



**DEPARTMENT OF EDUCATIONAL SCIENCES
AND SOCIAL WORK**

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

COURSES OUTLINE

4th YEAR

Semester 8th

Academic Year: 2021-2022

MAIN FIELD: SOCIAL WORK



COURSE OUTLINE ESW_434

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 434	SEMESTER	8th
COURSE TITLE	DIAGNOSTIC METHODS WITH INDIVIDUALS AND 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
		3	5
COURSE TYPE	Specialized general knowledge		
PREREQUISITE COURSES			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (To Greek-speaking)		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes																			
<p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</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>Interview is the basic tool for the diagnostic assessment and intervention of Social Work and, at the same time, the main tool in the exercise of the profession of Social Worker.</p> <p>Upon completion of the course, the student will be able to</p> <ul style="list-style-type: none"> • Analyze the types of interview at individual and group level. • Apply the skills required to take a Professional Interview in the practice of social work in different areas of intervention. 																			
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> <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>
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<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		

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

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

Other:

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

3. SYLLABUS

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

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

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

4. TEACHING and LEARNING METHODS – EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc</i>	In classroom, face to face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> • Use of video projector and PowerPoint presentations. • View video • Support learning through the electronic e-class platform. 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	30
	Role Plays	25
	Individual exercises	20
	Experiential group exercises	20
	Self- study	30
	Course total	125
STUDENT PERFORMANCE EVALUATION <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</i>	<p>Written final exam including:</p> <ul style="list-style-type: none"> • Multiple choice questions • Short answer questions • development questions • problem solving 	

<i>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>	
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5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
- dsm v diagnostic manual
- euroasi instrument fia addictions
- tdi treatment demand instrument
- Archontaki, Z. & Philippou,. (2003). 205 Experiential exercises to animate groups. Athens: Kastaniotis (in Greek).
- Dimopoulou - Lagonika, M. (2011). Methodology of Social Work. Intervention Models. Athens: Topos (in Greek).
- Fine, S. & Glasser, P. (2008). The assistant interview at the first session. Athens: Gutenberg (in Greek).
- Garrett, A. (1960). The interview. Principles and Methods. Athens: Education Council in Social Work (in Greek).
- Kandylaki, A. (2008). Counseling in social work. Athens: Topos (in Greek).
- Papaioannou, K. (2008). Clinical Social Work. Social Work with People. Athens: Editions Ellin (in Greek).

COURSE OUTLINE ESW 435

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_435	SEMESTER	8 th
COURSE TITLE	Practical Laboratory Exercise - Supervision II 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	
Laboratory exercises	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>	Specialised general knowledge		
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:

- They have gained 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 analyse 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
- Evaluate 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?

<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>

- 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). Finally, in relation to the placement of students in the context of this course and to achieve the maximum educational benefit for each student in terms of accumulation of experiences and professional experience, the maximum possible effort will be made for students to be placed in different internship frameworks (Social

Structures) in relation to the previous semester and the corresponding course (Practical Laboratory Exercise - Supervision I in Social Structures). In this sense, the differentiation of the two courses does not concern the learning outcomes that are identical, but in the implementation methodology, as the method of "rotation" is applied.

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.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	<table border="1"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Lectures / Supervision</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Practice (Placement)</td> <td style="text-align: center;">180</td> </tr> <tr> <td>Writing assignments (individual or group)</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Keeping a diary</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">250</td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures / Supervision	40	Practice (Placement)	180	Writing assignments (individual or group)	25	Keeping a diary	5	Course total	250
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Lectures / Supervision	40												
Practice (Placement)	180												
Writing assignments (individual or group)	25												
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Course total	250												
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>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

- Chonody, M. J., Teater, B. (2018): *Social Work Practice with Older Adults - An Actively Aging Framework for Practice*, Sage Publications Ltd., USA
- Deacon, L., Macdonald, J.S. (2017): *Social Work Theory and Practice*, Learning Matters, UK.
- Flynn, C., McDermott, F. (2016): *Doing Research in Social Work and Social Care. The Journey from Student to Practitioner Researcher*, Sage Publications, Australia
- Carret, M.P. (2017): *Welfare Words: Critical Social Work & Social Policy*, Sage Publications Ltd., Ireland.
- Golightley, M. Goemans, R. (2017): *Social Work and Mental Health*, 6th Edition, SAGE Publishing, UK.
- Hawkins, P. & Shohet, R. (2009). *Supervision in the treatment and welfare professions*. Athens: University Studio Press.
- Healy, K., Mulholland, J. (2019): *Writing Skills for Social Workers*, 3rd Edition, University of Queensland, Australia
- Heslop, P., Meredith, C. (2018): *Social Work - From Assessment to Intervention*, Northumbria University, Sage Publishing Ltd, UK
- Horner, N. (2018): *What is Social Work? Contexts and Perspectives*, 5th Edition, Lincoln University, UK
- Hughes, M., Wearing, M. (2016): *Organizations and Management in Social Work, Everyday Action for Change*, 3rd Edition, Sage Publications LTD, Australia
- Kallinikaki, Th. & Kasser, Z. (eds.) (2014). *Social Work in education: at the desks of the other*. Athens: Place.
- Kandylaki, A. (2008). *Counseling in social work. Skills and Techniques*. Athens: Place.
- Kandilaki, A. (2009). *Social Work in a multicultural environment*. Athens: Place.
- Karagianni, G. (2017). *Disability in Greece during the crisis*. Athens: Gutenberg Ladias, Ch. (2013). *The modern institutional framework of regional development in Greece*. Athens: Papazisi.
- Karagounis, V. (2008). *Community work and local development*. Athens: Place.
- Kastoriadou-Papadopoulou, Ch. (2009). *Social Working with Teams*. Athens: Ellin-G. Patrikos & Co. EE ..
- Keen, S., Parker, J., Brown, K., Galpin, D. (2016): *Newly Qualified Social Workers. A Practice Guide to the Assessed and Supported Year in Employment*, 3rd Edition, Learning Matters, UK.
- King, N., Horrocks, C., Brooks, J. (2018): *Interviews in Qualitative Research*, 2nd Edition, Sage Publications Ltd, UK.
- Koprowska, J. (2014). *Communication and Interpersonal Skills in Social Work. (Transforming Social Work Practice Series)*. UK: Learning Matters.
- Kounti-Chronopoulou, K., Tzedaki, M. & Passa, M. (Ed.) (2015). *The contribution of Social Work to psychiatric therapy. Psychiatric Clinic of the University of Athens, Aeginiteio Hospital. Collective Work. Coordinator G. Papadimitriou*. Athens: Parisianou.
- Krippendorff, K. (2018): *Content Analysis - An Introduction to Its Methodology*, 4th Edition, Sage Publications Ltd, USA.
- Costopoulos, T. (2014). *Local democracy and European integration*. Athens: Papazisi.
- Ladias, Ch. (2013). *The modern institutional framework of regional development in Greece*. Athens: Papazisi.
- Ladias, Ch. (2014). *Special issues of Local Government*. Athens: Papazisi
- Lishman, J., Yuill, C., Brannan, J., Gibson, A. (2018): *Social Work. An Introduction*, 2nd Edition, Sage Publications Ltd, UK.
- O'Loughlin, M., O'Loughlin, S. (2016): *Social Work with Children and Families*, 4th Edition, Learning Matters, UK.

- Parker, J. (2017): *Social Work Practice. Assessment, Planning, Intervention and Review*, 5th Edition, Learning Matters, UK
- Pitsela, A. (2013). *The criminal treatment of juvenile delinquency*. Athens: Sakkoulas.
- Pouloupoulos, Ch. & Tsimpoukli, A. (2016). *Team dynamics and change in organizations*. Athens: Place.
- Pouloupoulos, Ch. (2011). *Social work and addictions. The communities of change*. Athens: Place.
- Rogers, M., Whitaker, D., Edmondson, D., Peach, D. (2016): *Developing Skills for Social Work Practice*, Sage Publications Ltd., UK
- Taylor, J.B. (2017): *Decision Making, Assessment and Risk in Social Work*, 3rd Edition, Learning Matters, UK
- Thorvicroft, G. & Tansella, M. (2010). *For a better mental health care. Ethics and ethics, presumptions and experience*. Athens: Place.
- Thomas, D. & Woods, H. (2008). *Mental dysfunction. Theory and action*. Ed. A. Zoniou - Sideri & E. Deropoulou-Derou. Athens: Place.
- Tsabarli, A. (2004). *The psychoanalytic approach of the family*. Athens: Atrapos.
- Tsiantis, G. (ed.) (1994). *Puberty. A transitional stage in a changing world*. Athens: Kastaniotis.
- Tsiantis, G. (ed.) (2005). *Working with parents: psychoanalytic psychotherapy with children and adolescents*. Athens: Kastaniotis.
- Filippou, D. & Karantana, P. (2010). *Stories to dream... Games to grow up... To inspire experiential personal development teams*. Athens: Kastaniotis.
- 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 436

1. GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of Education and Social Work		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	ESW_436	SEMESTER	8th
COURSE TITLE	SEMINARS FOR GRADUATE		
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	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:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
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>Upon successful completion of the course, students will:</p> <ul style="list-style-type: none"> • Use the available engines for searching bibliographic sources, i.e. • Use the new library technologies, the use of journals and other resources • Use resources from journals, other Internet resources, and the techniques for finding a topic for their thesis. • Analyse information from other courses (Social Research Methodology Qualitative Research, Statistics) in order to develop initiative in the ability to design, implement research, analyse data and present results in a documented way. This knowledge will be particularly useful for the preparation of their Dissertation at undergraduate level and possibly in the future at postgraduate level. • Present their topic at a Workshop or conference (Greek and International) and to present their concerns and answer questions.

- Have the ability to write an abstract for future participation in conferences or workshops.
- Organise a Workshop from the initial to the final stage.
- Prepare a publication in a scientific Greek and/or international journal.

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...

1. Learning, analysis and synthesis of data and information, using the necessary technologies and the internet.
2. Demonstrate social, professional and ethical responsibility and sensitivity to gender and diversity issues
3. Respect for diversity and multiculturalism
4. Exercise of critical and self-critical thinking
5. Communication skills
6. Active/attentive monitoring and emotional attunement skills
7. Effective interviewing skills using the internet

3. SYLLABUS

- Research study on a social issue related to Social Work
- The assignment includes search for relevant bibliographical sources (books and journals both in Greek and foreign languages), definition - description of a social phenomenon, design of methodology, determination of research method, conducting a research study, data analysis, documented presentation of results - proposals.
- Drafting abstracts and teaching how to write them.
- Learning how to write publications in Greek and International journals.
- Explanation of the stages of organizing a Workshop or duties as a member of an Organizing Committee in a Conference (Greek and International).

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of a projector and projection of ppt slides. Viewing videos Supporting the learning process through e-class electronic 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	25
	Study and analysis of bibliography	25
	Essay writing	25
	Educational visits or/and Invitation of specialised speakers	25
	Seminars	25
Course total	125	

<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>	
<p>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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Final exam that consists of:</p> <ul style="list-style-type: none"> • Preparation of the Outline of a Diploma Thesis • Organisation of a Workshop • Drafting Abstracts for Conferences (Abstracts) • Writing articles for publication in scientific journals

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Cohen, L., Manion, L., & Morrison, K. (2008). *Μεθοδολογία της έρευνας στην εκπαίδευση*. Αθήνα: Μεταίχμιο

Δημοπούλου – Λαγωνίκα, Μ. (2011). *Μεθοδολογία κοινωνικής εργασίας. Μοντέλα παρέμβασης*. Αθήνα: Τόπος.

Ζαφειρόπουλος, Κ, (2015), *Πως γίνεται μια επιστημονική εργασία; Επιστημονική έρευνα και συγγραφή εργασιών*, Αθήνα: Κριτική

Howard, K. & Sharp, J.A. (1996). *Η Επιστημονική Μελέτη. Οδηγός σχεδιασμού και διαχείρισης πανεπιστημιακών Ερευνητικών Εργασιών*. Αθήνα: Gutenberg.

Καλλινικάκη, Θ. (2010). *Ποιοτικές μέθοδοι στην έρευνα στην κοινωνική εργασία*.

COURSE OUTLINE ESW_437

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ESW_437	SEMESTER	H (8)
COURSE TITLE	Social Work with older adults		
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/		

LEARNING OUTCOMES

Learning outcomes
<i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</i>
<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>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Analyse the dimensions of the demographic problem and demographic aging at international and national level • Explain the changes that occur in individuals because of the aging process, especially in the critical field of Health • Analyze the risk factors associated with the onset of chronic diseases, such as Alzheimer's disease, other degenerative diseases associated with aging, depression, and frailty. • Describe the theories of Social Gerontology and the basic terminology in the field • Describe the network of open and care structures for the elderly • They connect with older people and members of their family environment with health services, mental health, social care and benefits • Analyze the meaning and content of healthy and active aging and their connection to Social Work • Explain the importance and role of informal caregivers and the need to address the burden as an ongoing challenge for Social Work • Recognize cases of abuse or neglect of older people and intervene immediately to protect them

<ul style="list-style-type: none"> • Evaluate good practices that utilize new technologies (ICT) for the care and support of older people • Analyze the importance of the "intergenerational" gap and the need to activate Social Work through the design and implementation of programs to strengthen intergenerational reconciliation • Create health promotion programs based on combating health illiteracy as well as digital illiteracy • Advocate for older people and defend their rights to dignity, access to benefits and services • Explain the general psychosocial condition of the elderly person, his functionality, his physical condition as well as his needs for care and support • Support older people in dealing with the psychological, emotional, social, and financial difficulties of old age • Collaborate in the context of preventive or therapeutic interdisciplinary interventions with other scientists (doctors, psychologists, nurses, physiotherapists, nutritionists, etc.) • Manage situations of mourning and loss. 																	
<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 border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</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>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>																
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, using the necessary technologies • Autonomous work • Teamwork • Work in an interdisciplinary environment • Demonstration of social, professional, and moral responsibility and sensitivity • Exercise criticism and self-criticism • Promoting free, creative, and inductive thinking. <p>Special skills:</p> <ul style="list-style-type: none"> • Organizing Health promotion programs • Empathy • Role of advocate • Psychosocial support skills 																	

SYLLABUS

1. Demographic aging internationally and in Greece - Consequences on social and economic level.
2. Aging as a Process - Theories of Aging - Consequences of Aging on Health and Fulfilling Social Roles
3. Care for older people - Presentation of support structures and programs - Advantages and disadvantages of closed and open care
4. The role of informal caregivers in independent living and in the care of older people - The phenomenon of burden and ways to deal with it
5. The phenomenon of abuse of older people
6. Stereotypes and prejudices against older people - The intergenerational gap
7. Access to services - The concepts of illiteracy and digital illiteracy
8. Active and healthy aging
9. The importance of a holistic interdisciplinary approach to the care and support of older people
10. Chronic diseases as a factor burdening the Quality of Life
11. Mourning in old age
12. Geriatric vulnerability, depression, and Alzheimer's disease in old age
13. Design of health promotion programs at the level of Community Care.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc</i>	Teaching with physical presence	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education communication with students</i>	Use of computer and video projector View slides and videos Learning process support 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>	Activity	Semester workload
	Lectures	25
	Study and analysis of bibliography	30
	Project	30
	Case study	25
	Educational visits or invitation of special speakers	15
	Total Course	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>	<i>Written work.</i>	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Αβεντισιάν – Παγοροπούλου, Α. (2000). *Η ψυχολογία της τρίτης ηλικίας*. Αθήνα: Ελληνικά Γράμματα.

- Chonody, M., J., Teater, B. (2020): Κοινωνική Εργασία με ηλικιωμένα άτομα - Η προοπτική της ενεργούς γήρανσης (επιστημονική επιμέλεια Κούτρα Κλειώ, Ράτσικα Νικολέττα, ΔΙΣΙΓΜΑ, Αθήνα
- Ελληνική Γεροντολογική και Γηριατρική Εταιρεία (2004). *Οδηγός Φροντίδας Ηλικιωμένων Γονιών*. Αθήνα: Mendor.
- Καβουνίδη, Τ. (1996). *Ηλικιωμένοι και άτυπα δίκτυα βοήθειας: Η κυκλοφορία αγαθών και υπηρεσιών ανάμεσα στις γενιές στο Εθνικό Κέντρο Κοινωνικών Ερευνών (Ε.Κ.Κ.Ε.)*. Γήρανση και Κοινωνία: πρακτικά Πανελληνίου συνεδρίου Ε.Κ.Κ.Ε. Αθήνα: Ε.Κ.Κ.Ε
- Κωσταρίδου - Ευκλείδη, Α. (2011): Θέματα Γηροψυχολογίας & Γεροντολογίας, ΠΕΔΙΟ, Αθήνα
- Lianou, L, Bavelou, A., Mentis, M., Stolakis, K., Diamantakis, G., Panagiotopoulos, E. (2017): Most useful and predictive indicator for mortality and quality of life in patients with osteoporotic fractures, 6th FFN Global Congress 2017, , PE 5-11 (p.129), Malmö Sweden, 24-26
- Lynch, R. (2013): *Social Work Practice with Older People- A Positive Person-Centred Approach*, SAGE Publications Ltd, London.
- Marwedel, U. (2009). *Γεροντολογία & Γεροντοψυχιατρική*, ΙΩΝ, Αθήνα
- Μέντης Μ., Παπαγεωργόπουλος Γ, Πανταζάκας Π., Κοντονή Κ. (2002): «Ηλικιωμένοι χρήστες υπηρεσιών υγείας στα Τμήματα Επειγόντων Περιστατικών των Νοσοκομείων – Η αναγκαιότητα διεύρυνσης των θεσμοποιημένων και ενίσχυσης των άτυπων μορφών κοινωνικής φροντίδας», ΓΕΡΟΝΤΟΛΟΓΙΚΗ & ΓΗΡΙΑΤΡΙΚΗ ΕΤΑΙΡΕΙΑ, «ΣΥΓΧΡΟΝΗ ΓΕΡΟΝΤΟΛΟΓΙΑ & ΓΗΡΙΑΤΡΙΚΗ», Εκδόσεις «ΣΥΝΕΔΡΟΝ», σελ. 108-112.
- Mentis, M., Athanasopoulou, K., Stolakis, K., Kolokithas, G, Plota, S., Sirmi, C., Chroni, E., Giannakou, E., Panagiotopoulos, E. (2020): Depression of elderly people in Patras during the lockdown measures of COVID-19, *European Geriatric Medicine* (2020) 11 (Suppl 1):S92, <https://doi.org/10.1007/s41999-020-00428-6>
- Mentis, M., Marneras, C., Daskalaki, X., Kesoudidou, I. Panagiotopoulos, E. (2020): The impact of frailty on the social support of elderly living in crete (Rethymno), *European Psychiatry* 63(S176), S45–S282, <https://doi.org/10.1192/j.eurpsy.2020.5>
- Mentis, M., Paschou, A., Kotrotsiou, E., Gouva, M., Panagiotopoulos, E. (2018): General characteristics and burden of family caregivers of dementia patients and differences between sexes, 26th European Congress of Psychiatry (EV07 48), 3-6 March 2018, Nice France, *European Psychiatry*, Vol. 48, S693.
- Mentis, M., Gouva, M., Antoniadou, E., Mpourdoulis, K., Kesoudidou, I., Marneras, C., Panagiotopoulos, E. (2017). Psychological and physical problems in elderly people with problems of falls, 25th European congress of psychiatry, 1–4 April, Florence, Italy. *European Psychiatry*, Vol. 41, S659–S660E. DOI: <https://doi.org/10.1016/j.eurpsy.2017.01.1112>
- Naleppa, M.J. & Reid, W. (2003). *Gerontological Social Work – a Task-Centered Approach*. Columbia University Press.
- Ray Mo G. , Phillips, J. (2012): *Social Work with Older People*, Macmillan Education UK, Basingstoke, UK.
- Στασινοπούλου, Φ., Χλέτσος, Μ., Μάλλη, Φ., Μέντης, Μ. (2019): Διαφυλικές διαφορές στη σχετιζόμενη με την Υγεία Ποιότητα Ζωής των ηλικιωμένων που διαβιούν στην κοινότητα, *Διεπιστημονική Φροντίδα Υγείας*, 11 (3): 1-13
- Tatsis, F., Mazetas, D., Karamanis, K., Mentis, M., Paschou, A., Kotrotsiou, E., . Gouva, M. (2020): The impact of monthly pension income on the psychosomatic health of elderly individuals, *European Psychiatry* 63 (S180), S45–S282, <https://doi.org/10.1192/j.eurpsy.2020.5>
- *Related academic journals:*
 - Journal of Gerontological Social Work

COURSE OUTLINE ESW_420

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_420	SEMESTER	8th
COURSE TITLE	Applied Psychology: Emotion and Behavior		
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 in applying theory	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: Special background in Applied Psychology, skills development in building emotional environment so that communication and teaching in class is optimized		
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/PDE1411/		

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>After the completion of this course, students are expected to be able to analyze that emotion is an indispensable element in building the appropriate emotional environment during teaching in the classroom, in formation of the individual behavior, in decision making and learning. Also, they are expected to explain that, as stands for all other psychological variables, the interdisciplinary approach is the basis for understanding emotion and its role in individual's life. In particular, students are expected to know, recognize and handle every day at workplace: how emotions are evoked due to the individual's cognitive assessment of the social stimuli; how emotion affects cognitive processes; how the experience and the expression of emotion is related to brain structures and functions; how different emotions affect the individual's social relationships of cooperation and competition.</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;"><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> </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>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 for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Working in an interdisciplinary environment
- 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 will examine recent theoretical and empirical advances in the study of human behavior resulted by the triplex brain, cognition and emotion viewed functionally as adaptations within cultural contexts. Topics are grouped around (1) the contemporary psychological approach to the content of emotion based on neuropsychological research findings, (2) the development of emotions from birth to adulthood and their role for children regarding their academic achievements and social relationships, (3) the way emotions are viewed by the various human sciences disciplines. In particular, the thirteen topics of the course are as follow: Defining, emotion, affect and feeling; Contemporary psychology research on emotion; Culture as related to constructing and expressing emotions – Display rules; Evolution theory as related to constructing and expressing emotions; Definition and procedure of emotion in psychology; Brain structures and functions as related to emotion; Development of emotions; Individual differences of emotional development; Emotion effects on cognitive processes of learning.

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. 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>	<i>Activity</i>	<i>Semester workload</i>
	Lectures, interactive teaching, workshop with conversation with the students on video display material so that theory is applied in everyday situations	36
	essay writing	3
	Study of bibliography/fieldwork	85
	Exams	1
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	Students performance evaluations is carried out in either upon students' choice:	

<p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ol style="list-style-type: none"> 1. Written exams at the end of the semester with open books or 2. Weekly reports on activities that require comprehension of the topic of the week
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5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

- Gallagher, S. (2005). *How the body shapes the mind*. Oxford University Press.
- Goleman, D. (2006). *Social intelligence*. Daniel Goleman.
- Harmon-Jones, E., & Winkielman, P. (2007). *Social Neuroscience: Integrating biological and psychological explanations of social behavior*. The Guilford Press.
- Keltner, D. (2013). *Understanding emotions*. Wiley.
- Malle, B.F. (2004). *How the mind explains behavior: Folk explanations, meaning, and social interaction*. MIT Press.
- Niedental, P., Krauth-Gruber, S., & Ric, F. (2011). *Psichologia tou synasthimatos [Psychology of emotion]*. (Z. Antonopoulou Trans.). Athens: Motibo Publishers A.E. (Original work published 2006)
- Oatley, K. & Jenkins J. M. (2004). *[Sygkinisi: Ermineies kai katanoisi] [Emotion: Interpretation and comprehension]* (M. Solman & B. Davou Trans.). Athens: Papazisis Publishers. (Original work published 1996)
- Wexler, B. E. (2008). *Brain and culture: Neurobiology, ideology, and social change*. MIT Press

COURSE OUTLINE ESW_426

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	UNDERGRADUATE - ELECTIVE		
COURSE CODE	ESW_426	SEMESTER	8 th
COURSE TITLE	SUPERVISED PRACTICE/EXPERIENCE (STAGE) IN SOCIAL AND CULTURAL INSTITUTIONS		
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>	SKILL DEVELOPMENT		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																		
<p>After successful completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • Recognize the cultural specifics of the professional environment in which they are going to work • Integrate smoothly into their group of colleagues • Design educational activities appropriate to the population they work with • Work in teams and take initiative • Evaluate their action individually and collectively • Make use of educational innovations in their professional environment. 																		
<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>
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<i>Production of new research ideas</i>	<i>Others...</i>																	
	<i>.....</i>																	

- Adapt to new situations
- Decision making
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstrate social, professional and ethical responsibility and gender awareness
- Exercise of critique and self-critique

3. SYLLABUS

<ol style="list-style-type: none"> 1. Aims and objectives of intercultural teaching. 2. Teaching with intercultural orientations. 3. Organized group activities. 4. Innovative actions in the multicultural school. 5. The use of new technologies. 6. Theatre games. 7. Counselling and collaboration with the pupils' family 8. Social care providers 9. Social work with NGOs 	5 HOURS
10. Supervised Practice/Experience in Social and Cultural Institutions	120 HOURS

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Seminars, presentations of social and cultural institutions by their representatives										
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Video Projector, Internet										
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>	<table border="1"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Seminar</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Supervised Practice Experience</td> <td style="text-align: center;">115</td> </tr> <tr> <td>Writing Summative Supervised Practice Experience Report</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>	Activity	Semester workload	Seminar	5	Supervised Practice Experience	115	Writing Summative Supervised Practice Experience Report	5	Course total	125
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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 is done by combining the written report of the Managers of the Social and Cultural Institutions where the students carry out their Supervised Practice Experience and the written self-assessment report submitted by students.										

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Νικολάου, Γ. (2011). Διαπολιτισμική Διδακτική. Το νέο περιβάλλον – Βασικές αρχές, Αθήνα, Πεδίο, ISBN: 978-960-9552-78-3, Κωδικός ΕΥΔΟΞΟΣ 12868153,
- Tiedt Pamela L., & Tiedt Iris M., (2006). Πολυπολιτισμική διδασκαλία, Αθήνα, ΕΚΔΟΣΕΙΣ ΠΑΠΑΖΗΣΗ ΑΕΒΕ, ISBN: 960-02-1938-9, Κωδικός ΕΥΔΟΞΟΣ: 29464

ENGLISH VERSION: Tiedt, Pamela L., Tiedt, Iris M. (2009). *Multicultural Teaching: A Handbook of Activities, Information, and Resources* (8th Edition. Pearson)

- Related academic journals:

COURSE OUTLINE ESW_423

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_423	SEMESTER	8 th
COURSE TITLE	INCLUSION OF STUDENTS WITH DISABILITIES AND SPECIAL EDUCATIONAL NEEDS - THEORY AND PRACTICE		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, practice	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized background and skills development		
PREREQUISITE COURSES:	INTRODUCTION TO SPECIAL EDUCATION		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/		

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 aim of the course is to develop an understanding of the social, emotional, cognitive and academic needs of pupils with special needs as well as practical methods of educating them in inclusive settings.</p> <p>In particular, students will be able to design and propose teaching strategies that the teacher can use to enhance the integration and participation of pupils with special needs in the social and academic program of the common class.</p> <p>Students will also be familiar with the strategies in which an ordinary school or classroom can be turned into inclusive classroom in a school for all.</p> <p>By the end of the course the students will able to:</p> <ul style="list-style-type: none"> • To distinguish the characteristics of the common class. • To use assessment tools to distinguish the potential of their students in different developmental and cognitive areas. • To evaluate and classify students' needs. • To design and propose inclusive education programs matching pupils needs. • To implement inclusive education programs. • To evaluate and review where these programs are needed.

<ul style="list-style-type: none"> To work with other professionals and parents to design Individual Educational Programs (IEP). To implementing Individual Educational Programs (IEP). 																		
<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 border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</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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3. SYLLABUS

<p>The course consists of theoretical and practical part as follows:</p> <p>A) Theoretical part</p> <ul style="list-style-type: none"> From special education to integration. Integration and inclusive education. Theoretical models and practices. Legislation and benefits. The study of Greek reality. Individual differences and characteristics of pupils with special needs. Assessment and design of a Individual Educational Program (IEP). Preparation of inclusive school / class and anti-racist environment. Models of collaborative learning and teaching strategies. Educational interventions and strategies. <p>B) Practical part</p> <ul style="list-style-type: none"> Visits to schools with integration classes. Visits to schools with parallel support (extra teacher in classroom) Visits to schools to the KEDDY (Center of Evaluation Diagnosis and Support). Visit schools and attend inclusive program of pupils with special needs in the common classes. Interviews with experts, common class teachers and wherever possible with pupils. Development of special programs. Study of case studies.
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Facet to face (lectures, practice)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Lectures and presentation via PowerPoint.

<p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Presentation of ICT application related to Special Education. Learning process support through e-class platform. Communication with students via e-mail.</p>																		
<p>TEACHING METHODS</p> <p><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></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"> <thead> <tr> <th>Activity</th> <th>Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures – interactive teaching</td> <td>21</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>20</td> </tr> <tr> <td>Essay assignment</td> <td>14</td> </tr> <tr> <td>Essay presentation</td> <td>9</td> </tr> <tr> <td>Practice fieldwork</td> <td>13</td> </tr> <tr> <td>Autonomous study</td> <td>45</td> </tr> <tr> <td>Evaluation</td> <td>3</td> </tr> <tr> <td>Course total</td> <td>125</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures – interactive teaching	21	Study and analysis of bibliography	20	Essay assignment	14	Essay presentation	9	Practice fieldwork	13	Autonomous study	45	Evaluation	3	Course total	125
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<p>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>Evaluation language is Greek</p> <p>Evaluation:</p> <ol style="list-style-type: none"> Written examination (60%) comprising: Multiple choice questions. True/false questions. Short answer questions. Individual essays or group essays and practice assessment (40%). 																		

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Panteliadou, S., Filippatou, D., Xenaki, X. (ed) (2013). *Adjusted Teaching, Theoretical Approaches and Educational Practices*. Athens: Pedio Publications.

Heaward W. L., (2011). *Exceptional Children: An Introduction to Special Education*. Editors Davazoglou, A., Kokkinos, K. Athens: Topos Publications.

Lewis, R., B., and Doorlag, D., H. (2011). *Teaching Students with Special Needs in General Education Classrooms*. Boston: Pearson.

Zoniou-Sideri, A. (ed) (2000). *Integration: Utopia or Reality?* Athens: Ellinika Grammata.

- Related academic journals:

International Journal of Inclusive Education
Electronic Journal of Inclusive Education
The Journal of Special Education
British journal of Special Education
Journal of Research in Special Educational Needs
European Journal of Special Needs Education
Issues in Special Education (Greek language)

COURSE OUTLINE ESW_314

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	GRADUATE		
COURSE CODE	ESW_314	SEMESTER	8 th
COURSE TITLE	Human Geography of Educational Organizations		
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 (FRENCH & 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>Students at the end of this course are expected to:</p> <ul style="list-style-type: none"> • Analyze the main principles of human geography and be able to apply them in learning and organizational environments, • Explain the basic principles of systems thinking and complexity theory, • Explain the relationship of the individual with space and time within a learning and an organizational environment, • Recognize the narrative and visual elements that constitute the identity of an organization, • Analyze the ways through which the above-described elements are related with resilience and latent forms of exclusion, • Present and analyze an educational organization in human geography terms. 															
<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> </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>
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<i>Working in an interdisciplinary environment</i>	<i>.....</i>														

<i>Production of new research ideas</i>	<i>Others...</i>
<ul style="list-style-type: none"> • Team work • Autonomous work • Search for, analysis and synthesis of data and information, with the use of the necessary technology • Working in an interdisciplinary environment • Production of new research ideas • Production of free, creative and inductive thinking 	

3. SYLLABUS

Course outline:

Weeks 1-3: Thinking geographically: meaning and implications. Subjects and sub-areas of human geography. Introduction to the main principles of human geography: people, space, place, time, environment. Introduction in systems thinking and complexity theory.

Weeks 4-5: Narrative and visual elements of organizational geography.

Weeks 6-8: The concept of space (space, place, non place, third space, heterotopia). The concept of time (temporal relation, time perspective, temporal horizon).

Weeks 9-10: The space-time continuum -latent forms of exclusion- resilience.

Weeks 11-13: Mapping an educational organization in human geography terms. Research and methodological tools. Field assignments, individual and collective papers.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lecture, class discussion, small group work, visual presentations – PowerPoint and videos.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power-point 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	39
	Individual study	83
	Evaluation	3
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The final exam will consist of short essay questions. Students' final evaluation will also draw on their participation and on their performance in the individual and collective assignments undertaken during the semester.	

5. ATTACHED BIBLIOGRAPHY

- Ιωσηφίδης, Θ., Χωριανόπουλος, Γ., Τερκενλή, Θ.Σ. (2007). *Ανθρωπογεωγραφία. Άνθρωπος, Κοινωνία και Χώρος*. (Συλλογικό). Αθήνα: Εκδόσεις Κριτική.
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- Konidari, V. and Benetton, M. (2019). Adolescents' perceptions of future planning in Italy, France and Greece: dimensions of time and disadvantage. *Stadium Educationis*, 7-23, ISSN 2035-844X (on line) - DOI: 10.7346/SE-032019-01 .
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- Soja, E. (1996). *Thirdspace*. Blackwell:UK.
- Lefebvre, H. (1991/2009). *The Production of Space*. Blackwell: Oxford.
- Marin, L. (1990). *Utopics*. Humanity Books: US.
- Relph, E. (1976). *Place and Placeness*. Pion Limited: London

COURSE OUTLINE ESW 419

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 419	SEMESTER	8th
COURSE TITLE	Sociology of Media and Communication		
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>	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 ICT analysis in building sociological knowledge • Examine the ways technology culture and social structures form the use of ICTs and how Technology in turn influences social experience and change. • Present and critically analyse how ICT 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 the use of ICTs. 			
<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>Others...</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>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 of New Technologies
- 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 digital gap 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 use of ICT.

Part C. Lectures 9-13: Presentations on recent issues and debates on digital gap. 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.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9ead3; text-align: center;">Activity</th> <th style="background-color: #d9ead3; text-align: center;">Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Lectures and active discussions</td> <td style="text-align: center;">17</td> </tr> <tr> <td>Workshops and Laboratory practice</td> <td style="text-align: center;">32</td> </tr> <tr> <td>Hours for private study of the student and preparation of home-works</td> <td style="text-align: center;">73</td> </tr> <tr> <td>Final examination (3 conduct hours)</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="background-color: #d9ead3;">Course total</td> <td style="background-color: #d9ead3; text-align: center;">125</td> </tr> </tbody> </table>		Activity	Semester Workload	Lectures and active discussions	17	Workshops and Laboratory practice	32	Hours for private study of the student and preparation of home-works	73	Final examination (3 conduct hours)	3	Course total	125
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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>Students are assessed as follows:</p> <ol style="list-style-type: none"> 1. Written examination after the end of the semester or individual research projects for final papers. 													

5. ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- Kirides A., Drosos B., Tsakiridou E., (2003). *Who's afraid of New Technologies?* Athens: Gutenberg.
- Castells M., (2000). *The rise of the network society.* Willey-Blackwell.