is given to time as central factor in forming and modifying a relationship. Students through experiential learning are to identify and handle the following in their relationships (personal, social and occupational): the important role of the individual's verbal, non-verbal behavior as well as of social norms in defining interpersonal communication; the action models and attitudes that the individual already possesses from their early life experiences, mainly the child's attachment type; the way that personal, social and occupational relationships are built and modified along; the common action models developed by the members of the relationship working as a system and with which the members negotiate on its potential modification.</p>
General Competences

<i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and 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>

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

This course explores the dynamics of interpersonal communication, looks at the principal tools and skills of interpersonal communication, focuses on the core of interpersonal communication, namely, self and others and addresses more complex dynamics of interpersonal communication such as intimacy, communication climates, and interpersonal conflict communication as it is evinced in personal, social, and workplace relationships. In particular, the topics addressed in this course are: Interpersonal interactions and interpersonal relationships; Types of interpersonal relationships: Family, friends, colleagues; Social norms and social roles; Verbal and non verbal communication; Models describing social interaction, incompleteness and ambiguity in social interaction; Dramaturgical analysis of symbolic interaction; Rituals in interpersonal interaction; Subjective understanding: Personal constructs and attributions in social relationships; Systemic perspective: Negotiation among partners, patterns of actions.

(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, laboratory practice, interactive teaching with conversation with the students on video display (film production) regarding everyday situations	39
	Study of bibliography/project,	85

	artistic creativity/oral presentation	
	Written exams using ICT	1
	Course total	125
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><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> Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>Students performance evaluations is carried out in either upon students' choice:</p> <ol style="list-style-type: none"> 1. Written exams at the end of the semester. Video display or 2. 15' presentation using ICT to present an interpersonal communication topic both theoretically and applied on a video display of their choice or production. Limited number of presentations. 	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

Knapp, M.L, Vangelisti, A.L. & Caughlin, J.P. (2014). *Interpersonal communication and human relationships*. Pearson.

Miell, D. & Dallos, R. (2011). *Diaprosopikes scheseis: Mia sinexis koinvoniki allilepidrasi [P. Panagiotopoulou, Trans.]*. Athens: Pedio Publishers. (Original work published 1997)

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.

Wetherell, M. (2005). *Taftotites, omades, kai koinonika zitimata, [Identities, groups, and social issues]*. Athens: Metexnmio. (Original work published 1996)

COURSE OUTLINE ESW_405

(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_405	SEMESTER	7th
COURSE TITLE	CHILDREN'S AND YOUNG ADULT LITERATURE		
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>	Elective <u>Specialised general knowledge:</u> Modern Greek literary studies Children's and Young Adult Literature		
PREREQUISITE COURSES:	MODERN GREEK LITERATURE I		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1436/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																		
<p>By the end of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Analyze in depth the history of modern Greek and European children's and young adult literature. 2. Interpret works of modern Greek and European children's and young adult literature in a scholarly way. 3. Combine the tools of scholarly interpretation with those of systematic teaching. 4. Identify and implement critically the relevant bibliography and terminology. 																		
<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>																	

By the end of this course the student will have developed the following skills:

1. Analysis and synthesis
2. Working independently
3. Team work
4. Working in an international environment
5. Working in an interdisciplinary environment
6. Production of free, creative and inductive thinking.

(3) SYLLABUS

The objective of this course is to propose a set of concepts for the systematic study and teaching of children's and young adult literature. Within this context:

- I. A definition of children's and young adult fiction as a literary genre and object of study is proposed and a historical outline of modern Greek and European children's literature is presented.
- II. A specially selected body of prose works, derived from the tradition of the two previous centuries, is analysed.
- III. Finally, certain special issues, such as the cross-curricular and interdisciplinary study of children's fiction, and the possibility of applying in the approach of the genre the tools of literary theory, are investigated.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (series of lectures, extensive dialogue)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of the upatras eclass e-learning 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	3x13=39
	Preparation for each lecture with study of literary texts	4x13=52
	Preparation for the final written examination	34
	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>	Final written examination which includes two units of open-ended questions: the first unit concerns historical or theoretical issues, and corresponds to the 40% of the final grade; the second unit concerns the critical analysis of a literary text and corresponds to the 60% of the final grade. Optional individual written work. The language of evaluation is Greek. Evaluation criteria are available via the upatras eclass e-learning platform.	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Escarpit, D., *Children's and Young Adult Literature in Europe. A Historical Review* (Greek translation), Kastaniotis, Athens 1995.

Kallergis, I., *Approaches to Children's Literature* (in Greek), Kastaniotis, Athens 1995.
Kanatsouli, M., *Introduction to the Theory and Criticism of Children's Literature* (in Greek), University Studio Press, Thessaloniki 2018.
Karpozilou, M., *The Child in the World of Books* (in Greek), Kastaniotis, Athens 1994.
Malafantis, C. D., *Issues of Children's Literature* (in Greek), Poreia, Athens 2001.

COURSE OUTLINE ESW 442

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 442	SEMESTER	7th
COURSE TITLE	Applied Statistics		
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 (obligatory)		
PREREQUISITE COURSES:			
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/PDE1355/		

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 fundamentals of statistics necessary for them to develop and implement analysis needed in the field of education • Manage fundamental statistical procedures in order to explore different data in education • Compare basic statistical analysis in reference to educational phenomena. • Use the statistical package for social sciences SPSS effectively • Use the statistical data to further develop their knowledge of other subjects of the curriculum (Psychology, Sociology of Education etc). 								
<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> </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>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>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
<p>Generally, by the end of this course the students will, furthermore, develop the following general abilities:</p> <ul style="list-style-type: none"> • Basic knowledge of the field of applied statistics in Education • Promotion of creative and inductive thinking, easily move from memorization to analysis • Ability to search, analyse and synthesise relevant data 	

3. SYLLABUS

The course develops into three components/parts:

Part A. Lectures 1-11: Analysis of the main vocabulary and basic concepts in of Statistics.

Types of Sampling. Frequency distribution, tables and graphic representations. Descriptive and Inferential statistics. Concepts of mean, Median, Relationship between measures. Measures of Dispersion: concept, procedure and application. Variance, Standard deviation, Coefficient variation. Correlation, Linear regression.

Part C. Lectures 11-13: Presentations and workshops on statistical analysis.

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures face to face, presentation of student homeworks, brainstorming, workshops and laboratory practice.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power points, e-class, material, specialised websites of the European Union or Hellenic Statistical Authority	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	Activity	Semester Workload
	Lectures and active discussions	20
	Workshops and Laboratory practice	19
	Hours for private study of the student and preparation of home-works	83
	Final examination (3 conduct hours)	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>	Students are assessed as follows: 1. Written examination after the end of the semester.	

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

Katsillis I.M. (1997). *Descriptive Statistics in Education* .Athens: Gutenberg.

- Katsillis I.M. (2004) *Inferential statistics in education and social sciences*. Athens: Gutenberg .
- Stockburger. D. W. (1996). *Introductory Statistics: Concepts, Models, and Applications* (<http://www.psychstat.smsu.edu/introbook/sbk00.htm>).
- Walsh A. (1990). *Statistics for the Social Sciences*. New York: Happer & Row Publishers.
- Selected journal articles and publications communicated during the course.