



**SCHOOL OF ADMINISTRATIVE,  
ECONOMICS AND SOCIAL SCIENCES**

**DEPARTMENT OF SOCIAL WORK**

**CURRICULUM OF UNDERGRADUATE  
STUDIES**

**EGALEO, JANUARY 2022**

## Table of Contents

<b>1. DETAILED COURSE OUTLINE 1st SEMESTER</b> .....	4
<b>1.1.</b> Introduction to Social Work.....	4
<b>1.2.</b> The Social Worker’s Self - Awareness .....	8
<b>1.3.</b> General Sociology .....	11
<b>1.4.</b> Introduction to Psychology .....	15
<b>1.5.</b> Methodology of Writing Scientific Essays.....	20
<b>1.1.</b> Social Policy and Social Work.....	23
<b>1.2.</b> Theoretical Approaches in Social Work .....	29
<b>1.3.</b> Professional Ethics and Ethical Conduct .....	35
<b>1.4.</b> Organization and Administration of Social Services.....	40
<b>1.5.</b> Social Psychology .....	45
<b>1.6.</b> Sociology of Health .....	49
<b>3. DETAILED COURSE OUTLINE 3rd SEMESTER</b> .....	53
<b>3.1.</b> Methodology of Social Work with Individuals .....	53
<b>3.2.</b> Methods of Communication and creative Expression in Social Work .....	57
<b>3.3.</b> Fields and Services of Social Work.....	62
<b>3.4.</b> Developmental Psychology.....	69
<b>3.5.</b> Sociology of Education.....	73
<b>4. DETAILED COURSE OUTLINE 4TH SEMESTER</b> .....	78
<b>4.1.</b> Community Social Work .....	78
<b>4.2.</b> Methodology of Social Work with Groups.....	81
<b>4.3.</b> Clinical Psychology and Adult Psychopathology .....	85
<b>4.4.</b> Sociology of the Family .....	89
<b>4.5.</b> Social Work with Children and Adolescents .....	93
1. Methodology of Community Interventions.....	98
2. Sociology of Deviance .....	101
3. Interviewing Methods and Skills .....	105
4. Social Work in mental Health.....	108
5. Social Work in Education .....	112
6. Discrimination and Anti – Oppressive Approaches in Social Work.....	117
7. Social Anthropology .....	122
8. Social Exclusion in Greek Society .....	126
9. Developmental Psychopathology .....	132
5.10 International Social Work and Greek Reality.....	137

1. Qualitative Methods in Social Research .....	144
2. Crisis Intervention in Social Work.....	149
3. Counseling and Social Work .....	154
4. Social Work and Addictions .....	159
5. Forensic Social Work.....	163
6. Behavior Analysis.....	170
7. Social Work and Disability .....	174
8. Social Work with Older People .....	178
9. Psychology of Relationships.....	182
7. DETAILED COURSE OUTLINE 7TH SEMESTER.....	186
1. Quantitative Methods in Social Research.....	186
2. Social Work with Families .....	190
3. Practice Placement with Supervision I.....	194
4. Human Rights, Social Work & Social Movements.....	204
5. Psychiatry .....	212
6. Occupational Social Work.....	216
8. DETAILED COURSE OUTLINE 8TH SEMESTER .....	220
8.1. Intercultural Social Work .....	220
8.2. Radical and Critical Social Work.....	226
8.3. Practice Placement with Supervision II.....	232
8.4. English Language - Terminology.....	244
8.5. Social Work in Health Care.....	247
8.6. Gendered Identities and Sexual Orientation.....	253
8.7. Dissertation.....	259

# 1. DETAILED COURSE OUTLINE 1<sup>st</sup> SEMESTER

## 1.1. Introduction to Social Work

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	101	<b>SEMESTER</b>	A
<b>COURSE TITLE</b>	Introduction to Social Work		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	GENERAL AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/TKE102/">https://eclass.uniwa.gr/courses/TKE102/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes

The aim of the course is to introduce students to the concept and the subject of Social Work. The course aims at acquiring knowledge of the basic concepts of Social Work, such as human rights, social justice, values, principles and skills of social workers, theories of Social Work and the basic elements of the methods of this discipline. The purpose of this course is to help students understand the basic theoretical approaches of Social Work and the importance of theory for the practical application of this social science.

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

- Know the basics of the historical development of social work.
- Identify the basic skills required for the profession.
- Critically examine dominant attitudes and perceptions towards population groups experiencing poverty and social exclusion.
- Know the basic theoretical approaches, principles and values of social work.

### **General Competences**

- Promoting free, creative and deductive thinking
- Teamwork
- Autonomous work
- Respect for diversity and multiculturalism
- Development of critical thinking
- Exercise of criticism and self-criticism

### **(3) SYLLABUS**

1. Concept and Object of Social Work
2. Social Work History and Definitions
3. Areas of Practice of Social Work
4. Skills and techniques in social work practice
5. Principles and values of Social Work
6. Principles and principles of social work
7. Social Work Methods and Inter-Method Social Work
8. Evidence-based Social Work

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

<b>DELIVERY</b>	In the classroom
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>- Use of ICT in Teaching and Communication with Students to support the learning process</li> <li>- WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>- Support for the learning process through the e-class platform</li> </ul>

TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>
	Lectures	40
	Interactive teaching	20
	Analysis of audiovisual material	20
	Study and analysis of literature	20
	Classroom exercises (working in small groups and presentation in classroom)	20
	Independent Study	60
	Course total	<b>180</b>
STUDENT PERFORMANCE EVALUATION	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Critical analysis of case studies/theory</li> </ul>	
	<ul style="list-style-type: none"> <li>• Comparative assessment of theory elements</li> </ul>	

**(5) ATTACHED BIBLIOGRAPH**

### *Suggested Bibliography*

- Adams, R., Dominelli, L., & Payne, M., (2009). 3<sup>rd</sup> ed, *Social Work, Themes Issues and Critical Debates*, Britain: Palgrave.
- Δημοπούλου-Λαγωνίκα, Μ. (2011). *Μεθοδολογία Κοινωνικής Εργασίας Μοντέλα Παρέμβασης*, Αθήνα: Τόπος.
- Ιωακειμίδης, Β., (2012). Η «σκοτεινή» πλευρά της κοινωνικής εργασίας στην Ελλάδα. Μια κριτική αποτίμηση της πρώιμης ιστορίας του επαγγέλματος (1945-1967). Στο Ιωακειμίδης, Β., (επιμ) *Κοινωνική Εργασία για την Κοινωνική Δικαιοσύνη, Ριζοσπαστική και Κριτική Θεωρία, Πρακτική, Παραδείγματα*. Αθήνα: Ίων .
- Καλλινικάκη, Θ., (2011). *Εισαγωγή στη Θεωρία και Πρακτική της Κοινωνικής Εργασίας* Αθήνα: Τόπος.
- Κανδυλάκη, Α. (2008). *Η συμβουλευτική στην Κοινωνική Εργασία: Δεξιότητες και τεχνικές*. Αθήνα: Τόπος.
- McLaughlin, H., & Teater, B. (2018). *Evidence Informed Practice for Social Work*. London: Open University Press/McGraw Hill Education.
- Ταυλαρίδου – Καλούτση, Α., & Παπαφλέσσα Θ., (2007). *Η Βιωματική Διδακτική στην Εκπαίδευση των Κοινωνικών Λειτουργών*, Αθήνα: Κριτική.
- Thompson, N., (2009). *Understanding Social Work*, London: Palgrave/Macmillan.
- Wilson, K., Ruch, G., Lymbery, M., & Cooper, A. (2011). *Social Work: An Introduction to Contemporary Practice (2<sup>nd</sup>ed)*. Harlow: Longman.

### *Related scientific journals:*

- Social Work
- Critical and Radical Social Work Journal
- European Journal of Social Work
- International Journal of Social Work
- International Journal of Social Work Education

## 1.2. The Social Worker's Self - Awareness

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	102	<b>SEMESTER</b>	A
<b>COURSE TITLE</b>	The Social Worker's Self - Awareness		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	SPECIALISED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW312/">https://eclass.uniwa.gr/courses/SW312/</a>		

### (2) LEARNING OUTCOMES

<b>Learning Outcomes</b>
--------------------------



The course is a first contact of the social work student with the profession of social worker and aims at familiarizing him/her with different population groups, with human relations and the objectivity of the social worker.

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

- have gained an initial awareness of his/her self, personal attitudes and perceptions.
- identify, discern his/her own beliefs, perceptions, biases, values, and convictions in order to avoid identification with the service beneficiary.
- has become aware of the influence of personal values on actions and attitudes, so that he/she begins to discern how self-awareness protects the social worker from emotional involvement with the service recipient.
- has reflected on the degree of self-awareness of the social worker that determines to a large extent the quality of his/her professional service.

### **General Competences**

- Exercise of criticism and self-criticism
- Demonstrate social, professional and ethical responsibility and sensitivity to gender and diversity issues
- Respect for diversity and multiculturalism
- Search, analysis and synthesis of data and information, including the use of appropriate technologies
- Promotion of free, creative and deductive thinking

### **(3) SYLLABUS**

1. Relationships between values, perceptions, beliefs, prejudices and attitudes, reactions and positions
2. Acceptance of other, different views, opinions, perceptions. Facilities - Difficulties
3. Understanding the views of others
4. Understanding and managing emotions for personal and professional empowerment
5. Knowledge of the relationship between actions, attitudes and their consequences to social influences on behaviour
6. The contribution of the social worker's self-awareness for better communication (sensitivity, respect, trust, support)
7. Self-care and self-awareness

### **(4) Teaching and Learning Methods – Evaluation**

#### **DELIVERY**

In the classroom

<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>- Use of ICT in Teaching and Communication with Students to support the learning process</li> <li>- WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>- Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of audiovisual material	20
	Study and analysis of literature - Essay	40
	Study and analysis of literature	20
	Independent Study	60
	Classroom exercises (working in small groups and presentation in classroom)	20
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Questions of judgment</li> <li>• Multiple choice questions</li> <li>• Short answer questions</li> </ul>	

## (5) ATTACHED BIBLIOGRAPHY

- *Suggested Bibliography*

Cox, K. & Steiner, S. (2013). *Self-care in social work: A guide for practitioners, supervisors, and administrators*. Washington, DC: NASW Press.

Grise-Owens, E., J. Miller & Eaves, M. (2016). *The A-to-Z Self-Care Handbook for Social Workers and Other Helping Professionals*. Harrisburg, PA: The New Social Worker Press.

Ingram, R. (2015). *Understanding Emotions in Social Work: Theory, Practice and Reflection*. Berkshire: Mc Graw Hill.

Καλαντζή – Αζίζι, Α. (2011). *Αυτογνωσία και αυτοδιαχείριση*. Αθήνα: Πεδίο.

Κανδυλάκη, Α. (2008). *Η συμβουλευτική στην Κοινωνική Εργασία*. Αθήνα: Τόπος.

Newell, J.M. (2017). *Cultivating Professional Resilience in Direct Practice: A Guide for Human Service Professionals*. New York: Columbia University Press.

Σάλτζμπεργκερ-Ουίτενμπεργκ, Ι. (2009). *Η αυτογνωσία από ψυχαναλυτική θεώρηση και οι ανθρώπινες σχέσεις*. Αθήνα: Καστανιώτης.

### 1.3. General Sociology

#### (1) Generally

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	103	<b>SEMESTER</b>	A
<b>COURSE TITLE</b>	General Sociology		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	GENERAL AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SDOKE123/">https://eclass.uniwa.gr/courses/SDOKE123/</a>		

#### (2) LEARNING OUTCOMES

<b>Learning Outcomes</b>
--------------------------

Sociology deals with the scientific study of the behaviour of social subjects and the functions of institutional constructions as well as the factors that dynamically differentiate them, aiming at the understanding, interpretation and management of the social. This course is the basic introductory course in the discipline of Sociology. The course aims to introduce students to the basic theoretical approaches of Sociology, to familiarize them with the basic research methods of this discipline and to understand the basic social processes at the level of structural and individual actions.

The aim of the course is to familiarize students with the subject of the science of Sociology and with its basic conceptual arsenal, assimilating through critical understanding the concepts and the use of the relevant methodological tools so that students become able to grasp the dynamic transformation of contemporary society.

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

- Use the basic concepts and the general terminology of the science of Sociology.
- Understand the theoretical framework of contemporary sociology and the importance of the theoretical and methodological tools of sociology for the breadth of both their research and professional fields.
- Have knowledge of the basic principles, methods and theoretical approaches of Sociology in order to make clear the role of the approach and methodology adopted by each specialist in understanding, interpreting and analysing the social.
- They are able to interpret the role of key social factors and situations such as social stratification, social change, social attitudes and behaviours and processes such as social mobility.

### General Competences

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Working in an interdisciplinary environment
- Promoting free, creative and deductive thinking
- Development of critical thinking

### (3) SYLLABUS

1. History, birth of science, main philosophical thinkers, relations with other sciences
2. Research methods and techniques
3. Social phenomena, State, Community and Society, Institutions, Socialization
4. Social Interaction and Interaction
5. Social Groups, Social Cohesion,
6. Civilization and Culture, Ethnocentrism, Social Change, Social Pathology
7. Social attitudes and behaviours
8. Social Positions and Roles, Social Control, Social Stratification,
9. Mobility, Social Inequalities

### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use of ICT in Teaching and Communication with Students to support the learning process</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>

TEACHING METHODS	Activity	Semester workload
	Lectures	40
	Analysis of case studies	30
	Analysis of audiovisual material	20
	Study and analysis of literature	30
	Independent Study	60
	Course total	<b>180</b>
STUDENT PERFORMANCE EVALUATION	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Development questions</li> <li>• Short answer questions</li> <li>• Comparative evaluation of theory elements</li> </ul>	

## (5) ATTACHED BIBLIOGRAPHY

### *Suggested Bibliography*

- Alexander, J. C., Thompson K. & Desfor, E. L. (2016). *Σύγχρονη εισαγωγή στην Κοινωνιολογία:Κουλτούρα και Κοινωνία σε μετάβαση*. Αθήνα: Gutenberg.
- Αντωνοπούλου, Μ. Ν. (2008). *Οι Κλασικοί της Κοινωνιολογίας*. Αθήνα: Σαββάλας.
- Cree, V. E . (2010). *Sociology for Social Workers and Probation Officers*, Second edition, London: Routledge.
- Δασκαλάκης, Δ. (2014). *Εισαγωγή στην Κοινωνιολογία*. Αθήνα: Παπαζήσης.
- Giddens, A. (2009). *Κοινωνιολογία*. Αθήνα: Gutenberg.
- Hughes, M. & Kroehler, C. (2007). *Κοινωνιολογία .Οι βασικές έννοιες*. Αθήνα: Κριτική.
- Johnson A. (1999). *The Blackwell Dictionary of Sociology: A User's Guide*, Malden: Blackwell Publishers.
- Ritzer, G. (2012). *Σύγχρονη Κοινωνιολογική Θεωρία*. Αθήνα: Κριτική.
- Ritsert, J. (επιμ.) (1996). *Τρόποι σκέψης και βασικές έννοιες της κοινωνιολογίας*. Αθήνα: Κριτική Επιστημονική Βιβλιοθήκη.
- Σταμίρης, Γ. (2012). *Εισαγωγή στην Κοινωνιολογία*. Αθήνα: Επιστημονικές Εκδόσεις Τελέθριο.

### *Related scientific journals:*

- Sociological Review
- Journal of Social Work
- Social Science Research Review
- American Journal of Sociology
- British Journal of Sociology

## 1.4. Introduction to Psychology

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICD AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	104	<b>SEMESTER</b>	A
<b>COURSE TITLE</b>	Introduction to Psychology		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	GENERAL AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SDOKE123/">https://eclass.uniwa.gr/courses/SDOKE123/</a>		

### (2) LEARNING OUTCOMES

<b>Learning Outcomes</b>
--------------------------

Psychology is the scientific study of human behaviour and cognitive functions and the factors that influence them, and aims to understand and predict human behaviour. This course is the basic introductory course in the science of psychology. The course aims to introduce students to the basic theoretical approaches of psychology, to familiarize them with the basic research methods of this science and to understand the basic cognitive and emotional processes. The aim of the course is to familiarize students with the subject of Psychology and the basic psychological concepts and to grasp the dynamic nature of contemporary Psychology.

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

- Use the basic concepts and general terminology of the science of psychology.
- Understand the theoretical framework of contemporary psychology and the breadth of both its research and professional scope.



- Have knowledge of the basic principles, methods and theoretical approaches of Psychology, in order to make clear the role of the approach adopted by each specialist in the interpretation of human behaviour.
- Interpret the role of basic cognitive functions such as perception, attention, intelligence, memory and learning, as well as emotions and emotional intelligence in shaping human behaviour.

### General Competences

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Working in an interdisciplinary environment
- Promoting free, creative and deductive thinking
- Broadening the interpretative capacity of human behaviour

### (3) SYLLABUS

1. History and basic concepts of the science of psychology
2. Theoretical approaches to psychology: The psychoanalytic approach
3. Theoretical approaches to psychology: Behavioural and other approaches
4. The research methods of Psychology
5. The sensory perception of the external world
6. Intelligence
7. The cognitive function of attention
8. The cognitive function of memory
9. The process of learning
10. Motivation and emotions
11. Emotional intelligence

### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>- Use of ICT in Teaching and Communication with Students to support the learning process</li> <li>- WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>- Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40

	Analysis of case studies	30
	Analysis of audiovisual material	20
	Study and analysis of literature	30
	Independent Study	60
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

**(6) ATTACHED BIBLIOGRAPHY**

### *Suggested Bibliography*

- Atkinson, R., Atkinson, R., & Smith, E. (2003). *Εισαγωγή στην ψυχολογία του Hilgard*. Αθήνα: Παπαζήσης.
- Bell, V., Costandi, M., κ.ά. (2011). *50 ψυχολογικές θεωρίες που επηρέασαν την ανθρωπότητα*. Αθήνα: Κλειδάριθμος.
- Βοσνιάδου, Σ., Νασιάκου, Μ., Χαντζή, Α., Φατούρου-Χαρίτου, Μ. (2011). *Εισαγωγή στην Ψυχολογία*. Αθήνα: Gutenberg.
- Brennan, J.F. (2009). *Ψυχολογία: Ιστορία και συστήματα* (Μετ. Κ. Παπάζογλου, επιμ. Π. Κορδούτης). Αθήνα: Πεδίο.
- Δαφέρμος, Μ. (2010). *Το ιστορικό γίνεσθαι της ψυχολογίας*. Αθήνα: Gutenberg.
- Freud, S. (1917, 2000). *Εισαγωγή στην ψυχανάλυση*. (Μετ. Δ. Κωστελένος). Αθήνα: Διαμανός
- Goleman, D. (1995). *Η συναισθηματική νοημοσύνη*. Αθήνα: Ελληνικά Γράμματα.
- Hayes, N. (2011). *Εισαγωγή στην ψυχολογία*. Αθήνα: Πεδίο.
- Hoch. R. (2009). *40 μελέτες που άλλαξαν την ψυχολογία*. (Επιμ. Φ. Καργόπουλος). Αθήνα: Τόπος.
- Κολιάδης, Ε. (2007). *Θεωρίες μάθησης και εκπαιδευτική πράξη*. Αθήνα: Αυτοέκδοση.
- Πλατσίδου, Μ. (2010). *Συναισθηματική νοημοσύνη*. Αθήνα: Gutenberg.
- Reddy, P. (1995). *Προσοχή και μαθησιακές δεξιότητες*. (Επιμ. Α. Κωσταρίδου-Ευκλείδη). Αθήνα: Εκδόσεις Ελληνικά Γράμματα.
- Schacter, D.L., Gilbert, D.T., & Wegner, D.M. (2018). *Ψυχολογία* (Επιμ. Σ. Βοσνιάδου). Αθήνα: Gutenberg.
- Schacter, D.L., Gilbert, D.T., Nock, M.K., & Wegner, D.M. (2012). *Ψυχολογία* (Επιμ. Β. Κανελλοπούλου, Ε. Λυπουρλή, Κ. Μανιαδάκη, Φ. Μηλιένος, Α. Παλαιολόγου, Γ. Παναγής, Γ. Παπαντωνίου, & Β. Παυλόπουλος). Αθήνα: Utopia.
- Smith, B. (2017). *Ψυχολογία. Επιστήμη και Κατανόηση*. (Επιμ. Α.Σ. Αντωνίου & Γ. Τσίτσας). Αθήνα: Παρισιάνου.
- Wade, W., & Tavris, C. (2018). *Ψυχολογία* (Επιμ. Μ. Μαρκοδημητράκη & Β. Τσούρτου). Αθήνα: Τζιόλα.

#### *- Related scientific journals:*

- Psychology
- Hellenic Journal of Psychology
- International Journal of Psychology
- British Journal of Psychology

## 1.5. Methodology of Writing Scientific Essays

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	105	<b>SEMESTER</b>	A
<b>COURSE TITLE</b>	Methodology of Writing Scientific Essays		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	GENERAL AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SDOKE124/">https://eclass.uniwa.gr/courses/SDOKE124/</a>		

### (2) LEARNING OUTCOMES

<b>General Competences</b>
<ul style="list-style-type: none"> <li>– Search, analysis and synthesis of data and information, using the necessary technologies</li> <li>– Autonomous work</li> <li>– Group work</li> <li>– Project planning and management</li> <li>– Promotion of free, creative and deductive thinking</li> <li>– Writing a scientific paper</li> </ul>

### (3) SYLLABUS

1. The types and objectives of scientific work
2. The search of bibliographic sources in the library
3. The search of bibliographic sources in electronic databases
4. Searching for bibliographic resources on the Internet
5. The literature review process
6. Basic principles for writing a scientific paper
7. Plagiarism and the basic rules for avoiding it
8. The structure of a scientific paper
9. The use of bibliographical references in the scientific work
10. The table of bibliographic references
11. The final check of the scientific work

#### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use of ICT in Teaching and Communication with Students to support the learning process</li> <li>– Use of IT and data basement</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Use of IT and data basement	30
	Exercises in the classroom	30
	Visiting Libraries	20
	Independent Study	60
	Course total	<b>180</b>

**STUDENT  
PERFORMANCE  
EVALUATION**

- A. Written final examination (60 %) comprising:
- Multiple choice questions
  - Short answer questions
- B. Written work in groups of 3-4 (40% of the total mark).  
The assessment criteria are as follows:
- Correspondence of the content of the paper to the topic of the
  - Clarity and quality of scientific discourse
  - Correctness of the structure of the paper
  - Relevance and adequacy of sources
  - Correct use of bibliographical references
  - Correct writing of the bibliographic table
  - Critical analysis and synthesis of sources
  - Degree of transparency of critical thinking
  - Originality

**(5) ATTACHED BIBLIOGRAPHY**

Suggested Bibliography

- American Psychological Association (2010). *A complete resource for writing and publishing in the social and behavioral sciences*. Washington, DC: Author.
- Ανδρεαδάκης Ν. & Βάμβουκας Μ. (2005). *Οδηγός για την εκπόνηση και τη σύνταξη γραπτής ερευνητικής εργασίας*. Αθήνα: Ατραπός.
- Bell, J. (2007). *Πώς να συντάξετε μία επιστημονική εργασία*. Αθήνα: Μεταίχμιο.
- Ευδωρίδου Ε. & Καρακασίδης Θ. (2015). *Ακαδημαϊκή Γραφή*. Αθήνα: Εκδόσεις Τζιόλα.
- Howard, K. & Sharp, J. A. (1994) *Η Επιστημονική Μελέτη. Οδηγός Σχεδιασμού και Διαχείρισης Πανεπιστημιακών Ερευνητικών Εργασιών*. Αθήνα: Gutenberg.
- Ζαφειρόπουλος, Κ. (2015). *Πώς γίνεται μια επιστημονική εργασία; (2<sup>η</sup> εκδ.)* Αθήνα: Κριτική.
- Θεοφιλίδης, Χ. (1995) *Η συγγραφή επιστημονικής εργασίας: Από τη θεωρία στην πράξη*. Αθήνα: Δαρδανός.
- Μαρίνος, Μ. (2000). *Πως Γράφεται μια Φοιτητική Εργασία*. Αθήνα: Σάκκουλα.
- Μπουρλιάσκος, Β. (2010). *Πώς γράφεται μια επιστημονική εργασία*. Αθήνα: Διόνικος.

## 2. DETAILED COURSE OUTLINE 2nd SEMESTER

### 2.1. Social Policy and Social Work

#### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	201	<b>SEMESTER</b>	B
<b>COURSE TITLE</b>	Social Policy and Social Work		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	GENERAL AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW296/">https://eclass.uniwa.gr/courses/SW296/</a>		

#### (2) LEARNING OUTCOMES

Learning Outcomes

Social Policy is the branch of social science that deals with the functioning of the welfare state and the operation of structures. In particular, it studies how the welfare state contributes to social welfare and social cohesion. Knowledge of social policy provides social work with a theoretical background that includes theories of the welfare state, legislation, policies on education, health, employment, unemployment, the environment, social benefits and social services. It also informs social work about demographic changes, population statistics, changes in society. As a subject, it is divided into many areas of study that include social rights, social problems, governance models. The value of Social Policy lies in its critique of the various policies that are implemented in a state. The aim of this course is to provide students with knowledge of the subject of Social Policy, to familiarize them with the terms related to the welfare state and the concepts underlying its theory, so that they can integrate their knowledge with the subject of social work.



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

- Use the basic concepts and general terminology of the discipline of Social Policy.
- Understand the theoretical framework underlying the functioning of institutions and the breadth of both its research and professional scope.
- Have knowledge of the basic principles, methods and theoretical approaches of Social Policy in order to enable them to identify and interpret the various policies that affect the social worker in the exercise of his/her duties.
- They are able to participate in programmes for vulnerable groups of the population, to criticise and propose solutions based on the collection of objective information.
- To evaluate state policies on education, health, social security, vulnerable groups, the environment and other areas of the social worker's profession and to be able to express criticism of them.
- Identify social risks and social problems and develop intervention plans.
- To enrich their theoretical knowledge of the functioning of society and structures in terms of the provision of services to the citizen.
- To understand the history of social policy in Europe and Greece and its contribution to the development and functioning of the state.
- To link social policy and its contribution to Social Work.

#### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Autonomous work
- Promotion of free, creative and deductive thinking
- Identifying and critically examining issues of concern to society

### **(3) SYLLABUS**

1. Introduction to the scope and aims of social policy
2. Ideological approaches to social policy - Social policy areas
3. Social Policy and its connection with Social Work
4. Theories and Theorists of the Welfare State - Research Field of Social Policy
5. The Evolution of the Welfare State (historical data for Europe and Greece)
6. Models of the Welfare State
7. Health, education, unemployment, employment and insurance policies
8. Social - economic and political factors influencing the formulation of social policy, European Social Charter
9. Social risks, social problems, social reproduction, social rights
10. Globalisation and Social Work
11. Social policy of the European Union

#### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use of ICT in Teaching and Communication with Students to support the learning process and power point presentation</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	20
	Interactive teaching presentation of special topics through the inductive and deductive approach and detailed discussion of possible issues of an applied nature	40
	Study and analysis of literature	30
	Essay	50
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

## (5) ATTACHED BIBLIOGRAPHY

### *Suggested Bibliography*

- Ball, A.R. & Peters, B.G. (2001). *Σύγχρονη Πολιτική και Διακυβέρνηση*. Αθήνα: Παπαζήση.
- Βενιέρης Δ. & Παπαχρίστου Χ. (2003). *Κοινωνική Πολιτική στην Ελλάδα: προκλήσεις και προοπτικές*. Αθήνα: Ελληνικά Γράμματα.
- Δικαίος Κ. (επιμ.) (2010). *Ιστορία της Κοινωνικής Πολιτικής*. Αθήνα: Gutenberg.
- Εμκε-Πουλοπούλου, Η. (2007). *Η μεταναστευτική πρόκληση*. Αθήνα: Παπαζήση.
- Esping-Andersen G., Gallie D., Hermerijck A. & Myles, J. (2002). *Γιατί χρειαζόμαστε ένα Κοινωνικό κράτος*. Αθήνα: Διόνικος.
- Graib, I. (2011). *Σύγχρονη Κοινωνική Θεωρία*. Αθήνα: Τόπος.
- Hill, M.(1998). *Social policy. A comparative analysis*.  
Wheatshea.
- Ιωακειμίδης, Β. (2012). *Κοινωνική Εργασία για την Κοινωνική Δικαιοσύνη*. Αθήνα: Ιων.
- Κανελλόπουλος, Κ., Αναστασάκου, Ζ., Κώτση., Μανιάτη, Θ. & Παχάκη, Κ.,(2004). *Διανομή, αναδιανομή και φτώχεια*. ΚΕΠΕ.
- Καραμεσίνη, Μ. & Rubery J. (2015). *Γυναίκες και λιτότητα. Η οικονομική κρίση και το μέλλον της ισότητας των φύλων*. Αθήνα: Νήσος.
- Κατσανέβας, Θ. (2000). *Οικονομική της εργασίας*. Σταμούλης.
- Κωστόπουλος, Τ. (2012). *Ευρωπαϊκή Οικονομική Ολοκλήρωση και Εθνικό Κράτος. Περιφέρειες και Περιφερειακή πολιτική της Ευρωπαϊκής Ενωσης*. Αθήνα: Αφοι Κυριακίδη.
- Lewis G., Gewirtz S. & Clarke J. (επιμ.) (2007). *Κοινωνική Πολιτική*.
- Διόνικος. Μάραντος, Π. (2003). *Κράτος και ανάπτυξη*. Αθήνα: Πατάκης.
- Μάρδας Γ., και Βαλκάνος Ε. (2005). *Κοινωνική Πολιτική: Θεωρία και Πράξη*. Αθήνα: Παπαζήση.
- Ματσαγγάνης, Μ. (1999). *Προοπτικές του κοινωνικού κράτους στη Νότια Ευρώπη*. Αθήνα:

- Ελληνικά Γράμματα.  
Μακρυδημήτρης, Α. (2006). *Κράτος και Κοινωνία των Πολιτών*. Αθήνα: Μεταμεσονύκτιες Εκδόσεις.
- Merrien, F.X. (2013). *Αντιμέτωποι με τη Φτώχεια. Η δύση και οι φτωχοί χτες και σήμερα*. Αθήνα: Παπαζήση.
- Mishra, R. (1977). *Society and social policy. Theories and practice of welfare*.
- Μούσης, Ν. (2008). *Ευρωπαϊκή Ένωση, Δίκαιο, Οικονομία, Πολιτική*. Αθήνα: Παπαζήση.
- Μπάγκαβος, Χ. (2003). *Δημογραφικές μεταβολές. Αγορά Εργασίας και Συντάξεις στην Ελλάδα και την Ευρωπαϊκή Ένωση*. Αθήνα: Gutenberg.
- Οικονόμου Χ. & Φερώνας, Α. (2006). *Οι εκτός των Τειχών, Φτώχεια και Κοινωνικός Αποκλεισμός στις σύγχρονες κοινωνίες*.
- Ρομπόλης, Σ. & Χλέτσος, Μ. (1995). *Η κοινωνική πολιτική μετά την κρίση του κράτους πρόνοιας*. Παρατηρητής.
- Σακελλαρόπουλος, Θ. (2011). *Ζητήματα Κοινωνικής Πολιτικής*. Αθήνα: Διονικος.
- Σακελλαρόπουλος, Θ. (1999) (επιμ.). *Η μεταρρύθμιση του κοινωνικού κράτους*. Αθήνα: Κριτική. Σακελλαρόπουλος, Σ. (2004). *Ο μύθος της παγκοσμιοποίησης και η πραγματικότητα του*  
*Ιμπεριαλισμού*. Αθήνα: Gutenberg.
- Σκαμνάκης, Χ. (2006). *Ο ρόλος των φορέων της Αυτοδιοίκησης στην Άσκηση Κοινωνικής Πολιτικής*. Αθήνα: Gutenberg.
- Σουλιώτης, Κ. (2006). *Πολιτική και Οικονομία της Υγείας, Στρατηγικός σχεδιασμός – Οργάνωση και Διοίκηση, Οικονομική Λειτουργία - Τομεακές πολιτικές*. Αθήνα: Παπαζήση.
- Σουλιώτης, Κ. (2013). *Η δημόσια ασφάλιση Υγείας στην Ελλάδα: από το αδιανόητο στο αυτονόητο*. Αθήνα: Παπαζήση.
- Σπυρόπουλος, Γ. (επιμ.) (2000). *Υγεία, ασφάλεια και συνθήκες εργασίας στην Ελλάδα*. Αθήνα: Σάκκουλας.
- Τήνιος, Π. (2001). *Κοινωνία, οικονομία, συντάξεις : κρυμμένος θησαυρός*. Αθήνα: Παπαζήσης.
- Townend, P. (1986). *Sociology and social policy*. Penguin.
- Τσαούσης Δ. (2006). *Κοινωνική Δημογραφία*. Αθήνα: Gutenberg.
- Ψημμένος Ι. & Σκαμνάκης, Χ. (2008). *Οικιακή Εργασία των μεταναστριών και Κοινωνική Προστασία*. Αθήνα: Παπαζήση.

*Related scientific journals:*

- Critical Social Policy
- Global Social Welfare
- Journal of Aging and Social Policy
- Journal of Comparative Social Welfare
- Journal of European Social Policy
- Journal of Health and Social Policy
- Journal of law and Social Policy
- International Journal of Social Welfare
- Review of Population and Social Policy
- Social Issues and Policy Review
- Social Policy and Administration

## 2.2. Theoretical Approaches in Social Work

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	202	<b>SEMESTER</b>	B
<b>COURSE TITLE</b>	Theoretical Approaches in Social Work		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW236/">https://eclass.uniwa.gr/courses/SW236/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes

The aim of the course is for students to understand the basic theoretical approaches in Social Work, their historical development and interaction with the general political and social context as well as the limits of each approach. In addition, it is intended to deepen the understanding of the development of definitions and theories in Social Work over time in relation to scientific social and political developments at the global level and the contribution of social service beneficiaries to the development of social work. Finally, the curriculum of the course aims at the acquisition of students' knowledge regarding the connection between social work theory and its practical application.

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

- Critically evaluate the historical development of social work.
- Understand the role of social work in relation to the wider social and political context.
- Are familiar with different theoretical approaches.
- They are aware of the main theoretical approaches to social work and the necessity of linking theory with social workers' interventions in practice.

- Identify the limits of theoretical approaches.
- Distinguish differences and overlaps in social work models and theoretical approaches.
- Seek to critically analyse approaches in relation to the needs and demands of social service users.
- Know the basic models of intervention in social work.
- Utilize critical reflection in selecting models and theories in their interventions.

### General Competences

- Promoting free, creative and deductive thinking
- Teamwork
- Autonomous work
- Respect for diversity
- Search, analysis and synthesis of data and information, including the use of the necessary technologies
- Development of critical thinking
- Exercise of criticism and self-criticism

### (3) SYLLABUS

1. State and Social Work: a historical review of the role of Social Work
2. Definitions of Social Work and Sociopolitical Context
3. The link between theory and practice in Social Work
4. Classification of Social Work theories
5. Theoretical Approaches in Social Work
6. Models of Social Work
7. The importance of critical reflection - Examples from the field

### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use of ICT in Teaching and Communication with Students to support the learning process and power point presentation</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	30

	Audiovisual material analysis	30
	Study and analysis of literature	30
	Interactive teaching presentation of special topics through the inductive and deductive approach and detailed discussion of possible issues of an applied nature (include debate, group presentation of small essays).	20
	Independent Study	30
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

**(5) ATTACHED BIBLIOGRAPHY**



### *Suggested Bibliography*

- Adams, R., Dominelli, L., Payne, M., (2009). 3<sup>rd</sup> ed, *Social Work, Themes Issues and Critical Debates*. Britain: Palgrave.
- Βεργέτη, Α. (2009). *Κοινωνική Εργασία με Οικογένειες σε Κρίση*. Αθήνα: Τόπος.
- Δημοπούλου Λαγωνίκα, Μ. (2011). *Μεθοδολογία Κοινωνικής Εργασίας Μοντέλα Παρέμβασης*. Αθήνα: Τόπος
- Dominelli, L. (2003). *Anti-Oppressive Social Work, Theory and Practice*, Britain: Palgrave.
- Ζαϊμάκης, Γ. & Κανδυλάκη, Α. (επιμ.) (2005). *Δίκτυα Κοινωνικής Προστασίας, Μορφές Παρέμβασης σε ευπαθείς ομάδες και σε πολυπολιτισμικές κοινότητες*. Αθήνα: Κριτική.
- Ζωγράφου, Α. (2002). *Κοινωνική Εργασία με Κοινότητα*. Αθήνα: Τυπωθήτω.
- Ferguson, I. (2008). *Reclaiming Social Work Challenging Neo-liberalism and Promoting Social Justice*. London: Sage.
- Ferguson, I., & Woodward, R. (2009). *Social Work in a Divided Society in Ferguson, I., and Woodward R., Radical Social Work in Practice, Making a Difference*. Britain: Policy Press.
- Ferguson, I., Ioakimidis, V., Lavallette, M., (2018). *Global Social Work in a political context, Radical Perspectives*, Britain: Policy Press.
- Garrett, M., (2013). *Social Work and Social Theory, Making Connections*, Britain: Policy Press.
- Graig, G., Mayo, M., Popple, K., Shaw, M., Taylor, M., (2011). *The Community Development Reader, History, Themes and Issues*. Bristol: Policy Press.
- Ιωακειμίδης, Β. (2012). *Κοινωνική Εργασία για την Κοινωνική Δικαιοσύνη, Ριζοσπαστική και Κριτική Θεωρία, Πρακτική, Παραδείγματα*. Αθήνα: Ίων.
- Jones, C., (2011). Η Μετάλλαξη της Κοινωνικής Εργασίας. Το Βρετανικό Μοντέλο στο Ιωακειμίδης, Β., (2012). *Κοινωνική Εργασία για την Κοινωνική Δικαιοσύνη, Ριζοσπαστική και Κριτική Θεωρία, Πρακτική, Παραδείγματα*. Αθήνα: Ίων.
- Καλλινικάκη, Θ. (2011). *Εισαγωγή στη Θεωρία και Πρακτική της Κοινωνικής Εργασίας*. Αθήνα: Τόπος.
- Langan, M. & Lesley, D. (1992), *Women Oppression and Social Work, Issues in Anti-Discriminatory Practice*. Britain: Taylor and Francis.
- Lavalette, M. & Ferguson, I., (2007). *International Social Work and the Radical Tradition*. Britain: Policy Press.
- Mullaly, R. (1993). *Structural Social Work: Ideology, Theory and Practice*. Toronto: McClelland and Stewart.
- Payne, M. (2000). *Σύγχρονη Θεωρία Κοινωνικής Εργασίας*. Αθήνα: Ελληνικά Γράμματα.
- Payne, M. (2011). *Humanistic Social Work: Core Principles in Practice*. Britain: Palgrave Macmillan.
- Payne, M. (2016). *Modern Social Work Theory*. USA: Oxford University Press

- Πουλόπουλος Χ. (2014). *Κρίση, Φόβος και Διάρρηξη της Κοινωνικής Συνοχής*. Αθήνα: Τόπος.
- Πουλόπουλος, Χ. & Τσιμπουκλή Α. (2016). *Δυναμική των Ομάδων και Αλλαγή στους Οργανισμούς*. Αθήνα: Τόπος.
- Rogowski, S. (2013). *Critical Social Work with Children and Families*. Britain: Policy Press.
- Sakamoto, I. & Pitner, R. O. (2005). Use of Critical Consciousness in Anti-Oppressive Social Work Practice: Dientangling Power Dynamics at Personal and Structural Levels. *British Journal of Social Work*, 35: 435-452.
- Τζεδάκη, Μ., Κουντή-Χρονοπούλου Μ., Πασσά, Μ., (2015). *Η Συμβολή της Κοινωνικής Εργασίας στην Ψυχιατρική Θεραπευτική*. Αθήνα: Παρισιάνος.

- *Related scientific journals:*

- British Journal of Social Work
- Critical and Radical Social Work Journal
- European Journal of Social Work
- International Journal of Social Work
- Journal of Family Social Work
- Journal of Social Work
- Research on Social Work Practice
- Social Work and Society

## 2.3. Professional Ethics and Ethical Conduct

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	203	<b>SEMESTER</b>	B
<b>COURSE TITLE</b>	Professional Ethics and Ethical Conduct		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	GENERAL AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="http://eclass.uniwa.gr/courses/TKE117/">eclass.uniwa.gr/courses/TKE117/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes

The course aims to provide basic knowledge and skills on issues related to professional ethics and ethics in Social Work as an applied social science and humanistic profession. The aim of the course is to deepen and consolidate the knowledge acquired in order to best prepare students for the ethical challenges and ethical dilemmas that social workers face in the practice of the profession. The course will also include highlighting, analysing and understanding philosophical and practical issues surrounding the conflict between professional and personal values, professional boundaries and unethical/unethical behaviour in both the public and private social service sectors. The course critically highlights the important role of social work as an ethically and value-based social profession in today's world.

At the end of the course, the student will be able to:

- understand the basic concepts and principles of ethics and ethics in the discipline of social work.
- possess necessary knowledge of professional ethics and ethics.

- be familiar with the main schools of ethics and their influence on the social work profession.
- fully understand the role of the social worker as an advocate for the defence of fundamental human rights in the context of promoting social justice and social change.
- apply the principles, philosophy and purposes of social work codes of conduct (national and international).
- develop skills in identifying, analysing and resolving ethical professional problems and dilemmas.
- make ethically and ethically sound decisions.

### **Learning Outcomes**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Decision-making
- Teamwork
- Adapting to new situations
- Respect for diversity and multiculturalism
- Working in an interdisciplinary environment
- Promotion of free, creative and deductive thinking
- Demonstrate social, professional and ethical responsibility and gender sensitivity
- Generation of new research ideas
- Exercising critical and self-critical thinking

### **(3) SYLLABUS**

1. Conceptual approach and interpretative definition of the terms "ethics", 'professional ethics', 'professional values' and 'ethics'
2. Historical review of the content of professional values and principles of social work
3. Traditional and contemporary professional values
4. The content, sources and functions of the code of professional ethics. Its nature, purpose and usefulness.
5. Comparative study of codes of professional ethics and ethics of social work and related professions (health and mental health professions).
6. Ethical and moral issues (e.g., confidentiality, privacy, confidentiality, professional boundaries, conflict of personal and professional values) in the practice of social work in relation to those served, the operation of services, and scientific/interprofessional collaboration
7. Contemporary models of ethical and moral decision-making
8. Use of technology in social services and professional ethics

#### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– A video projector is used for :</li> <li>-lecture presentations using slides (power point presentations)</li> <li>– video projection/movies of special interest</li> <li>– Slides-notes of the presentations are offered in electronic format to students via the e-class platform.</li> <li>– Communication takes place via the e-class platform, for informing students, sending announcements and resolving questions.</li> <li>– Internet access to selected international databases and scientific journals.</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	20
	Interactive teaching	20
	Classroom exercises (work in small groups and presentation in class)	20
	Study for the final exams (unguided study)	60
	Audiovisual material analysis	20
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice question</li> <li>• Short answer questions</li> <li>• Questions of judgment</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

- *Attached bibliography*

Banks, S. (2015). *Ηθική και αξίες στην Κοινωνική Εργασία*. Αθήνα: Gutenberg.

Βενετσανοπούλου, Μ. (2014). *Κακοδιοίκηση και διαφθορά στη Δημόσια Διοίκηση. Ελεγκτικοί Μηχανισμοί*. Αθήνα: Σάκκουλας.

Παπούλη, Ε. (2014). Επαγγελματικές Αξίες και Κοινωνική Εργασία: Ιστορική Αναδρομή και Διαχρονική Εξέλιξη. *Κοινωνική Εργασία, Επιθεώρηση Κοινωνικών Επιστημών*, 113, 1-21.

Papouli, E. (2016). Teaching and Learning for Ethical Practice in Social Work Education. In I. Taylor, M. Bogo, M. Lefevre, and B. Teater (Eds) *Routledge International Handbook of Social*

*Work Education* (pp. 157-170). Abingdon: Routledge.

Papouli, E. (2016). Development of social work values and ethics in a Greek Field Placement. *Ethics and Social Welfare*, 10(4), 378-389.

Papouli, E. (2018). Aristotle's virtue ethics as a conceptual framework for the study and practice of social work in modern times. *European Journal of Social Work*, 22(6), 921-934.

Papouli, E. (2018). Ethical and professional challenges for social workers in times of crisis: Lessons learned from Greece. In C. Panagiotopoulos (Ed.) *Financial Crisis and Social Work. Beau-Bassin, Mauritius: LAP Lambert Academic Publishing*.

- *Related scientific journals:*

- Journal of Social Work Values and Ethics
- Ethics and Social Welfare
- Journal of Human Values
- Journal of Ethics and Behaviour

## 2.4. Organization and Administration of Social Services

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICD AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	204	<b>SEMESTER</b>	B
<b>COURSE TITLE</b>	Organization and Administration of Social Services		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	GENERAL AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="http://eclass.uniwa.gr/courses/TKE109/">eclass.uniwa.gr/courses/TKE109/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes



This course is an introductory course in the field of social work management. The course aims to introduce and familiarize students with the basic concepts, principles and theoretical approaches that govern the organization and management of social services in the public and private non-profit sector. The course takes a critical approach to existing concepts and trends in the production and distribution of social services of general and special interest, based on the model of sustainable development under changing social conditions.

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

- Understand the basic principles of the organization and management of social services.
- Know the basic structure and components of the social welfare model of the country.
- Understand and fully comprehend the role of the social worker as a leading manager (characteristics, peculiarities, difficulties/problems) in modern social services.
- Understands the role of the social worker in relation to other professions in the context of interdisciplinary/interprofessional cooperation.

- Understand and critically interpret the legislation governing the way social services are organised and operate.
- Be familiar with current trends and practices concerning the production and distribution of innovative and integrated social services in the context of sustainable development.

### General Competences

- Knowledge of the organisation and management of social services
- Search, analysis and synthesis of data and information, including the use of the necessary technologies
- Decision-making
- Adapting to new situations
- Respect for diversity and multiculturalism
- Working in an interdisciplinary environment
- Promotion of free, creative and deductive thinking
- Demonstrate social, professional and ethical responsibility
- Generation of new research ideas

### (3) SYLLABUS

1. Basic introductory concepts
2. Social services as formal forms of organisation
3. Networks and classification of social services ( public, profit and nonprofit social services, voluntary social organizations, NGOs)
4. Management as a social work method (social work management)
5. Basic functions of administration in social work
6. Theoretical approaches to social services management
7. Professional staffing and interdisciplinary/interprofessional cooperation
8. Organisational culture and professional ethics
9. Professional supervision and burn-out syndrome in social service professionals
10. Monitoring and Evaluation in Social Services

### (4) Teaching and Learning Methods – Evaluation

#### DELIVERY

In the classroom

<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<p>A video projector is used for :</p> <ul style="list-style-type: none"> <li>-lecture presentations using slides (power point presentations)</li> <li>-video projection/movies of special interest</li> <li>- Slides-notes of the presentations are offered in electronic format to students via the e-class platform.</li> <li>- Communication takes place via the e-class platform, for informing students, sending announcements and resolving questions.</li> <li>- Internet access to selected international databases and scientific journals.</li> </ul>													
<b>TEACHING METHODS</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures with interactive teaching</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Study &amp; analysis of literature and audiovisual material</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Presentation, study and case study analysis that makes focus on the application of the theory</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Study for the final examinations (non-guided study)</td> <td style="text-align: center;">40</td> </tr> <tr> <td><b>Course total</b></td> <td style="text-align: center;"><b>120</b></td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures with interactive teaching	40	Study & analysis of literature and audiovisual material	20	Presentation, study and case study analysis that makes focus on the application of the theory	20	Study for the final examinations (non-guided study)	40	<b>Course total</b>	<b>120</b>
<i>Activity</i>	<i>Semester workload</i>													
Lectures with interactive teaching	40													
Study & analysis of literature and audiovisual material	20													
Presentation, study and case study analysis that makes focus on the application of the theory	20													
Study for the final examinations (non-guided study)	40													
<b>Course total</b>	<b>120</b>													
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Questions of judgment</li> </ul>													

**(5) ATTACHED BIBLIOGRAPHY**

*- Suggested Bibliography*

- Ιατρίδης, Δ. (2005). *Οργανισμοί Κοινωνικής Φροντίδας*. Αθήνα: Ελληνικά Γράμματα.
- Κέφης, Ν. Β. (2005). *Ολοκληρωμένο Μάνατζμεντ: Βασικές αρχές για σύγχρονες οικονομικές μονάδες*. Αθήνα: Κριτική.
- Κριεμάδης, Α. & Χρηστάκης, Μ. (2010). *Αρχές και πρότυπα μάνατζμεντ για τη δημόσια διοίκηση και τους μη κερδοσκοπικούς οργανισμούς*. Αθήνα: Νομική Βιβλιοθήκη.
- Πολύζος, Ν.Μ. (2014). *Διοίκηση και Οργάνωση Υπηρεσιών Υγείας*. Αθήνα: Κριτική.
- Σταθόπουλος, Π. (2012). *Οργάνωση και Διοίκηση Κοινωνικών Υπηρεσιών*. Αθήνα: Παπαζήση.
- Τζωρτζάκης, Κ. & Τζωρτζάκη, Α.Μ. (2007). *Οργάνωση και Διοίκηση*. Αθήνα: Rosili.

*- Related scientific journals:*

- Human Service Organizations: Management, Leadership & Governance.
- Journal of Progressive Human Services
- Nonprofit Management and Leadership
- Nonprofit and Voluntary Sector Quarterly

## 2.5. Social Psychology

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	205	<b>SEMESTER</b>	B
<b>COURSE TITLE</b>	Social Psychology		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="http://eclass.uniwa.gr/courses/TKE119/">eclass.uniwa.gr/courses/TKE119/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes

Social Psychology examines the actions, thoughts and emotions of individuals as they are shaped in the context of their interpersonal relationships and as a result of their participation in wider social groups. It examines the role of social influence, the effects of the wider cultural context and the interaction of these factors with intrinsic abilities and dispositions. This course presents an overview of the major issues in socio-psychological theories and research. The purpose of the course is to acquaint students with the basic principles that underlie the behavior of individuals as members of a group and to understand the ways in which group dynamics influence and modulate this behavior. A specific objective is to acquire knowledge that will enable students to manage more effectively both relationships and problems that will later arise in the workplace as members of an interdisciplinary team.

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

- Know and make use of key concepts in the field of social psychology.
- Understand the theoretical framework and current trends in Social Psychology.
- Use key concepts in Social Psychology in order to interpret situations and phenomena with which social workers are concerned.
- Recognise the relevance of Social Psychology to everyday life and outline the ways in which its basic principles can be applied in various social contexts.
- Recognise psychosocial phenomena and their consequences in the life of modern man.

#### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Working in an interdisciplinary environment
- Promoting free, creative and deductive thinking
- Understanding and critical analysis of the multiple factors that shape individual behaviour in the social environment
- Respect for diversity and multiculturalism

### **(3) SYLLABUS**

1. The scope and topics of social psychology
2. Theories of social performance
3. The formation of attitudes
4. The formation of prejudices
5. Attitude change and the theory of cognitive dissonance
6. The attraction between people
7. Aggression
8. Social influence and obedience to authority
9. Leadership and decision making
10. Helping and altruism
11. Intergroup behaviour
12. The theory of self-efficacy

### **(4) Teaching and Learning Methods – Evaluation**

**DELIVERY**

In the classroom

<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>- Use of ICT in Teaching and Communication with Students to support the learning process and power point presentation</li> <li>- WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>- Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	10
	Audiovisual material analysis	10
	Study and analysis of literature	10
	Independent Study	50
	Course total	<b>120</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p style="text-align: center;">Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

**(5) ATTACHED BIBLIOGRAPHY**

- *Suggested Bibliography*

Aronson, E., Wilson, T.D., & Sommers, S.R. (2020). *Κοινωνική Ψυχολογία* (Επιμ. Κ. Καφέτσιος, Α. Αρβανίτης, & Ε. Βασιλικός). Αθήνα: Τζιόλα.

Dickerson, P. (2021). *Κοινωνική Ψυχολογία* (Επιμ. Θ. Δραγώνα και συν.). Αθήνα: Κριτική.

Hewstone, M. & Stroebe, W. (2007). *Εισαγωγή στην Κοινωνική Ψυχολογία*. Αθήνα:

Παπαζήσης Hogg, M.A., & Vaughan, G.M. (2010). *Κοινωνική Ψυχολογία* (Επιμ. Α. Χαντζή). Αθήνα:

Gutenberg.

Παπαστάμου, Σ. (2000). *Η κοινωνική ψυχολογία στο κατώφλι του 21<sup>ου</sup> αιώνα. Η Ελληνική πραγματικότητα*. Αθήνα: Πεδίο.

Παπαστάμου, Σ. (2001). *Εισαγωγή στην Κοινωνική Ψυχολογία*. Τόμ. Α, Β, Γ, Δ. Αθήνα: Πεδίο.

Roussiau, N. (2010, επιμ.). *Εισαγωγή στην Κοινωνική Ψυχολογία*. (Μετ. Μ. Μαλαθράκη)

Αθήνα: Ελληνικά Γράμματα.

Sapsford, R., Still, A., Miell, D., Stevens, R., & Wetherell, M. (2006). *Η θεωρία στην κοινωνική ψυχολογία*. Αθήνα: Μεταίχμιο.

Smith, P.B., & Bond, M.H. (2005). *Διαπολιτισμική Κοινωνική Ψυχολογία*. (Επιμ. Α. Παπαστυλιανού). Αθήνα: Ελληνικά Γράμματα.

Wetherell, M. (2005). *Ταυτότητες, ομάδες και κοινωνικά ζητήματα*. Αθήνα:

Μεταίχμιο. Κοκκινάκη, Φ. (2006). *Κοινωνική Ψυχολογία*. Αθήνα: Τυπωθήτω.

- *Related scientific journals:*

- Psychology
- Hellenic Journal of Psychology
- Επιθεώρηση Κοινωνικών Ερευνών
- European Review of Social Psychology
- Journal of Applied Social Psychology



## 2.6. Sociology of Health

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	206	<b>SEMESTER</b>	B
<b>COURSE TITLE</b>	Sociology of Health		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	GENERAL AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW276/">https://eclass.uniwa.gr/courses/SW276/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes

Sociology of Health deals with the scientific study of the importance of attitudes towards health and aims to understand the social factors that shape them. This course is the main axial field for the discipline of Sociology. The syllabus of the course aims to introduce and broaden students' knowledge horizons and methodological tools for understanding, study and analysis in the subject of Sociology of Health.

The deeper understanding, conception and analysis of the bipolar "Health and Disease" in its relation to the natural, cultural and socio-economic environment and the main theoretical constructions and traces in the context of the Sociology of Health, constitute the central axis of the course and will allow the student to become familiar with the dynamic nature of the scientific field and the social phenomenon.

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

- Use the basic concepts and general terminology of the discipline of Health Sociology. Understand the theoretical framework of the dynamics of the discipline as well as its instrumental relevance, both at the level of research and professional engagement.
- Have knowledge of the basic principles, methods and theoretical approaches of the Sociology of Health in order to make clear the role of the approach and methodology adopted by the specialist in the interpretation and management of the social phenomenon.
- They are able to interpret the importance of social determinants in health, such as inequality, exclusion and poverty, understand how to capture and manage attitudes and behaviours towards health issues (cultural norms and risky behaviours, population beliefs and attitudes, etc.) and ultimately overcome barriers and conflicts in addressing health problems.

### General Competences

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Working in an interdisciplinary environment
- Promoting free, creative and deductive thinking
- Development of critical thinking

### (3) SYLLABUS

1. General Introduction to the Sociology of Health - Illness
2. Interface between Sociology and Medical Sciences (points of common interest, goals, attitudes, interaction)
3. Natural Environment and Health.
4. Social inequalities and health
5. Attitudes and attitudes towards health issues (cultural norms and risky behaviours, population beliefs and attitudes, etc.)
6. Expectations, barriers and conflicts in addressing health problems.

### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom
-----------------	------------------

<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>- Use of ICT in Teaching and Communication with Students to support the learning process and power point presentation</li> <li>- WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>- Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Interactive teaching/Lectures	40
	Analysis of case studies	10
	Audiovisual material analysis	10
	Study and analysis of literature	40
	Independent Study	20
	Course total	<b>120</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p style="text-align: center;">Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

## (5) ATTACHED BIBLIOGRAPHY

### - Suggested Bibliography

- Αγραφιώτης, Δ. (2004). *Υγεία, Αρρώστια, Κοινωνία*. Αθήνα: Τυπωθήτω/Δαρδανός.
- Marvaki, Ch., Tsalkanis, A., Nestor, A., Polikandrioti, M., Kalogianni, A., Sarri, A., Vordou, P., Gorou, M., Pilatis, N (2007). Relationship Between The Conscious Faith And The Prevalence Of The Coronary Disease. *Health Science Journal*, 2.
- Melissa, Ch., Marvaki, Ch., Gourni, M., Tsalkanis, A. et al., (2006). People's Attitudes Towards Patients With Mental Illness In Greece. *Icus And Nursing Web Journal*, 27.
- Nettleton, S. (2002). *Κοινωνιολογία της Υγείας και της Ασθενείας* (Μτφρ. Α. Βακάκη). Αθήνα: Τυπωθήτω .
- Οικονόμου, Χ. (2005). *Κοινωνιολογία της Υγείας*. Αθήνα: Διόνικος.
- Pilgrim, D. & Rogers, A. (2004). *Κοινωνιολογία της Ψυχικής Υγείας και Ασθένειας*. Αθήνα: Τυπωθήτω.
- Πολυκανδριώτη, Μ., Τσαλκάνης, Α., Μαρβάκη, Αικ. κ.ά. (2006). Ενημέρωση Ασθενών Με Μόνιμο Βηματοδότη Καρδιάς. *Το Βήμα του Ασκληπιού*, 5(3), 349-354.
- Σαρρής, Μ. (2001). *Κοινωνιολογία της Υγείας και Ποιότητα Ζωής*. Αθήνα: Παπαζήσης.
- Τούντας, Γ. (2000). *Κοινωνία και Υγεία*. Αθήνα: Οδυσσέας/Νέα Υγεία.
- Waitzkin, H. & Waterman, B. (1976). *The Exploitation of Illness In Capitalist Society*. Indianapolis: The Bodds-Merill Company.

### Related scientific journals:

- Health Science Journal
- Icus And Nursing Web Journal
- Το Βήμα Του Ασκληπιού

### 3. DETAILED COURSE OUTLINE 3<sup>rd</sup> SEMESTER

#### 3.1. Methodology of Social Work with Individuals

##### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	301	<b>SEMESTER</b>	C
<b>COURSE TITLE</b>	Methodology of Social Work with Individuals		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW298/">https://eclass.uniwa.gr/courses/SW298/</a>		

##### (2) LEARNING OUTCOMES

<b>Learning Outcomes</b>
--------------------------

The main purpose of the course is to acquire knowledge to understand the methodology of Social Work at the individual clinical level, to understand the helping process and to develop the ability to use it in practice, to become aware of techniques and skills of assessment and intervention at the micro-level (Clinical Social Work) and to become aware of the dynamics of the professional relationship.

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

- Understand the concept and content of Social Work with People as a specialized methodological approach.
- Appreciate the strengths of individuals in solving problems.
- Assess the potential of individuals to meet developmental challenges and mental resilience.
- Understand and know a structured way to assess individuals and specific assessment tools.
- Differentiate the diverse concepts and applications of Social Work with Individuals.
- Become aware of the prevention and promotion of psychosocial health of individuals in the community and in relation to community support resources.
- Be sensitised to intercultural approaches in relation to Social Work with People.
- Apply appropriate clinical knowledge, skills and techniques of Social Work with People in all stages of the problem-solving process, from diagnostic assessment, to intervention and termination.
- Use critical thinking to select the appropriate clinical model of Social Work with People model for assessment and intervention.

#### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Decision-making
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment
- Adapting to new situations
- Promotion of free, creative and deductive thinking
- Broadening the interpretative capacity of human behaviour
- Respect for diversity and multiculturalism

### **(3) SYLLABUS**

1. Theoretical basis of Clinical Social Work: Introductory concepts
2. The Psychodynamic Model of Intervention.
3. Analysis of the dynamics and characteristics of the professional relationship
4. Study/social history, assessment, action planning, formulation of short and long term goals, intervention - closure - evaluation, prognosis
5. Case analysis: conceptual correlation of the phases of the Social Work process at the individual level
6. Conceptualisation of the process of diagnostic assessment
7. Analysis of the intervention process at the clinical micro-level: Types and models of intervention at the clinical micro-level
8. Conclusion - evaluation
9. Types and skills
10. Other models of intervention in clinical social work: short-term interventions - Cognitive and Behavioural model - Systemic model - General / Holistic Social Work
11. Keeping written material - reports - files - referral reports - evaluation reports.

#### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	30
	Audiovisual material analysis	30
	Study and analysis of literature	30
	Independent Study	50
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Essay development questions</li> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

- *Suggested Bibliography*

- Δημοπούλου-Λαγωνικά, Μ. και συν. (2011). *Μεθοδολογία κοινωνικής εργασίας: Μοντέλαπαρέμβασης*. Αθήνα: Τόπος.
- Μακλόκλιν, Μπ. (2001). *Ψυχοδυναμική συμβουλευτική*. Αθήνα: Καστανιώτη.
- Σαλτσμπέργκερ - Ουίτεμπεργκ, Ι. (2005). *Η Αυτογνωσία από ψυχαναλυτική θεώρηση και οιανθρώπινες σχέσεις*. Αθήνα: Καστανιώτης.
- Schlippe, A. & Schweitzer, J. (2008). *Εγχειρίδιο της συστημικής θεραπείας καισυμβουλευτικής*. Θεσσαλονίκη: University Studio Press.
- Σταλίκας, Α. (2011). *Θεραπευτικές παρεμβάσεις*. Αθήνα: Τόπος.
- Τσιάντης, Ι. (Επιμ.) (2003). *Εργασία με τους γονείς: Ψυχαναλυτική ψυχοθεραπεία με παιδιάκαι εφήβους*. Αθήνα: Καστανιώτη.
- Yalom, Ι. (2004). *Το δώρο της ψυχοθεραπείας*. Αθήνα: Άγρα.

- *Related scientific journals:*

- Social Work
- Clinical Social Work Journal
- Psychoanalytic Social Work
- Child and Family Social Work
- Practice Social Work in Action
- Smith College Studies in Social Work
- Journal of Ethnic and Cultural Diversity in Social Work



### 3.2. Methods of Communication and creative Expression in Social Work

#### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	302	<b>SEMESTER</b>	C
<b>COURSE TITLE</b>	Methods of Communication and creative Expression in Social Work		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/TKE154/">https://eclass.uniwa.gr/courses/TKE154/</a>		

#### (2) LEARNING OUTCOMES

Learning Outcomes

The aim of the course is to acquire basic knowledge and develop skills in effective communication (verbal and non-verbal) at a professional level. Students will be immersed in methods and techniques of creative expression and empowerment of individuals, groups and communities and will learn about the role of various art forms in the process of interpersonal communication. The course combines a theoretical and experiential/creative approach to enable students to effectively develop the interpersonal and communication skills necessary for the social work profession.

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

- Know the basic principles, types and methods of communication.
- know and effectively assess difficulties and barriers in the communication process.
- Understand the role of emotions in human interaction.
- Have the necessary intercultural communication skills.
- Communicate with vulnerable social groups with respect for diversity and multiculturalism.
- Use methods and techniques of creative communication and social empowerment with individuals, groups and communities.

### General Competences

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Respect for diversity and multiculturalism
- Decision-making
- Teamwork
- Promotion of free thinking, creative and deductive thinking
- Exercising criticism and self-criticism

### (3) SYLLABUS

1. Introduction, conceptual clarifications
2. Human relations and the process of communication
3. Basic principles, types and means of communication
4. Communication methods: verbal communication - non-verbal communication
5. Emotions and their influence on effective communication
6. Communication with vulnerable groups - intercultural communication skills
7. Communication, Arts and Creative Expression
8. Creative arts as a therapeutic tool and means of social empowerment
9. Methods and techniques of creative communication and empowerment of individuals and groups.

### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Audiovisual material analysis	20
	Analysis of case studies	20
	Educational visits	20
	Experimental exercises	30
	Study and analysis of literature	20

	Independent Study	50
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Written final examination comprising: <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

## (5) ATTACHED BIBLIOGRAPHY

### *Suggested Bibliography*

- Αρχοντάκη, Ζ., και Φιλίππου, Δ. (2003). *205 βιωματικές ασκήσεις για εμπύχωση*. Αθήνα: Καστανιώτης.
- Armstrong, J., & de Botton, A. (2013). *Η Τέχνη ως Θεραπεία*. Αθήνα: Εκδόσεις Πατάκη.
- DeVito, J, A. (2004). *Ανθρώπινη Επικοινωνία*. Αθήνα: Γ.ΠΑΡΙΚΟΣ & ΣΙΑ ΕΕ.
- Huss, E. & Bos, E. (Eds) (2018). *Art in Social Work Practice: Theory and Practice: International Perspectives*. London: Routledge
- Κουρετζής, Λ. (2008). *Το θεατρικό παιχνίδι και οι διαστάσεις του*. Αθήνα: Ταξιδευτής.
- Koprowska, J. (2014). *Communication and interpersonal skills in social work* (4<sup>th</sup> ed.). London: *Learning Matters*.
- Lefevre, M. (2010). *Communicating with children and young people: Making a difference*. Bristol: Policy Press.
- Lishman, J. (2009). *Communication in Social Work*. UK: Macmillan.
- Papouli, E. (2019). Diversity dolls: a creative teaching method for encouraging social work students to develop empathy and understanding for vulnerable populations. *Social Work Education, 38*(2), 241-260.
- Papouli, E. (2017). The role of arts in raising ethical awareness and knowledge of the European refugee crisis among social work students. An example from the classroom. *Social Work Education, 36*(7), 775–793.
- Πελασγός, Σ. (2008). *Τα μυστικά του παραμυθιά: Μαθητεία στην τέχνη της προφορικής λογοτεχνίας και αφήγησης*. Αθήνα: Μεταίχιμο.
- Πουρκός, Μ. (Επιμ.) (2009). *Τέχνη-Παιχνίδι-Αφήγηση: Ψυχολογικές και Ψυχοπαιδαγωγικές Διαστάσεις*. Αθήνα: Τόπος.
- Πισσαλίδης, Β. (2015). *Θέματα διαπολιτισμικής επικοινωνίας και πολυπολιτισμικής διαχείρισης*. Αθήνα: Εκδόσεις Τζιόλα.
- Τσέργας, Ν. (2014). *Θεραπευτικές Προσεγγίσεις μέσω της Τέχνης*. Αθήνα: Τόπος.
- Φιλίππου, Δ., και Καραντάνα, Π. (2010). *Ιστορίες για να ονειρεύεσαι. Παιχνίδια για να μεγαλώνεις*. Αθήνα: Καστανιώτης.

### *- Related scientific journals:*

- Journal of Communication
- Journal of Creative Communications
- Journal of Arts & Communities
- *Journal of Creativity in Mental Health*
- Arts & Health: An International Journal for Research, Policy and Practice



### 3.3. Fields and Services of Social Work

#### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	303	<b>SEMESTER</b>	C
<b>COURSE TITLE</b>	Fields and Services of Social Work		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/TKE124/">https://eclass.uniwa.gr/courses/TKE124/</a>		

#### (2) LEARNING OUTCOMES

Learning Outcomes

The Social Work Practice Areas and Services course covers the basic policies for social welfare and their application in today's reality. These policies aim to address critical and usually complex problems facing society. The formulation of policies to address these problems is based on values, ideological approaches, political, economic and social parameters that concern all citizens. They take the form of social benefits, health care, disability benefits, unemployment benefits, etc.

The course aims to provide students with knowledge on the implementation of the social protection of the state through a series of projects focusing on the various problems of society. These programmes concern the public and private sectors of social service provision, the role of the voluntary sector and NGOs. In particular, the teaching of the course is based on the description and discussion of social problems and their solution through programmes and policies to address them.

The learning outcomes of the course are summarized as follows:

- To acquire knowledge about Social Welfare Programs, and the Organizations - Services - Institutions where Social Welfare is practiced.
- Students are provided with the opportunity to have a global view of the social problem as it is experienced and addressed, depending on the needs of the persons served.
- To provide students with values, knowledge and skills to enable them to effectively assist those served who for a variety of reasons do not have access to services to receive assistance.
- To provide opportunities to share and discuss the quality of services provided.
- To provide students with knowledge of the referral system for cases depending on the problem they are facing.
- To familiarise students with the limits of the social protection and social welfare system.
- To visit similar Services and Institutions to raise awareness of their functionality and the role of the professional social worker depending on the problem of the beneficiaries, in order to prepare for their placement in a context for their Practical Work Exercise I, in the G semester.

#### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Decision-making
- Promoting free, creative and deductive thinking
- Respect for diversity and multiculturalism
- Critical thinking and self-criticism

### **(3) SYLLABUS**



1. Structure - Social Services Programmes, Social Welfare by age groups, in the context of Education, Health, in the protection of the Family and the Elderly, the Disabled, the socially excluded groups.
2. Approach to the social problem (definition - causes - epidemiological elements of social problems and their consequences for the individual, the family and the wider community)
3. Description of social problems and their connection with the bodies dealing with them, social organisations, the adequacy of programmes and the role of the professional social worker.
4. Child and maternity social protection agencies (benefits, foster care, child adoption, institutional care)
5. Open and closed social protection programmes (crèches, camps, childcare centres, residential institutions)
6. Social welfare institutions for the elderly (KAPI, KIFI, Telehealth, Help in the home, nursing homes, asylums, etc.)
7. Social protection policies for disabled people (benefits, care, prevention of disability, eligibility criteria for services and benefits, forms and categories of disability, chronic diseases, mental health problems, interdisciplinary cooperation in health care, application of social work methods)
8. Policies for socially vulnerable groups (mobile populations - migrants and refugees, measures to protect gypsies, homeless people, tackling delinquency and anti-social behaviour, prisoners, drug addicts, HIV patients)

#### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	30
	Audiovisual material analysis	30
	Educational visits	20
	Independent Study	50
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

##### - Suggested Bibliography

Αλεξιάδου, Α.Σ. (2015). *Κοινωνική Προστασία*. Αθήνα: University Studio Press.

Αλτάνης, Π., Κατσαρού, Φ. & Κουτσοκλένης, Χ. (2001). *Στοιχεία Κοινωνικής Πρόνοιας*. Αθήνα: Παιδαγωγικό Ινστιτούτο.

Αμίτσης, Γ. (2013). *Μοντέλα κατ'οίκον φροντίδας στο Ελληνικό Σύστημα Κοινωνικής Ασφάλειας*. Αθήνα: Παπαζήση.

Αφουξενίδης, Α., Σαρρής, Ν. & Τσακιρίδη, Ο. (επιμ) (2012). *Ενταξη των μεταναστών: Αντιλήψεις, Πολιτικές, Πρακτικές*. Αθήνα: Εθνικό Κέντρο Κοινωνικών Ερευνών.

Εμκε-Πουλοπούλου, Η. (2007). *Η μεταναστευτική πρόκληση*. Αθήνα: Παπαζήση.

Καλλιδοπούλου, Β. (2001). Το νομοθετικό πλαίσιο της αναδοχής ανηλίκων στην Ελλάδα, στο Καλλινικάκη Θ. (επιμ.) *Ανάδοξη φροντίδα, Εθνικός Οργανισμός Κοινωνικής Φροντίδας*. Αθήνα: Ελληνικά Γράμματα.

Καλογήρου, Χ. (2007). Οι διαστάσεις του κοινωνικού αποκλεισμού των Τσιγγάνων στην Ελλάδα. *Αστική και Δημοτική κατάσταση. Οικοκοινωνία, 2*.



- Κανδυλάκη, Α. (επιμ.). *Δίκτυα κοινωνικής προστασίας*. Αθήνα: Κριτική.
- Μακρυδημήτρης, Α. (2006). *Κράτος και Κοινωνία των Πολιτών*. Αθήνα: Μεταμεσονύκτιες Εκδόσεις.
- Μητροσύλη, Μ. (1995). Κλειστή περίθαλψη ηλικιωμένων. Θεσμικά και νομικά προβλήματα. *Κοινωνική Εργασία*, 38, 121-125.
- Πάρλαλης Σ. (επιμ.) (2011). *Οι πρακτικές εφαρμογές της Κοινωνικής Εργασίας στην Ελλάδα και την Κύπρο*. Αθήνα: Πεδίο.
- Πιλήσης, Θ. (2011). Η σχολική Κοινωνική Εργασία στην Ελλάδα: Διαπιστώσεις, Προκλήσεις, Προβληματισμοί, στο Πάρλαλης Σ., (επιμ.) *Οι πρακτικές εφαρμογές της Κοινωνικής Εργασίας στην Ελλάδα*. Αθήνα: Πεδίο.
- Πουλόπουλος, Χ. (2011). *Κοινωνική Εργασία και Εξαρτήσεις: Οι Κοινότητες της Αλλαγής*. Αθήνα: Τόπος.
- Σταθόπουλος, Π. (2015). *Κοινωνική Προστασία, Κοινωνική Πρόνοια*. Αθήνα: Παπαζήση.
- Σταθόπουλος, Π. (1996). *Μετακινούμενοι πληθυσμοί: Μέθοδοι Ψυχοκοινωνικής Αντιμετώπισης*. Αθήνα: Ελλην.
- Στασινοπούλου, Ο. (1990). *Κράτος Πρόνοιας*. Αθήνα: Gutenberg.
- Χλέτσος, Μ. (2008). *Από την Πρόνοια στην Εργασία: Νέες τάσεις και προκλήσεις για την κοινωνική προστασία*. Αθήνα: Κριτική.

- *Related scientific journals:*

- Advances in Social Work
- Child and Family Social Work
- Health and Social Work
- Interdisciplinary Social Work Journal
- International Journal of Social Work and Human Services Practice
- Journal of HIV/AIDS and Social Services
- Journal of Social Service Research
- Mental Health and Substance Use
- Social Work
- Social Work Research
- Social Work and Society
- The Social Service Review

### 3.4. Developmental Psychology

#### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	304	<b>SEMESTER</b>	C
<b>COURSE TITLE</b>	Developmental Psychology		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/TKE126/">https://eclass.uniwa.gr/courses/TKE126/</a>		

#### (2) LEARNING OUTCOMES

Learning Outcomes

Developmental Psychology is a research and professional branch of Psychology that deals with the study of the biological, social and psychological processes that interact and lead to the development of the child from the embryonic period to adulthood. The main focus of Developmental Psychology is to understand the developmental succession that people go through as they grow up and the factors that promote or inhibit development. This course critically reviews the major theories of child development. The purpose of the course is to raise students' awareness of childhood, to understand the basic principles that govern the development of the individual and to become familiar with the typical developmental trajectory.

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

- Understand the basic principles of human development in the psychomotor, cognitive, emotional and social domains.
- Have knowledge of the typical course of development during infancy, toddlerhood, school and adolescence.
- Distinguish the boundaries between typical and deviant development.
- Be familiar with the basic theories of development and have developed a critical view of them.
- Interpret human behaviour as a result of the interaction between genetic and environmental factors, as well as risk and protective factors.
- They link current changes in development to future growth prospects.

#### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Working in an interdisciplinary environment
- Promoting free, creative and deductive thinking
- Demonstrate social, professional and ethical responsibility and gender sensitivity
- Broadening the interpretative capacity of human behaviour
- Developing respect for children's rights

### **(3) SYLLABUS**

1. The place of the child in history and the emergence of Developmental Psychology
2. Basic theories of development.
3. The developing organism in the prenatal environment
4. The biosomatic and psychomotor development of the infant
5. The cognitive and language development of the infant
6. The course of emotional development
7. The development and types of attachment
8. Cognitive and language development in infancy
9. The identity of the gender role
10. The development of morality
11. Cognitive and psychosocial development in school age
12. Cognitive and psychosocial development in adolescence

### **(4) Teaching and Learning Methods – Evaluation**

<b>DELIVERY</b>	In the classroom
-----------------	------------------

<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	30
	Audiovisual material analysis	30
	Study and analysis of literature	20
	Independent Study	60
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

**(5) ATTACHED BIBLIOGRAPHY**

- *Suggested Bibliography*

- Berk, L. (2019). *Αναπτυξιακή Ψυχολογία: Η προσέγγιση της διά βίου ανάπτυξης* (Επιμ. Κ. Μανιαδάκη & Σ. Παπασταθόπουλος). Αθήνα: Κριτική.
- Cole, M. & Cole, S.R. (2000, 2002). *Η ανάπτυξη των παιδιών* (Τόμ. Α', Β', Γ') (Μετ. Μ. Σόλμαν, Επιμ. Ζ. Παπαληγούρα & Π. Βορριά). Αθήνα: Τυπωθήτω.
- Coleman, J. (2013). *Ψυχολογία της εφηβικής ηλικίας* (Επιμ. Η. Μπεζεβέγκης). Αθήνα: Gutenberg.
- Craig, G.L., & Baucum, D. (2007). *Η ανάπτυξη του ανθρώπου. Η* (Τόμ. Α', Β') (Επιμ. Π. Βορριά). Αθήνα: Παπαζήση.
- Feldman, R. (2010). *Εξελικτική Ψυχολογία (Α' & Β' τόμος)* (Επιμ. Η. Μπεζεβέγκης), Αθήνα: Gutenberg.
- Gibson, E. J., & Pick, A. D. (2005). *Μια οικολογική προσέγγιση στην αντιληπτική μάθηση και ανάπτυξη*. (Μετ. Α. Βακάκη, Επιμ. Μ. Πουρκός). Αθήνα: Εκδόσεις Τυπωθήτω.
- Harris, J. R. (2004). *Ο μύθος της ανατροφής. Γεννιόμαστε ή γινόμαστε;...και ο ρόλος των γονέων στην εξέλιξη των παιδιών*. Αθήνα: Ελληνικά Γράμματα.
- Καφέτσιος, Κ. (2005). *Δεσμός, συναίσθημα και διαπροσωπικές σχέσεις*. Αθήνα: Τυπωθήτω.
- Κουρκούτας, Η. Ε. (2001). *Η ψυχολογία του εφήβου*. Αθήνα: Ελληνικά Γράμματα.
- Lehalle, H. & Mellier, D. (2009). *Ψυχολογία της ανάπτυξης. Παιδική ηλικία και εφηβεία*. Αθήνα: Πεδίο.
- Mitchell, P. (2002). *Κατανόηση του νου στην παιδική ηλικία* (Επιμ. Π. Μισαηλίδη). Αθήνα: Gutenberg.
- Παπαηλιού, Χ. (2005). *Η ανάπτυξη της γλώσσας*. Αθήνα: Παπαζήση.
- Siegler, R. S. (2002). *Πως σκέφτονται τα παιδιά*. (Μετ. Ζ. Κουλεντιανού, Επιμ. Σ. Βοσνιάδου). Αθήνα: Gutenberg.
- Slater, A. & Bremner, G. (2019). *Εισαγωγή στην αναπτυξιακή ψυχολογία* (Επιμ. Β. Τσούρτου). Αθήνα: Τζιόλα.
- Smith, P.K., Cowie, H., & Blades, M. (2018). *Κατανοώντας την ανάπτυξη των παιδιών* (Επιμ. Ρ.Γαλανάκη). Αθήνα: Τζιόλα.

- *Related scientific journals:*

- Psychology
- Develoepmental Psychology
- British Journal of Developmental Psychology
- Child Development
- European Journal of Developmental Psychology



### 3.5.Sociology of Education

#### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICD AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	304	<b>SEMESTER</b>	C
<b>COURSE TITLE</b>	3.5 Sociology of Education		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	GENERAL AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW263/">https://eclass.uniwa.gr/courses/SW263/</a>		

#### (2) LEARNING OUTCOMES

Learning Outcomes

The successful completion of the course in the Sociology of Education has as a basic result the students to reflect and acquire the basic knowledge about the purposes of educational institutions, their structure and the social outcomes of their functions. Furthermore, they will acquire a competent level of analysis and interpretation, with particular emphasis on the socializing function of educational institutions and their relationship with the surrounding society, both in terms of the integration and progression of the individual in the educational system, as well as the "preparation" of the individual by it for integration into the wider social context. An important outcome of the contributions is the cultivation of critical skills about the ideological function of education as a social mechanism. Students will acquire methodological tools of study and analysis, prerequisites necessary for the effective application of Social Work in schools by future social workers.

An important thematic field of the course is the introduction to the micro-problematics of teacher, student, parent, community relations and their connection to inequality and the social and cultural capital of the actor.

Thus, the deeper understanding, conception and analysis and the main theoretical constructions and detections within the scientific field of the Sociology of Education are the focus of the lectures, which have the effect of allowing the student to become familiar with the dynamic nature of the scientific and future professional field.

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

- Use the basic concepts and general terminology of the discipline of Sociology of Education.
- Understand the theoretical framework of the dynamics of the discipline as well as its instrumental importance, both at the level of research and at the level of professional engagement .
- Have knowledge of the basic principles, methods and theoretical approaches of Sociology of Education in order to make clear the role of the approach and methodology embraced by the specialist in interpretation and micro- and macro-management in schools.
- They are able to interpret the importance of social factors such as diversity, exclusion and poverty in the educational process. Thus, understand to capture and manage cultural and social capital when working with actors in the educational process.

#### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Working in an interdisciplinary environment
- Promoting free, creative and deductive thinking
- Development of critical thinking
- Respect for diversity and multiculturalism

### **(3) SYLLABUS**

1. Structure and function of the Greek educational system.
2. The educational system as an agent of socialization.
3. The ideological content of education.
4. The role of the state in the educational process.
5. Socio-economic inequalities and education.
6. Social characteristics of students and educational choices.
7. Social background of students and language use.
8. School performance and its determinants.
9. The role of the teacher and his/her relationship with students, parents and the surrounding society.
10. The relationship between education and the economy.
11. Education and social reproduction.

#### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support of the learning process via the teacher's site</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Interacting teaching / Lectures	40
	Analysis of case studies	30
	Audiovisual material analysis	20
	Study and analysis of literature	30
	Independent Study	60
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

*-Suggested Bibliography*

- Blackledge, D. & Barry, H. (1994). *Κοινωνιολογία της Εκπαίδευσης*. Αθήνα: Μεταίχμιο.
- Bourdieu, P. (1995). *Κοινωνιολογία της Παιδείας*. Αθήνα: Καρδαμίτσα.
- Cuin, Ch. H., (1993). *Les Sociologies et la Mobilite Sociale*. Paris : PUF.
- Ballantine, J.H. (2015). *Κοινωνιολογία της Εκπαίδευσης. Μια Συστηματική Ανάλυση*. Θεσσαλονίκη: Επίκεντρο.
- Ευστράτογλου, Α. (1999). *Οικονομικές και Κοινωνικές Διαστάσεις του Αναλφαβητισμού στην Ελλάδα*. Αθήνα: Τυπωθήτω.
- Ικκου, Χ. (2011). *Ο Ιδεολογικός Χαρακτήρας Των Γλωσσικών Μαθημάτων Του Ελληνικού Δημοτικού Σχολείου και η Αναθεώρησή του κατά τη Μεταπολιτευτική Περίοδο*. Διδακτορική Διατριβή, Ε.Κ.Π.Α, Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης.
- Καμαριανός, Ι.Χ. (2005). *Εξουσία, ΜΜΕ και Εκπαίδευση*. Αθήνα: Gutenberg.
- Κάτσικας, Χ. & Καββαδίας, Γ.Κ. (1997). *Η Ανισότητα στην Ελληνική Εκπαίδευση. Η Εξέλιξη των Ευκαιριών Πρόσβασης στην Ελληνική Εκπαίδευση*. Αθήνα: Gutenberg.
- Κελπανίδης, Μ. (2002). *Κοινωνιολογία της Εκπαίδευσης. Θεωρίες και Πραγματικότητα*. Αθήνα: Ελληνικά Γράμματα.
- Μαράτου-Αλιπράντη, Α. , Τεπέρογλου, Α., Τσίγκανου Ι. (2006). *Το Ελληνικό Σχολείο με την Αυγή του 21<sup>ου</sup> Αιώνα. Εκπαιδευτικές Ανάγκες, Προβλήματα και Προοπτικές*. Αθήνα: Gutenberg.
- Μυλωνάς, Θ. (1997). *Κοινωνιολογία της Ελληνικής Εκπαίδευσης*. Αθήνα: Gutenberg.
- Νικολάου, Σ.Μ. (2006). *Θεωρητικά Ζητήματα στην Κοινωνιολογία της Εκπαίδευσης*. Αθήνα: Gutenberg.
- Queiroz, J. M. De (1995). *L' Ecole et ses Sociologies*. Paris : Nathan.
- Τσουκαλάς, Κ., Θάνος. Θ., Καμαριανός, Γ. κ.ά. (2017). *Κοινωνιολογία της Εκπαίδευσης. Εισαγωγή σε βασικές Έννοιες και Θεματικές*. Αθήνα: Gutenberg.

*- Related scientific journals:*

- British Sociology of Education
- American Sociology of Education
- Social Work

## 4. DETAILED COURSE OUTLINE 4<sup>TH</sup> SEMESTER

### 4.1. Community Social Work

#### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	COMMUNITY SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	401	<b>SEMESTER</b>	D
<b>COURSE TITLE</b>	Community Social Work		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW318/">https://eclass.uniwa.gr/courses/SW318/</a>		

#### (2) LEARNING OUTCOMES

Learning Outcomes

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

- Use the basic concepts and general terminology of community work
- Understand the historical development of community work and its connection to social work and the historical-socio-political conditions of the time
- Understand the theoretical framework of community work and the possibilities of its application to the specific conditions of local communities with the aim of social change and social justice
- Understand the role, values and skills of the social worker as a community worker and the limits of collaboration with other disciplines
- Become familiar with contemporary forms of community social work and the implementation of decentralised forms of social policy.

**General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Working in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Defending human rights and social justice

**(3) SYLLABUS**

1. Conceptual framework of Community work
2. Historical development of community work at international and national level
3. Socio-political and historical factors that have contributed to the formation of modern community work
4. Connection of community work with social work (principles, values, methods)
5. Community work models
6. Community Social Work and social change
7. Empowerment and citizen participation in community action
8. Community networking models
9. Local social capital, resources and means of carrying out community social work

**(4) Teaching and Learning Methods – Evaluation**

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>- Use OF Video projector and ppt slide show.</li> <li>- Support for the learning process through the e-class platform</li> <li>- WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40

	Analysis of case studies	30
	Audiovisual material analysis	30
	Study and analysis of literature	30
	Independent Study	50
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

## (5) ATTACHED BIBLIOGRAPHY

### - Suggested Bibliography

Alinsky, R. (1971). *Rules of Radicals*. NY: Random House Inc.

Ζαϊμάκης, Γ. (2002). *Κοινοτική Εργασία και Τοπικές Κοινωνίες*. Αθήνα: ΠΛΕΘΡΟΝ.

Ζαϊμάκης, Γ. & Καλλινικάκη, Θ. (2004). *Τοπικός Χώρος και Πολυπολιτισμικότητα: Σάπες, Θράκη*. Αθήνα: Ελληνικά Γράμματα.

Ιατρίδης, Δ. (1990). *Σχεδιασμός Κοινωνικής Πολιτικής*. Αθήνα: Gutenberg.

Καραγκούνης, Β. (2008). *Κοινοτική Εργασία και Τοπική Ανάπτυξη*. Αθήνα:

Τόπος. Κασσιμάτη, Κ. (2002). *Κοινωνικός Σχεδιασμός και Αξιολόγηση*. Αθήνα: Gutenberg.

Ledwith, M. (2006) [1997]. *Community Development. A critical approach*. Bristol: The Policy Press.

Μαγο, Μ. (1994). Community Work. In C. Hanvey & T. Philot (Eds.), *Practicing social work* (pp. 67–79). London: Routledge.

Payne, M. (2000). *Σύγχρονη Θεωρία της Κοινωνικής Εργασίας*. Αθήνα: Ελληνικά Γράμματα.

Ross, M. (1955). *Community Organization: Theory, Principals and Practice*. NY: Harper and Row.

Rothman, J. (1968). *Three models of Community organization*. Practice. NY: Columbia University Press

Φρέιρε, Π. (1977). *Πολιτιστική Δράση για την Κατάκτηση της Ελευθερίας* (μτφρ. Σ. Τσάμης). Αθήνα: Εκδόσεις Καστανιώτη.

Φρέιρε, Π. (1974). *Η Αγωγή του Καταπιεζόμενου* (μτφρ. Γ. Κρητικός). Αθήνα: Ρέπας.

### - Related scientific journals:

- Critical Social Policy
- Social Change
- Community Development Journal



## 4.2. Methodology of Social Work with Groups

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICD AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	401	<b>SEMESTER</b>	D
<b>COURSE TITLE</b>	Methodology of Social Work with Groups		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/TKE128/">https://eclass.uniwa.gr/courses/TKE128/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes

The main purpose of the course is to acquire knowledge on the understanding of group dynamics and theories on its structure and processes, the evolution of the method of Social Work with Groups, its principles and philosophy, as well as its methodology of application, the acquisition of knowledge and skills to assess group dynamics and awareness of intervention approaches in areas and programmes of Social Work with Groups with emphasis on empowerment and diversity.

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

- Understand the concept and content of Social Work with Groups as a specialized methodological approach.
- Understand the basic concepts of group dynamics and process.
- Appreciate the strengths of group processes for problem solving.
- Differentiate the diverse concepts and applications of social work with groups.
- Become aware of cross-cultural approaches in relation to Social Work with Groups.
- Possess group study and problem analysis skills.

Appropriately apply clinical knowledge, skills and Social Work with Groups techniques to the problem-solving process, from the initial group formation phase, through development and termination.

- Use critical thinking to select an appropriate Social Work with Groups model for assessment and intervention.

#### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Decision-making
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment
- Adapting to new situations
- Promotion of free, creative and deductive thinking
- Broadening the interpretative capacity of human behaviour
- Respect for diversity and multiculturalism

### **(3) SYLLABUS**

1. The field of Social Work with Groups: Theoretical background
2. Knowledge and prerequisites for the application of the method of Social Work with Groups.
3. Knowledge and skills required for the implementation of the principles of group work
4. Process of group formation and the role of the social worker
5. Group development. Phases of development, criteria for diagnosing group membership
6. Concept and importance of the program. Program means and activities.
7. Intervention techniques and skills.
8. The centred model of Social Work with Groups
9. The psychosocial model of Social Work with Groups
10. The therapeutic model of Social Work with Groups The CCW model in crisis situations
11. Application of the different models of Social Work with specific groups

#### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b><i>Activity</i></b>	<b><i>Semester workload</i></b>
	Lectures	40
	Analysis of case studies	30
	Audiovisual material analysis	30
	Study and analysis of literature	30
	Independent Study	50
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

### *Suggested Bibliography*

- Αρχοντάκη, Ζ. & Φιλίππου, Δ. (2003). *205 βιωματικές ασκήσεις για εμπύχωση ομάδων ψυχοθεραπείας - κοινωνικής εργασίας – εκπαίδευσης*. Αθήνα: Καστανιώτης.
- Καρατζόλας, Ν. και συν. (2006). *Βιωματικές δραστηριότητες ομαδικής και προσωπικής ανάπτυξης*. Αθήνα: Μηδέν ΟΙΟ Δέκα.
- Κατσορίδου-Παπαδοπούλου, Χ. (2002). *Κοινωνική Εργασία με ομάδες*. Αθήνα: ΕΛΛΗΝ.
- Ναυρίδης, Κ.Γ. (2005). *Ψυχολογία των ομάδων: Κλινική ψυχοδυναμική προσέγγιση*. Αθήνα: Παπαζήση.
- Πουλόπουλος, Χ. & Τσιμπουκλή, Α. (2014). *Δυναμική των ομάδων και αλλαγή στους οργανισμούς*. Αθήνα: Τόπος.
- Douglas, T. (1997). *Η επιβίωση στις ομάδες: Βασικές αρχές της συμμετοχής στις ομάδες*. Θεσσαλονίκη: Ελληνικά Γράμματα.
- Farhad, D. (2007). *Η Ομαδική ανάλυση μετά τον S.H. Foulkes: Ας (ξανα)μιλήσουμε σοβαρά για την ομάδα*. Αθήνα: Κανάκη.
- Jaques, D. (2001). *Μάθηση σε ομάδες: Εγχειρίδιο για όσους συντονίζουν ομάδες ενηλίκων εκπαιδευομένων*. Αθήνα: Μεταίχιμο.
- Rogers, C. (1991). *Ομάδες συνάντησης: Αυτογνωσία - ψυχολογία των ομάδων – επικοινωνία*. Αθήνα: Δίοδος.
- Yalom, I. (2007). *Ενδονοσοκομειακή ομαδική ψυχοθεραπεία*. Αθήνα: Άγρα.
- Yalom, I. & Leszcz, M. (2009). *Θεωρία και πράξη της ομαδικής ψυχοθεραπείας*. Αθήνα: Άγρα.

### *Related scientific journals:*

- Social Work
- Clinical Social Work Journal
- Psychoanalytic Social Work
- Social Work with Groups
- International Journal of Group Psychotherapy
- Journal of Psychodrama, Sociometry, and Group Psychotherapy
- Group Dynamics: Theory, Research, and Practice

### 4.3.Clinical Psychology and Adult Psychopathology

#### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	403	<b>SEMESTER</b>	D
<b>COURSE TITLE</b>	Clinical Psychology and Adult Psychopathology		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW270/">https://eclass.uniwa.gr/courses/SW270/</a>		

#### (2) LEARNING OUTCOMES

Learning Outcomes

Clinical Psychology is a branch of applied psychology and includes the understanding, prevention, assessment and treatment of disorders of emotion, cognitive mechanisms and behaviour. Essentially, the clinical psychologist strives to help people with mental disorders and difficulties in their daily functioning. The purpose of this course is for students to understand the basic principles that underlie the manifestation of pathological behavior in the individual. Specific objectives are to familiarize students with the modern systems of classification of mental disorders and with the basic mental disorders of adults, to understand their possible causes based on the main psychological approaches and to familiarize them with the various therapeutic methods applied to treat them and to improve the quality of life of the individual.

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

- Understand the criteria for assessing deviant behavior.
- Know the structure and philosophy of current mental disorder classification systems.
- Critically evaluate the prevailing theoretical models for the aetiopathogenesis of mental disorders.
- Compare the main therapeutic approaches to mental disorders.
- Recognise the basic symptomatology of the main forms of adult psychopathology.
- Distinguish the boundaries of their specialty within the multidisciplinary team in mental health contexts.

#### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Working in an interdisciplinary environment
- Promotion of free, creative and deductive thinking
- Respect for diversity
- Decision-making

### **(3) SYLLABUS**

1. The scope and professional scope of clinical psychology
2. Historical review of the view of mental illness and the treatment of the mentally ill
3. The main theoretical and therapeutic approaches in clinical psychology
4. Classification of mental disorders according to DSM-5 and ICD-11
5. The role of genetic and environmental factors in the pathogenesis of mental disorders
6. Gender differences and co-morbidity in psychopathology
7. Means and process of diagnosis of mental disorders
8. Stress disorders
9. Mood disorders
10. Food Intake Disorders
11. Schizophrenia and other psychotic disorders

### **(4) Teaching and Learning Methods – Evaluation**

#### **DELIVERY**

In the classroom

<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>- Use OF Video projector and ppt slide show.</li> <li>- WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>- Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	35
	Audiovisual material analysis	25
	Study and analysis of literature	20
	Independent Study	60
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> <li>• Analysis and interpretation of an incident</li> </ul>	

**(5) ATTACHED BIBLIOGRAPHY**

- *Suggested Bibliography*

Αναγνωστοπούλου, Τ. (2006). *Βασικές αρχές δεοντολογίας στην ψυχοθεραπεία*. Αθήνα: Ινστιτούτο Ψυχολογίας και Υγείας.

Βάρβογλη, Λ. (2006). *Ερευνώντας τους λαβυρίνθους του εγκεφάλου*. Αθήνα: Παπαζήσης.

Bennett, P. (2010). *Κλινική ψυχολογία και ψυχοπαθολογία*. (Επιμ. Α. Καλαντζή-Αζίζι & Γ. Ευσταθίου). Αθήνα: Πεδίο.

Heiden, L. (2011). *Εισαγωγή στην κλινική ψυχολογία*. Αθήνα: Πεδίο.

Καλαντζή-Αζίζι, Α. (2011). *Αυτογνωσία και αυτοδιαχείριση*. Αθήνα: Πεδίο.

Κουλιεράκης, Γ., Πασχάλη, Τ., Ρότσικα, Β., & Τζινιέρη-Κοκκώση, Μ. (Επιμ., 2010). *Κλινική ψυχολογία και ψυχολογία της υγείας*. Αθήνα: Παπαζήσης.

Kring, A.M., Davison, G.C., Neale, J.M. & Johnson, S.L. (2007). *Ψυχοπαθολογία*. (Επιμ. Ε. Αυδή & Π. Ρούσση). Αθήνα: Τυπωθήτω.

Μέλλον, Ρ. (2012). *Κλινική ψυχομετρία*. Αθήνα: Πεδίο.

Parker, I., Γεωργάκα, Ε., Harper, D., McLaughlin, T. & Stowell-Smith, M. (2007). *Αποδομώντας την ψυχοπαθολογία*. (Επιμ. Ε. Γεωργάκα). Αθήνα: Gutenberg.

Ποταμιάνος, Γ., & Αναγνωστόπουλος, Φ. (Επιμ., 2011). *Κλινική ψυχολογία στην πράξη*. Αθήνα: Παπαζήσης.

Σικελιανού, Δ. (2010). *Κλινική ψυχοπαθολογία ενηλίκων*. Αθήνα: Διόνικος.

Σταλίκας, Α. (2011). *Μέθοδοι έρευνας στην κλινική ψυχολογία*. Αθήνα: Τόπος.

Τσαμπάρλη, Α. (2011). *Η ψυχαναλυτική προσέγγιση της οικογένειας*. Αθήνα: Παπαζήσης.

Τσαμπάρλη, Α., & Κουνενού, Κ. (Επιμ., 2013). *Θέματα κοινοτικής κλινικής ψυχολογίας*. Αθήνα: Παπαζήσης.

Westbrook, D., Kennerly, H., & Kirk, J. (2012). *Εισαγωγή στη γνωσιακή συμπεριφοριστική θεραπεία*. (Επιμ., Α. Καλαντζή-Αζίζι & Γ. Ευσταθίου). Αθήνα: Πεδίο.

Ζαφειροπούλου, Μ., Χαρίλα, Ν., & Αβαγιανού, Π.-Α. (Επιμ., 2012). *Γνωσιακή συμπεριφοριστική θεραπεία οικογένειας*. Αθήνα: Πεδίο.

- *Related scientific journals:*

- Psychology
- Hellenic Journal of Psychology
- Brain
- Γνωσιακή-Συμπεριφοριστική Έρευνα και Θεραπεία
- Εταιρεία Ψυχολογικής Ψυχιατρικής Ενηλίκου και Παιδιού
- British Journal of Psychology
- Journal of Clinical Psychology



#### 4.4.Sociology of the Family

##### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICD AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	404	<b>SEMESTER</b>	D
<b>COURSE TITLE</b>	Sociology of the Family		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW271/">https://eclass.uniwa.gr/courses/SW271/</a>		

##### (2) LEARNING OUTCOMES

Learning Outcomes

The Sociology of the Family deals with the scientific study of the family institution, the importance of the relationships and the dynamics that develop within it, and aims to understand the social factors that shape the family as a critical institution for the social subject and society. This course is a key axonal field for the discipline of sociology.

The course curriculum focuses on broadening knowledge horizons, cultivating critical skills and acquiring methodological tools of understanding, study and analysis, necessary prerequisites for the effective application of Social Work with Families by future social workers.

The deeper understanding, conception and analysis of the macrostructures and micro-relationships in the Greek family in connection with the natural, cultural and socio-economic environment, the relations of its members and of both sexes in general and the main theoretical constructions and traces within the scientific field of the Sociology of the Family, constitute the central axis of the course and will

allow the student to become familiar with the dynamic nature of the scientific and future professional field.

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

- Use the basic concepts and general terminology of the discipline of Sociology of the Family.
- Understand the theoretical framework of the dynamics of the discipline as well as its instrumental importance, both at the level of research and at the level of professional engagement .
- Have knowledge of the basic principles, methods and theoretical approaches of the Sociology of the Family in order to make clear the role of the approach and methodology adopted by the specialist in the interpretation and management of the social phenomenon.

They are able to interpret the importance of social factors in institutional dynamics, at micro and macro level, for the effective implementation of Social Work with Families.

#### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Working in an interdisciplinary environment
- Promoting free, creative and deductive thinking
- Development of critical thinking
- Demonstrate social, professional and ethical responsibility and gender sensitivity

### **(3) SYLLABUS**

1. Gender relations and family institutions in pre-industrial societies.
2. Intramarital and extra-marital unions.
3. Characteristics, structure and functions of the modern Greek family.
4. Types of families.
5. Rules of spouse selection.
6. Positions, roles and relationships of members.
7. Child and family.
8. Domestic violence.
9. Family life cycle and individual family life cycles of men and women.
10. Demographic aspects of the family: marriages, births, divorces.
11. The impact of modern technologies on family life.
12. The future of family institutions: theoretical considerations and practices.

#### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support of the learning process via the teacher's site</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Interactive teaching / Lectures	40
	Analysis of case studies	30
	Audiovisual material analysis	20
	Study and analysis of literature	30
	Independent Study	60
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

- *Suggested Bibliography*

- Λεοντσίνη, Μ. (Επιμ.) (2010). *Φύλο και Κοινωνικό Κεφάλαιο*. Αθήνα: Κριτική.
- Μαγγανάρας Ι. (επιμ.) (2011). *Διακρίσεις κατά των γυναικών στην εργασία: και πολιτικές της Ευρωπαϊκής ένωσης για την καταπολέμηση τους*. Αθήνα: Οδυσσέας.
- Michel, A. (2000). *Κοινωνιολογία της Οικογένειας και του Γάμου*. Αθήνα: Gutenberg.
- Μουσούρου, Λ.Μ. (1989). *Κοινωνιολογία της Σύγχρονης Οικογένειας*. Αθήνα: Gutenberg.
- Μουσούρου, Λ.Μ., (2005). *Οικογένεια και Οικογενειακή Πολιτική*. Αθήνα: Gutenberg.
- Νόβα Χ., (2000). *Κείμενα Κοινωνιολογίας του Γάμου και της Οικογένειας*. Αθήνα: Gutenberg.
- Παπαγεωργίου, Γ. (2004). *Ηγεμονία και Φεμινισμός*. Αθήνα: Τυπωθήτω.
- Παπαμιχαήλ, Σ. (2004). *Η Γυναίκα ως Θύμα Ενδοοικογενειακής Βίας: Τα Χαρακτηριστικά Δράστη και Θύματος και η μεταξύ τους Σχέση*. Διδακτορική Διατριβή, Πάντειο Πανεπιστήμιο, Τμήμα Κοινωνιολογίας.
- Πρωτοπαπαδάκης Ευάγγελος Δ. (2005). «Άμβλωση σε Πρώιμο Στάδιο και Ηθική Αξιολόγηση» *Μ' ενδιαφέρει*, Ελληνική Αντικαρκινική Εταιρεία, 46, 72-78.
- Singly, F. (2012). *Το άτομο, το Ζευγάρι, η Οικογένεια*. Αθήνα: Κριτική
- Τσαλκάνης, Α. (1993). Η Διάσπαση της Οικογένειας. *Εκλογή*, 99, 258-270.
- Τσαλκάνης, Α. (1995). Η Εργασία και η Μόρφωση ως Βασικοί Προσδιοριστικοί Παράγοντες της Γυναικείας Στάσης Απέναντι στη Μητρότητα. *Κοινωνική Εργασία*, 37, 49-61.
- Τσαλκάνης, Α. (1995). Διαφαινόμενες Στάσεις της Ελληνίδας Απέναντι στο Θεσμό του Γάμου. *Εκλογή*, 106, 287-301.

- *Related scientific journals:*

- Journal of Marriage and Family
- Family Relations
- American Journal of Sociology
- British Journal of Sociology

## 4.5.Social Work with Children and Adolescents

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICD AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	405	<b>SEMESTER</b>	D
<b>COURSE TITLE</b>	Social Work with Children and Adolescents		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/TKE144/">https://eclass.uniwa.gr/courses/TKE144/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes

The main purpose of the course is the acquisition of knowledge and skills necessary for the maintenance and enhancement of the psychosocial functioning of children and adolescents in their social environment, according to the formation of "Person-in-Environment", by applying the methods of Social Work. This goal is achieved by using the necessary interpersonal, intrapersonal and social resources for the benefit of the children and adolescents served.

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

- Understand the concept and content of Social Work with Children and Adolescents as a specialized methodological approach.
- Critically analyse the broader and recent content of Social Work with Children and Adolescents in relation to: psychodynamic (Freud, Hartman, Winnicott), systems (Scherch, Satir), behavioural (Watson, Skinner), cognitive-behavioural, communication theory, role theories, etc.
- Differentiate the various concepts and applications of Social Work with Children and Adolescents.
- Be sensitized to the prevention of psychosocial problems, starting to work with the child and the different environments in which he/she grows up (family, nursery, school and other socialization groups).

- Apply appropriate clinical knowledge, skills and techniques with children and adolescents at all stages of the problem-solving process, from diagnostic assessment, to intervention and termination.
- Use critical thinking to select the appropriate clinical model for assessment and intervention, always in relation to the needs of the children and adolescents served .
- Apply, particularly with children, clinical knowledge to understand healthy and abnormal behavior patterns.
- Apply, particularly with adolescents, clinical social work skills and techniques in relation to their social and cultural environment and in relation to youth culture.
- Understand the importance of their participation in the interdisciplinary team, as well as the dynamics of this team.

### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Working in an interdisciplinary environment
- Promoting free, creative and deductive thinking
- Broadening the interpretative capacity of human behaviour
- Respect for diversity and multiculturalism

### **(3) SYLLABUS**

1. Social Work in the field of child and adolescent mental health
2. Interdisciplinary cooperation and Social Work in the field of mental health and social protection services for children and adolescents
3. Promotion and prevention of children's psychosocial health and social work
4. The psychosocial impact of the economic crisis on children and the family
5. Psychosocial needs of migrant children
6. Bullying among pupils
7. Children with chronic physical problems - Psychosocial needs and treatment
8. Children with disabilities in institutions - The phenomenon of neglect and abuse
9. Children on the autism spectrum: Treatment - Counselling
10. Children of mentally ill parents: psychosocial needs and care
11. Child abuse

### **(4) Teaching and Learning Methods – Evaluation**

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> <li>– Support of the learning process via the teacher's site</li> </ul>	
<b>TEACHING METHODS</b>	<b><i>Activity</i></b>	<b><i>Semester workload</i></b>
	Lectures	40
	Analysis of case studies	30
	Audiovisual material analysis	30
	Study and analysis of literature	30
	Independent Study	50
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Essay development questions</li> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

**(5) ATTACHED BIBLIOGRAPHY**



- *Suggested Bibliography*

Ασημόπουλος, Χ. (2014). Ο ρόλος της Κοινωνικής Εργασίας στο πλαίσιο της διεπιστημονικής προσέγγισης της ψυχικής υγείας παιδιών και εφήβων, στο Παπαδημητρίου, Γ. (επιμ.), *Η συμβολή της κοινωνικής εργασίας στην ψυχιατρική θεραπευτική*. Αθήνα: Παρισιάνος.

Ασημόπουλος, Χ., Μαργαριτίδου, Μ., Μαυρομάτη, Α., Παρασχάκη, Μ. Ε. & Ψαρά, Ι. (2009). Παιδιά με αναπηρίες σε ιδρύματα στην Ελλάδα: Το φαινόμενο της παραμέλησης και κακοποίησης από το θεσμό. *Κοινωνική Εργασία*, 94, 105-121.

Ασημόπουλος, Χ. (2014). Εκφοβισμός στο σχολείο, ψυχική υγεία και Κοινωνική Εργασία: Όταν οι ελπίδες χάνονται και η εκπαίδευση καταρρέει. *Κοινωνική Εργασία*, 113.

Κοντοπούλου, Μ. (2007). *Παιδί και ψυχοκοινωνικές δυσκολίες*. Αθήνα: Gutenberg.

Κουμούλα, Α. & Σκλάβου, Κ. (Επιμ.) (2013). *Κακοποίηση: Όταν τα παιδικά όνειρα γίνονται εφιάλτες*. Αθήνα: Σισμανόγλειο Γ. Ν.

Παπαγεωργίου, Β.Α. (2001). Παιδιά και έφηβοι: Προβλήματα ψυχικής υγείας. Θεσσαλονίκη: University Studio Press.

Σουρ, Ρ. & Μίλερ, Σ. (Επιμ.) (1997). *Ψυχαναλυτική ψυχοθεραπεία παιδιών με σωματικές μειονεξίες και ψυχοδιανοητικές διαταραχές*. Αθήνα: Καστανιώτη.

Τσιάντης, Γ. & Μανωλόπουλος (Επιμ.) (1987). *Σύγχρονα θέματα παιδοψυχιατρικής*. Αθήνα: Καστανιώτη.

Τσιάντης, Ι. (Επιμ.) (2003). *Εργασία με τους γονείς: Ψυχαναλυτική ψυχοθεραπεία με παιδιά και εφήβους*. Αθήνα: Καστανιώτη.

Τσιάντης, Ι. (Επιμ.) (1995). *Βασική παιδοψυχιατρική: Ερευνητικά και κλινικά κείμενα*. Αθήνα: Καστανιώτη.

Τσιάντης, Ι. & Ασημόπουλος, Χ. (2009). Ψυχική υγεία παιδιών και εφήβων: Ανάγκη ανάπτυξης και όχι οπισθοδρόμησης, στο Σακέλης, Γ. (επιμ.) *Η ψυχιατρική μεταρρύθμιση στην Ελλάδα*, Συνήγορος του Πολίτη. Αθήνα: Σάκκουλα.

Χριστογιώργος, Σ. (Επιμ.) (2005). *Θέματα ψυχοκοινωνικής και ψυχοδυναμικής παιδοψυχιατρικής*. Αθήνα: Καστανιώτη.

*Related scientific journals:*

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

## 5. DETAILED COURSE OUTLINE 5<sup>TH</sup> SEMESTER

### 5.1. Methodology of Community Interventions

#### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	501	<b>SEMESTER</b>	E
<b>COURSE TITLE</b>	Methodology of Community Interventions		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	COMMUNITY SOCIAL WORK (401)		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW222/">https://eclass.uniwa.gr/courses/SW222/</a>		

#### (2) LEARNING OUTCOMES

Learning Outcomes

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

- Understand the causes and effects of implemented social policies on community members/ groups.
- Develop the ability to study and assess community needs through participatory processes .
- Utilize resources and resources for the benefit of vulnerable social groups.
- Implement practices to empower and mobilise citizens to participate in the design, implementation and evaluation of community interventions.
- Design and evaluate community interventions.
- Implement supranational and national policies at the local level for community development, social justice and social change.

### General Competences

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Working in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Respect for the natural environment
- upholding human rights and social justice
- Generation of new research ideas

### (3) SYLLABUS

1. Community working models
2. Research practices of community work (action research, needs assessment, asset mapping)
3. Empowerment, mobilisation and participation of citizens
4. Exploitation of resources and local social capital
5. Networking of local actors
6. Intervention design-evaluation

### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– Support for the learning process through the e-class platform</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	30
	Audiovisual material analysis	30

	Study and analysis of literature	30
	Independent Study	50
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Written final examination comprising: <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

## (5) ATTACHED BIBLIOGRAPHY

### - Suggested Bibliography

Alinsky, R. (1971). *Rules of Radicals*. NY: Random House Inc.

Ζαϊμάκης, Γ. & Καλλινικάκη, Θ. (2004). *Τοπικός Χώρος και Πολυπολιτισμικότητα: Σάπες, Θράκη*. Αθήνα: Ελληνικά Γράμματα.

Ζαϊμάκης, Γ. (2002). *Κοινωνική Εργασία και Τοπικές Κοινωνίες*. Αθήνα: ΠΛΕΘΡΟΝ.

Ιατρίδης, Δ. (1990). *Σχεδιασμός Κοινωνικής Πολιτικής*. Αθήνα: Gutenberg.

Καραγκούνης, Β. (2008). *Κοινωνική Εργασία και Τοπική Ανάπτυξη*. Αθήνα: Τόπος. Κασσιμάτη, Κ. (2002). *Κοινωνικός Σχεδιασμός και Αξιολόγηση*. Αθήνα: Gutenberg.

Ledwith, M. (2006) [1997]. *Community Development. A critical approach*. Bristol: The Policy Press.

Mayo, M. (1994). *Community Work*. In C. Hanvey & T. Philot (Eds.), *Practicing social work* (pp. 67–79). London: Routledge.

Payne, M. (2000). *Σύγχρονη Θεωρία της Κοινωνικής Εργασίας*. Αθήνα: Ελληνικά Γράμματα.

Ross, M. (1955). *Community Organization: Theory, Principals and Practice*. NY: Harper and Row.

Rothman, J. (1968). *Three models of Community organization. Practice*. NY: Columbia

Tropman, J.E., Erlich, J.L., & Rothman J. (2001). *Tactics and techniques of community intervention* (4th ed.). ItascaIL: F.E. Peacock.University Press

Φρέιρε, Π. (1977). *Πολιτιστική Δράση για την Κατάκτηση της Ελευθερίας* (μτφρ. Σ. Τσάμης). Αθήνα: Εκδόσεις Καστανιώτη.

Φρέιρε, Π. (1974). *Η Αγωγή του Καταπιεζόμενου* (μτφρ. Γ. Κρητικός). Αθήνα: Ρέπας.

Related scientific journals:

- Critical Social Policy
- Social Change
- Community Development Journal

## 2. Sociology of Deviance

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICD AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	502	<b>SEMESTER</b>	E
<b>COURSE TITLE</b>	Sociology of Deviance		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	4	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW262/">https://eclass.uniwa.gr/courses/SW262/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes

The Sociology of Deviance is the scientific study of the processes of socialization and social control, with emphasis on the processes of alienation, maladjustment, lawlessness and social deviance. This course is a key field for the discipline of sociology.

The curriculum of the course focuses on familiarizing students with the conceptual content, with the ultimate goal of understanding the processes of social adaptation and deviance, cultivating critical skills and acquiring methodological tools of study and analysis, prerequisites necessary for the effective application of Social Work in situations of deviance, dis-integration and re-integration by future social workers.

Another important thematic axis of the course is the introduction to the problematic of criminogenesis, the conception, interpretation and management of the socio-ideological function of the prison system; thus the deeper understanding, conception and analysis and the main theoretical constructions and traces within the scientific field of the Sociology of Deviance. They are the focus of the lectures which aim to enable the student to become familiar with the dynamic nature of the scientific and future professional field.

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

- Use the basic concepts and general terminology of the discipline of Sociology of Deviance.
- Understand the theoretical framework of the dynamics of the discipline as well as its instrumental relevance, both at the level of research and professional engagement.
- Have knowledge of the basic principles, methods and theoretical approaches of the Sociology of Divergence, in order to make clear the role of the approach and methodology embraced by the expert in the interpretation and management of the phenomenon of social disruption.

They are able to interpret the importance of social factors such as diversity, exclusion and poverty in situations of injustice and loss of social cohesion. Thus, understand to capture and manage attitudes and behaviours (cultural norms and risky behaviours, population beliefs and attitudes, etc.); and ultimately overcome barriers and conflicts to effectively implement Social Work in reintegration situations.

### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Working in an interdisciplinary environment
- Promoting free, creative and deductive thinking
- Development of critical thinking
- Respect for diversity and multiculturalism

### **(3) SYLLABUS**

1. Conceptual content of social adaptation and social deviation.
2. Behavioral homomorphism and average human type.
3. Alienation, maladjustment, maladjustment, lawlessness and social deviance.
4. Distribution of positions and roles and their importance for social integration-adaptation of individuals or for the emergence of forms of social deviance.
5. Social cohesion and its breakdown.
6. Causes and consequences of social problems.
7. The problem of criminogenesis.
8. The penitentiary system and its socio-ideological function.
9. From social deviation and de-integration to adaptation and re-integration.

#### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support of the learning process via the teacher's site</li> </ul>	
<b>TEACHING METHODS</b>	<b><i>Activity</i></b>	<b><i>Semester workload</i></b>
	Interactive teaching / Lectures	40
	Analysis of case studies	10
	Audiovisual material analysis	10
	Study and analysis of literature	20
	Independent Study	40
	Course total	<b>120</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Development questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

### *Suggested Bibliography*

- Αλεξίου, Θ. (1998). *Περιθωριοποίηση και Ενσωμάτωση. Η Κοινωνική Πολιτική ως Μηχανισμός Ελέγχου και Κοινωνικής Πειθαρχησης*. Αθήνα: Παπαζήσης.
- Βαγενά – Παλαιολόγου, Ε. (2005). *Ρατσισμός και Ξενοφοβία στην Ελλάδα σήμερα. Στάσεις των Φορέων του Επίσημου Κοινωνικού Ελέγχου (Αστυνομία – Δικαιοσύνη)*. Διδακτορική Διατριβή, Πάντειο Πανεπιστήμιο, Τμήμα Κοινωνιολογίας, Τομέας Εγκληματολογίας.
- Γεωργούλας, Σ. (2009) *Παρέκκλιση Ανηλίκων. Θεωρητική, Ερευνητική Προσέγγιση και Πολιτικές*. Αθήνα: ΚΨΜ.
- Γεωργούλας, Σ. & Τσαλκάνης, Α. (2006). Κοινωνικοί/ές λειτουργοί και Πρόληψη Νεανικής Παραβατικότητας σε Επίπεδο Κοινότητας. *Κοινωνική Εργασία*, 82, 88-103.
- Davis, N.J. (1975). *Sociological Constructions of Deviance*. IOWA: WM C. Brow.
- Θεοδωροπούλου, Μ. (2009). Η Γυναίκα ως Δράστης και η Αντιμετώπιση της από το Σύστημα Απονομής Ποινικής Δικαιοσύνης. *Επιθεώρηση Κοινωνικών Ερευνών*, 129, 125-156.
- Λαμπροπούλου, Ε. (1994). *Κοινωνικός Έλεγχος του Εγκλήματος*. Αθήνα: Παπαζήσης.
- Λαμπροπούλου, Ε. (1999). *Κοινωνιολογία του Ποινικού Δικαίου και των Θεσμών της Ποινικής Δικαιοσύνης*. Αθήνα: Ελληνικά Γράμματα.
- Lewis, G., Gewirtz, S., & Clarke, J. (Επιμ.) (2007). *Κοινωνική Πολιτική. Μια Άλλη Προσέγγιση*. Αθήνα: Gutenberg.
- Τσαλκάνης, Α., Γεωργούλας, Σ., Μανουδάκη, Θ. (2005). Η Προβληματική της Νεανικής Παραβατικότητας στην Ελλάδα. Μια Συνοπτική Προσέγγιση. *Κοινωνική Εργασία*, 78, 101- 114.
- Τσίγκανου, Ι. (2010). *Μετανάστευση και Εγκληματικότητα, Μύθοι και Πραγματικότητα*. Αθήνα: Εθνικό Κέντρο Κοινωνικών Ερευνών.

### *Related scientific journals:*

- Sociology of Crime, Law and Deviance
- Sociology of Law and Social Deviance
- Social Work



### 3. Interviewing Methods and Skills

#### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICD AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	503	<b>SEMESTER</b>	E
<b>COURSE TITLE</b>	Interviewing methods and Skills		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	4	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW227/">https://eclass.uniwa.gr/courses/SW227/</a>		

#### (2) LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>The interview is the basic instrument of diagnostic assessment and intervention in social work and at the same time the main tool in the practice of the social worker's profession. Upon successful completion of the course, the student will:</p> <ul style="list-style-type: none"> <li>- Have an understanding of the dynamics of interviewing at the individual, group and community levels</li> <li>- Has understood and will be able to apply the skills required for professional Interviewing in social work practice.</li> </ul>
<b>General Competences</b>

- Search, analysis and synthesis of data and information, using the necessary technologies
- Demonstrate social, professional and ethical responsibility and sensitivity to gender and diversity issues
- Respect for diversity and multiculturalism
- Promotion of free, creative and deductive thinking
- Exercise of criticism and self-criticism
- Communication skills
- Active/attentive monitoring and emotional attunement skills
- Skills for effective interviewing

### (3) SYLLABUS

1. Definition of the Communicative Relationship and the Interview in Social Work
2. Structure of the Interview in Social Work
3. Difficulties, Barriers in Communication - Interview in Social Work
4. Aims of the Interview in Social Work
5. How to use the Interview in the practice of all methods of social work (Social Work with Individual, with Group, with Family, with Community and in conducting Social Research)
6. Phases of the Interview (initial, intermediate, final) - Attitudes and skills of the Social Worker in each phase
  - initial phase: emotional attunement, careful observation - eye contact, experiential language, vocal style, verbal sequence
  - intermediate phase: repetitive comments, paraphrasing questions, type of questions, reflection of feelings, etc.
7. Closure phase: completion of the collaboration.

### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>- Use OF Video projector and ppt slide show.</li> <li>- WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>- Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	30
	Roll Plays	20
	Individual exercises	20
	Experiential group exercises	20
	Independent Study	30
	Course total	<b>120</b>

**STUDENT  
PERFORMANCE  
EVALUATION**

Written final examination comprising:

- Multiple choice questions
- Short answer questions
- Development questions
- Solving issues

**(5) ATTACHED BIBLIOGRAPHY**

*Suggested Bibliography*

Αρχοντάκη, Ζ. & Φιλίππου, Δ. (2003). *205 Βιωματικές ασκήσεις για εμπύχωση ομάδων*.

Αθήνα: Καστανιώτης.

Δημοπούλου – Λαγωνίκα, Μ. (2011). *Μεθοδολογία Κοινωνικής Εργασίας*. Μοντέλα Παρέμβασης. Αθήνα: Τόπος.

Fine, S. & Glasser, P. (2008). *Η επιβοηθητική συνέντευξη κατά την πρώτη συνεδρία*. Αθήνα: Gutenberg.

Garrett, A. (1960). *Η Συνέντευξη*. Αρχές και Μέθοδοι. Αθήνα: Συμβούλιο Επιμορφώσεως στην Κοινωνική Εργασία.

Κανδυλάκη, Α. (2008). *Η συμβουλευτική στην Κοινωνική Εργασία*. Αθήνα: Τόπος.

Παπαϊωάννου, Κ. (2008). *Κλινική Κοινωνική Εργασία*. Κοινωνική Εργασία με Άτομα. Αθήνα: Έλλην.

#### 4. Social Work in mental Health

##### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	504	<b>SEMESTER</b>	E
<b>COURSE TITLE</b>	<a href="#">Social Work in Mental Health</a>		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	4	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/modules/course_info/?from_home=true&amp;course=SW260">https://eclass.uniwa.gr/modules/course_info/?from_home=true&amp;course=SW260</a>		

##### (2) LEARNING OUTCOMES

<b>Learning Outcomes</b>
--------------------------

The main purpose of the course is the acquisition of knowledge and skills necessary to address the needs of people with mental health problems and their families in primary, secondary and tertiary mental health care through the methods of Social Work.

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

- Understand the concept and content of Social Work in the field of mental health as a specialized methodological approach.
- Differentiate the various concepts and applications of Social Work in mental health.
- Raise awareness of mental health prevention and promotion in the community.
- Be sensitised to cross-cultural approaches in relation to mental health.
- Apply appropriate clinical knowledge, skills and social work techniques appropriately in all stages of the mental health problem-solving process, from diagnostic assessment, to intervention and termination.
- Use critical thinking to select the appropriate clinical Social Work model for assessment and intervention, always in relation to the needs of people with mental health problems .
- Understand the importance of participating in the multidisciplinary mental health team, and the dynamics of that team.

#### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Decision-making
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment
- Adapting to new situations
- Promotion of free, creative and deductive thinking
- Broadening the interpretative capacity of human behaviour
- Respect for diversity and multiculturalism

### **(3) SYLLABUS**

1. The meaning and implications of mental illness and the psychosocial reactions of the patient
2. Institutionalization and institutional abuse - deinstitutionalization and the development of community mental health care
3. Resistance to change from the institutional system to community care services
4. Mental Health Assessment and Social Work
5. Social Work in mental health: Working with family and caregivers
6. Social Work in Child and Adolescent Mental Health
7. Impact of the economic crisis on mental health: Social work interventions
8. Mental health legislation - Voluntary and involuntary hospitalisation
9. Psychosocial rehabilitation in mental health: The Role of Social Work
10. Volunteering in Mental Health
11. Ensuring - Improving the quality of mental health services

### **(4) Teaching and Learning Methods – Evaluation**

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	30
	Analysis of case studies	20
	Audiovisual material analysis	20
	Study and analysis of literature	20
	Independent Study	50
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Essay development questions</li> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

- *Suggested Bibliography*

Ασημόπουλος, Χ. (2009). *Η καθημερινή ζωή στο ψυχιατρείο: Μορφές ιδρυματισμού και ιδρυματικής κακοποίησης*. Αθήνα: Καστανιώτη.

Ασημόπουλος, Χ. (2006). Από την προκατάληψη στον κοινωνικό αποκλεισμό: Οι αντιδράσεις των τοπικών κοινωνιών στη ψυχιατρική μεταρρύθμιση. *Κοινωνική Εργασία*, 84, 225-240.

Ασημόπουλος, Χ. (2012). Οικονομική κρίση, ψυχική υγεία και Κοινωνική Εργασία. *Κοινωνική Εργασία*, 107: 167-180.

Κονταξάκης, Β.Π., Χαβάκη, Μ.Ι. & Χριστοδούλου, Γ.Ν. (Επιμ.) (2005). *Προληπτική ψυχιατρική και ψυχική υγιεινή*. Αθήνα: Βήτα.

Μαρτινάκη, Σ. & Μπουρίκος, Δ. (2014). *Κοινωνική Εργασία και ψυχική υγεία*. Αθήνα: Βήτα.

Μπιλανάκης, Ν. (2006). *ΜΚΟ και υπηρεσίες ψυχικής υγείας: Η απάντηση της κοινωνίας των πολιτών στο κράτος και την αγορά*. Αθήνα: Αρχιπέλαγος.

Παπαδημητρίου, Γ. (Επιμ.) (2014). *Η συμβολή της κοινωνικής εργασίας στην ψυχιατρική θεραπευτική*. Αθήνα: Παρισιάνος.

Στυλιανίδης, Στ. και συν. (2014). *Σύγχρονα θέματα κοινωνικής και κοινοτικής ψυχιατρικής*. Αθήνα: Τόπος.

Τζανάκης, Μ. (2012). *Ψυχική ασθένεια και σύγχρονες πρακτικές του εαυτού*. Αθήνα: Πεδίο.

Ζήση, Α. (2013). *Κοινωνία, κοινότητα και ψυχική υγεία*. Αθήνα: Gutenberg.

- *Related scientific journals:*

- *Social Work*

- *Psychiatry*

- *Notebooks of Psychiatry*

- *Journal of Ethnic and Cultural Diversity in Social Work*  
*Social*

- *Work in Mental Health*

- *Journal of Social Work Practice*

- *Psychotherapeutic Approaches in Health, Welfare and the Community*

- *Clinical Social Work Journal*

- *Psychoanalytic Social Work*

## 5. Social Work in Education

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICD AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	505	<b>SEMESTER</b>	E
<b>COURSE TITLE</b>	Social Work in Education		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	4	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW288/">https://eclass.uniwa.gr/courses/SW288/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes



Social work in education is a specialisation of social work. The aim of the course is to provide students with knowledge of managing issues related to the school community. The presence of social workers in the school units has been considered essential. However, social workers work at the service level covering large areas with the main focus on diagnosing and addressing children's problems, issuing certificates to facilitate students' attendance, cooperating and instructing parents and families, and working with teachers and tutors. The social workers, through a series of referrals, facilitate the smooth running of the school with ideas, suggestions and events. Social work in education covers all the objects of social work methods such as with individuals, with groups, with families and community.

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

- have knowledge of the role of social work in preventing and addressing social functioning problems at all levels of education.
- have knowledge and skills for handling student problems at all levels of education.
- become aware of problems and weaknesses of students in school (drugs, bullying, absenteeism, drop-outs, aggressive behaviour, delinquency, bereavement, suicide attempts).
- gain knowledge to promote cooperation with teachers, parents and children.
- learn how to work as a team to promote the school's goals and cooperation with the community.

#### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Promoting free, creative and deductive thinking
- Teamwork
- Exercise of criticism and self-criticism
- Project planning and management
- Decision-making

### **(3) SYLLABUS**

1. The meaning and implications of mental illness and the psychosocial reactions of the patient
2. Institutionalization and institutional abuse - deinstitutionalization and the development of community mental health care
3. Resistance to change from the institutional system to community care services
4. Mental Health Assessment and Social Work
5. Social Work in mental health: Working with family and caregivers
6. Social Work in Child and Adolescent Mental Health
7. Impact of the economic crisis on mental health: Social work interventions
8. Mental health legislation - Voluntary and involuntary hospitalisation
9. Psychosocial rehabilitation in mental health: The Role of Social Work
10. Volunteering in Mental Health
11. Ensuring - Improving the quality of mental health services

### **(2) Teaching and Learning Methods – Evaluation**

#### **DELIVERY**

In the classroom

<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>- Use OF Video projector and ppt slide show.</li> <li>- WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>- Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	10
	Audiovisual material analysis	10
	Interactive teaching	20
	Independent Study	20
	Field Exercise	20
	Course total	<b>120</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p style="margin-left: 20px;">Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

### (3) ATTACHED BIBLIOGRAPHY

- *Suggested Bibliography*

- Allen-Meares, P., Montgomery, KL & Kim, JS. (2013). School-based social work interventions: A cross-national systematic review, *Social Work*, 58(3).
- Ασημόπουλος Χ. (2014). Εκφοβισμός στο σχολείο, ψυχική υγεία και Κοινωνική Εργασία. Όταν οι ελπίδες χάνονται και η εκπαίδευση καταρρέει. *Κοινωνική Εργασία*, 113.
- Berzin, SC, O'Brien, KHMM, Frey A. et al. (2011). Meeting the social and behavioral health needs of students: Rethinking the relationship between teachers and school social workers. *Journal of School Health*, 81(8), 493-501.
- Brennan, M. A. (2008). Conceptualizing resiliency: An interactional perspective for community and youth development. *Child Care in Practice*, 14, 55-64.
- Brown, L. (2004). Project succeed academy: A public-private partnership to develop a holistic approach for serving students with behavior problems. *Urban Education*, 39(1), 5-32.
- Bucher, K. T., & Manning, M. L. (2003). Challenges and suggestions for safe schools. *Safe Schools*, 76, 160-164.
- DePoy, E., & Gilson, S. F. (2012). Human behavior theory and applications: A critical thinking approach. Thousand Oaks. CA: SAGE.
- Doll, B., Zucker S., Brehm, K. (2009). Σχολικές τάξεις που προάγουν την ψυχική ανθεκτικότητα. Αθήνα: Δαρδανός.
- Durlak, JA, Weissberg RP. & Dymnicki AB. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-418.
- Garbarino, J. (2017). *Children and Families in the Social Environment: Modern Applications of Social Work*. N. York: Routledge.
- Henderson N. & Milstein M.M. (2008). *Σχολεία που προάγουν την ψυχική ανθεκτικότητα*. Αθήνα: Δαρδανός.
- Καλλινικάκη Θ., Κασσέρη, Ζ. & Αποστολοπούλου, Μ. (2015). *Κοινωνική Εργασία στην Εκπαίδευση, στα γραφεία των ετεροτήτων*. Αθήνα: Μοτίβο Εκδοτική.
- Kelly, M., & Stone, S. (2009). An analysis of factors shaping interventions used by school social workers. *Children & Schools*, 31, 163-176.
- Krovetz, M. (1999). *Fostering resiliency: Expecting all youths to use their minds and hearts well*. Thousand Oaks. CA: Corwin Press, Inc.

- Lantieri, L. (1999). Hooked on altruism: Developing social responsibility in at-risk youth. *Reclaiming Children and Youth* 8, 83-87.
- Lindsey, B., & White, M. (2009). Tier 2 behavioral interventions for at risk students. Ch. 35 in C.R. Massat, R. Constable, S. McDonald, & J. F. Flynn (Eds.), *School social work practice, policy, and research* (7th ed., pp. 665-673). Chicago: Lyceum.
- McKay, C. (2010). Raising the spirits of young people: Critical service learning as a social work intervention. *Children & Schools*, 32, 5-13.
- Paige E. Averett & Archana Hegde (2012). School social work and early childhood student's attitudes toward gay and lesbian families. *Teaching in Higher Education*, 17(5), 537-549.
- Scales, P. C., Roehlkepartain, E. C., Neal, M., Kielmeier, J. C., & Benson, P. L. (2006). Reducing academic achievement gaps: The role of community service and service-learning. *Journal of Experiential Education*, 29, 38-60.
- Scott, D. L. (2008). Service learning: The road from the classroom to community-based macrointervention. *Journal of Policy Practice*, 7(2-3), 214-225.
- Serbin, L., Stack, D., & Kingdon, D. (2013). Academic success across the transition from primary to secondary schooling among lower-income adolescents: Understanding the effects of family resources and gender. *Journal of Youth & Adolescence*, 42(9), 1331-1347.
- Turner, FJ (2017). *Social work treatment: Interlocking theoretical approaches*. Oxford University Press.
- Whiston, SC., Tai, WL, Rahardija, D. & Eder, K. (2011). School counseling outcome: A meta-analytic examination of interventions. *Journal of Counseling and Educational Psychology*, 89 (1), 37-55.

## 6. Discrimination and Anti – Oppressive Approaches in Social Work

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	506	<b>SEMESTER</b>	E
<b>COURSE TITLE</b>	Discrimination and Anti – Oppressive Approaches in Social Work		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	4	
<b>COURSE TYPE</b>	SPECIALISED BACKGROUND COURSE		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW311/">https://eclass.uniwa.gr/courses/SW311/</a>		

### (2) LEARNING OUTCOMES

<b>Learning Outcomes</b>
--------------------------

The aim of the course is, on the one hand, for students to understand the concept of discrimination and its connection with Social Work and, on the other hand, to understand Anti-oppressive Social Work, its theoretical basis and historical development as well as its practical application through specific examples at national and international level. Specifically and with emphasis on the issues of social discrimination and oppression, it seeks to link and critically analyse the role and practice of social work. Furthermore, through an examination of theorists from both modernism and post-modernism, debates on anti-oppressive social work practice and education are discussed at the micro-medium-large level. Finally, specific models of Anti-oppressive intervention at the international level are analysed.

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

- Know the historical development of Anti-oppressive Social Work at the international level
- Know theories related to social discrimination and oppression that have shaped the theory and practice of Anti-oppressive Social Work
- Become familiar with the theoretical background of Anti-oppressive Social Work and relate it to models of implementation at the micro-medium-large level
- Evaluate and understand the mechanisms of oppression and discrimination against social service users

### General Competences

- Promoting free, creative and deductive thinking
- Autonomous work
- Group work
- Respect for diversity and multiculturalism
- Demonstrating social, professional and ethical responsibility and gender sensitivity
- Search, analysis and synthesis of data and information, including the use of the necessary technologies
- Development of critical thinking
- Exercising critical and self-critical thinking
- Decision-making
- Working in an International Environment
- Adapting to new situations

### (3) SYLLABUS

1. Definitions and causes of discrimination
2. Social discrimination: The role of Anti-oppressive Social Work
3. Historical development, theory and principles of Anti-oppressive approaches in Social Work
4. Anti-oppressive Social Work at micro-medium and macro level/ intervention models
5. Examples of Anti-oppressive Social Work in the practical application of CC
6. Models of Intervention of Anti-oppressive Practice in Social Work Education

### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom
-----------------	------------------

<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>- Use OF Video projector and ppt slide show.</li> <li>- WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>- Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	15
	Audiovisual material analysis	15
	Study and analysis of literature	20
	Classroom exercises (work in small groups and presentation in class)	15
	Independent Study	15
	Course total	<b>120</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

**(5) ATTACHED BIBLIOGRAPHY**

- Suggested Bibliography

Adams, R., Dominelli, L. & Payne, M. (2009). 2<sup>nd</sup> ed, *Critical Practice in Social Work*. Britain: Palgrave.

Adams, R., Dominelli, L. & Payne, M. (2009) 3<sup>rd</sup>ed. *Social Work, Themes Issues and Critical Debates*. Britain: Palgrave.

Banks, S. (2015). *Ηθική και Αξίες στην Κοινωνική Εργασία*. Αθήνα: Gutenberg.

Clifford, D. & Burke, B. (2005). Developing Anti-oppressive Ethics in the New Curriculum. *Social Work Education*, 24(6), 677-692.

Cocker, C. & Hafford-Letchfield, T. (2014). *Re-thinking Anti-Discriminatory and Anti- Oppressive Theories for Social Work Practice*, Basingstoke: Palgrave Macmillan.

Cudd, A. (2006). *Analyzing Oppression*. New York: Oxford University Press.

Dalrymple, J. & Burke, B. (2006). *Anti –Oppressive Practice: Social Care and the Law*. London: Open University Press.

Danso, R. (2009). Emancipating and Empowering De-Valued Skilled Immigrants: What Hope Doew Anti-Oppressive Social Work Practive Offer? *British Journal of Social Work*, 39, pp. 539-555.

de Montigny, G. (2011). Beyond Anti-Oppressive Practice: Investigating Reflexive Social Relations. *Journal of Progressive Human Services*, 22(1), 8-30.

Dedotsi, S. & Young, A. (2018). Educating against all odds: The context and content of social work education in times of national crisis in Greece, *International Social Work*, 62(2), 849- 863.

Dedotsi S, Young, A. & Broadhurst, K. (2016). Social work education in a time of national crisis in Greece: educating the workforce to combat inequalities. *European Journal of Social Work*, 19(3-4), 368-384.

Ferguson, I., Ioakimidis, V. & Lavallette, M. (2018). *Global Social Work in a political context, Radical Perspectives*. Britain: Policy Press.

Ioakimidis, V. and Teloni, DD. (2013). Greek social work and the never-ending crisis of the welfare state. *Critical and Radical Social Work*, 1(1), 31-49.

Ιωακειμίδης, Β. (2012). *Κοινωνική Εργασία για την Κοινωνική Δικαιοσύνη, Ριζοσπαστική και Κριτική Θεωρία, Πρακτική, Παραδείγματα*. Αθήνα: Ίων.

Καλλινικάκη, Θ. (2011). *Εισαγωγή στη Θεωρία και Πρακτική της Κοινωνικής Εργασίας* Αθήνα: Τόπος.

Καραγκούνης, Β. (2008). *Κοινοτική Εργασία και Τοπική Ανάπτυξη*. Αθήνα: Τόπος.

Καρύδης, Β. & Λυκοβαρδή, Κ. (2017). *Ρητορική Μίσους και Διακρίσεις: Προκλήσεις για το Κράτος Δικαίου*. Αθήνα: Σάκκουλα.

Lavalette, M. & Penkenth, L. (2014). *Race, Racism and Social Work*, Contemporary Issues and



Debates. Britain: Policy Press.

Μαγγανάρα, Ι. (επιμ) (2011). *Διακρίσεις Κατά των Γυναικών στην Εργασία και Πολιτικές της Ευρωπαϊκής Ένωσης για την καταπολέμησή τους*. Αθήνα: Οδυσσέας.

McLaughlin, K. (2005). From ridicule to institutionalization: anti-oppression, the state and social work. *Critical Social Policy*, 25(3), 283-305.

Moch, M. (2009). A Critical Understanding of Social Work by Paolo Freire. *Journal of Progressive Human Services*, 20(1), 92-97.

Πουλόπουλος Χ. (2014). *Κρίση, Φόβος και Διάρρηξη της Κοινωνικής Συνοχής*. Αθήνα: Τόπος.

Rush, M. and Keenan, M. (2014) The Social Politics of Social Work: Anti-Oppressive Social Work Dilemmas in Twenty-First-Century Welfare Regimes. *British Journal of Social Work*, 44(6), 1436-1453.

Spolander, G., Engelbrecht, L., Martin, L., Strydom, M., Pervova, I., Marjanen, P., Tani, P., Sicora, A. and Adaikalam, F. (2014). The implications of neoliberalism for social work: Reflections from a six-country international research collaboration. *International Social Work*, 57(4), 301-312.

Teloni, DD. and Mantanika, R. (2015). 'This is a cage for migrants': The rise of racism and challenges for social work in the Greek context. *Critical and Radical Social Work*, 3(2), 189-206.

Wilson, A. and Beresford, P. (2000). AOP: Emancipation or Appropriation? *British Journal of Social Work*, 30, 553-573.

- *Related scientific journals:*

- British Journal of Social Work
- Critical and Radical Social Work Journal
- European Journal of Social Work
- Social Work Education: The International Journal
- International Journal of Social Work
- Journal of Progressive Human Services
- Journal of Poverty and Social Justice

## 7. Social Anthropology

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	507	<b>SEMESTER</b>	E
<b>COURSE TITLE</b>	Social Anthropology		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	4	
<b>COURSE TYPE</b>	SPECIALISED BACKGROUND COURSE		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SDOKE125/">https://eclass.uniwa.gr/courses/SDOKE125/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes

Social anthropology is the branch of social science that deals with the understanding of how individuals live in their societies and how they organise their lives. Specifically, social anthropology is concerned with the organization and functioning of communities, the relationship between values and behaviors, symbols and traditions, and the causes that lead individuals to act in particular ways within their societies. Because it focuses on the behaviors, organization, and meaning that individuals give to their actions, social anthropologists are scholars interested in studying the interaction of individuals with their communities and society in general. For example, social anthropology approaches are used in health care to redesign the patient experience through time, starting from traditional practices and moving to the present day.

The study of social anthropology helps to understand what lies at the heart of a culture and how social action is influenced by it. It is also interested in studying behaviors over long periods of time as it tracks their evolution or modification. To this end she uses participant observation as her main method in order to compare how people live in different societies, in different times and regions, what customs prevail and how these determine the life of the community. Its ultimate purpose is to create theories by investigating why individuals behave in certain ways.

Social anthropology follows the evolution of society as communications, transportation, migration and multiculturalism, etc. have changed the way the world looks. From the study of primitive societies which was its original focus, it is now interested in modern societies, the functioning of minorities in cities and other complex social phenomena.

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

- Use the basic concepts and general terminology of the discipline of social anthropology.
- Have a broad knowledge of different societies and social practices around important social institutions such as marriage, religion or everyday life.
- They have the ability to discover social content and what lies behind it, e.g. bureaucracies, how complex social systems are created, established and how they are managed.
- They are able to compare the European reality and the colonialism that resulted from the occupation of various territories by the rich countries of Europe.
- They can evaluate the development of a region in relation to the environment, including practices, ideologies and policies.
- Understand youth culture, popular cultures and the role of the media.
- Study diversity, ethnicity and its characteristics, culture and diaspora, gender, sexuality.
- They know value systems and medical practice and treatment .
- Engage with cultures, populations and groups different from their own and develop critical thinking.

### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Autonomous work
- Promotion of free, creative and deductive thinking
- Identifying and critically examining issues of concern to society

1. Introduction to the scope and aims of social anthropology
2. The importance of social anthropology for social work
3. Theoretical approaches to social anthropology - Fields of social anthropology - Peoples and environments
4. The work, contribution and empirical tradition of social anthropology
5. Social Anthropology in Greece - Past Studies
6. Recent anthropological approaches (ghettos in cities, marginalization of groups)
7. Applied anthropology, economics and social relations, kinship, beliefs and political life
8. Studies in social anthropology (Aborigines, African customs, Islam, etc.)
9. Anthropology of the body, political anthropology, economic anthropology, urban anthropology
10. Environment, practices, ideologies and policies
11. Youth culture, popular cultures and the role of the media

#### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	20
	Interactive teaching	20
	Study and analysis of literature	20
	Writing an essay	20
	Course total	<b>120</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

*Suggested Bibliography:*

- Ardener, E. (2013) (ed.) *Social Anthropology and language*. London and N. York: Routledge.
- Auge, M. (1999). *Για μια ανθρωπολογία των σύγχρονων κόσμων*. Αθήνα: Αλεξάνδρεια.
- Anton, M. (2013). *Social anthropology of complex societies*. London and N.York: Routledge.
- Beattie, J. (2013). *Other cultures: Aims, methods and achievements in social anthropology*. London and N. York: Routledge.
- Bloch, M., Cowan J. K., Driessen H., Fischer M. M. J., Γκέφου – Μαδιανού, Δ., Hastrup, K, Herzfeld, M., Ιωσηφίδου Α. Μ, και άλλοι (2011). *Ανθρωπολογική Θεωρία και Εθνογραφία*. Αθήνα: Πατάκη.
- Bloch, M. (2013). *Marxist analyses and social anthropology*. London: Routledge.
- Davis, J. (2015). *People of the Mediterranean: an essay in comparative social anthropology*. London: Routledge.
- Diderot, D. (1993). *Άγριοι και Πολιτισμένοι*. Αθήνα: Βάνιας.
- Epstein A.L. (2017). *The craft of social anthropology*. London: Routledge.
- Eriksen, T.H. (2007). *Μικροί τόποι, μεγάλα ζητήματα*. Αθήνα: Κριτική.
- Evans-Pritchard, E.E. (2013). *Social Anthropology*. London: Routledge.
- Laburthe, P., Tolra, J. & Warnier P. (2003). *Εθνολογία – Ανθρωπολογία*. Αθήνα: Κριτική.
- Leakey, R. (1996). *Η απαρχή του ανθρώπινου είδους*. Αθήνα: Κάτοπτρο.
- Levi-Strauss, C. (2012). *Η ανθρωπολογία και τα προβλήματα του σύγχρονου κόσμου*. Αθήνα: Πατάκη.
- Lewis, I.M. (2013). *History and social anthropology*. London: Routledge.
- Marshall, S., Nurit .B.D., Barnard, A., Woodburn J., Endicot, K, Silberbauer G., Ingold T., Lee Richard. (2009). *Κοινωνίες μοιράσματος, Οι σύγχρονοι απλοί τροφосуλλέκτες*. Πολιτειακές εκδόσεις.
- Mayer, P. (2013). *Socialization: the approach from social anthropology*. London: Routledge.
- Nadel, S.F. (2013). *The foundations of social anthropology*. London: Routledge.
- Thompson, E.P. (2008). *Χρόνος, εργασιακή πειθαρχία και βιομηχανικός καπιταλισμός*. Νησίδες.
- Washburn, S.L. (2013). *Social life of early man*. London: Routledge.
- Young, S. & Killick, H. (2017). *Religion and the Decline of Magic*. London: Macat Library.
- Δημητρίου Σ., Ποταμίτης Ν., Μαρινάκη, Κ. Κέκκου Μ. (2001). *Ανθρωπολογία των φύλων*. Αθήνα: Σαββάλας.
- Οικονόμου, Χ., Σπυριδάκης Μ., Δημητρίου Σ., Αλεξιάς Γ., Ζήση Α., Παπαϊωάννου Κ. και άλλοι, (2012). *Ανθρωπολογικές και κοινωνιολογικές προσεγγίσεις της υγείας*. Αθήνα: Σιδέρης.
- Παγκάκης, Γ. (2001). *Κοινωνική Ανθρωπολογία*. Αθήνα: Σαββάλας.
- Πολίτη, Π.Κ. (2008). *Τα κούκουρα*. Αθήνα: Βιβλιόραμα.

## 8. Social Exclusion in Greek Society

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	508	<b>SEMESTER</b>	E
<b>COURSE TITLE</b>	Social Exclusion in Greek Society		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	4	
<b>COURSE TYPE</b>	SPECIALIZED AREA SPECIALISED BACKGROUND COURSE		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/TKE100/">https://eclass.uniwa.gr/courses/TKE100/</a>		

### (2) LEARNING OUTCOMES

<b>Learning Outcomes</b>
--------------------------

The successful completion of the specific course on Social Exclusion in Greek society, has as a basic result that students will be able to reflect and acquire basic knowledge about the aims of the institutions of the welfare state in the light of the Greek case, their structure and the social effects of their functions. Furthermore, students will acquire a competent level of analysis and interpretation, with particular emphasis on the functioning of the institutions and their relationship with the surrounding society in terms of integration and social cohesion.

More specifically, the course curriculum focuses on familiarizing students with the conceptual content, with the ultimate aim of gaining a comparative understanding of the variability of conceptualizations and interpretations of the processes of social exclusion with reference to the conceptual definitions of racism, ethnocentrism, otherness, minority, marginality, poverty, deviance, inclusion. Another important result of the contributions is the cultivation of critical skills for interpreting and dealing with inequalities and exclusion as a social construction. Students are engaged in the specialized analysis of vulnerable and excluded social groups such as women, elderly, unemployed, poor, disabled, gypsies, returnees, economic and political migrants. Students acquire the necessary methodological tools for analysis and management in the field, prerequisites necessary for the effective application of Social Work by future social workers.

Another important thematic axis of the course is the highlighting of the Greek case as regards the problematic of attitudes and behaviours towards the socially excluded. Emphasis is placed on the cultivation of methods and tools for dealing with prejudice, stereotypes, xenophobia and racism in an individual context and the mechanisms that govern the public sphere.

Thus, the deeper understanding, conception and analysis and the main theoretical constructions and traces within the scientific field of the Sociological Approach to Exclusion in Greece are the focus of the lectures, which have the effect of allowing the student to become familiar with the dynamic nature of his/her scientific and future professional field, taking initiatives to address the social phenomenon and the rhetoric that accompanies it, both on an individual and structural level.

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

- Use the basic concepts and general terminology of the discipline of Social Exclusion.
- Understand the theoretical framework of the dynamics of the discipline as well as its instrumental relevance and variability, both at the level of research and at the level of professional engagement.
- Have knowledge of the basic principles, methods and theoretical approaches in order to make clear the role of the approach and methodology adopted by the specialist in the interpretation and micro- and macro-management of exclusion, sexist or racist behaviours, particularly in the Greek context.
- They are able to interpret the importance of social factors such as gender, heterogeneity, and poverty. Thus, they are able to understand, grasp and manage individual and structural dimensions of social exclusion in Greece and are able to take initiatives by introducing perspectives to address social exclusion.

#### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Working in an interdisciplinary environment
- Promoting free, creative and deductive thinking
- Development of critical thinking
- Respect for diversity and multiculturalism

### **(3) SYLLABUS**



1. Sociological Conceptual clarification of the concept of social exclusion and highlighting of the variability of the conceptual definition with comparative reference to the conceptual definitions of racism, ethnocentrism, otherness, minority, margin, poverty, deviation.

2. Cultural identity and differentiation: dominant culture and subcultures
3. Theoretical approaches to the creation of socially excluded groups
4. Social inequalities and social exclusion
5. Social exclusion and human rights
6. Political and economic dimensions of social exclusion in Greece
7. Characteristics of specific population groups of socially excluded people: women, elderly, unemployed, poor, disabled, gypsies, returnees, economic and political migrants
8. Attitudes and attitudes towards socially excluded people: prejudices, stereotypes, xenophobia, racism
9. "Globalisation, multiculturalism and human rights
10. Initiatives and perspectives to tackle social exclusion

#### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	10
	Audiovisual material analysis	10
	Study and analysis of literature	20
	Independent Study	40
	Course total	<b>120</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

- *Suggested*

*Bibliography* Γκότοβος, Α.Ε. (2003). *Εκπαίδευση και Ετερότητα. Ζητήματα Διαπολιτισμικής Παιδαγωγικής*.

Αθήνα: Μεταίχμιο.

Κασιμάτη, Κ. (επιμ.) (1998). *Κοινωνικός αποκλεισμός η ελληνική εμπειρία*. Αθήνα: Gutenberg.

Κωνσταντοπούλου, Χ., Μαράτου Λ. κ.ά (επιμ.) (1999). *''Εμείς'' και οι ''άλλοι''*. Αναφορά στις στάσεις και τα Σύμβολα. Αθήνα: ΕΚΚΕ- Τυπωθήτω

Μαρβάκης, Α., Παρσάνογλου, Δ., Παύλου, Μ. (επιμ.) (2001). *Μετανάστες στην Ελλάδα*. Αθήνα: Ελληνικά Γράμματα.

Μπαγκαβός, Χ. & Παπαδοπούλου, Δ. (επιμ.) (2006). *Μετανάστευση και Ένταξη των Μεταναστών στην Ελλάδα*. Αθήνα: Gutenberg.

Μωυσίδης, Α. & Παπαδοπούλου, Δ. (επιμ.) (2011). *Η Κοινωνική Ενσωμάτωση των Μεταναστών στην Ελλάδα. Εργασία, Εκπαίδευση, Ταυτότητες*. Αθήνα: Κριτική.

Παπαδοπούλου, Δ. (επιμ.) (2002). *Κοινωνικός αποκλεισμός για τους ανθρώπους που παραμερίζουμε...* Αθήνα: Αρμός.

Πετμεζίδου, Μ. & Παπαθεοδώρου, Χρ. (2004). *Φτώχεια και κοινωνικός αποκλεισμός*. Αθήνα: Εξάντας.

Raugam, S. (1991). *La disqualification sociale. Essai sur la nouvelle pauvreté*. Paris: P.U.F.

-- *Related scientific journals:*

- International Journal of Sociology and Social Policy
- Social Work
- Κοινωνιολογική Επιθεώρηση
- Βήμα των Κοινωνικών Επιστημών
- Επιθεώρηση Κοινωνικών Ερευνών

## 9. Developmental Psychopathology

### 1. GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	509	<b>SEMESTER</b>	E
<b>COURSE TITLE</b>	Developmental Psychopathology		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	4	
<b>COURSE TYPE</b>	SPECIALISED BACKGROUND COURSE		
<b>PREREQUISITE COURSES:</b>	Developmental Psychology		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SDOKE130/">https://eclass.uniwa.gr/courses/SDOKE130/</a>		

### 2. LEARNING OUTCOMES

Learning Outcomes

Developmental psychopathology is the discipline that studies maladaptive patterns of emotions, perceptions and behaviour, as well as the processes that lead to them or prevent their manifestation in the context of typical development. The purpose of this course is to provide students with an understanding of deviations from the typical developmental trajectory, to gain basic knowledge of how to detect these problems, and to become aware of basic principles underlying the approach to children and adolescents with developmental disabilities.

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

- Recognize cases of children and adolescents with developmental disabilities.
- Gain evidence-based and usable knowledge of the symptomatology, diagnostic assessment, risk factors and treatment of the major psychopathological conditions in childhood and adolescence.
- Gain essential skills in developmentally appropriate approaches to children and adolescents with deviant development.
- Work effectively within a multidisciplinary team to support the child with developmental disabilities and their family.

### General Competences

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Working in an interdisciplinary environment
- Promotion of free, creative and deductive thinking
- Respect for diversity
- Understanding and interpreting developmental differences
- Awareness of children with developmental problems

### 3. SYLLABUS

1. The developmental approach to psychopathology
2. The etiology of the manifestation of psychopathology in children and adolescents
3. Autistic Spectrum Disorders
4. Speech and language disorders
5. Stuttering
6. Attention Deficit Hyperactivity Disorder
7. Specific Learning Disorder
8. Adversarial Challenging Disorder and Conduct Disorder
9. Intellectual Disability
10. Anxiety Disorders and Obsessive Compulsive Disorder in Children
11. Hypersensitivity disorders

### 4. Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	10
	Audiovisual material analysis	10
	Study and analysis of literature	10
	Independent Study	50

	Course total	<b>120</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> <li>• Analysis and interpretation of an incident</li> </ul>	

## 5. ATTACHED BIBLIOGRAPHY

- *Suggested Bibliography*

- Cooper, M., Hooper, C., & Thompson, M. (2012). *Ψυχική υγεία παιδιών και εφήβων. Θεωρία και πράξη* (επιμ. Γ. Παπαδάτος, μετ. Σ. Χάσκου). Αθήνα: Επιστημονικές εκδόσεις Παρισιάνου.
- Hill, J., & Maughan, B. (2013). *Διαταραχές διαγωγής στην παιδική και εφηβική ηλικία*. Αθήνα: Επιστημονικές εκδόσεις Παρισιάνου.
- Κάκουρος, Ε., & Μανιαδάκη, Κ. (2002). *Ψυχοπαθολογία παιδιών και εφήβων –Αναπτυξιακή προσέγγιση-*. Αθήνα: Τυπωθήτω.
- Κάκουρος, Ε., & Μανιαδάκη, Κ. (2006). *Τραυλισμός. Η φύση και η αντιμετώπισή του στα παιδιά και τους εφήβους*. Αθήνα: Τυπωθήτω.
- Κάκουρος, Ε., & Μανιαδάκη, Κ. (2012). *Διαταραχή Ελλειμματικής Προσοχής – Υπερκινητικότητα. Θεωρητικές προσεγγίσεις και θεραπευτική αντιμετώπιση*. Αθήνα: Gutenberg.
- Καλαντζή-Αζίζι, Α.& Ζαφειροπούλου, Μ. (Επιμ.) (2004). *Προσαρμογή στο σχολείο*. Αθήνα: Ελληνικά Γράμματα.
- Καλαντζή-Αζίζι, Α.& Σοφianoπούλου, Α. (Επιμ.) (2016). *Γνωσιακή-συμπεριφοριστική θεραπεία παιδιών και εφήβων*. Αθήνα: Πεδίο.
- Κουρκούτας, Η. & Chartier, J.P. (2008). *Παιδιά και έφηβοι με ψυχοκοινωνικές και μαθησιακές διαταραχές. Στρατηγικές παρέμβασης*. Αθήνα: Τόπος.
- Κουρκούτας, Η.Ε. (2007). *Προβλήματα συμπεριφοράς στα παιδιά. Παρεμβάσεις στο πλαίσιο της οικογένειας και του σχολείου*. Αθήνα: Ελληνικά Γράμματα.
- Μανιαδάκη, Κ., & Κάκουρος, Ε. (2016). *Η διαχείριση της ΔΕΠ-Υ. Από τη θεωρία στην πράξη*. Αθήνα: Gutenberg.
- Μανιαδάκη, Κ. & Κάκουρος, Ε. (2020). *Διαταραχή Ελλειμματικής Προσοχής – Υπερκινητικότητα (ΔΕΠ-Υ): Μια αληθινή διά βίου νευροαναπτυξιακή διαταραχή*. Στο: Γ. Σίμος & Ο. Ζηκοπούλου (επιμ.) *Εισαγωγή στην αναπτυξιακή ψυχοπαθολογία* (σσ. 61-104). Αθήνα: Εκδόσεις Gutenberg.
- Maniadaki, K., & Kakouros, E. (2018). *The complete guide to ADHD. Nature, Diagnosis, and Treatment*. New York: Routledge, Taylor and Francis.
- Wenar, Ch., & Kerig, P. (2008). *Εξελικτική Ψυχοπαθολογία*. (Επιμ. Δ. Μαρκουλής & Ε. Γεωργάκα). Αθήνα: Τυπωθήτω.
- Wilmshurst, L. (2011). *Εξελικτική ψυχοπαθολογία. Μια αναπτυξιακή προσέγγιση* (Μετ. Μ. Κουλεντιανού, Επιμ. Η.Γ. Μπεζεβέγκης). Αθήνα: Gutenberg.

- *Related scientific journals:*

- Psychology
- Hellenic Journal of Psychology
- Brain
- Development and Psychopathology
- Journal of Abnormal Child Psychology
- Journal of the American Academy of Child and Adolescent Psychiatry
- Journal of Child Psychology and Psychiatry



## 5.10 International Social Work and Greek Reality

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	510	<b>SEMESTER</b>	E
<b>COURSE TITLE</b>	International Social Work and Greek Reality		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	4	
<b>COURSE TYPE</b>	SPECIALISED BACKGROUND COURSE		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW224/">https://eclass.uniwa.gr/courses/SW224/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes

The course "International Social Work and Greek Reality" introduces Social Work in its role in the international reality. It deals with global social problems and policies that concern individuals and communities around the world. It focuses primarily on international issues concerning the quality and type of services provided to citizens. It deals with problems that may have arisen between states, for example due to war, and tries to find solutions for the care of citizens. It recognises the importance of localism and local action to manage local challenges, taking into account international experiences and practices. Global social issues such as the violation of children's and women's rights, wars and refugees, human trafficking, international health issues, environmental pollution, poverty, serious political and regime problems are of concern to all social workers in the world today and are best resolved through a more international perspective.

International social work through its research, education and practice has the overall aim of promoting quality service delivery at all levels of the world.

widths of the world. The presence of social workers in over 300 countries helps to improve their practice through the exchange of experience/technology and resources. This global practice has been recognized as a key contributor to the defence and promotion of human rights, social development and international social justice and change.

The main feature of this course is the philosophy of international social work and the comparison between countries, practices, social work education and research. The practices in other countries, the functioning of social services, the management and resolution of social situations and the recognition of the differences and similarities in the practices of social workers and the education provided to them, contributes to the formation of a critical attitude on the part of the student towards his/her own future practice.

The subject of International Social Work requires experienced social workers specialised in the subject, with a comprehensive knowledge of intervention approaches and human behaviour. Finally, this course seeks to link the international experience of social work with the Greek reality, the obvious importance of international experience and perspective in the professional employment of the social worker in our country.

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

- Acquire knowledge relevant to the field of international social work and the organizations that could provide their services.
- Act as citizens of the world, since it provides them with the knowledge of what is happening beyond the Greek reality.
- Understand how social work is practiced in other countries, the dynamics of the profession and which sectors it affects.
- They have a global picture of the social problem around the world, as it is experienced and dealt with, depending on the countries.
- Become aware of international problems, professional practice in other countries and the role of the social worker.
- Gain values, knowledge and skills to enable them to work in international organisations working in countries plagued by poverty, disease, poverty, death and other problems.
- Gain knowledge on the functioning of NGOs, the positions of the International Confederation of Social Workers, the Schools of Social Work and the issues raised as priorities on behalf of individual organisations.
- Promote transnational/international cooperation within their work.

## **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Decision-making
- Promoting free, creative and deductive thinking
- Respect for diversity and multiculturalism
- Criticism and self-criticism

### (3) SYLLABUS

1. Introduction to the subject of International Social Work
2. International, supranational and national organizations, their positions and their contribution to the international environment
3. The approach to the international problem (definition, causes, statistics of social problems and their consequences for the individual, the family and the community)
4. Description of cases and interventions of social workers at the international level
5. Education - Schools of Social Work and knowledge required to work outside the borders of Greece, differences in educational systems
6. Comparative inventory of issues and interventions in the Greek reality
7. Proposals and adequacy of programmes, organisation of collective action, mobilisation of sources of assistance, etc.
8. Protection of children's and adults' rights/Human rights and international practices
9. International criteria for the protection of populations (e.g. international poverty, environmental disaster, unemployment, migration)
10. Xenophobia and ethnocentrism
11. Evaluation of intervention policies

### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	20
	Audiovisual material analysis	20
	Educational visits	20
	Independent Study	20
	Course total	<b>180</b>

**STUDENT  
PERFORMANCE  
EVALUATION**

Written final examination comprising:

- Multiple choice questions
- Short answer questions
- Comparative assessment of theory elements

**(5) ATTACHED BIBLIOGRAPHY**

- *Suggested Bibliography*

- Αλιπράντη-Μαράτου, Λ. (2002). (επιμ.). *Οικογένειες και κράτος πρόνοιας στην Ευρώπη. Τάσεις και προκλήσεις στον 20ο αιώνα*. Αθήνα: Gutenberg.
- Bernard, W.T. (2017). Broadening horizons: International exchanges in social work. In L. Dominelli and W.T. Bernard (Eds.), *Broadening horizons*. London and N. York: Routledge.
- Cox, D., Pawar, MS. (2006). *International Social Work: Issues, strategies, and programs*. London: Sage.
- Dominelli, L. (2005). Community development across borders: Avoiding dangerous practices in a globalizing world. *International Social Work*, 48(6), 702–713.
- Gray, M. (2005). Dilemmas of international social work: Paradoxical processes in indigenisation, universalism and imperialism. *International Journal of Social Welfare*, 14(2), 230-237.
- Hare, I. (2004). Defining social work for the 21st century, The International Federation of Social Workers' revised definition of social work. *International Social Work* 47(3), 407–424.
- Healy, LM. (2008). *International social work: Professional action in an interdependent world*. Oxford: University Press.
- Lee, JAB, Hudson, RE. (2017). Empowerment Approach to Social Work Treatment – in Turner FJ. (Ed.) *Social work treatment: Interlocking, work theoretical treatment approach*. Oxford: University Press.
- Λιαρόπουλος, Λ. (2006). *Παγκοσμιοποίηση και κοινωνικό κράτος, Ευρώπη και Αμερική*. Αθήνα: Παπαζήση.
- Lyons, K. (2016). *International social work: Themes and perspectives*. London and N. York: Routledge.
- Mathbor, GM. (2007). Enhancement of community preparedness for natural disasters: The role of social work in building social capital for sustainable disaster relief and management. *International Social Work*, 50(3), 357-369.
- Μπάουμαν Σ. (2004). *Παγκοσμιοποίηση. Οι συνέπειες για τον άνθρωπο*. Επιμ. Ξ., Τσελέντη. Αθήνα: Πολύτροπον.
- Παναγιωτοπούλου, Ρ., Κονιόρδος Μ. Σ. & Αλιπράντη-Μαράτου, Λ. (2003). *Παγκοσμιοποίηση και σύγχρονη κοινωνία*. Αθήνα: Εθνικό Κέντρο Κοινωνικών Ερευνών.
- Payne, M. & Askeland, GA. (2016). *Globalization and international social work: Postmodern change and challenge*. N. York: Routledge.
- Πλάντζος, Δ. (2009). *Παγκοσμιοποίηση και Εθνική Κουλτούρα*. Αθήνα: Αλεξάνδρεια

- *Related scientific journals:ά*

- International Journal of Social Work
- International Journal of Social Welfare
- International Journal of Social Work and Human Services Practice
- International School Social Work Journal
- International Social Sciences Review
- Journal of Human Rights and Social Work
- Interdisciplinary Social Work Journal

## 6. DETAILED COURSE OUTLINE 6<sup>TH</sup> SEMESTER

### 1. Qualitative Methods in Social Research

#### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICD AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	601	<b>SEMESTER</b>	F
<b>COURSE TITLE</b>	Qualitative Methods in Social Research		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	4	
<b>COURSE TYPE</b>	SPECIALIZED AREA SPECIALISED BACKGROUND COURSE		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW305/">https://eclass.uniwa.gr/courses/SW305/</a>		

#### (2) LEARNING OUTCOMES

Learning Outcomes



The main purpose of the course is to acquire knowledge about the approaches, strategies and methods of qualitative social research design used in Social Work and to acquire skills and techniques in the methodological design of qualitative research in relation to the definition of the research problem, the methods of collecting and analyzing qualitative data and the successful completion of a qualitative research proposal.

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

- Understand the concept of qualitative research in social work.
- Understand and be familiar with approaches to social work research according to the distinction between the positivist/quantitative and interpretive/qualitative models.
- Know the ontological and epistemological positions of qualitative research methods.
- Know the types of qualitative research utilized in general social work: needs assessment, exploratory/ descriptive/ explanatory research, practice-program evaluation, and participatory action research.
- Understand and know principles and techniques of qualitative research design.
- Know methods of qualitative data collection.
- Know methods of qualitative data analysis.
- Become aware of ethical issues in qualitative research.

### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Decision-making
- Autonomous work
- Teamwork
- Planning research projects
- Working in an interdisciplinary environment
- Adapting to new situations
- Promotion of free, creative and deductive thinking
- Broadening the interpretative capacity of human behaviour
- Respect for diversity and multiculturalism

### **(3) SYLLABUS**

1. The nature and process of social research
2. Strategies of social research: Quantitative research and qualitative research
3. Qualitative methodological reflection and qualitative method research design
4. Hermeneutics, phenomenology, relativism, social constructivism
5. Ethics and politics in qualitative social research
6. Research traditions in qualitative research
7. Semi-structured interview - Group-focused interview
8. Biographical interview
9. Participant observation
10. Evidence as a source of data
11. Qualitative data analysis techniques 1
12. Qualitative data analysis techniques 2
13. Software applications in the processing and analysis of qualitative data
14. Presentation of the results of qualitative social research

### **(4) Teaching and Learning Methods – Evaluation**

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>- Use OF Video projector and ppt slide show.</li> <li>- Support for the learning process through the e-class platform</li> <li>- Becoming familiar with specific software (Atlas.ti, MaxQDA, NVivo)</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	40
	Study and analysis of literature	30
	Independent Study	50
	laboratory exercises	60
	Course total	<b>220</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>A. Theoretical part (60% of the final score) Final written examination including:</p> <ul style="list-style-type: none"> <li>• Short case study</li> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul> <p>B. Laboratory part (40% of final grade)</p> <ul style="list-style-type: none"> <li>- The laboratory part of the course is assessed throughout the semester with laboratory exercises of a compulsory nature on set dates.</li> <li>- The assessment criteria and the dates of the laboratory exercises are made known to the students during the laboratory courses.</li> </ul>	

## (5) ATTACHED BIBLIOGRAPHY

- *Suggested Bibliography*

Ιωσηφίδης, Θ. (2017). *Ποιοτικές μέθοδοι έρευνας και επιστημολογία των κοινωνικών επιστημών*. Αθήνα: Τζιόλας.

Ιωσηφίδης, Θ. (2008) *Ποιοτικές μέθοδοι έρευνας στις κοινωνικές επιστήμες*, Κριτική, Αθήνα.

Ιωσηφίδης, Θ. (2006) *Ιστορίες ζωής και βιογραφικές αφηγήσεις*, Κριτική, Αθήνα.

Ιωσηφίδης, Θ., & Σπυριδάκης, Μ. (Επιμ.) (2006). *Ποιοτική κοινωνική έρευνα*.

*Μεθοδολογικές προσεγγίσεις και ανάλυση δεδομένων*. Αθήνα: Κριτική.

Κάλλας, Γ. (2015). *Θεωρία, μεθοδολογία και ερευνητικές υποδομές στις κοινωνικές επιστήμες*, Αθήνα: Κριτική.

Καλλινικάκη, Θ. (Επιμ.) (2010) *Ποιοτικές μέθοδοι στην έρευνα της κοινωνικής εργασίας*, Τόπος, Αθήνα.

Καλλινικάκη, Θ. και Πετμεζίδου, Μ. (Επιμ.) (2017) *Διαδρομές κοινωνικής έρευνας*,

Έκδοση ΠΜΣ «Κοινωνική Πολιτική και Κοινωνική Εργασία» ΔΠΘ, Κομοτηνή.

Καλφόπουλος, Κ. (Επιμ., (2003). *Η ποιοτική παράδοση στις κοινωνικές επιστήμες*. Αθήνα: Νήσος.

Λυδάκη, Α. (2001). *Ποιοτικές μέθοδοι της κοινωνικής έρευνας*. Αθήνα:

Καστανιώτης. Mason, J. (2011) *Η διεξαγωγή της ποιοτικής έρευνας*, Πεδίο, Αθήνα.

Mishler, E.G. (1996) *Συνέντευξη Έρευνας*. Αθήνα: Ελληνικά Γράμματα.

Λάζος, Γ. (1998) *Το Πρόβλημα της Ποιοτικής Έρευνας στις Κοινωνικές Επιστήμες*. Αθήνα: Παπαζήσης.

Παπαϊωάννου, Σ. (επιμ.) (2007). *Ζητήματα θεωρίας και μεθόδου των κοινωνικών επιστημών*. Αθήνα: Κριτική.

Jorgensen, D.L. (1989) *Participant Observation, A Methodology for Human Studies*. California: Sage Publications.

- *Related scientific journals:*

- Social Work
- The Qualitative Report
- Qualitative Research
- Qualitative Researcher
- Qualitative Social Work: Research and Practice
- Research on Social Work Practice
- Social Work Research
- Journal of Evidence-Based Social Work
- Journal of the Society for Social Work and Research

## 2. Crisis Intervention in Social Work

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	602	<b>SEMESTER</b>	F
<b>COURSE TITLE</b>	Crisis Intervention in Social Work		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	5	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW310/">https://eclass.uniwa.gr/courses/SW310/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes

This course aims to provide students with knowledge about the crises experienced by contemporary societies and the role of Social Work in the globalised environment. By examining crises not only in an individual but also in relation to the general social, cultural and political context, the students' understanding and critical analysis of the complexity of crises and the specific interventions required in different types of crises (e.g. The aim of the course is for students to acquire knowledge of the definitions, types and types of crises in relation to the development of a critical analysis of the link between crises and wider socio-economic issues and to understand the various models of social work intervention.

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

- Know different definitions of crises (e.g., financial crisis, development crisis, etc.) and understand the importance of each definition in addressing crisis.
- Identify the different types and kinds of crises.
- Critically evaluate the influence of socio-political factors on the emergence of crises in modern societies.
- Analyse and interpret the social causes of crises and their effects on populations.
- Deepen their understanding of the ways of social support in crisis situations in various fields of social work practice (see for example health, refugee crisis, grief management in intercultural settings, financial crisis, etc.).
- They know the contemporary forms of crises on a global scale (ecological crises, natural disasters, wars, etc.) and their immediate and long-term effects on the population at local and supranational level.
- Know approaches and models of crisis intervention in Social Work.
- Distinguish the impact of different models of crisis response at micro and macro level.
- Design crisis interventions.
- Develop skills in crisis response.

#### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Decision-making
- Adapting to new situations
- Project planning and management
- Promotion of free, creative and deductive thinking
- Teamwork
- Autonomous work
- Working in an international environment
- Development of critical thinking
- Exercising critical and self-critical thinking
- Respect for the natural environment
- Respect for diversity and multiculturalism

### **(3) SYLLABUS**

1. Definitions of crisis
2. Types and stages of crisis
3. The importance of micro- and macro-interventions in defending the rights of the beneficiaries
4. Models of intervention
5. Health crisis management
6. Refugee Crisis and Social Work
7. Economic crisis impact on the population and the role of Social Work
8. Natural and Ecological Disasters, Political Conflicts, and the Role of Social Work
9. Occupational Stress or Alienation from Work? Approaches to management Crisis for Social Workers

**(4) Teaching and Learning Methods – Evaluation**

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	30
	Audiovisual material analysis	20
	Study and analysis of literature	20
	exercises in the classroom (designing interventions, working in small groups)	20
	Independent Study	300
	Course total	<b>160</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Critical analysis of cases/theory</li> <li>• Problem solving</li> <li>• Comparative assessment of theory elements</li> </ul>	

**(5) ATTACHED BIBLIOGRAPHY**

- Suggested Bibliography

- Αδάμ, Σ. & Τελώνη, Δ. Δ. (2015). Κοινωνικά Ιατρεία στην Ελλάδα της Κρίσης: Η εμπειρία της παροχής υπηρεσιών υγείας όταν το Εθνικό Σύστημα Υγείας Υποχωρεί? Παρατηρητήριο Κοινωνικών και Οικονομικών Εξελίξεων, ΙΝΕ-ΓΣΕΕ online <http://ineobservatory.gr/wp-content/uploads/2016/07/MELETH-441.pdf>.
- Βεργέτη, Α. (2009). *Κοινωνική Εργασία με Οικογένειες σε Κρίση*. Αθήνα: Τόπος.
- Dedotsi, S., Young, A. & Broadhurst, K. (2016). Social work education in a time of national crisis in Greece: educating the workforce to combat inequalities. *European Journal of Social Work*, 19(3-4), 368-384.
- Δεδουσόπουλος, Α. (2000). *Η Κρίση στην Αγορά Εργασίας τ. Ι, ΙΙ*. Αθήνα: Τυπωθήτω.
- Δημοπούλου Λαγωνίκα, Μ. (2011). *Μεθοδολογία Κοινωνικής Εργασίας Μοντέλα Παρέμβασης*. Αθήνα: Τόπος.
- Dominelli, L. (2012). *Green Social Work: From Environmental Crises to Environmental Justice*. Britain: Polity Press.
- Ζαϊμάκης, Γ. & Καλλινικάκη, Θ. (2004). *Τοπικός Χώρος και Πολυπολιτισμικότητα*. Αθήνα: Ελληνικά Γράμματα.
- Ζαϊμάκης, Γ. & Κανδυλάκη, Α. (επιμ.) (2005). *Δίκτυα Κοινωνικής Προστασίας, Μορφές Παρέμβασης σε ευπαθείς ομάδες και σε πολυπολιτισμικές κοινότητες*. Αθήνα: Κριτική.
- Ferguson, I. & Lavalette, M. (2004). *Beyond power discourses: Alienation and social work*.



*British Journal of Social Work*, 34, 297-312.

Georgoussi, E., Gregory S., Dedoussi, A. & Kyriopoulos J. (2003). Social workers in Greece: How they spend their working hours. *European Journal of Social Work*, 6(1), 65-71.

Ioakimidis, V, Cruz, S. C. & Martinez, H., I. (2014). Reconceptualizing Social Work in times of crisis: An examination of the cases of Greece, Spain and Portugal. *International Social Work*, 57(4), 285-300.

Ιωακειμίδης, Β. (2012). *Κοινωνική Εργασία για την Κοινωνική Δικαιοσύνη, Ριζοσπαστική και Κριτική Θεωρία, Πρακτική, Παραδείγματα*. Αθήνα: Ίων.

Lavalette, M. & Ioakimidis, V. (2011). *Social Work in Extremis Lessons for Social Work Internationally*. Britain: Policy Press.

Martinez-Belkin, D. & Henderson-Fleck, A. (2014). *Social Justice in Clinical Practice: A Liberation Health Framework for Social Work*. USA: Routledge

Παπαδάκη, Ε. (2012). Η επαγγελματική ζωή των κοινωνικών λειτουργών στις κοινωνικές υπηρεσίες του δημόσιου τομέα στην Κρήτη: υπερβολικές εργασιακές απαιτήσεις, περιορισμένη επαγγελματική ανάπτυξη, μικρή υποστήριξη, στο Β. Ιωακειμίδης (επιμ.), *Κοινωνική Εργασία για την Κοινωνική Δικαιοσύνη. Ριζοσπαστική και Κριτική Θεωρία, Πρακτική, Παραδείγματα*, σελ. 71-89. Αθήνα: Ίων.

Papadaki, E. & Papadaki, V. (2008). Ethically difficult situations related to organizational conditions: Social workers' experiences in Crete, Greece. *Journal of Social Work*, 8(2), 163-180.

Papadaki, V. & Papadaki, E. (2006). Job satisfaction in social services in Crete, Greece: social worker's views. *European Journal of Social Work*, 9(4) 479-495.

Ραγνε, Μ. (2000). *Σύγχρονη Θεωρία Κοινωνικής Εργασίας*. Αθήνα: Ελληνικά Γράμματα.

Pentarakí, M. (2013). If we do not cut social spending, we will end up like Greece': Challenging consent to austerity through social work action. *Critical Social Policy*, 33(4), 700-711.

Πουλόπουλος, Χ. (2014). *Κρίση, Φόβος και Διάρρηξη της Κοινωνικής Συνοχής*. Αθήνα: Τόπος.

Σακελλαρόπουλος, Σ. (2014). *Κρίση και Κοινωνική Διαστρωμάτωση στην Ελλάδα του 21<sup>ου</sup> αιώνα*, Αθήνα: Τόπος.

Teloni, D. D., & Adam, S. (2018). Solidarity Clinics and social work in the era of crisis in Greece. *International Social Work*, 61(6), 794-808.

Teloni, D.D., (2014). Social work and the Greek crisis in Jones, C. and Novak, T. *Poverty and Inequality Critical and Radical Debates in social work (series eds Ferguson, I. and Lavallette, M.)*. Bristol: Policy Press. pp.41-46.

Τελώνη, Δ. (2013). Κοινωνική Εργασία με Ηλικιωμένους Ογκολογικούς Ασθενείς. *Μαρτυρίες*, Ελληνική Εταιρεία Γηριατρικής Ογκολογίας, 49-55.

- *Related scientific journals:*

- British Journal of Social Work
- Clinical Social Work Journal
- Critical and Radical Social Work Journal
- European Journal of Social Work
- International Journal of Social Work
- Journal of Loss and Trauma
- Journal of Poverty and Social Justice
- Social Work

### 3. Counseling and Social Work

#### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICD AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	603	<b>SEMESTER</b>	F
<b>COURSE TITLE</b>	Counseling and Social Work		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	5	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW231/">https://eclass.uniwa.gr/courses/SW231/</a>		

#### (2) LEARNING OUTCOMES

Learning Outcomes

Counselling is a subject of social work provided in the context in which the social worker works. It is provided in two ways: a) by those who have counselling as part of their work, as indicated in their professional title e.g. career counsellors, guidance counsellors, marriage counsellors, school counsellors, family counsellors, etc. and b) those who use therapeutic techniques. Counselling is a process of 'interpersonal communication between at least two persons, the counsellor and the counselee, with the aim of resolving personal, social and/or practical issues or difficulties faced by the latter or of helping him/her to achieve a desired goal'.

In particular, a) the counsellor is the one who: "gives advice (to a person) about his social or personal problems in a specific professional manner" or b) Counselling is: "the process of providing assistance and guidance to service users, by a specially trained person on a professional basis, in order to solve individual, social or psychological problems and difficulties". The provision of counselling services requires the gathering and evaluation of information, the

knowledge and personality development of the practitioner, practice in settings where counselling is applied to individuals, groups and communities, and critical evaluation of cases.

In addition, the social worker should have the educational competence to select from a range of theoretical approaches the appropriate one and apply them in practice to solve problems. Social workers provide counselling services as an object within their role and as an activity in social care programming. In social work these two roles are conjunctive in nature. The processes that the social worker uses when providing counselling include:

- Interviews with clients and their family members
- Assessments of problems/needs
- Capacity for cooperation between social workers and clients
- Planning of problem solving
- Crisis interventions
- Problem/needs assessments

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

1. Be familiar with the subject of counselling.
2. Distinguish counseling services provided from the provision of services or referrals
3. To acquire theoretical knowledge on counselling and social work.
4. To know the skills required to provide counselling services.

### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Autonomous work
- Promotion of free, creative and deductive thinking
- Identifying and critically examining issues of concern to society

### **(3) SYLLABUS**

1. Introduction to the subject of counselling
2. The importance of training in counselling
3. Theoretical approaches to the practice of counselling
4. The work, contribution and results of counselling
5. Counselling and other professions
6. Newer approaches to counselling
7. Conditions affecting the provision of counselling services (physical space, privacy, confidentiality)
8. The first session - Gathering information (unhelpful behaviours such as excessive questioning, giving advice without an accurate picture of the issue, etc.)
9. Skills/tools of the counsellor (empathy, guidance, responsiveness, self-disclosure, directness, humour, confrontation)
10. Completion - termination of cooperation, managing separation, resistance, follow-up

#### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	30
	Interactive teaching	30
	Study and analysis of literature	20
	Writing an essay	40
	Course total	<b>160</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

- Suggested Bibliography

- Hill, C. E. & O'Brien, K. M. (1999). *Helping skills. Facilitating exploration, insight and action*. Washington DC: American Psychological Association.
- Hough, M. (2002). *A practical approach to counseling*. Second edition. Pearson Education United
- Ivey, A. et al (1992). *Συμβουλευτική: Μέθοδος πρακτικής προσέγγισης*. Αθήνα: Ελληνικά Γράμματα.
- Ivey, A., Ivey, M. & Simek-Morgan, L. (1993). *Counseling and psychotherapy: Integrating skills, theory and practice*. Englewood Cliffs, N.J.: Prentice-Hall.
- Ivey, A et al (1994). *Συμβουλευτική: Βασικές δεξιότητες επιρροής*. Αθήνα: Ελληνικά Γράμματα.
- Joseph, S. (2006). *Positive Therapy*. Hove: Routledge.
- Κακαβούλης, Α. (1999). *Η συγγνώμη στις διαπροσωπικές σχέσεις*. Αθήνα: Ελληνικά γράμματα.
- Καλαντζή-Αζίζι, Α. (1996). *Ψυχολογική συμβουλευτική φοιτητών/ητριών*. Αθήνα, Ελληνικά γράμματα.
- Κασσωτάκης, Μ. (επιμ) (2003). *Συμβουλευτική και επαγγελματικός προσανατολισμός. Θεωρία και πράξη*. Αθήνα: Εκδόσεις Τυπωθήτω.
- Κουνενάκη – Χατζηνικολάου, Ε. (2002). *Αναζήτηση Απασχόλησης. Αγορά εργασίας, επαγγελματικός προσανατολισμός, διαδικασία αναζήτησης απασχόλησης*. Αθήνα: Εκδόσεις Προπομπός.

- McLeod, J. (2005). *Εισαγωγή στη συμβουλευτική*. Αθήνα, Μεταίχμιο.
- Nathan, R. & Hill, L. (2006). *Επαγγελματική Συμβουλευτική. Η Συμβουλευτική Προσέγγιση της Επαγγελματικής Σταδιοδρομίας*. Αθήνα: Εκδόσεις Μεταίχμιο.
- Παπάνης, Ε. & Μπαλάσα, Α. (2011). *Συμβουλευτική μέσω Διαδικτύου και Επικοινωνία*. Αθήνα: Εκδόσεις Αδελφοί Κυριακίδη Α.Ε.
- Πιστοφίδης, Α. (2003). *Εναλλακτικός Επαγγελματικός Προσανατολισμός*. Αθήνα: Εκδόσεις Προπομπός.
- Proctor, G. (2002). *The dynamics of power in counselling and psychotherapy: Ethics, politics & practice*.
- Reynolds Welfel, E. & Patterson, L. E. (2005). *The counseling process*. 6e. Thomson/ Brooks-Cole.
- Tilton, RS., Jackson, J. & Rigby, SC. (2001). *Τεχνικές εύρεσης εργασίας και επαγγελματισμός υπαλλήλων*. Αθήνα: Εκδόσεις Έλλην.

- *Related scientific journals:*

- Journal of Counseling and Development
- Adult Span Journal
- The Career Development Quarterly
- Counseling and Values: Spirituality, Ethics, and Religion in Counseling
- Counselor Education and Supervision
- Mental Health and School Counselling
- International Journal of the Advancement of Counselling
- British Journal of Guidance and Counselling
- Journal of Humanistic Counseling
- Journal of Multicultural Counseling and Development
- Journal of Addictions & Offender Counseling
- Journal of Employment Counseling

#### 4. Social Work and Addictions

##### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	604	<b>SEMESTER</b>	F
<b>COURSE TITLE</b>	Social Work and Addictions		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	4	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW277/">https://eclass.uniwa.gr/courses/SW277/</a>		

##### (2) LEARNING OUTCOMES

Learning Outcomes

Basic knowledge of the definition and types of addiction, drugs and toxic substances, the causes and extent of the problem and how to deal with it.

To provide students with basic knowledge on the definition and types of addiction, drugs and toxic substances, the extent and causes of the problem and how to deal with it. Emphasis is placed on methods, models and intervention agencies at the level of prevention and treatment.

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

- Understand the psychological and family factors that influence substance use.
- Understand the need for a synthetic approach to drug addiction.
- Understand the role of peers, school environment and social circumstances that lead individuals to substance use.
- Become familiar with how treatment groups operate and the methods they use to address the problems and difficulties of members of treatment communities.

Become familiar with methods and techniques used by social workers working in the field of addictions.

- Engage in professional activity, standardize and analyze information and problems and find solutions in their professional field, following a scientific approach.
- Understand how to act ethically and how to take responsibility for the consequences of their professional behaviour on the environment and society.
- Take responsibility in a team context, while delegating and coordinating tasks. This process also involves effective planning and organisation of their work, as well as conflict management.

#### **General Competences**

- Adapting to new situations
- Working in an interdisciplinary environment
- Promoting free, creative and inductive thinking
- Decision-making

### **(3) SYLLABUS**

1. Causal approaches and scientific biases
2. Synthetic Approach
3. The therapeutic community as a new proposal
4. The Greek reality
5. Therapeutic Groups
6. Personal change
7. The crisis as an opportunity for change
8. The family's contribution to change, treatment and reintegration
9. Leaving the therapeutic context
10. The contribution of social workers in the field of addictions

### **(4) Teaching and Learning Methods – Evaluation**

**DELIVERY**

In the classroom



<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>- Use OF Video projector and ppt slide show.</li> <li>- WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>- Support for the learning process through the e-class platform and the open access Academic Ebooks</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	30
	Analysis of case studies	20
	Audiovisual material analysis	20
	Study and analysis of literature	20
	Independent Study	30
	Course total	<b>120</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> <li>• Self-evaluation exercises</li> </ul>	

**(5) ATTACHED BIBLIOGRAPHY**

*- Suggested Bibliography*

- Δημοπούλου-Λαγωνικά, Μ. (2011). *Μεθοδολογία κοινωνικής εργασίας: Μοντέλα παρέμβασης*. Αθήνα: Τόπος.
- Μακλόκλιν, Μπ. (2001). *Ψυχοδυναμική συμβουλευτική*. Αθήνα: Καστανιώτη.
- Μανωλόπουλος, Σ. (2015). *Δρόμοι της Εφηβείας*. Αθήνα: Νήσος
- Μάτσα, Κ. (2001). *Ψάξαμε ανθρώπους και βρήκαμε σκιές. Το αίνιγμα της τοξικομανίας*. Αθήνα: Άγρα.
- Παπαδάτος, Γ. (2010). *Ναρκωτικά και εφηβεία. Κοινωνικά και ψυχολογικά αίτια. Προγράμματα πρόληψης. Παιδαγωγική αντιμετώπιση. Νομοθεσιακή αντιμετώπιση*. Αθήνα: Gutenberg (Γ. Δαρδάνος – Κ. Δαρδάνος Ο.Ε.)
- Πουλόπουλος, Χ. (2011). *Κοινωνική Εργασία και Εξαρτήσεις: Οι κοινότητες της αλλαγής*. Αθήνα: Μοτίβο.
- Σαλτσμπέργκερ - Ουίτεμπεργκ, Ι. (2005) *Η Αυτογνωσία από ψυχαναλυτική θεώρηση και οι ανθρώπινες σχέσεις*. Αθήνα: Καστανιώτης.
- Σταλίκας, Α. (2011). *Θεραπευτικές παρεμβάσεις*. Αθήνα: Τόπος.
- Υalom, Ι. (2004). *Το δώρο της ψυχοθεραπείας*. Αθήνα: Άγρα.

*- Related scientific journals:*

- Social Work
- Families in Society
- Journal of Familiar Social Work
- Journal of Ethnic and Cultural Diversity in Social Work
- Clinical Social Work Journal
- Psychoanalytic Social Work
- Psychoanalytic Social Work
- Child and Family Social Work

## 5. Forensic Social Work

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICD AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	605	<b>SEMESTER</b>	F
<b>COURSE TITLE</b>	Forensic Social Work		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	4	
<b>COURSE TYPE</b>	SPECIALISED BACKGROUND COURSE		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/modules/course_info/?from_home=true&amp;course= SW239">https://eclass.uniwa.gr/modules/course_info/?from_home=true&amp;course= SW239</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes

Forensic Social Work or Forensic Social Work is a specialization of social work. It is the application of social work principles to issues and questions that are relevant to legal and judicial contexts and include issues of child custody, divorce, child neglect & abuse, termination of parental rights, expert witness or expert testimony, domestic violence, juvenile delinquency and the reintegration and treatment of offenders, victims & their families.

Court social workers assist clients served who have outstanding issues with the justice system. They may work with family members of offenders, those who have recently been released from prison, or who are on post-release supervision to prevent possible violations of the law, e.g. drugs. Social workers also monitor people suffering from mental illnesses that result in offending acts.

Social workers are able to propose rehabilitation and reintegration services and techniques or support family members affected by the offender's actions.

- They act as assessors and examine the circumstances of domestic violence, child abuse and elder abuse.
- They provide information to the courts that enables the court to make decisions e.g. on the custody of a child.
- They work with at-risk youth, empowering and enrolling them in programs to help them avoid jail.
- They provide clinical work and management services to victims and perpetrators through the forensic system.
- Provide clinical assessment and counseling services for incarcerated persons and their victims.
- Provide clinical and problem management services for prisoners and their families before and after release to facilitate their transition back into their community and skill development.
- Advocate on behalf of those they serve.
- They work with prosecutors and prepare social history reports in order to make decisions.
- They act as mediators in settling issues of victims and batterers.
- They help individuals cope with the complex legal system and the administration of justice.
- They write reports for the court and compile files of evidence.

Upon successful completion of the course, students will enrich their knowledge and gain a deeper understanding of the following:

- The scopes of judicial social work.
- The civil and criminal legal processes in which social workers are involved.
- The multifaceted role of judicial social workers with regard to the provision of clinical practice, expert witnessing .
- The ethics and challenges.
- The causes and consequences of crime.
- The ways of intervention, reintegration and treatment of offenders, victims & their families.
- To monitor young offenders from the age of 16 and above in their integration into the community.
- Write reports for the courts and help determine or reduce sentences by judges.
- To provide supervision by representing the state for an extended period of time for offenders who have been released from prison.
- Work with the offender's family to ensure the family's well-being.

### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Autonomous work
- Promotion of free, creative and deductive thinking
- Identifying and critically examining issues of concern to society

### (3) SYLLABUS

1. Introduction to the scope and aims of judicial social work
2. 1. The prison system: History - institutionalization - stigmatization
3. The importance of judicial social work for the treatment of delinquency. Juvenile offenders and intervention in prisons, juvenile offenders and intervention in the community.
4. Theoretical approaches to Judicial Social Work (causes of offending). The concept of criminal justice
5. Social work with juvenile and adult offenders, objects of intervention
6. Prosecutorial orders, ethics, limits in the execution of prosecutorial orders and drafting reports for the court
7. Child and adult abuse & neglect: investigation - diagnosis & management
8. Domestic Violence, Intervention with perpetrators and victims and their families, Assessing risks of re-offending
9. Sexual Abuse
10. Forensic Social Work & Mental Health, Mental Disorders & Crime, Treatment of Prisoners with Mental Disorders
11. Criminal mediation, custody, expert witnesses and interview techniques
12. Job search and psychosocial rehabilitation of offenders
13. Studies and examples of interventions

### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>- Use OF Video projector and ppt slide show.</li> <li>- WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>- Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>

	Lectures	30
	Analysis of case studies	20
	Interactive teaching	20
	Study and analysis of literature	20
	Writing an essay	30
	Course total	<b>120</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

**(5) ATTACHED BIBLIOGRAPHY**

- Suggested Bibliography

- Barker, R. L. & Branson, D. M. (2003). *Forensic social work: Legal aspects of professional practice* (2nd ed.). Binghamton, NY: Haworth Press.
- Bartlett, H. M. (1958). Working definition of social work practice. *Social Work, 3*(2),5–8.
- Beckett, J. O. & Johnson, H. C. (1995). Human development. In R. L. Edwards & J. G. Hopps (Eds.), *Encyclopedia of social work* (pp. 1385–1405). Washington,DC: National Association of Social Workers Press.
- Brownell, P. & Roberts, A. L. (2002). A century of social work in criminal justice and correctional settings. *Journal of Offender Rehabilitation, 35*(2), 1–17.
- Finn, H. L., & Jacobson, M. (2007). *Just practice: A social justice approach to social work* (2nd ed.). Peosta, IA: Eddie Bowers Publishing Co.
- Graham, J. R. & Barter, K. (1999). Collaboration: A social work practice method. *Families in Society, 80*(1), 6–13.
- Gumz, E. (2004). American social work, corrections and restorative justice: An appraisal. International. *Journal of Offender Therapy and Comparative Criminology, 48*.
- Henngeler, S. W., Schoenwald, S. K., Borduin, C. M., Rowland, M. D. & Cunningham, P. B. (1998). *Multisystemic treatment of antisocial behavior in children and adolescents*. New York: Guilford Press.
- Killian, M. L., & Maschi, T. (2009). A history of forensic social work in the United States. In T. Maschi, C. Bradley, & K. Ward (Eds.), *Forensic social work: Psychosocial and legal issues across diverse practice settings* (pp. 11–21). New York: Springer Publishing Company.
- Maschi, T., Bradley, C., & Ward, K. (Eds.) (2009). *Forensic social work: Psychosocial and legal issues in diverse practice settings*. New York: Springer Publishing Company.
- Maschi, T., Violette, N., Scotto Rosato, N., & Ristow, J. (2009). Juvenile justice and social work. In T. Maschi, C. Bradley, & K. Ward (Eds.), *Forensic social work: Psychosocial and legal issues across diverse practice settings* (pp. 231–254). New York: Springer Publishing Company.
- National Association of Social Workers. (1999a). *Code of ethics of the National Association of Social Workers*. Washington, DC: NASW Press.
- National Organization of Forensic Social Work. (1997). *What is forensic social work?* Retrieved on May 9, 2007, from <http://www.nofsw.org/>.
- Roberts, A. R. (Ed.). (2004). *Juvenile justice sourcebook: Past, present, and future*. New York: Oxford University Press.



- Roberts, A. R., & Brownell, P. (1999). A century of forensic social work: Bridging the past to the present. *Social Work*, 44, 359–369.
- Roberts, A. R., & Springer, D. W. (2008). *Social work in juvenile justice and criminal justice settings* (3rd ed.). Springfield, IL: Charles C. Thomas.
- Saltzman, A., & Furman, R. (1999). *Law in social work practice* (2nd ed.). Belmont, CA: Wadsworth Publishers.
- Van Wormer, K. (2009). Restorative justice. In T. Maschi, C. Bradley, & K. Ward (Eds.), *Forensic social work: Psychosocial and legal issues across diverse practice settings* (pp. 11–21). New York: Springer Publishing Company.
- Wronka, J. (2008). Human rights. In T. Mizrahi & L. E. Davis (Eds.), *Encyclopedia of social work* (pp. 425–429). Washington, DC: National Association of Social Workers.
- Zastrow, C. H., & Kirst-Ashman, K. K. (2009). *Understanding human behavior and the social environment* (8th ed.). Belmont, CA: Brooks=Cole-Thompson Learning.

- *Related scientific journals:*

- Families and Society
- Journal of Forensic Mental Health
- Journal of Offender Rehabilitation
- Journal of Offender Therapy and Comparative Criminology,
- Journal of Social Work
- Public Interest

## 6. Behavior Analysis

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICD AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	606	<b>SEMESTER</b>	F
<b>COURSE TITLE</b>	Behavior Analysis		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	4	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW303/">https://eclass.uniwa.gr/courses/SW303/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes

Behavioural analysis is the science based on the philosophy of fundamental behaviouralism and provides the basis for experimental analysis and scientific interpretation of the whole spectrum of psychological phenomena, from perception and cognition to creative scientific thinking itself. This course introduces students to the philosophy of fundamental behaviorism, the experimental analysis of behavior, and the applications of this approach to psychotherapy, education, and social policy. Through this approach, students will delve into the analysis of the individual's long-term relationship to events in the natural world and will be trained in the interpretation and justification of a variety of behaviors, thoughts, and emotions that characterize the individual's daily life. They will gain a more comprehensive understanding of the process by which our opinions, interpretations and ways of solving problems are continually shaped through our interaction with other people as well as with other events in the natural world. In addition, they will become familiar with interventions to adjust appropriate conditions in order to change undesirable psychological states. Finally, this course analyzes the origins of people's motivations, interests and preferences.

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

- Understand the basic principles of behavioral theories.
- Understand the basic principles of behavioral theories.
- Have knowledge of the basic techniques for utilizing these theories in counseling and psychotherapy.
- Interpret the origins of individual motivations and preferences.
- Conduct applied behavior analysis programs.

#### **General Competences**

- Search, analysis and synthesis of data and information, including the use of the necessary technologies
- Respect for diversity and multiculturalism
- Exercising criticism and self-criticism
- Promotion of free, creative and deductive thinking

### **(3) SYLLABUS**

1. The misrepresentation of behaviourism as "stimulus-response" psychology
2. Behavioural methodology: Scientific observation, experimental analysis and extensive individual analysis
3. The scientific interpretation of psychic phenomena
4. Induced behaviour: its nature, dependent variables and basic principles of its determination
5. Emotions, sexual arousal and other dependent responses in psychopathology
6. Factor behaviour: its nature, dependent variables and basic principles of its determination
7. Reinforcement, the elimination of reinforcement and the induction of actions
8. Reinforcement programmes: the long-term action-consequence relationship
9. Factorial discrimination of stimuli in consequence programmes
10. Negative reinforcement and punishment
11. Applied behavior analysis and its application to positive reinforcement of behaviour

### **(4) Teaching and Learning Methods – Evaluation**

<b>DELIVERY</b>	In the classroom
	171

<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>- Use OF Video projector and ppt slide show.</li> <li>- WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>- Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	30
	Analysis of case studies	20
	Audiovisual material analysis	20
	Study and analysis of literature	20
	Independent Study	30
	Course total	<b>120</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

**(5) ATTACHED BIBLIOGRAPHY**

- *Suggested Bibliography*

- Bailey, J., & Burch, M. (2013). *How to think like a behavior analyst: Understanding the science that can change your life*. New York: Routledge.
- Beck, J. (2016). *Εισαγωγή στη Γνωστική-Συμπεριφορική Θεραπεία* (Επιμέλεια: Γ. Σίμος). Αθήνα: Εκδόσεις Πατάκη.
- Γενά, Α. (2007). *Θεωρία και πράξη της ανάλυσης της συμπεριφοράς*. Αθήνα: Εκδόσεις Gutenberg.
- Fisher, W.W., Piazza, C.C., & Roane, H.S. (Eds.). (2011). *Handbook of applied behavior analysis*. New York: Guilford Press.
- Madden, G.J., Dube, W.V., Hackenberg, T. D., Hanley, G. P., & Lattal, K. A. (2013). *APA handbook of behavior analysis, Vol. 2: Translating principles into practice*. American Psychological Association.
- Μέλλον, Ρ. (2013). *Ψυχολογία της συμπεριφοράς*. Αθήνα: Πεδίο.
- Newman, C.F. (2017). *Βασικά στοιχεία επάρκειας στη Γνωστική-Συμπεριφορική Θεραπεία: Η ανάπτυξη ενός αποτελεσματικού και ικανού θεραπευτή της γνωστικής συμπεριφορικής προσέγγισης* (Επιμ. Π. Ρούσση, Μ. Κοσμίδου). Αθήνα: Εκδόσεις Gutenberg.
- Skinner, B.F. (2013). *Περί συμπεριφορισμού*. (Επιμ. Ρ. Μέλλον). Αθήνα: Πεδίο.
- Westbrook, D., Kennerley, H., & Kirk, J. (2012). *Εισαγωγή στη Γνωσιακή Συμπεριφοριστική Θεραπεία: Τεχνικές και Εφαρμογές* (Επιμ. Α. Καλαντζή-Αζίζι, Κ. Ευθυμίου). Αθήνα: Πεδίο.

- *Related scientific journals:*

- Psychology
- Γνωσιακή Συμπεριφοριστική Έρευνα και Θεραπεία
- Hellenic Journal of Psychology
- Cognitive Behaviour Therapy
- Behavioural and Cognitive Psychotherapy
- Behavior Analysis: Research and Practice

## 7. Social Work and Disability

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICD AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	607	<b>SEMESTER</b>	F
<b>COURSE TITLE</b>	Social Work and Disability		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	4	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW267/">https://eclass.uniwa.gr/courses/SW267/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes

Theoretical approach to the concepts: Disability, disability, disability, disadvantage, specificity, rehabilitation, inclusion. Categories of disabled people according to the WHO and the European Union. Particular characteristics and needs of each category. Rehabilitation process. Social work techniques and skills for the rehabilitation of disabled people and social integration. Social rights of disabled people, social skills, social functioning. Intermediate structures in the community. Alternative forms of care, open protection, networking and coordination of services. Social work and social inclusion. Social Policy for disabled people in Greece and in the European Union.

Learning objectives:

- a) to inform and familiarise students with Disability .
- b) knowledge of the institutions and programmes providing services and social care for the disabled
- c) to familiarise students with the roles and interventions of the social worker in the rehabilitation and social integration of disabled people.

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

- They are familiar with concepts: Disability, diversity, specificity, social and educational integration, social and vocational rehabilitation of people with disabilities (PWD).
- They have become aware of social skills, social functioning and social rights of people with disabilities.
- They have an understanding of disability, the difficulties faced by disabled people in society and the stages of counselling for the individual, families and the social environment.
- They know the types of disability according to the WHO and the European Union as well as the specific characteristics and needs of the individual, depending on the type of disability.
- They have acquired social work skills for the social, educational and professional integration of people with disabilities.
- They are aware of alternative forms of education, living and care as well as intermediate structures in the community for people with disabilities.
- They are familiar with the objectives and measures of Social Policy in Greece and in the European Union concerning people with disabilities.
- They know the ways of intervention of the social worker for the social integration and rehabilitation of people with disabilities.

#### **General Competences**

- Adapting to new situations
- Working in an interdisciplinary environment
- Promoting free, creative and inductive thinking
- Exercising critical and self-critical thinking
- Decision-making
- Respect for diversity

### **(3) SYLLABUS**

1. Theoretical approach to the concepts of disability, specificity, social and educational integration and rehabilitation.
2. Types and forms of disability according to the WHO and the European Union. Particular characteristics and needs of disabled people, depending on the type and form of disability.
3. Disability models
4. Social rights, social skills, social functioning of people with disabilities
5. Social work techniques and skills for social inclusion and rehabilitation of disabled people.
6. Social Work with People with Disabilities and their families
7. Social Work with the Community for the integration of people with disabilities.
8. Programs and structures in the community to meet the needs of people with disabilities and their families. Networking and coordination of services
9. Social policy for disabled people in Greece and in the European Union.

#### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	30
	Analysis of case studies	20
	Audiovisual material analysis	20
	Study and analysis of literature	20
	Independent Study	30
	Course total	<b>120</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Written final examination comprising: <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY



- *Suggested Bibliography*

Ασημόπουλος, Χ. & Μαρτινάκη, Σ. (2017, επιμ.). *Κοινωνική Εργασία με Οικογένεια*. Αθήνα: Βήτα.

Barnes, C., Oliver, M. & Barton, L. (2014, επιμ.). *Σπουδές για την Αναπηρία Σήμερα*. Αθήνα: Επίκεντρο.

Δημητρόπουλος, Α. (2001). Η άτυπη ένταξη των μαθητών με ειδικές εκπαιδευτικές ανάγκες στο γενικό γυμνάσιο - δυνατότητες υποστηρικτικής και συμβουλευτικής παρέμβασης στο πλαίσιο ενός μη ειδικού σχολείου. *Επιθεώρηση Συμβουλευτικής - Προσανατολισμού*, 58- 59, 251-262.

Ζώνιου – Σιδέρη, Α. (1996). *Οι ανάπηροι και η εκπαίδευσή τους*. Αθήνα: Ελληνικά Γράμματα.

Ζώνιου – Σιδέρη, Α. (2000, επιμ.). *Άτομα με ειδικές ανάγκες και η ένταξή τους. Πρακτικά*

*Επιμορφωτικών Σεμιναρίων*. Αθήνα: Ελληνικά Γράμματα.

Ζώνιου-Σιδέρη, Α. & Σπανδάγου, Η. (2004, επιμ.). *Εκπαίδευση και τύφλωση. Σύγχρονες τάσεις και προοπτικές*. Αθήνα: Ελληνικά Γράμματα.

Ζώνιου-Σιδέρη, Α. (2000, επιμ.). *Ένταξη: Ουτοπία ή πραγματικότητα; Η εκπαιδευτική και πολιτική διάσταση της ένταξης μαθητών με ειδικές ανάγκες*. Αθήνα: Ελληνικά Γράμματα.

Ζώνιου-Σιδέρη, Α., Ντεροπούλου-Ντέρου, Ε., & Βλάχου-Μπαλαφούτη, Ε. (2012, επιμ.). *Αναπηρία και εκπαιδευτική πολιτική*. Αθήνα: Πεδίο.

Hodapp, R. (2005). *Αναπτυξιακές θεωρίες και αναπηρία: νοητική καθυστέρηση, αισθητηριακές διαταραχές και κινητική αναπηρία*. Στο Α. Ζώνιου-Σιδέρη & Η. Σπανδάγου (επιμ.). Αθήνα: Μεταίχμιο.

Καλλινικάκη, Θ. & Κασσέρη, Ζ. (2015, επιμ.). *Κοινωνική Εργασία στην εκπαίδευση: Στα θρανία των ετεροτήτων* Αθήνα: Τόπος.

Καραγιάννη, Γ. (2017). *Η αναπηρία στην Ελλάδα της κρίσης*. Αθήνα: Gutenberg.

Καραγιάννη, Π. & Ζώνιου-Σιδέρη, Α. (2006). Το κοινωνικό μοντέλο της αναπηρίας. Θεωρία και ερευνητική πρακτική. Αντιφάσεις και ερωτήματα. *Μακεδόν*, 15, 223-231.

Λαμπροπούλου, Β. (1997). Οι απόψεις και οι εμπειρίες των κωφών μαθητών από τη φοίτησή τους σε σχολεία Ειδικής και Γενικής Εκπαίδευσης. *Σύγχρονη Εκπαίδευση*, 93, 60-69.

Λαμπροπούλου, Β. (2004) (Υπ.Έργου). *Πρόγραμμα ΕΠΕΑΕΚ: Χαρτογράφηση - Αναλυτικά Προγράμματα Ειδικής Αγωγής*. Υπουργείο Εθνικής Παιδείας και Θρησκευμάτων. Παιδαγωγικό Ινστιτούτο. Τμήμα Ειδικής Αγωγής.

Μιχαηλίδης, Κ. (2009). *Συνεκπαίδευση και Αναπηρία*. Αθήνα: Παπασωτηρίου.

Ψύλλα, Μ., Μαυριγιαννάκη, Κ., Βαζαίου, Α. & Στασινοπούλου, Ο. (2003, επιμ.). *Άτομα με αναπηρίες στην τριτοβάθμια εκπαίδευση*. Αθήνα: Κριτική.

- *Related scientific journals:*

- Κοινωνική Εργασία
- Families in Society
- Journal of Family Social Work
- Journal of Ethnic and Cultural Diversity in Social Work
- Clinical Social Work Journal
- Psychoanalytic Social Work
- Child and Family Social Work

## 8. Social Work with Older People

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	608	<b>SEMESTER</b>	F
<b>COURSE TITLE</b>	Social Work with Older People		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	4	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW308/">https://eclass.uniwa.gr/courses/SW308/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes

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

- Establish and maintain an effective professional relationship with the older person and family members.
- Understand the older person's general psychosocial status, functioning, physical condition and needs for care and support.
- Support the persons served in dealing with the psychological, emotional, social and financial difficulties of old age.
- They enhance the individual's ability to communicate, manage problems in relationships with family members, targeting and improving their physical condition.
- Link the older person and family members to health, mental health, social care and benefits services.
- Advocate for older people and defend their rights to dignity, access to benefits and services.
- Recognise cases of elder abuse or exploitation and intervene directly to protect them.
- They provide counselling support to carers and older people in managing issues related to chronic illness, loss, death and bereavement.
- Understand their role and professional boundaries as members of a multidisciplinary team.

### General Competences

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Respect for diversity and multiculturalism
- Working in an interdisciplinary environment

### (3) SYLLABUS

1. Definition of old age - Characteristics of old age
2. History of the protection of old age
3. Health and mental health problems in old age
4. Psychosocial needs of older people
5. Attitudes, perceptions and stereotypes about older people
6. Functioning and quality of life
7. Elder abuse
8. Theories of Ageing and Social Work
9. Counselling support for the older person and family to manage issues related to the life cycle, death, loss and bereavement
10. Social work practice and values in the context of transdisciplinary and interdisciplinary geriatric care
11. Geriatric social care structures, provision and services (public, private sector)
12. Support networks for older people (formal, informal)
13. The role of the carer, psychosocial needs and support services for the supporters

### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> <li>– Support of the learning process via the teacher's site</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	30
	Analysis of case studies	20
	Audiovisual material analysis	20
	Educational visits	20

	Independent Study	30
	Course total	<b>120</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Written final examination comprising: <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

## (5) ATTACHED BIBLIOGRAPHY

### Suggested Bibliography

- Αβεντσιάν – Παγοροπούλου, Α. (2000). *Η ψυχολογία της τρίτης ηλικίας*. Αθήνα: Ελληνικά Γράμματα.
- Αζίζι Καλατζή, Α. Ζώνιου-Σιδέρη, & Α. Βλάχου, Α. (1996). *Προκαταλήψεις και στερεότυπα*. Αθήνα: Γενική Γραμματεία Λαϊκής επιμόρφωσης.
- 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
- Marwedel, U. (2009). *Γεροντολογία & Γεροντοψυχιατρική*. Αθήνα: Ίων.
- Μωυσίδης, Α., Ανθοπούλου, Θ. & Ντύκεν, Μ.Ν., (2002). *Οι ηλικιωμένοι στον αγροτικό χώρο*. Αθήνα: Gutenberg.
- Naleppa, M.J. & Reid, W. (2003). *Gerontological Social Work – a Task-Centered Approach*. Columbia University Press.
- Παγοροπούλου, Α. (2000). *Η Γεροντολογική Κατάθλιψη*. Αθήνα: Ελληνικά Γράμματα.
- Πανέρα, Ε. (1999). Κοινωνική υποστήριξη ηλικιωμένων. Στο Κωσταρίδου- Ευκλείδη, Α., (επιμ.) *Θέματα γηροψυχολογίας και γεροντολογίας*. Αθήνα: Ελληνικά Γράμματα.
- Slater, R. (2003). *Γηρατειά: Θλιμμένος Χειμώνας ή Δεύτερη Άνοιξη; - Η Ψυχολογία της Γήρανσης*. Αθήνα: Ελληνικά Γράμματα.

### - Related scientific journals:

- Journal of Gerontological Social Work

## 9. Psychology of Relationships

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICD AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	609	<b>SEMESTER</b>	F
<b>COURSE TITLE</b>	Psychology of Relationships		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	4	
<b>COURSE TYPE</b>	SPECIALIZED AREA SPECIALISED BACKGROUND COURSE		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW304/">https://eclass.uniwa.gr/courses/SW304/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes

Human relationships are the essence of human existence. Social life with its network of relationships, friendship, love relationships and relationships in couples are an important part of everyday life, and their experience and outcome are decisive for existence. This course provides a useful framework for understanding interpersonal relationships, exposing the key issues that concern people in their relationships with others.

The aim of the course is both to introduce the research field of interpersonal relationships and to present the factors that go into the form and significance they can take, and to raise awareness of relevant concepts and models and an understanding of the theory, as well as the possibility of using them creatively. More specifically, the course aims to familiarise students with the processes of formation, maintenance and dissolution of human relationships, whether they concern the friendship relationships of children and adolescents, adult love relationships or professional relationships.

Classical social psychological theories of interpersonal attraction are presented. Theories related to bonding, social exchange in relationships, roles within the relationship, and the evolutionary adaptability of the sexes are discussed.

It also analyses the processes that lead to relationship breakdown, such as conflict, unfulfillment, extramarital relationships, jealousy, aggression and violence. The course concludes with the positive and negative effects of relationships and their loss on physical and mental health.

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

- Know the central theoretical approaches that have been used in the field of interpersonal relationship psychology
- Understand the factors that contribute to the formation, maintenance, and dissolution of relationships.
- Evaluate the influence of social context on interpersonal relationships
- Understand the importance of interpersonal relationships in the health and mental health of the individual
- Deepen their understanding of loss processes in the context of close personal relationships
- Critically evaluate and apply (to some extent) theories and findings in their workplace.

#### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Working in an interdisciplinary environment
- Promoting free, creative and deductive thinking
- Demonstrate social, professional and ethical responsibility and sensitivity
- Broadening the interpretative capacity of human behaviour

### **(3) SYLLABUS**

1. Theories of interpersonal attraction
2. Cognitive structures and representations of interpersonal relationships
3. The role of emotion in interpersonal relationships
4. Communication and interpersonal relationships
5. The role of gender in interpersonal relationships
6. The role of social context in the development of interpersonal relationships
7. Social networks and interpersonal relationships
8. Strategies for maintaining interpersonal relationships
9. Processes of dissolution of interpersonal relationships
10. The role of relationship maintenance and loss in the health of the individual
15. Loss and bereavement in close personal relationships

#### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	30
	Analysis of case studies	20
	Audiovisual material analysis	20
	Study and analysis of literature	20
	Independent Study	30
	Course total	<b>120</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Written final examination comprising: <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY



- Suggested Bibliography

- Atkinson, R.L., Atkinson, C.A., Smith, E.E., Bem, D.J., & Hoeksema, S.N. (2004). Διαπροσωπική έλξη. Στο R.L. Atkinson, C.A., Atkinson, E.E. Smith, D.J. Bem, S.N. Hoeksema (επιμ.), *Εισαγωγή στην Ψυχολογία του Hilgard*, τόμ. Β' (552-579). Αθήνα: Παπαζήση.
- Baumeister, R. (Ed.) (2001). *Social psychology and human sexuality*. Philadelphia, Pa: Psychology Press.
- Berscheid, E., & Regan, P. (Eds.). (2005). *The psychology of interpersonal relationships*. New York: Prentice Hall.
- Brunk, B.P. (2007). Σύνδεση, έλξη και στενές σχέσεις. Στο M. Hewstone, & W. Stroebe (Eds.), *Εισαγωγή στην Κοινωνική Ψυχολογία* (509-546). Αθήνα: Παπαζήση.
- Coontz, S. (2008). *Η ιστορία του γάμου*. Αθήνα: Πυγμαλίων.
- Duck, S. & Ickles, W. (Eds.) (2000). *The social psychology of personal relationships*. New York: Wiley.
- Duck, St. (2004). *Ανθρώπινες σχέσεις*. Αθήνα: Καστανιώτη.
- Giddens, A. (2005). *Η μεταμόρφωση της οικειότητας. Σεξουαλικότητα, αγάπη και ερωτισμός στις μοντέρνες κοινωνίες*. Αθήνα: Πολύτροπον.
- Hendrick, K., & Hendrick, S.S. (2012). *Στενές σχέσεις: Θεμελιώδη ζητήματα της ψυχολογίας των διαπροσωπικών σχέσεων* (Επιμ. Π. Κορδούτης). Αθήνα: Πεδίο.
- Καφέτσιος, Κ. (2005). *Δεσμός, συναίσθημα και διαπροσωπικές σχέσεις*. Αθήνα: Τυπωθήτω.
- Κορδούτης, Π. (2006). Το πεδίο των στενών διαπροσωπικών σχέσεων. Στο Π. Κορδούτης και Β.Γ. Παυλόπουλος (Επιμ.) *Πεδία έρευνας στην κοινωνική ψυχολογία* (300-365). Αθήνα: Ατραπός.
- Miell, D. & Dallos, R. (Επιμ.) (2007). *Διαπροσωπικές σχέσεις: μία συνεχής κοινωνική αλληλεπίδραση*. Αθήνα: Ελληνικά Γράμματα.
- Reis, H., & Rusbult, C.E. (Eds.) (2004). *Close relationships*. New York: Psychology Press.
- Χρηστάκης, Ν & Χαλάτσης, Π (2010). *Φιλικές σχέσεις: Νοήματα και πρακτικές στις ομόφυλες και στις ετερόφυλες σχέσεις*. Αθήνα: Ελληνικά Γράμματα.

*Related scientific journals:*

- Psychology
- Hellenic Journal of Psychology
- Journal of Social and Personal Relationships
- Journal of Relationships Research
- Personal Relationships

## 7. DETAILED COURSE OUTLINE 7<sup>TH</sup> SEMESTER

### 1. Quantitative Methods in Social Research

#### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	701	<b>SEMESTER</b>	G
<b>COURSE TITLE</b>	Quantitative Methods in Social Research		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	4	8	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW313/">https://eclass.uniwa.gr/courses/SW313/</a>		

#### (2) LEARNING OUTCOMES

Learning Outcomes

The main purpose of the course is to acquire knowledge about the approaches, strategies and quantitative methods used in social research, as well as to acquire skills and techniques in the methodological design of the quantitative research method in relation to the definition of the research problem, sample selection, data collection and analysis methods and the successful completion of a research proposal.

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

- Understand the concept of quantitative research in social work
- Know the ontological and epistemological principles of quantitative research methods.
- Understand and know principles and techniques of quantitative research design
- Know sampling methods
- Know the methods and tools for collecting quantitative data
- Know the methods of statistical analysis of quantitative survey data
- Awareness of ethical issues in quantitative research

### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Decision-making
- Autonomous work
- Teamwork
- Planning research projects
- Working in an interdisciplinary environment
- Adapting to new situations
- Promotion of free, creative and deductive thinking
- Broadening the interpretative capacity of human behaviour
- Respect for diversity and multiculturalism

### **(3) SYLLABUS**

1. Basic concepts of research and statistics
2. Methodological considerations and research design of quantitative research methods
3. Ethics and policy in quantitative social research
4. Sampling in quantitative research
5. Questionnaires - Scales - Structured interviews
6. The wording of questions
7. Structured observation
8. Analysis of quantitative data
9. The use of the statistical program SPSS 1
10. The use of the SPSS 2 statistical program
11. Using the SPSS statistical program
12. Presentation of the results of quantitative research

### **(4) Teaching and Learning Methods – Evaluation**

#### **DELIVERY**

In the classroom and the laboratories with I/T

<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>- Use OF Video projector and ppt slide show.</li> <li>- Support for the learning process through the e-class platform</li> <li>- Familiarisation with specific software (SPSS)</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	40
	Study and analysis of literature	30
	Independent Study	50
	Experimental exercises	60
	Course total	<b>220</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>A. Theoretical part (60% of the final score)  Final written examination including:</p> <ul style="list-style-type: none"> <li>- Short case study</li> <li>- Multiple choice questions</li> <li>- Short answer questions</li> <li>- Comparative assessment of theory elements</li> </ul> <p>B. Laboratory part (40% of final grade)</p> <ul style="list-style-type: none"> <li>- The laboratory part of the course is assessed throughout the semester with laboratory exercises of a compulsory nature on set dates.</li> <li>- The assessment criteria and the dates of the laboratory exercises are made known to the students during the laboratory courses.</li> </ul>	

**(5) ATTACHED BIBLIOGRAPHY**

- *Suggested Bibliography*

- Babbie, E. (2011) *Εισαγωγή στην κοινωνική έρευνα*, Κριτική, Αθήνα.
- Bryman, A. (2017) *Μέθοδοι κοινωνικής έρευνας*, Gutenberg, Αθήνα.
- Diamond, I. & Jefferies, J. (2006). *Αρχίζοντας τη Στατιστική. Μια εισαγωγή για κοινωνικούς επιστήμονες*. Αθήνα: Παπασωτηρίου.
- Howitt, D., & Cramer, D., (2010). *Στατιστική με το SPSS 16* (με εφαρμογές στην Ψυχολογία και τις Κοινωνικές Επιστήμες). Αθήνα: Εκδόσεις Κλειδάριθμος.
- Κατσής, Α., Σιδερίδης, Γ., & Εμβαλωτής, Α. (2011). *Στατιστικές μέθοδοι στις Κοινωνικές Επιστήμες*. Αθήνα: Τόπος.
- Κουτής, Χ.Κ. και συν (Επιμ.) (2016) *Θεμελιώδεις αρχές της μεθοδολογίας της έρευνας στις επιστήμες υγείας*, Εκδόσεις Βήτα, Αθήνα.
- Κυριαζή, Ν. (2011) *Η κοινωνιολογική έρευνα*, Πεδίο, Αθήνα.
- Robson, C. (2007) *Η έρευνα του πραγματικού κόσμου*, Gutenberg, Αθήνα.

- *Related scientific journals:*

- Journal of Statistics Education
- Statistics Education Research Journal
- Journal of Evidence-Based Social Work
- Journal of the Society for Social Work and Research
- International Journal of School Social Work

## 2. Social Work with Families

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICD AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	702	<b>SEMESTER</b>	G
<b>COURSE TITLE</b>	Social Work with Families		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	5	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/TKE143/">https://eclass.uniwa.gr/courses/TKE143/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes

The main purpose of the course is to acquire knowledge for the understanding of the psychodynamics of the family in its social space and the theories of its structure and processes, to acquire knowledge and skills to assess the dynamics of the family and to raise awareness of intervention approaches.

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

- Understand the contribution of social work to the history of family support.
- Understand the concept and content of Social Work with Families as a specialized methodological approach .
- Understand the different forms, diversity and beliefs about the family.
- Appreciate the strengths of family systems for problem solving.
- Appreciate the potential of families to meet developmental challenges and mental resilience.
- Understand and know a structured way to assess families and specific assessment tools.
- Realize how inequality contributes to abuse within family.
- Differentiate the various concepts and applications of Social Work with Families.
- Become aware of the prevention and promotion of family psychosocial health in the community and in relation to community support resources .
- Be sensitized to cross-cultural approaches in relation to Family Social Work.
- Appropriately apply clinical knowledge, skills and techniques of Social Work with Families to all stages of the family problem-solving process, from diagnostic assessment, to intervention and termination.
- Use critical thinking to select the appropriate clinical model of Social Work with Family for assessment and intervention, in relation to the collaborative model of working with families.

#### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Decision-making
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment
- Adapting to new situations
- Promotion of free, creative and deductive thinking
- Broadening the interpretative capacity of human behaviour
- Respect for diversity and multiculturalism

### **(3) SYLLABUS**

1. Basic concepts of research and statistics
2. The field of Social Work with Families
3. Family systems
4. Family development and the cycle of family life
5. The strengths and mental resilience of the family
6. Practical dimensions of Social Work with Families
7. The Inception Phase of Social Work with Families
8. Qualitative and quantitative assessment of the family
9. Family systems interventions
10. The intervention phase of Social Work with Family
11. Interventions at the level of parents of children and couples and gender-sensitive intervention
12. The phase of termination in Social Work with Families

#### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	30
	Audiovisual material analysis	30
	Study and analysis of literature	30
	Independent Study	30
	Course total	<b>160</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Essay development questions</li> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY



- *Suggested Bibliography*

Ασημόπουλος, Χ. & Μαρτινάκη, Σ. (Επιμ.) (2017). *Κοινωνική Εργασία με οικογένεια*. Αθήνα: Βήτα.

Γκολντρινγκ, Μ.Μ. & Γκέρσον, Ρ. (1999). *Το γενεόγραμμα*. Αθήνα: Κέδρος.

Ζερβάνος, Κ. (2009). *Τα οικογενειακά συστήματα - Εισαγωγή στη θεωρία του Bowen*. Αθήνα: Αίολος.

Hoffman, L. (2002). *Οικογενειακή θεραπεία - Μία προσωπική ιστορία*. Θεσσαλονίκη: University Studio Press.

Minuchin, S. (2000). *Οικογένειες και οικογενειακή θεραπεία*. Αθήνα: Ελληνικά Γράμματα.

Munchie, J. και συν. (Επιμ.) (2008). *Οικογένεια: Η μελέτη και κατανόηση της οικογενειακής ζωής*. Αθήνα: Μεταίχιμο.

Schlippe, A. & Schweitzer, J. (2008). *Εγχειρίδιο της συστημικής θεραπείας και συμβουλευτικής*. Θεσσαλονίκη: University Studio Press.

Τσιάντης, Ι. (Επιμ.) (2003). *Εργασία με τους γονείς: Ψυχαναλυτική ψυχοθεραπεία με παιδιά και εφήβους*. Αθήνα: Καστανιώτης.

- *Related scientific journals:*

- Social Work
- Families in Society
- Journal of Family Social Work
- Journal of Ethnic and Cultural Diversity in Social Work
- Clinical Social Work Journal
- Psychoanalytic Social Work
- Child and Family Social Work

### 3. Practice Placement with Supervision I

#### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	703	<b>SEMESTER</b>	G
<b>COURSE TITLE</b>	Practice Placement with Supervision I		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	4	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	<ol style="list-style-type: none"> <li>1. Professional Ethics and Ethical Conduct (203)</li> <li>2. Fields and Services at Social Work Practice (303)</li> <li>3. Methodology of Social Work with Individuals (301)</li> <li>4. Methodology of Social Work with Groups (402)</li> <li>5. Methodology of Community Interventions (501)</li> <li>6. Interviewing methods and Skills (503)</li> </ol>		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW229/">https://eclass.uniwa.gr/courses/SW229/</a>		

#### (2) LEARNING OUTCOMES

Learning Outcomes

The course Practical Laboratory Exercise - Supervision I aims to familiarize students with the practical application of the science of Social Work and is implemented in organized Social Services and Institutions with which the Department cooperates. The educational objectives concern the understanding, adaptation and active participation of the student in the environment of the Social Service as well as the familiarization with the content-object of educational supervision.

Upon successful completion of the course and based on the educational objectives concerning a) Social Service-Organization and

b) Educational Supervision, students will be able to:

A. In relation to the Social Service-Organization:

- Be familiar with the organizational and administrative structure of the Social Service and the services provided.
- They have become familiar with - gradually involved in the programmes, actions and networking of the Social Service with other organisations.
- Recognise the role of the social worker and the boundaries between different disciplines within the interdisciplinary team.
- Have practised observation methods, social worker skills, data collection and recording (dynamic organisation and interventions of the trainer with the persons served) .
- Understand and interpret social problems in relation to the social functioning of the person served in the service-organization environment.
- Have acquired professional attitudes (values and ethics) and be able to adhere to the principles of professional ethics.

B. In relation to Supervision:

- Understand the educational nature of Supervision and the role of the Supervisor as an advisor and mentor.
- Have developed the capacity to:
  - to record and present (written and oral) their work.
  - for linking their theoretical knowledge with their practical application in the Internship Centre.
  - for teamwork in the context of educational supervision.
  - for self-control and self-awareness at individual and group level.

### **General Competences**

- Adapting to new situations
- Teamwork
- Searching, analysing and synthesising data and information, using the necessary technologies
- Working in an interdisciplinary environment
- Project planning and management
- Respect for diversity and multiculturalism
- Demonstrating social, professional and ethical responsibility and gender sensitivity
- Exercise of criticism and self-criticism
- Capacity building:
  - Observation
  - Communication
  - Collection - analysis - evaluation - assessment - assessment of information
  - Developing and implementing a plan of action to deal with problems
  - Evaluation of the interventions implemented.

### **(3) SYLLABUS**



The Practical Laboratory Exercise - Supervision I is a specialty course consisting of:

A) The Practical Laboratory Internship I which takes place in social services/organizations selected by the Department four (4) days per week on a full-time basis and

B) Supervision I that supports Practical Lab Practicum I and is conducted within the academic institution on a weekly basis by faculty members, HEPs and research assistants (P.D. 407) of Social Worker specialty. Supervision is a three-hour group supervision.

Practicum I is designed to introduce students to the application of social work in the contemporary context of social organizations. During this period of practical training, where the trainees come into contact with the role of the social worker for the first time, they mainly assume the role of "observer" while developing and cultivating basic skills and techniques in the practice of the social worker's profession (communication skills, active listening, empathy, cooperation, etc.). Placement in a Practical Laboratory Training position is in one of the following areas of practice in Social Work:

- Disability (care, education and/or employment structures for people with disabilities)
- Education (all levels of education) - Education (all levels of education)
- Addictions (centres for counselling, treatment and rehabilitation of people addicted to drugs, alcohol, gambling, computers)
- Labour and Social Security (industries, insurance funds, etc.)
- Social welfare (child protection programmes and general programmes for people and families with social needs)
- Community Organisation and Development (all levels of local government)
- Social Services for the Armed Forces and the services of the Ministry of Public Order.
- Delinquency and Crime: prevention and correction (Juvenile Courts, Juvenile Probation Service, Correctional Institutions, etc.)
- Third Age
- Health (nursing homes, diagnostic centres, etc.)
- Mental Health (Community Mental Health Centres, Mental Health Treatment Centres, Counselling Centres, etc.)
- Social inclusion of vulnerable groups (e.g. refugees, migrants, Roma)

The Practical Training I - Supervision I course is organisationally supported by the Practical Training Committee, which consists of teachers from the Department. The Committee maintains constant contact and cooperation with all parties involved in the Practical Laboratory Practice (students, social workers of the Practical Laboratory Practice Frameworks - Instructors, Supervisors of educational social workers). Her role includes: selection of Practical Training Organisations and placement of students in them, allocation of students to supervision groups and liaison with supervisor/educational supervisor and settlement of any problems during the placement.

Group Supervision, which is a basic method of training in Social Work, involves supervision, support and mentoring of a group of students in the same or related services by a supervising teacher on a weekly basis. Through group interaction and the guidance of the supervisor, interns gain knowledge and skills in analyzing, planning and evaluating their internship work. At the same time, they are made aware of issues that shape their behaviour (personal perceptions, prejudices, attitudes) and are encouraged to gain self-awareness and begin to form professional attitudes.

The supervisor - teacher facilitates students to manage the tension and anxiety arising from their contact with the demands of the practice context, recognises their successful interventions, identifies shortcomings and inadequacies and helps to address them. Has regular contact and collaboration with the social worker in charge of the placement setting in order to identify the scope of the student's placement, monitor progress and evaluate the student's work.

Details of the Internship - Supervision I are given in the Internship Regulations, which are posted on the Department's website.

#### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	<p>A. For Practical Laboratory Exercise I :            Experiential Learning - Placement for internship in social services of the public, wider public and/or private sector selected by the Department.</p> <p>B. For Supervision I:            - Lectures            - Face-to-face experiential learning in groups</p>	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>- Use OF Video projector and ppt slide show.</li> <li>- WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>- Support for the learning process through the e-class platform(posting of slides of lessons and various other supporting material)</li> <li>- - Communication with students (announcements, messages) via the e-class platform</li> <li>- - Internet access to selected databases and scientific journals</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	PRACTICAL LABORATORY EXERCISE I (Placement)	200
	Supervision I	30

	Analysis of case study	20
	Roll Plays	10
	Audiovisual material analysis	10
	Study and analysis of literature	10
	Writing a Diary	10
	Preparation of a Study (Project)	10
	Individual/group exercises	20
	Independent Study	20
	Course total	<b>340</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Participation in the course Practical Laboratory Exercise - Supervision I is compulsory. During the semester, students are allowed only 2 absences (from both Practical Exercise and Supervision).</p> <p>The evaluation of students is individual and continuous and is formed by taking into account the following:</p> <ul style="list-style-type: none"> <li>- The activity diary that the students keep for their work in the Framework.</li> <li>- The assignments they will hand in and/or present during the semester.</li> <li>- The evaluation of the social worker of the Framework.</li> <li>- The student's self-evaluation.</li> <li>- Their participation in the Supervision: <ul style="list-style-type: none"> <li>Interaction between the members of the supervisory team.</li> <li>Participation in exercises.</li> <li>Formulation of opinions, concerns and well-founded proposals for solving social problems.</li> </ul> </li> </ul>	

## (5) ATTACHED BIBLIOGRAPHY

- *Suggested Bibliography*

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

Αλεξανδρή, Α. (2013). *Ψυχανάλυση. Η Εποπτεία*. Αθήνα: Βήτα Ιατρικές Εκδόσεις.

Αμπατζόγλου, Γ. (2002). *Αλλάζοντας χέρια. Διεπιστημονική προσέγγιση της διακίνησης και της τοποθέτησης των παιδιών*. Θεσσαλονίκη: University Studio Press.

Αρχοντάκη, Ζ. & Φιλίππου, Δ. (2003). *205 βιωματικές ασκήσεις για εμπύχωση ομάδων ψυχοθεραπείας, κοινωνικής εργασίας, εκπαίδευσης*. Αθήνα: Καστανιώτης.

Βάρβογλη, Λ. (2007). *Τι συμβαίνει στο παιδί; Νευροεξελικτικές διαταραχές της παιδικής και της εφηβικής ηλικίας*. Αθήνα: Καστανιώτης

BASW (British Association of Social Workers) (2012). *The Code of Ethics for Social Work*. U.K.:The Policy, Ethics and Human Rights Committee.

Beers, M. & Berkow, R. (2005). *Merck εγχειρίδιο γηριατρικής*. Αθήνα: Πασχαλίδη.

Beresford, P. & Boxall, K. (2012). *Service users, social work education and knowledge for social*



work. *Social Work Education*, 31(2), 155-167.

Γενά, Α. & Μπαλαμώτης, Γ. (2011). *Η οικογένεια του παιδιού με αυτισμό*. Αθήνα: Gutenberg.

Γιαννακούλας, Α. & Fizzarotti-Selvaggi (2007). *Το ψυχοδυναμικό counseling*. Αθήνα: Καστανιώτης.

Γιωτάκος, Ο, Τσιλιάκου, Μ., Τσίτσικα, Α. & Τσουβέλας, Γ. (2014). *Νέες μορφές κακοποίησης παιδιού και εφήβου*. Αθήνα: Βήτα Ιατρικές Εκδόσεις.

Collins, D., Jordan, C. & Coleman, H. (2017). *Κοινωνική Εργασία με Οικογένεια*. Επιστ. Επιμ. Χ. Ασημόπουλος & Σ. Μαρτινάκη. Αθήνα: Εκδόσεις Βήτα.

Δημοπούλου - Λαγωνίκα, Μ. (2007). *Μεθοδολογία Κοινωνικής Εργασίας-Μοντέλα Παρέμβασης*. Αθήνα: Ελληνικά Γράμματα.

Εθνικός Οργανισμός Κοινωνικής Φροντίδας. Κέντρο Βρεφών "Η Μητέρα", Κουσίδου, Τ. (2000). *Υιοθεσία. Τάσεις, Πολιτική, Πρακτική*. Αθήνα: Γρηγόρης.

Ελληνική Γεροντολογική και Γηριατρική Εταιρεία (2004). *Οδηγός Φροντίδας Ηλικιωμένων Γονιών*. Αθήνα: Mendor.

Ζαϊμάκης, Γ. & Κανδυλάκη, Α. (Επιμ., 2005). *Δίκτυα κοινωνικής προστασίας: Μορφές παρέμβασης σε ευπαθείς κοινωνικές ομάδες*. Αθήνα: Κριτική.

Ζώνιου-Σιδέρη, Α. & Σπανδάγου, Η. (Επιμ., 2011). *Εκπαίδευση και τύφλωση*. Αθήνα: Πεδίο.

Ζώνιου-Σιδέρη, Α., Ντεροπούλου-Ντέρου, Ε. & Βλάχου-Μπαλαφούτη, Α. (Επιμ., 2012). *Αναπηρία και εκπαιδευτική πολιτική. Κριτική Προσέγγιση της ειδικής και ενταξιακής εκπαίδευσης*. Αθήνα: Πεδίο.

Θέμελη, Ο. (2014). *Τα παιδιά καταθέτει. Η δικανική εξέταση ανήλικων μαρτύρων, θυμάτων σεξουαλικής κακοποίησης*. Αθήνα: Τόπος.

Hawkins, P. & Shohet, R. (2009). *Η εποπτεία στα επαγγέλματα θεραπείας και πρόνοιας*. Αθήνα: University Studio Press.

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

Καλλινικάκη, Θ. & Κασσέρη, Ζ. (επιμ.) (2014). *Κοινωνική Εργασία στην εκπαίδευση: στα θρανία των ετεροτήτων*. Αθήνα: Τόπος.

Κανδυλάκη, Α. (2008). *Η Συμβουλευτική στην Κοινωνική Εργασία. Δεξιότητες και Τεχνικές*. Αθήνα: Τόπος.

Κανδυλάκη, Α. (2009). *Κοινωνική Εργασία σε πολυπολιτισμικό περιβάλλον*. Αθήνα:

Τόπος. Καραγιάννη, Γ. (2017). *Η αναπηρία στην Ελλάδα της κρίσης*. Αθήνα: Gutenberg.

Καραγκούνης, Β. (2008). *Κοινοτική εργασία και τοπική ανάπτυξη*. Αθήνα: Τόπος.

Καστοριάδου-Παπαδοπούλου, Χ. (2009). *Κοινωνική Εργασία με Ομάδες*. Αθήνα: Έλλην-Γ. Πατρίκος & ΣΙΑ Ε.Ε.

Korpowska, J. (2014). *Communication and Interpersonal Skills in Social Work*. UK: Learning Matters.

Κουντή-Χρονοπούλου, Κ., Τζεδάκη, Μ. & Πασσά, Μ. (Επιμ., 2015). *Η συμβολή της Κοινωνικής Εργασίας στην ψυχιατρική θεραπευτική. Α΄ Ψυχιατρική Κλινική Πανεπιστημίου Αθηνών, Αιγινήτειο Νοσοκομείο*. Αθήνα: Παρισιάνου.

Κωστόπουλος, Τ. (2014). *Τοπική δημοκρατία και ευρωπαϊκή ολοκλήρωση*. Αθήνα: Παπαζήση.

Λαδιάς, Χ. (2013). *Το σύγχρονο θεσμικό πλαίσιο της περιφερειακής ανάπτυξης στην Ελλάδα*.



- Marwedel, U. (2009). *Γεροντολογία & Γεροντοψυχιατρική*. Αθήνα: Ίων.
- Mooges, D. (2011). *Εκπαίδευση και κώφωση*. Επιμ. Α. Ζώνιου-Σιδέρη & Ε. Ντεροπούλου-Ντέρου. Αθήνα: Πεδίο.
- Μωυσίδης, Α., Ανθοπούλου, Θ. & Ντύκεν, Μ.Ν., (2002). *Οι ηλικιωμένοι στον αγροτικό χώρο*. Αθήνα: Gutenberg.
- Oliver, M. (2009). *Understanding Disability – From Theory to Practice* (2nd Edn). Basingstoke: Macmillan.
- Παναγιωτόπουλος, Χ. (2016). *Κοινωνική Εργασία και Σχολείο*. Αθήνα: Μαρία Παρίκου & ΣΙΑΕΠΕ.
- Παπαδάτος, Γ. (2010). *Ναρκωτικά και εφηβεία. Κοινωνικά και ψυχολογικά αίτια. Προγράμματα πρόληψης. Παιδαγωγική αντιμετώπιση. Νομοθεσιακή αντιμετώπιση*. Αθήνα: Gutenberg.
- Πιτσελά, Α. (2013). *Η ποινική αντιμετώπιση της εγκληματικότητας των ανηλίκων*. Αθήνα: Σάκκουλας.
- Πουλόπουλος, Χ. & Τσιμπουκλή, Α. (2016). *Δυναμική των ομάδων και αλλαγή στους οργανισμούς*. Αθήνα: Τόπος.
- Πουλόπουλος, Χ. (2011). *Κοινωνική Εργασία και εξαρτήσεις. Οι κοινότητες της αλλαγής*. Αθήνα: Τόπος.
- Slee, R. (2010). *The irregular school: exclusion, schooling and inclusive education*. USA and Canada: Routledge.
- Thorvicroft, G. & Tansella, M. (2010). *Για μια καλύτερη φροντίδα της ψυχικής υγείας. Ηθική και δεοντολογία, τεκμήρια και εμπειρία*. Αθήνα: Τόπος.
- Tomas, D. & Woods, H. (2008). *Νοητική Καθυστέρηση. Θεωρία και Πράξη*. Επιμ. Α. Ζώνιου – Σιδέρη & Ε. Ντεροπούλου-Ντέρου. Αθήνα: Τόπος.
- Τσαμπαρλή, Α. (2004). *Η ψυχαναλυτική προσέγγιση της οικογένειας*. Αθήνα: Ατραπός.
- Τσιάντης, Γ. (επιμ.) (2005). *Εργασία με τους γονείς: ψυχαναλυτική ψυχοθεραπεία με παιδιά και εφήβους*. Αθήνα: Καστανιώτης.
- Φιλίππου, Δ. & Καραντάνα, Π. (2010). *Ιστορίες για να ονειρεύεσαι... Παιχνίδια για να μεγαλώνεις... Για εμπύχωση βιωματικών ομάδων προσωπικής ανάπτυξης*. Αθήνα: Καστανιώτης.
- Von Schlippe, A. & Schweitzer, J. (2008). *Εγχειρίδιο της συστημικής θεραπείας και συμβουλευτικής*. Θεσσαλονίκη: University Studio Press.
- Χριστοδούλου, Ν. & Κονταξάκης, Π. (2000). *Η Τρίτη Ηλικία*. Αθήνα: Βήτα Ιατρικές Εκδόσεις.

- *Related scientific journals:*

- Κοινωνική Εργασία. Επιθεώρηση Κοινωνικών Επιστημών
- European Journal of Social Work
- International Social Work
- Journal of Social Work Practice. Psychotherapeutic Approaches in Health, Welfare and the Community
- The British Journal of Social Work

#### 4. Human Rights, Social Work & Social Movements

##### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	704	<b>SEMESTER</b>	G
<b>COURSE TITLE</b>	Human Rights, Social Work & Social Movements		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	SPECIALISED BACKGROUND COURSE		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW221/">https://eclass.uniwa.gr/courses/SW221/</a>		

##### (2) LEARNING OUTCOMES

Learning Outcomes

Human rights are internationally a core element in social work education and practice. The curriculum of the course aims at the acquisition of students' knowledge of Human Rights, the connection with Social Work and the role of Social Movements in the assertion of human rights. The aim of the course is, on the one hand, to deepen students' understanding of the above concepts and, on the other hand, to familiarize them with interventions that promote social justice in population groups experiencing stigma, poverty, social exclusion and oppression. In addition, representatives of communities, social movements and organisations of those served are involved in this course. Specifically, representatives of social movements and organizations of those served (LGBTI, Roma, Migrants/refugees, Anti-Racist Movement, Solidarity Movement, Homelessness Organizations, Single Parents, etc.) present examples of collective and social action in claiming their rights in order to raise awareness among students and to actively involve organizations of those served in Social Work education.

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

- Know about human rights, their categorization and their connection to social work.
- Be familiar with the concept of social rights and their connection with the welfare state.
- Recognise the importance of advocacy and legal support in the defence of human rights.
- Know the importance of collective action, and definitions of movements.
- They know the importance of social action, and in particular the role of the movements of those served and social/political movements in the defence of human rights.
- Become aware of discrimination based on class, gender, race/ethnicity, sexual orientation, age discrimination, etc. .
- Critically evaluate dominant attitudes and perceptions towards oppressed population groups.
- Discern the structural causes of problems of population groups experiencing poverty and social exclusion.
- Understand in depth the importance of defending the rights of those served in relation to social action.
- They link the micro - mezzo - macro practice of social work with the importance of social workers working in partnership with organisations of people served and movements.

### **General Competences**

- Promoting free, creative and deductive thinking
- Teamwork
- Respect for diversity and multiculturalism
- Demonstrating social, professional and ethical responsibility and sensitivity to issues of gender, race, class, sexual orientation, etc.
- Searching, analysing and synthesising data and information, including the use of the necessary technologies
- Working in an interdisciplinary environment
- Adapting to new situations
- Generation of new research ideas
- Development of critical thinking
- Exercising critical and self-critical thinking

### **(3) SYLLABUS**

1. Human Rights and Social Work
2. Declarations and categorization of human rights
3. Social Rights and the Social State
4. Collective action and movements
5. The connection between Social Work and movements
6. Empowerment and advocacy practices in the defence of human rights
7. The role of the organisations of the people served and movements in the defence of human rights

#### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	20
	Audiovisual material analysis	20
	Study and analysis of literature	20
	Classroom exercises (debate, small group work and class presentation)	20
	Discussion in small groups	20
	Independent Study	40
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY



- *Suggested Bibliography*

- Αλεξανδρόπουλος, Σ. (2010). *Συλλογική Δράση και Αντιπροσώπευση Συμφερόντων πριν και μετά την Μεταπολίτευση στην Ελλάδα*. Αθήνα: Κριτική.
- Αποστολέλη, Α. & Χαλκιά, Α. (2012). *Σώμα, Φύλο, Σεξουαλικότητα, ΛΟΑΤΚ Πολιτικές στην Ελλάδα*. Αθήνα: Πλέθρον.
- Βενιέρης, Δ. (2013). *Ευρωπαϊκή Κοινωνική Πολιτική και Κοινωνικά Δικαιώματα, το τέλος τωνύμων*. Αθήνα: Τόπος.
- Davis, A. (2014). *Γυναίκες, Φυλή και Τάξη*. Αθήνα: Πολιτεία.
- Dedotsi, S. (2015). *Social Work Education and Anti-Oppressive Practice in Greece*. Unpublished Thesis, University of Manchester.
- Della Porta, D. & Diani, M. (2010). *Κινήματα – Μία εισαγωγή*. Αθήνα: Κριτική.
- Δουζίνας, Κ., (2006). *Το τέλος των Ανθρωπίνων Δικαιωμάτων*. Αθήνα: Παπαζήση.
- Fischer – Lescano A. (2014). *Ανθρώπινα Δικαιώματα σε καιρούς λιτότητας*, (επιμ.) Δ. Παπακώστας. Αθήνα: Ποταμός.

- Hunt, P. (2017). *Social Rights are Human Rights*. UK: Centre for Welfare Reform.
- Ιωακειμίδης, Β. (2012). *Κοινωνική Εργασία για την Κοινωνική Δικαιοσύνη, Ριζοσπαστική και Κριτική Θεωρία, Πρακτική, Παραδείγματα*. Αθήνα: Ίων.
- Ife, J. (2009). *Human Rights from Below: Achieving Rights Through Community Development*. Australia: Cambridge University Press .
- Ife, J. (2012). *Human Rights and Social Work: Towards Rights-Based Practice*. New York: Cambridge University Press.
- Κογκίδου, Δ. (2015). *Πέρα από το Ροζ και το Γαλάζιο: Όλα τα Παιχνίδια για Όλα τα Παιδιά*. Θεσσαλονίκη: Επίκεντρο.
- Κουγιουμτζής, Γ. & Λουκά, Α. (2018). *Συνηγορία και Συμβουλευτική: Προάσπιση Ανθρωπίνων Δικαιωμάτων και Ψυχικής Υγείας*. Αθήνα: Γρηγόρη.
- Lavalette, M., Penkenth, L., (2014). *Race, Racism and Social Work, Contemporary Issues and Debates*. Britain: Policy Press.
- Lundy C. (2011). *Social Work, Social Justice and Human Rights, A structural approach to practice*. University of Toronto Press.
- Papadaki, E. & Papadaki, V. (2011). ‘So, what about homosexuals?’—Views on homosexuality among social work students in Crete, Greece. *European Journal of Social Work*, 14(2), 265-280.
- Παπαζήση, Θ., Χατζητρύφων Ν. & Κτενίδης, Θ., (επιμ) (2007). *Ομοφυλοφιλία, Ομοφυλοφοβία*. Πρακτικά 1ης Διεπιστημονικής Συνάντησης για την Ομοφυλοφιλία και την Ομοφυλοφοβία, 9,10 Οκτωβρίου. Θεσσαλονίκη: Παρατηρητής.
- Πετμεζίδου, Μ. & Παπαθεοδώρου Χ. (2004). *Φτώχεια και Κοινωνικός Αποκλεισμός*. Αθήνα: Εξάντας.
- Πουλόπουλος, Χ. (2014). *Κρίση, Φόβος και Διάρρηξη της Κοινωνικής Συνοχής*. Αθήνα: Τόπος.
- Στρατηγάκη, Μ. (2007). Το Φύλο της Κοινωνικής Πολιτικής. Αθήνα: Μεταίχμιο.
- Σωτηρέλης, Γ. & Τσαϊτουρίδης, Χ. (2007). *Κοινωνικά Δικαιώματα και Κρίση του Κράτους Πρόνοιας*. Αθήνα: Σαββάλας.
- Τελώνη, Δ.Δ. (2012). Κοινωνική δράση και Κοινωνική Εργασία στην κοινότητα με μετανάστες/πρόσφυγες: Η περίπτωση της Πάτρας ως εναλλακτικό μοντέλο δράσης. Στο Ιωακειμίδης, Β. (επιμ.) *Κοινωνική Εργασία για την Κοινωνική Δικαιοσύνη, Ριζοσπαστική και Κριτική Θεωρία, Πρακτική, Παραδείγματα*. Αθήνα: Ίων.
- Teloni, D.D. & Mantanika, R. (2015). This is a cage for migrants: The rise of racism and challenges for social work in Greek context. *Critical and Radical Social Work*. 3(2), pp. 189-206.

- *Συναφή επιστημονικά περιοδικά*

- British Journal of Social Work
- Critical and Radical Social Work Journal
- Critical Social Policy
- Ethics and Values in Social Work
- European Journal of Social Work
- European Journal of Women’s Studies
- International Journal of Social Work
- Journal of Human Rights Practice



## 5. Psychiatry

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	705	<b>SEMESTER</b>	G
<b>COURSE TITLE</b>	Psychiatry		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	SPECIALISED BACKGROUND COURSE		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/TKE196/">https://eclass.uniwa.gr/courses/TKE196/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes

The course provides the basic knowledge in psychiatric theory and aims to introduce students to the basic principles and concepts of psychiatry and its connection with psychological and sociological theories, as well as with the science of social work. The course focuses around the basic clinical-muscular entities according to the modern classification of psychiatric disorders (DSM-5 and ICD-10).

It also addresses introductory concepts of diagnostic and therapeutic tools, so that the student has an overall understanding, and leads to the familiarization of students with the methodology of detection and differential diagnosis of adult mental disorders (major psychoses, anxiety disorders, depressive disorders, substance dependencies, personality disorders, etc.). Mental illness and its management are understood through the modern biopsychosocial model. Through this course, students will learn about the clinical picture and key features of the most severe adult mental disorders and understand the role of the social worker in the multidisciplinary psychiatric team. They will also study the basic principles of prevention of mental disorders.

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

- They have a comprehensive knowledge of Adult Psychiatric Nursing with a focus on serious mental illnesses such as schizophrenia and related disorders, bipolar disorder and related disorders, anxiety and depressive disorders, substance dependencies, personality disorders and the comorbidity of all of the above.
- They are aware of psychiatric conditions that appear with a picture of physical illness and vice versa.
- Are aware of the interface and role of psychiatry in differential diagnosis and treatment in collaboration with other disciplines within a multidisciplinary team.
- Have a comprehensive awareness of therapeutic tools as derived from the biopsychosocial model of psychiatry and applied to contemporary forms of psychiatric care delivery within hospital and community settings with emphasis: (a) the biological and psychopharmacological treatment of psychiatric illness; (b) the basic principles and practices of the three minor psychotherapeutic trends (psychodynamic, cognitive/behavioral, and family); and (c) psychosocial interventions in mental illness to support functional destigmatization and rehabilitation in the community.

Understand the complexity of psychiatric conditions and the conventionality of psychiatric diagnosis, reflecting the complexity and plasticity of the brain and their dual pathophysiological origins (genetic/neurodevelopment in interaction with the environment) according to recent knowledge from basic neuroscience.

### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Working in an interdisciplinary environment
- Promoting free, creative and deductive thinking
- Demonstrate social, professional and ethical responsibility and sensitivity
- Broadening the interpretative capacity of human behaviour

### (3) SYLLABUS

1. Introduction to psychiatry
2. Historical review of psychiatry
3. Psychiatric examination and semiotics
4. Schizophrenia and the spectrum of psychotic disorders
5. Bipolar disorder and spectrum of emotional psychoses
6. Anxiety disorders
7. Somatoform disorders
8. Personality Disorders
9. Depression
10. Alcohol and Substance Use
11. The contribution of neuropsychological assessment in the diagnosis and treatment of psychiatric disorders
12. The role of the social worker in the psychiatric context, in rehabilitation and rehabilitation and reintegration of the mentally ill persons

### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	30
	Audiovisual material analysis	30
	Study and analysis of literature	20
	Independent Study	60
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

### (5) ATTACHED BIBLIOGRAPHY

- *Suggested Bibliography:*

Αγγελόπουλος, Ν. (2012). *Μεγάλη ψυχιατρική εγκυκλοπαίδεια*. Αθήνα: Βήτα Ιατρικές Εκδόσεις.

Andreasen, N.C., & Blac, D.W. (2015). *Εισαγωγή στην ψυχιατρική* (Επιμ. Ι. Νηματούδης & Α.Ιακωβίδης). Αθήνα: Παρισιάνου.

Carlat, D.J. (2011). *Ψυχιατρική συνέντευξη* (Επιμ. Δ.Γ. Κανδύλης). Αθήνα:

Παρισιάνου. Καπρίνης, Γ.Σ. (2009). *Κλινική ψυχιατρική*. Αθήνα: Παρισιάνου.

Katona, C. & Robertson, M. (2015). *Ψυχιατρική με μια ματιά*. Αθήνα: Παρισιάνου.

Κουντή, Κ.Α., Τζεδάκη, Μ., Πάσσα, Μ., & Παπαδημητρίου, Γ.Ν. (2015). *Η συμβολή της κοινωνικής εργασίας στην ψυχιατρική θεραπευτική*. Αθήνα: Παρισιάνου.

Λέκκα, Β. (2012). *Ιστορία και θεωρία της ψυχιατρικής*. Αθήνα: Futura.

Παπαδημητρίου, Γ., Λιάππας, Ι., & Λύκουρας, Λ. (2012). *Σύγχρονη ψυχιατρική*. Αθήνα: Βήτα Ιατρικές Εκδόσεις.

Σακκάς, Π. (2016). *Η ψυχιατρική αλλιώς*. Αθήνα: Βήτα Ιατρικές Εκδόσεις

Stevens, L. & Rodin, I. (2016). *Ψυχιατρική*. Αθήνα: Παρισιάνου.

Στυλιανίδης, Σ. (2014). *Σύγχρονα θέματα κοινωνικής και κοινοτικής ψυχιατρικής*. Αθήνα: Μοτίβο.

- *Related scientific journals:*

- Psychiatry
- Brain
- Αρχεία Νευρολογίας και Ψυχιατρικής
- Αρχεία Ε.Ψ.Ψ.Ε.Π.
- Τετράδια Ψυχιατρικής
- The American Journal of Psychiatry
- Journal of Psychiatry
- Comprehensive Psychiatry: The Journal of Psychopathology

## 6. Occupational Social Work

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	706	<b>SEMESTER</b>	G
<b>COURSE TITLE</b>	Occupational Social Work		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	SPECIALISED BACKGROUND COURSE		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/TKE109/">https://eclass.uniwa.gr/courses/TKE109/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes



Social Work in the Workplace is a specialisation of social work that deals with the management of human and social needs in the work community. It refers to a range of interventions designed to adapt the individual to a work environment. In this sense, the social worker deals with a variety of individual and family problems, relationships within an organisation, and the organisation's relations with the wider community.

The field of work in industry and business is an area of social work that requires specific skills, knowledge and values to bring about positive outcomes between the professional social worker, the employees and the employer.

The learning outcomes from teaching the course are:

- The familiarization of students with the specificities of the workplace, the development of competences for the application of Social Work in the context of the enterprise and their familiarity with working methods at individual, group and community level (workplace as a community).
- The ability to intervene in issues of conflicts, problematic collegial relations, consultations, negotiations, decision-making.
- To develop the social worker's ability to mediate to solve problems in order to bring about industrial peace.
- The social worker's contribution to organising events for workers and their families and caring for the children of workers with health problems or disabilities.
- Gaining knowledge of counselling for workers.
- Respecting workers' rights and providing information on how to deal with social problems, health problems and support for those at risk of losing their jobs.

#### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Decision-making
- Promoting free, creative and deductive thinking
- Demonstrating social, professional and ethical responsibility in relation to gender issues

### **(3) SYLLABUS**

1. The study of employees' problems, which are due either to personal situations or to demands arising from or occurring in the workplace, with the corresponding consequences either for the individual or the employment context.
2. Providing human services in the workplace . Problem solving. Management consulting. Participate in the development of personnel policy.
3. Theoretical approaches to handling situations in the workplace.
4. Knowledge of elements of Organizational Behavior, diagnosis and handling of occupational dysfunctions. Workplace conflict.
5. Diagnosis of dysfunctions in relation to occupational stress, depression and psychopathology in the workplace as necessary prerequisites for the competence of the Social Worker working in Industry, Business or Labour Unions
6. Resolving issues of sexual and moral harassment and issues of sexual minorities in the workplace
7. Differences in the way of approaching the scope of work and conflict resolution among employees
8. Change management
9. Negotiation, evaluation
10. Motivation, satisfaction and staff development
11. Organisation of workplace events
12. Promoting workplace relationships and roles
13. Exercises and discussion of cases

#### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	30
	Audiovisual material analysis	30
	Study and analysis of literature	20
	Independent Study	20
	Field Exercises	40
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Written final examination comprising: <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

## (5) ATTACHED BIBLIOGRAPHY

### - Suggested Bibliography

- Bates, J. & Thompson N. (2007). Workplace Well-Being: An Occupational Social Work Approach. *Illness, Crisis and Loss*, 15(3).
- Carroll, M. & Walton, M. (eds) (1999). *Handbook of Counselling in Organisations*. London: Sage.
- Debotosh, S. (2007). *Aspects of Industry and Occupational Social Work*. Delhi, Abhijeet publications.
- Desai, M.M (1979). *Industrial Social work*. Bombay: Tata Institute of Social Work.
- Goldberg, R. & Steury, S. (2001). Depression in the workplace: costs and barriers to treatment. *Psychiatric Services*, 52,1639-1643.
- Googins, B. (1975). Employee Assistance Programs. *Social Work*, 20, 464–65.
- Heyman, M. M. (1971). Employer-sponsored Programs for Problem Drinkers. *Social Casework*, November, 547–52.
- Mayor, J. (2001). Review confirms workplace counselling reduces stress. *BMJ*, 322, 637.
- McLeod, J. (2001). *Counselling in the Workplace: The Facts. A Systematic Study of the Research Evidence*. Rugby: British Association for Counselling and Psychotherapy.
- Meyer, C. & Allen, R. (2004). *Επιχειρηματικότητα και διοίκηση μικρών επιχειρήσεων*. Αθήνα: Έλλην.
- Oher, J.M. (ed.) (1999). *The Employee Assistance Handbook*. New York: Wiley.
- Robbins S., Judge, T. (2011). *Οργανωσιακή Συμπεριφορά*. Αθήνα: Κριτική.
- Smith, M.L (1989). *Social Work in the Work Place, An Overview*. New York: Springer.
- Straussner, S. (1999). *Occupational Social Work Today, An Overview*. New York: The Haworth Press.
- Thompson, E.P. (2008). *Χρόνος, εργασιακή πειθαρχία και βιομηχανικός καπιταλισμός*. Αθήνα: Νησίδες.
- Wainwright, D. & Calnan, M. (2002). *Work Stress: The Making of a Modern Epidemic*. Buckingham: Open University Press.

### - Related scientific journals:

- Asia Pacific Journal of Human Resources
- Journal of Organisational Behaviour
- Journal of Management
- Personnel Psychology
- Research on Social Work Practice

## 8. DETAILED COURSE OUTLINE 8<sup>TH</sup> SEMESTER

### 8.1. Intercultural Social Work

#### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	801	<b>SEMESTER</b>	H
<b>COURSE TITLE</b>	Intercultural Social Work		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW242/">https://eclass.uniwa.gr/courses/SW242/</a>		

#### (2) LEARNING OUTCOMES

Learning Outcomes

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

- Understand the economic, social, political, and religious causes that contribute to the migration and refugee phenomenon.
- Understand the concepts of multiculturalism, identity, otherness, social exclusion, stereotypes and prejudices.
- Understand the differentiation of the concepts of assimilation, integration and social inclusion.
- Understand the psychosocial profile of different cultural groups (immigrants, refugees, Roma) and their specific communication codes (verbal and non-verbal).
- Understand the feelings of loss, of cultural, psychological and social identity that accompany migrant and culturally diverse populations.
- Apply values, attitudes and respect for diversity, promoting social justice principles and values.
- They apply the techniques of the anti-racist approach.

- They understand the difficulties of adaptation and the process of social integration and their consequences for both the minority and the dominant social group.
- Effectively manage dilemmas and conflicts they face as professionals in working with citizens who have different value and cultural background.

### General Competences

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Working in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Defending human rights and social justice

### (3) SYLLABUS

1. Distinction of the concepts of "migrant", "refugee", legal framework.
2. Analysis of the concepts of "nation", "race", "cultural identity", "otherness", "racism", "discrimination", "stereotypes", "prejudice", "cultural competence". Stereotype assessment exercises
3. Theoretical approaches, evolution of social work with immigrants and minority groups according to Elly and Denney (Structural position, Cultural deficit, Liberal pluralism, Cultural pluralism).
4. Assimilationist concept, Cultural competence, Epiculturism, Promotion of social justice and social rights.
5. Culture shock, stages
6. Anti-racist approaches in Intercultural Social Work
7. Social Work with migrants/refugees at micro, medium and long level
8. Interviewing with culturally diverse groups, working with translator/ mediators
9. Religion and Social Work (the example of Islam)
10. Understanding the individual cultural identity of the professional as a means of understanding of the 'other'. Examples of cultural identity identification

### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	30

	Audiovisual material analysis	30
	Study and analysis of literature	20
	Independent Study	60
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

**(5) ATTACHED BIBLIOGRAPHY**

### *Suggested Bibliography*

- Bemak, F., Chung, R., & Pedersen, P. (2003). *Counseling refugees: A psychosocial Approach to Innovative Multicultural Interventions*. USA: Greenwood Publishing Group.
- Βουλγαρίδου, Μ. & Τομαράς, Β. (2001) Προσφυγική Οικογένεια και Ψυχική Υγεία. Η Ελληνική εμπειρία. *Τετράδια Ψυχιατρικής*, 74, 9-24.
- Dominelli, L. (2002). *Antioppressive Social Work Theory and Practice*. Palgrave, Macmillan.
- Furnhum, A. & Bochner, S. (1986). *Culture Shock: Psychological reactions to unfamiliar environments*. New York: Methuen.
- Ζαϊμάκης, Γ., & Κανδυλάκη, Α. (2005, επιμ.). *Δίκτυα Κοινωνικής Προστασίας: Μορφές Παρέμβασης σε ευπαθείς ομάδες και σε πολυπολιτισμικές κοινότητες*. Αθήνα:Κριτική.
- Hall, S. (1996). Who needs "Identity"? in Hall, S. και Gay, P. (Eds.), *Questions of Cultural Identity* (pp. 1-17). London: Sage Publications.
- Καλαντζή-Αζίζι, Α., Ζώνιου-Σιδέρη, Α. & Βλάχου, Α. (1996). *Προκαταλήψεις και Στερεότυπα: Δημιουργία και Αντιμετώπιση*. Αθήνα: Γενική Γραμματεία Λαϊκής Επιμόρφωσης.
- Κανδυλάκη, Α. (2009). *Κοινωνική Εργασία σε Πολυπολιτισμικό περιβάλλον*. Αθήνα: Εκδόσεις Τόπος.
- Κούρτοβικ, Ι. (2001). Μετανάστες: ανάμεσα στο δίκαιο και στη νομιμότητα. Στο Μαρβάκης, Α., Παρσάνογλου, Δ., & Παύλου, Μ. (επιμ.), *Μετανάστες στην Ελλάδα* (σσ. 163-198). Αθήνα: Ελληνικά Γράμματα.
- Κτιστάκης, Γ. (2006). *Ιερός Νόμος του Ισλάμ και μουσουλμάνοι Έλληνες Πολίτες*. Αθήνα-Θεσσαλονίκη: Σάκκουλας.
- Lee, M.L. (1999). *An Introduction to Multicultural Counseling*. USA: San Francisco State University.
- Πανούσης, Γ. (2004). Κοινωνικός αποκλεισμός και κοινωνικοί αποκλειστές. *Κοινωνική Εργασία*, 73, 9-14.
- Παπαδημητρίου, Ζ. (2000). *Ο Ευρωπαϊκός Ρατσισμός: Εισαγωγή στο Φυλετικό Μίσος*. Αθήνα: Ελληνικά Γράμματα
- Παπαταξιάρχης, Ε. (2006). Το καθεστώς της διαφορετικότητας στην Ελληνική κοινωνία: υποθέσεις εργασίας. Στο Παπαταξιάρχης, Ε. (επιμ.) *Περιπέτειες της ετερότητας. Η παραγωγή της πολιτισμικής διαφοράς στη σημερινή Ελλάδα* (σσ. 407-469). Αθήνα: Αλεξάνδρεια.
- Πετμεζίδου, Μ. (2004). Ο διάλογος για την παγκόσμια φτώχεια. Στο Πετμεζίδου, Μ., και Παπαθεοδώρου, Χ. (επιμ.), *Φτώχεια και Κοινωνικός Αποκλεισμός*, Ε.Ε.Κ.Π., Αθήνα: Εξάντας.
- Reisch, M. (2008). From Melting Pot to Multiculturalism: The Impact of Racial and Ethnic Diversity on Social Work and Social Justice in the USA. *British Journal of Social Work*, 38,



788-804.

Sakamoto, I. (2007). A Critical Examination of Immigrant Acculturation: Toward an Anti-oppressive Social Work Model with Immigrant Adults in a Pluralistic Society. *British Journal of Social Work*, 37, 515-535.

Σκλάβου, Κ. (2008). *Ενδοοικογενειακή βία και κοινωνική ένταξη αλλοδαπών γυναικών*. Αθήνα: Αντ. Σάκκουλας.

Wing Sue, D., & Sue, D. (2008). *Counselling the Culturally Diverse Theory and Practice*. New Jersey: John Wiley.

*Related scientific journals:*

- International Journal of Intercultural Relations

## 8.2.Radical and Critical Social Work

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICD AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	802	<b>SEMESTER</b>	H
<b>COURSE TITLE</b>	Radical and Critical Social Work		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	SPECIALIZED AREA SPECIALISED BACKGROUND COURSE		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW235/">https://eclass.uniwa.gr/courses/SW235/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes

The aim of the course is for students to understand Radical and Critical Social Work, their historical development and their practical application through specific examples at national and international level. Moreover, through the course material, the connection of the problems of social service users with the structural causes of social problems and their critical analysis is sought.

The role of Social Work in governmental services as well as in NGOs, the private sector etc. is examined over time in relation to the dual role of social workers as caretakers/controllers. Finally, contemporary debates in Radical and Critical Social Work at the international level are discussed and specific models of intervention are analysed.

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

- Know the historical development of Radical and Critical Social Work.
- Critically evaluate the role of social work in the contemporary globalized environment.
- Understand the mechanisms of incriminating social service users.
- They link the problems of the beneficiaries of social services to the overall social/political context and the structural causes of social problems.
- Identify the care-control dichotomy of the role of social work.
- Know contemporary clinical and community models of radical and critical social work.
- Become familiar with contemporary theoretical approaches and debates.
- Implement an intervention plan based on specific theoretical approaches.

### General Competences

- Promoting free, creative and deductive thinking
- Autonomous work
- Group work
- Respect for diversity and multiculturalism
- Demonstrating social, professional and ethical responsibility and gender sensitivity
- Search, analysis and synthesis of data and information, including the use of the necessary technologies
- Development of critical thinking
- Exercising critical and self-critical thinking
- Decision-making
- Working in an International Environment
- Adapting to new situations

### (3) SYLLABUS

1. Historical development of Radical and Critical Social Work and contemporary debates
2. The dual role of Social Work
3. The structural causes of social problems and the role of social work
4. The participation and rights of the beneficiaries in social services
5. Critical Awareness, Empowerment and Advocacy
6. Clinical Models of Radical and Critical Social Work
7. Community Models of Radical Social Work
8. International Examples of Radical Social Work

### (4) Teaching and Learning Methods – Evaluation

#### DELIVERY

In the classroom

<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>- Use OF Video projector and ppt slide show.</li> <li>- WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>- Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	20
	Audiovisual material analysis	20
	Study and analysis of literature	20
	Exercises in the classroom (debate, small group work and presentation in front of everyone)	20
	Independent Study	60
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Critical analysis of cases/theory</li> <li>• Comparative assessment of theory elements</li> </ul>	

**(5) ATTACHED BIBLIOGRAPHY**

- Suggested Bibliography

- Adams, R., Dominelli, L., Payne, M. (2009) 3<sup>rd</sup> ed. *Social Work, Themes Issues and Critical Debates*. Britain: Palgrave.
- Γκαμούλου Ε. & Ξενιτίδου, Μ. (2016). Κριτική Κοινωνική Εργασία: Δυναμώνοντας τη φωνή των λεσβίων μητέρων. Στο Καλλινικάκη, Θ., Πετμεζίδου, Μ., *Διαδρομές Κοινωνικής Έρευνας*. Κομοτηνή, Δημοκρίτειο Πανεπιστήμιο Θράκης: Μοτίβο Εκδοτική.
- Dominelli, L. (2003). *Anti-Oppressive Social Work, Theory and Practice*. Britain: Palgrave.
- Dominelli, L. (2006). *Women and Community Action*. Britain: Policy Press.
- Ζαϊμάκης, Γ. (2002). *Κοινοτική Εργασία και Τοπικές Κοινωνίες. Ανάπτυξη, Συλλογική Δράση, Πολυπολιτισμικότητα*. Αθήνα: Ελληνικά Γράμματα.
- Ζωγράφου, Α. (2002). *Ο Διπλός Ρόλος της Κοινωνικής Εργασίας στο Πλαίσιο των Κοινωνικών Οργανώσεων*. Αθήνα: Τυπωθήτω.
- Ferguson, I. (2008). *Reclaiming Social Work Challenging Neo-liberalism and Promoting Social Justice*. London: Sage.
- Ferguson, I. and Lavalette, M. (2006). Globalization and global justice: towards a social work of resistance. *International Social Work*, 49(3), 309-318.
- Ferguson, I., Ioakimidis, V., Lavalette, M. (2018). *Global Social Work in a political context, Radical Perspectives*. Britain: Policy Press.
- Ferguson, I. & Woodward, R. (2009). *Radical Social Work in Practice, Making a Difference*. Britain: Policy Press.
- Garrett, M. (2013). *Social Work and Social Theory, Making Connections*. Britain: Policy Press.
- Graham, M. (2007). *Black Issues in Social Work and Social Care*. Britain: Policy Press.
- Ioakimidis, V. & Teloni, D. (2013). Greek social work and the never-ending crisis of the welfare state. *Critical and Radical Social Work*, 1(1), 31-49.
- Ιωακειμίδης, Β. (2012). *Κοινωνική Εργασία για την Κοινωνική Δικαιοσύνη, Ριζοσπαστική και Κριτική Θεωρία, Πρακτική, Παραδείγματα*. Αθήνα: Ίων.
- Ιωακειμίδης, Β. (2015). Η Ριζοσπαστική Κοινωνική Εργασία στον χώρο της Ψυχικής Υγείας. Στο Τζεδάκη, Μ., Κουντή-Χρονοπούλου Μ., Πασσά, Μ., *Η Συμβολή της Κοινωνικής Εργασίας στην Ψυχιατρική Θεραπευτική*. Αθήνα: Παρισιάνος.
- Jones, C. (2001). *Voices from the front line: State social workers and New Labour*. *British*

*Journal of Social Work*, 31(4), 547–62.

Jones, C. & Novak T. (2013). *Poverty and Inequality*. Britain: Policy Press.

Lavalette, M & Ioakimidis, V. (2016). Popular Social Work In Extremis: Two case studies on collective welfare responses to social crisis situations. *Social theory, Empirics, Policy and Practice*, 13(2), 117-132.

Lavalette, M, (2011). *Radical Social Work Today*. Britain: Policy Press.

Lavalette, M. & Ferguson, I. (2007). *International Social Work and the Radical Tradition*, Britain: Policy Press.

Lavalette, M. & Ioakimidis, V. (2011). *Social Work in Extremis Lessons for Social Work Internationally*. Britain: Policy Press.

Lavalette, M. & Penkenth, L. (2014). *Race, Racism and Social Work*, Contemporary Issues and Debates. Britain: Policy Press.

Ledwith, M. (2016). *Community Development in Action, Putting Freire into Practice*. Britain: Policy Press.

Martinez-Belkin, D. & Henderson-Fleck, A. (2014). *Social Justice in Clinical Practice: A Liberation Health Framework for Social Work*. USA: Routledge.

Moch, M. (2009). A Critical Understanding of Social Work by Paolo Freire. *Journal of Progressive Human Services*, 20(1), 92-97.

Mullaly, R. (2002). *Challenging Oppression - a Critical Social Work Approach*. USA: Oxford University Press.

Payne, M., (2000). *Σύγχρονη Θεωρία Κοινωνικής Εργασίας*, Αθήνα: Ελληνικά Γράμματα.

Reisch, M. and Andrews, J. (2002). *The Road not Taken: A History of Radical Social Work in the*

*United States*. New York: Brunner-Routledge.

Πουλόπουλος, Χ. (2014). *Κρίση, Φόβος και Διάρρηξη της Κοινωνικής Συνοχής*. Αθήνα:

Τόπος. Rogowski, S. (2013). *Critical Social Work with Children and Families*. Britain: Policy Press.

Teloni, D.D. and Mantanika, R. (2015). This is a cage for migrants: The rise of racism and challenges for social work in Greek context. *Critical and Radical Social Work*. 3(2), pp. 189-206.

Τελώνη, Δ. Δ. (2009). Κοινωνική Εργασία στην Πράξη στον Α και Β Βαθμό Τοπικής Αυτοδιοίκησης. Στο Δικαίος, Κ., Πεμπέτζογλου, Μ., Πετμεζίδου Μ., (επιμ.), Πρακτικά Πανεπιστημίου Συνεδρίου Δημοκρίτειο Πανεπιστήμιο *Κοινωνική Πολιτική, Κοινωνική Διοίκηση, Κοινωνική Εργασία και Κοινωνική Παρέμβαση: Παρούσα κατάσταση και προοπτικές*, Κομοτηνή, 19-21 Οκτωβρίου, 2007. Αθήνα: Κριτική.

Τελώνη, Δ.Δ. (2012). Κοινωνική δράση και Κοινωνική Εργασία στην κοινότητα με μετανάστες/πρόσφυγες: Η περίπτωση της Πάτρας ως εναλλακτικό μοντέλο δράσης στο Ιωακειμίδης, Β., *Κοινωνική Εργασία για την Κοινωνική Δικαιοσύνη, Ριζοσπαστική και Κριτική Θεωρία, Πρακτική, Παραδείγματα*. Αθήνα: Ίων.

#### *Related scientific journals:*

- Community Development
- Critical and Radical Social Work Journal
- Critical Social Policy



### 8.3.Practice Placement with Supervision II

#### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	803	<b>SEMESTER</b>	H
<b>COURSE TITLE</b>	Practice Placement with Supervision II		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	12	
<b>COURSE TYPE</b>	SPECIALIZED AREA		
<b>PREREQUISITE COURSES:</b>	Practical Placement with Supervision I		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW229/">https://eclass.uniwa.gr/courses/SW229/</a>		

#### (2) LEARNING OUTCOMES

Learning Outcomes



The main objective of the Practical Laboratory Exercise - Supervision II course is for students to consolidate and expand the knowledge and skills acquired during Practical Laboratory Exercise I, so that they can function without guidance from the social worker trainer of the Practical Exercise Framework in the professional role of a social worker. Upon successful completion of the course, students will be able to: A. In relation to Practical Lab Exercise II, to:

Have developed professional role awareness through taking responsibility, developing initiative and innovative actions, inter-professional collaboration and familiarity with the social services administrative system.

They will be able to make use of the knowledge and skills acquired during their training and the possibilities offered by the organisation and to contribute to the assessment and response to contemporary social problems of individuals, families, groups and communities. In particular, to:

- ✓ Conduct study, needs assessment, solution and evaluation of social problems without guidance.
- ✓ Apply needs/problems assessment techniques in relation to the person(s) served, through mediated Social Work.
- ✓ Apply Social Work approaches to address social functioning problems of individuals, families, groups and communities.
- ✓ Participate in the design and evaluation of programmes and activities within the Internship framework.
- ✓ Actively participate in the provision of counselling within the organisation.
- ✓ Participate in educational and research activities of the Traineeship Framework.
- ✓ Have gained independence and autonomy in their professional role.

In relation to Supervision II, students will be able to:

- ✓ Have developed the capacity to:
  - ✓ record and present (written and oral) their work
  - ✓ link their theoretical knowledge with their practical application in the practice centre
- ✓ work in team in the context of supervision
- ✓ action/intervention planning at individual, group and community level
- ✓ make analysis, evaluation and presentation of cases to the supervisory team
- ✓ succeed assessment and effective management of their own emotional involvement, attitudes and biases that affect their relationship with the beneficiaries and staff of the Service-Organization
- ✓ have self-control and self-awareness at the individual and group level and to have developed an identity as a social worker.

### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Decision-making
- Autonomous work
- Teamwork
- Working in an international environment (for placements in Services developing transnational cooperation)
- Working in an interdisciplinary environment
- Generating new research ideas
- Project planning and management
- Respect for diversity and multiculturalism
- Demonstrating social, professional and ethical responsibility and gender sensitivity
- Exercising critical and self-critical thinking
- Promotion of free, creative and deductive thinking
- Broadening the interpretative capacity of human behaviour
- Others:
  - ✓ Observation
  - ✓ Communication
  - ✓ Practice of the profession without guidance
  - ✓ K Collection - analysis - assessment of information
  - ✓ Preparation and implementation of an action plan to address problems and
  - ✓ Evaluation of the interventions implemented.

### **(3) SYLLABUS**

The Practical Lab Exercise - Supervision II is a specialty course that aims at the autonomous functioning of the student in the context of the Organization of Practical Exercises and in the role of the Social Worker. Specifically, the course aims to develop the interns' ability to:

- use all stages of the problem-solving process (assessment, intervention planning, intervention, evaluation, termination, follow-up)
- conscious selection and use of the appropriate method to address the needs of the beneficiaries
- gradual autonomy from the trainer and supervisor
- autonomous operation in the context

The laboratory course "Practical Laboratory Exercise - Supervision II consists of:

A) The Practical Laboratory Exercise II which is carried out in social services/organizations selected by the Department four (4) days per week on a full-time basis; and

B) Supervision II that supports Practical Lab II and is conducted within the academic institution on a weekly basis by faculty members, HEPs and research assistants (P.D. 407) of Social Worker specialty. Supervision is a three-hour group supervision.

Practical Lab Exercise II focuses on familiarizing students with the application of social work in the contemporary context of social organizations. Interns are required to focus on studying and solving problems on an individual, family, and group-community basis, to develop and implement an action plan to address the problems they have identified, and to evaluate the interventions they have implemented. Placement in an Internship placement is in one of the following areas of social work practice:

- Disability (care, education and/or employment structures for people with disabilities)
- Education (all levels of education)
- Addictions (counselling, treatment and rehabilitation centres for people dependent on drugs, alcohol, gambling, computers)
- Labour and Social Security (industries, insurance funds, etc.)
- Social welfare (child protection programmes and general programmes for people and families with social needs)
- Community Organisation and Development (all levels of local government)
- Social Services for the Armed Forces and the services of the Ministry of Public Order.
- Delinquency and Crime: prevention and correction (Juvenile Courts, Juvenile Probation Service, Correctional Institutions, etc.)
- Third Age
- Health (nursing homes, diagnostic centres, etc.)
- Mental Health (Community Mental Health Centres, Mental Health Treatment Centres, Counselling Centres, etc.)
- Social inclusion of vulnerable groups (e.g. refugees, migrants, Roma)

The Practical Laboratory Exercise - Supervision II course is supported by the Practical Exercise Committee, which consists of teachers of the Department. The Committee maintains constant contact and cooperation with all parties involved in the Practical Laboratory Practice (students, social workers of the Practical Laboratory Practice Framework - Instructors, Supervisors, educational social workers). Her role includes: selection of Practical Training Organisations and placement of students in them, allocation of students to supervision groups and liaison with supervisor/educational supervisor and settlement of any problems during the placement.

Group Supervision, which is a basic method of training in Social Work, involves supervision, support and mentoring of a group of students interning in the same agency or in agencies with a related field by a supervising teacher on a weekly basis. Through group interaction and guidance from the supervisor, interns gain knowledge and skills in analyzing, planning and evaluating their work in the internship setting. At the same time, they are made aware of issues that shape their behaviour (personal perceptions, prejudices, attitudes) and are encouraged to become self-aware and begin to develop professional attitudes.

The supervisor-teacher facilitates students to manage the tension and anxiety arising from their contact with the demands of the practice context, recognises their successful interventions, identifies shortcomings and inadequacies and helps to address them. Has regular contact and collaboration with the social worker in charge of the placement setting in order to identify the scope of the student's placement, monitor their progress and evaluate their work.

Details of the Internship - Supervision II are given in the Internship Regulations, which are posted on the Department's website.

#### **(4) Teaching and Learning Methods – Evaluation**

<b>DELIVERY</b>	<p>A. For Practical Laboratory Exercise II :            Experiential Learning - Placement for Internship in Social Services of the Public, Public and/or Private Sector selected by the Department.</p> <p>B. For Supervision II:            - Lectures            - Face-to-face experiential learning in groups</p>
-----------------	---

<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>- Use OF Video projector and ppt slide show.</li> <li>- WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>- - Support of the learning process through the e-class platform (posting of slides of the lectures and other supporting material)</li> <li>- - Communication with students (announcements, messages) via the e-class platform</li> <li>- - Use of the Internet to access selected databases and scientific journals</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	PRACTICAL LABORATORY EXERCISE II (Placement)	200
	Supervision II	30
	Analysis of case study	20
	Roll Plays	10
	Audiovisual material analysis	10
	Study and analysis of literature	10
	Writing a Diary	10
	Preparation of a Study (Project)	10
	Individual/group exercises	20
	Independent Study	20
	<b>Course total</b>	<b>340</b>

<p><b>STUDENT PERFORMANCE EVALUATION</b></p>	<p>Participation in the course Practical Laboratory Exercise - Supervision II is compulsory. During the semester, students are allowed only two absences (from both Practical Exercise and Supervision).</p> <p>The evaluation of students is individual and continuous and is formed by taking into account the following:</p> <ul style="list-style-type: none"> <li>- The activity diary that the students keep for their work in the Framework</li> <li>- The assignments they will hand in and/or present during the semester</li> <li>- The evaluation of the social worker of the Framework</li> <li>- The student's self-evaluation</li> <li>- Their participation in the Supervision: <ul style="list-style-type: none"> <li>✓ Participation in exercises</li> <li>✓ Interaction between the members of the supervisory team</li> <li>✓ Formulation of opinions, concerns and well-founded proposals to address social problems</li> </ul> </li> </ul>
--	---

**(5) ATTACHED BIBLIOGRAPHY**

- *Suggested Bibliography:*

- Αβεντσιάν – Παγοροπούλου, Α. (2000). *Η ψυχολογία της τρίτης ηλικίας*. Αθήνα: ΕλληνικάΓράμματα.
- Αλεξανδρή, Α. (2013). *Ψυχανάλυση. Η Εποπτεία*. Αθήνα: Βήτα Ιατρικές Εκδόσεις.
- Αμπατζόγλου, Γ. (2002). *Αλλάζοντας χέρια. Διεπιστημονική προσέγγιση της διακίνησης και της τοποθέτησης των παιδιών*. Θεσσαλονίκη: University Studio Press.
- Αρχοντάκη, Ζ. & Φιλίππου, Δ. (2003). *205 βιωματικές ασκήσεις για εμπύχωση ομάδων ψυχοθεραπείας, κοινωνικής εργασίας, εκπαίδευσης*. Αθήνα: Καστανιώτης.
- Βάρβογλη, Λ. (2007). *Τι συμβαίνει στο παιδί; Νευροεξελικτικές διαταραχές της παιδικής και της εφηβικής ηλικίας*. Αθήνα: Καστανιώτης
- BASW (British Association of Social Workers) (2012). *The Code of Ethics for Social Work*. U.K.:The Policy, Ethics and Human Rights Committee.
- Beers, M. & Berkow, R. (2005). *Merck εγχειρίδιο γηριατρικής*. Αθήνα: Πασχαλίδη.
- Beresford, P. & Boxall, K. (2012). Service users, social work education and knowledge for social work. *Social Work Education*, 31(2), 155-167.
- Γενά, Α. & Μπαλαμώτης, Γ. (2011). *Η οικογένεια του παιδιού με αυτισμό*. Αθήνα: Gutenberg.
- Γιαννακούλας, Α. & Fizzarotti-Selvaggi (2007). *Το ψυχοδυναμικό counseling*. Αθήνα: Καστανιώτης.
- Γιωτάκος, Ο, Τσιλιάκου, Μ., Τσίτσικα, Α. & Τσουβέλας, Γ. (2014). *Νέες μορφές κακοποίησης παιδιού και εφήβου*. Αθήνα: Βήτα Ιατρικές Εκδόσεις.
- Collins, D., Jordan, C. & Coleman, H. (2017). *Κοινωνική Εργασία με Οικογένεια*. Επιστ. Επιμ. Χ. Ασημόπουλος & Σ. Μαρτινάκη. Αθήνα: Εκδόσεις Βήτα.
- Δημοπούλου - Λαγωνικά, Μ. (2007). *Μεθοδολογία Κοινωνικής Εργασίας- Μοντέλα Παρέμβασης*. Αθήνα: Ελληνικά Γράμματα.
- Εθνικός Οργανισμός Κοινωνικής Φροντίδας. Κέντρο Βρεφών "Η Μητέρα", Κουσίδου, Τ. (2000). *Υιοθεσία. Τάσεις, Πολιτική, Πρακτική*. Αθήνα: Γρηγόρης.
- Ελληνική Γεροντολογική και Γηριατρική Εταιρεία (2004). *Οδηγός Φροντίδας Ηλικιωμένων Γονιών*. Αθήνα: Mendor.
- Ζαϊμάκης, Γ. & Κανδυλάκη, Α. (επιμ.) (2005). *Δίκτυα κοινωνικής προστασίας: Μορφές παρέμβασης σε ευπαθείς κοινωνικές ομάδες*. Αθήνα: Κριτική.
- Ζώνιου-Σιδέρη, Α. & Σπανδάγου, Η. (Επιμ., 2011). *Εκπαίδευση και τύφλωση*. Αθήνα: Πεδίο.
- Ζώνιου-Σιδέρη, Α., Ντεροπούλου-Ντέρου, Ε. & Βλάχου-Μπαλαφούτη, Α. (Επιμ., 2012). *Αναπηρία και εκπαιδευτική πολιτική. Κριτική Προσέγγιση της ειδικής και ενταξιακής εκπαίδευσης*. Αθήνα: Πεδίο.
- Θέμελη, Ο. (2014). *Τα παιδιά καταθέτει. Η δικανική εξέταση ανήλικων μαρτύρων, θυμάτων σεξουαλικής κακοποίησης*. Αθήνα: Τόπος.
- Hawkins, P. & Shohet, R. (2009). *Η εποπτεία στα επαγγέλματα θεραπείας και πρόνοιας*. Αθήνα: University Studio Press.
- 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
- Καλλινικάκη, Θ. & Κασσέρη, Ζ. (επιμ.) (2014). *Κοινωνική Εργασία στην εκπαίδευση: στα*



θρανία των ετεροτήτων. Αθήνα: Τόπος.

Κανδυλάκη, Α. (2008). *Η Συμβουλευτική στην Κοινωνική Εργασία. Δεξιότητες και Τεχνικές*. Αθήνα: Τόπος.

Κανδυλάκη, Α. (2009). *Κοινωνική Εργασία σε πολυπολιτισμικό περιβάλλον*. Αθήνα:

Τόπος.Καραγιάννη, Γ. (2017). *Η αναπηρία στην Ελλάδα της κρίσης*. Αθήνα: Gutenberg.

Καραγκούνης, Β. (2008). *Κοινοτική εργασία και τοπική ανάπτυξη*. Αθήνα: Τόπος.

Καστοριάδου-Παπαδοπούλου, Χ. (2009). *Κοινωνική Εργασία με Ομάδες*. Αθήνα: Έλλην-Γ.Πατρίκος & ΣΙΑ Ε.Ε.

Korprowska, J. (2014). *Communication and Interpersonal Skills in Social Work*. UK: Learning Matters.

Κουντή-Χρονοπούλου, Κ., Τζεδάκη, Μ. & Πασσά, Μ. (Επιμ., 2015). *Η συμβολή της Κοινωνικής Εργασίας στην ψυχιατρική θεραπευτική*. Α΄ Ψυχιατρική Κλινική Πανεπιστημίου Αθηνών,Αιγινήτειο Νοσοκομείο. Αθήνα: Παρισιάνου.

Κωστόπουλος, Τ. (2014). *Τοπική δημοκρατία και ευρωπαϊκή ολοκλήρωση*. Αθήνα: Παπαζήση.

Λαδιάς, Χ. (2013). *Το σύγχρονο θεσμικό πλαίσιο της περιφερειακής ανάπτυξης στην Ελλάδα*. Αθήνα: Παπαζήση.

Λαδιάς, Χ. (2014). *Ειδικά θέματα Τοπικής Αυτοδιοίκησης*. Αθήνα: Παπαζήση.

Μανιαδάκη, Κ. & Κάκουρος, Ε. (2017). *Η διαχείριση της ΔΕΠ-Υ*. Αθήνα: Gutenberg.

Μαρτινάκη, Σ. & Μπουρίκος, Δ. (2014). *Κοινωνική Εργασία και Ψυχική Υγεία*. Αθήνα: Βήτα.

Marwedel, U. (2009). *Γεροντολογία & Γεροντοψυχιατρική*. Αθήνα: Ίων.

Mooges, D. (2011). *Εκπαίδευση και κώφωση*. Επιμ. Α. Ζώνιου-Σιδέρη & Ε. Ντεροπούλου-Ντέρου. Αθήνα: Πεδίο.

Μωυσίδης, Α., Ανθοπούλου, Θ. & Ντύκεν, Μ.Ν., (2002). *Οι ηλικιωμένοι στον αγροτικό χώρο*. Αθήνα: Gutenberg.

Oliver, M. (2009). *Understanding Disability – From Theory to Practice* (2nd Edn). Basingstoke:Macmillan.

Παναγιωτόπουλος, Χ. (2016). *Κοινωνική Εργασία και Σχολείο*. Αθήνα: Μαρία Παρίκου &

ΣΙΑ.Παπαδάτος, Γ. (2010). *Ναρκωτικά και εφηβεία*. Αθήνα: Gutenberg.

Πιτσελά, Α. (2013). *Η ποινική αντιμετώπιση της εγκληματικότητας των ανηλίκων*. Αθήνα:Σάκκουλας.

Πουλόπουλος, Χ. & Τσιμπουκλή, Α. (2016). *Δυναμική των ομάδων και αλλαγή στους οργανισμούς*. Αθήνα: Τόπος.

Πουλόπουλος, Χ. (2011). *Κοινωνική Εργασία και εξαρτήσεις. Οι κοινότητες της αλλαγής*. Αθήνα: Τόπος.

Slee, R. (2010). *The irregular school: exclusion, schooling and inclusive education*. USA and Canada: Routledge.

Thorvicroft, G. & Tansella, M. (2010). *Για μια καλύτερη φροντίδα της ψυχικής υγείας. Ηθικήκαι δεοντολογία, τεκμήρια και εμπειρία*. Αθήνα: Τόπος.

Tomas, D. & Woods, H. (2008). *Νοητική Καθυστέρηση. Θεωρία και Πράξη*. Επιμ. Α. Ζώνιου – Σιδέρη & Ε. Ντεροπούλου-Ντέρου. Αθήνα: Τόπος.

Τσαμπαρλή, Α. (2004). *Η ψυχαναλυτική προσέγγιση της οικογένειας*. Αθήνα: Ατραπός.

Τσιάντης, Γ. (επιμ.) (1994). *Εφηβεία. Ένα μεταβατικό στάδιο σ' ένα μεταβαλλόμενο κόσμο*. Αθήνα: Καστανιώτης.

Τσιάντης, Γ. (επιμ.) (2005). *Εργασία με τους έφηβους: ψυχαναλυτική ψυχοθεραπεία με παιδιά*



να μεγαλώνεις... Για εμπύχωση βιωματικών ομάδων προσωπικής ανάπτυξης. Αθήνα: Καστανιώτης.

Von Schlippe, A. & Schweitzer, J. (2008). *Εγχειρίδιο της συστημικής θεραπείας και συμβουλευτικής*. Θεσσαλονίκη: University Studio Press.

Χριστοδούλου, Ν. & Κονταξάκης, Π. (2000). *Η Τρίτη Ηλικία*. Αθήνα: Βήτα Ιατρικές Εκδόσεις.

- *Related scientific journals:*

- Κοινωνική Εργασία. Επιθεώρηση Κοινωνικών Επιστημών
- European Journal of Social Work
- International Social Work
- Journal of Social Work Practice. Psychotherapeutic Approaches in Health, Welfare and the Community
- The British Journal of Social Work

## 8.4.English Language - Terminology

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICD AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	804	<b>SEMESTER</b>	H
<b>COURSE TITLE</b>	English Language - Terminology		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	SPECIALISED BACKGROUND COURSE		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	ENGLISH		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES		
<b>COURSE WEBSITE (URL)</b>	UNDER CONSTRUCTION		

### (2) LEARNING OUTCOMES

Learning Outcomes

The subject of the course aims at learning specific English terminology with an in-depth knowledge of the English language. Through the lectures, students become familiar with the international scientific literature of their speciality and develop their language skills. The aim of the course is to provide the student with the appropriate background in terms of language skills to face the challenges of an international working environment.

At the end of the course, students will achieve:

- Improve language skills in their field of expertise
  - Preparation and presentation of specialised assignments in the foreign language
  - Promoting communication and the development of written and spoken language in their field of expertise
  - Familiarisation with research resources and the wider international working environment

### General Competences

- Search, analysis and synthesis of data and information using the necessary technologies
- Autonomous Work
- Group work
- Working in an international environment
- Working in an interdisciplinary environment

### (3) SYLLABUS

1. The history of Social Work
2. Social Work practice in Europe
3. Family – social violence and clinical practice
4. Clinical Social Work in psychiatric rehabilitation
5. Social Work with special populations and ethnicities
6. Values & Ethics in Social Work
7. Social workers beat addiction
8. Psychiatric disorders
9. Discrimination and exploitation
10. Social Work settings, agencies and organizations
11. Sociology

### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>- Video projector</li> <li>- Slides / notes</li> <li>- Use of internet / email for communication with students</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Tutorial	30
	Writing Papers	30

	Study for the final exams	50
	Study and analysis of literature	20
	Audiovisual material analysis	10
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Assessment is in English with a 100% written final examination via: - Multiple choice questions - Development questions	

### (5) ATTACHED BIBLIOGRAPHY

#### - *Suggested Bibliography*

Parker Jonathan, Greta Bradley (2003/Learning Matters) Social Work Practice.  
 Linda May Crobman (2017/National Association of Social Workers) Days in the Lives Of Social Workers.

Dominelli Lena (2009/Short Introductions) Introducing social work.  
 Irvin D. Yalom (2003/Harper Perennial) The Gift Of Therapy.

Danna Bo Den Heimer (2017/The New Social Worker Press) On Clinical Social Work.

Jessica A. Ritter (2008/Springer Publishing Company) 101 Careers In Social Work.

Bessel A. Van Der Kolk (2014/Vikings) The Body Keeps The Score. Brain, Mind And Body In The Healing Of Trauma.

#### - *Related scientific journals:*

- The British Journal of Social Work
- Journal of Social Work Practice
- Journal of Social Work

## 8.5. Social Work in Health Care

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICD AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	805	<b>SEMESTER</b>	H
<b>COURSE TITLE</b>	Social Work in Health Care		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	SPECIALISED BACKGROUND COURSE		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW319/">https://eclass.uniwa.gr/courses/SW319/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes

The main purpose of the course is the acquisition of knowledge and skills necessary to address the needs of people with health problems and their families in primary, secondary and tertiary health care using the methods of social work.

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

- Understand the concept and content of social work in health care as a specialized methodological approach.
- Differentiate between the various concepts and applications of social work in health.
- Become aware of health prevention and health promotion in the community.
- Become aware of intercultural approaches to health.
- Appropriately apply clinical knowledge, skills and social work techniques in all stages of the health problem solving process, from diagnostic assessment, to intervention and termination.
- Use critical thinking to select the appropriate clinical Social Work model for assessment and intervention, always in relation to the needs of people with health problems.
- Understand the importance of their participation in the multidisciplinary health team, as well as the dynamics of this team.



### General Competences

- Search, analysis and synthesis of data and information, using the necessary technologies
- Decision-making
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment
- Adapting to new situations
- Promotion of free, creative and deductive thinking
- Broadening the interpretative capacity of human behaviour
- Respect for diversity and multiculturalism

### (3) SYLLABUS

1. Health behaviour factors: Sociocognitive models and theories - biobehavioural factors
2. The meaning and consequences of illness and the psychosocial reactions of the patient
3. Health assessment and social work
4. Chronic diseases and Social Work
5. Neoplasms, intervention programmes and strategies, palliative care
6. Losses and bereavement processes
7. Social work in health: Working with family and caregivers
8. Social Work in Child and Adolescent Health
9. Health prevention and health promotion in the community
10. Impact of the economic crisis on health: Social work interventions
11. Psychosocial rehabilitation in health: The role of Social Work
12. Culture and health
13. Volunteering in the health services sector
14. Ensuring - Improving the quality of health services

### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of case studies	30

	Audiovisual material analysis	30
	Study and analysis of literature	30
	Independent Study	50
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Essay development questions</li> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

**(5) ATTACHED BIBLIOGRAPHY**

- *Suggested Bibliography*

- Ασημόπουλος, Χ. (2007). Παιδιά με χρόνιες σωματικές ασθένειες: Ψυχοκοινωνικές επιπτώσεις. *Ένεκα Λόγου*, 19, 8-9.
- Καραδήμας, Ε.Γ. (2005). *Ψυχολογία της υγείας: Θεωρία και κλινική πράξη*. Τυπωθήτω, Αθήνα.
- Κριτσωτάκης, Γ. Μαϊόβης, Π. Κούτης, Α. και Φιλαλήθης, Α.Ε. (2009). Ατομική και οικολογική επίδραση κοινωνικών παραγόντων στους δείκτες υγείας Η περίπτωση του κοινωνικού κεφαλαίου. *Αρχεία Ελληνικής Ιατρικής*, 26(4), 523-535.
- Παπαδάτου, Δ. και Αναγνωστόπουλος, Φ. (1995). *Η ψυχολογία στο χώρο της υγείας*. Αθήνα: Ελληνικά Γράμματα.
- Robin, M.R. και Martin, L.R. (2011). *Εισαγωγή στη ψυχολογία της υγείας*. Αθήνα: Πεδίο.
- Schofield, R.F. and Amodeo, M. (1999). Interdisciplinary Teams in Health Care and Human Services Settings: Are They Effective?. *Health & Social Work*, 24(3), 210–219.
- Σίμου, Ε. and Κουτσογέρου, Ε. (2014). Effects of the economic crisis on health and healthcare in Greece in the literature from 2009 to 2013: A systematic review. *Health Policy*, 115(2-3), 111–119.
- Σούλης, Σ. (2015). *Εφαρμοσμένη κοινωνική πολιτική. Σχεδιασμός υπηρεσιών υγείας και κοινωνικής προστασίας*. Αθήνα: Παπαζήση.
- Soumaki, E., Kolaitis, G., Christogiorgos, S., Assimopoulos, Ch., Agariou, P.M. and Tsiantis, J. (2009). Psychological factors in children and adolescents with epilepsy and their families. *Review of Clinical Pharmacology and Pharmacokinetics*, 23(2), 59-66.
- Stuckler, D., Basu, S., & Suhrcke, M. (2009). The public health effect of economic crises and alternative policy responses in Europe: An empirical analysis. *Lancet*, 374, 315-323.
- Τσιάντης, Ι., Πάνιτς, Ντ., Μέγερ, Μ., Ασημόπουλος, Χ., Πιπεριά, Μ., Αναστασόπουλος, Δ., Λαδής, Β., Πλατοκούκη, Ε., Καττάμης, Χ. (1991). Μοντέλο παρέμβασης σε πολλά επίπεδα για HIV οροθετικούς ασθενείς, τις οικογένειές τους και τους ειδικούς επαγγελματίες υγείας. *Κοινωνική Εργασία*, 22, 71-108.
- WHO - World Health Organization (2009). *Financial crisis and global health: Report of a high level consultation*. Geneva: World Health Organization.

- *Related scientific journals:*

- Social Work
- Journal of Social Work in Disability and Rehabilitation
- Journal of Ethnic and Cultural Diversity in Social Work
- Journal of Social Work Practice
- Psychotherapeutic Approaches in Health, Welfare and the Community

- Social Work in Health Care
- Clinical Social Work Journal
- Social Work in Public Health
- Health and Social Work

## 8.6. Gendered Identities and Sexual Orientation

### 1. GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	806	<b>SEMESTER</b>	H
<b>COURSE TITLE</b>	Gendered Identities and Sexual Orientation		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<b>COURSE TYPE</b>	SPECIALISED BACKGROUND COURSE		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	YES (FOR GREEKSPEAKING PERSONS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/SW245/">https://eclass.uniwa.gr/courses/SW245/</a>		

### 2. ΜΑΘΗΣΙΑΚΑ LEARNING OUTCOMES

Learning Outcomes

Sexuality has been a focus of scientific and political discourse since at least the end of the 19th century. This course aims first of all to inform students about the long history of the study of

"sexuality" and highlights the political controversies that have shaken this field.

Students first follow the efforts of medical and psychological discourse in their attempt to name and describe what they perceived as "deviance" and then the efforts of social scientists to seek the cultural and social construction of sexuality by challenging the primacy of biological discourse.

The main objective of this course is to make students aware of the scientific necessity of an intersectional approach to issues related to sexuality (intersectionality), which constitutes a node at which many other social dimensions such as gender, race, class, artifice and religion intersect.

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

- Use the basic concepts and the general terminology of issues related to sexuality and gender, as shaped by the respective movements (LGBTI and feminist) and academic theories
- Understand the theoretical framework of sexuality, its multi-layered nature and its interdisciplinary nature.
- Have knowledge of the basic principles, methods and theoretical approaches of gender and sexuality studies.
- Identify the pervasive discrimination, institutional violence, stereotypes that oppress members of the LGBTI community (bullying at school, discrimination at work, discrimination in the health system, negative media representations, discrimination in the health sector).
- Reflect with the help of the tools of psychology, sociology and social work on the causes that produce and perpetuate this explosive violence (religious discourse, media, legislative gaps, psychological causes)
- Formulate solutions, interventions and equip themselves with ideas of effective practices and communication skills.
- Reflect on their own implicit assumptions about 'normal', "normal" and non-sexuality and try to transform them in favour of a more inclusive attitude that embraces all beneficiaries.
- Get in touch with the richness and diversity of human sexuality and gender performances and reflect on the hegemonic representation of sexuality as heterosexual, monogamous and reproductive.
- Get in touch with contemporary political discourse and the lived experience of subjects who do not identify themselves as exclusively male or female (non binary individuals).
- Become aware of the legal framework to protect the rights of those served.

### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Working in an interdisciplinary environment
- Promoting free, creative and deductive thinking
- Broadening the interpretative capacity of human behaviour

### **3. SYLLABUS**

1. Historical background and basic concepts of sexuality and gender.
2. Theoretical approaches to sexuality and gender: the biological/essentialist model
3. Theoretical approaches to sexuality and gender: social constructivism/poststructuralism
4. Exploring the social underpinnings of violence:  
Sexism, Patriarchy, Heteronormativity, Heterosexism, Homophobia and Transphobia
5. Manifestations of discrimination: health, work, school
6. Gender-based violence: rape, rape culture, sexual assault. The concept of consent
7. School: sex education, bullying, behavioural education, good practices
8. Psychological processes: identity acquisition, coming out, internalisation of oppression, consequences of violence, trauma and rejection on LGBTI people and women
9. Health: discrimination in the field, design of prevention and intervention programmes.  
Oropositive people and stigma.
15. Sex work. Legal framework and psychosocial support for sex workers. Difference trafficking and sex work.



#### 4. Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>– Use OF Video projector and ppt slide show.</li> <li>– WATCHING CINEMATOGRAPHIC FILMS (USE OF VIDEO)</li> <li>– Support for the learning process through the e-class platform</li> </ul>	
<b>TEACHING METHODS</b>	<b><i>Activity</i></b>	<b><i>Semester workload</i></b>
	Lectures	40
	Analysis of case studies	30
	Audiovisual material analysis	20
	Study and analysis of literature	30
	Independent Study	60
	Course total	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written final examination comprising:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short answer questions</li> <li>• Comparative assessment of theory elements</li> </ul>	

#### 5. ATTACHED BIBLIOGRAPHY

### *Suggested Bibliography*

Αποστολέλλη, Α. & Χαλκιά, Α. (2012). *Σώμα, Φύλο, Σεξουαλικότητα: ΛΟΑΤΚ πολιτικές στην Ελλάδα*. Αθήνα: Πλέθρον.

Γιαννακόπουλος, Κ. (2006). *Σεξουαλικότητα: θεωρίες και πολιτικές της ανθρωπολογίας*. Αθήνα: Αλεξάνδρεια.

Connell, R. (2006). *Το κοινωνικό φύλο*. (Ε. Κοτσιφου, Trans.) Θεσσαλονίκη: Επίκεντρο.

Bell, D., & Valentine, G. (1995). *Mapping desire: geographies of sexualities*. London, New York: Routledge.

Βεκρή, Μ. & Βρυωνίδης, Μ. (2010). Ταυτότητες φύλου και αντισυμβατική συμπεριφορά στην εφηβική ηλικία. *Το Βήμα των Κοινωνικών Επιστημών*, 58, 69-100.

Γαλανού, Μ. (2014). *Ταυτότητα και έκφραση φύλου. Ορολογία, διακρίσεις, στερεότυπα και μύθοι*. Αθήνα: Σωματείο Υποστήριξης Διεμφυλικών.

Γιάννου, Δ. (2012). Ένα πλαίσιο δράσης για την καταπολέμηση των διακρίσεων βάσει σεξουαλικού προσανατολισμού και έκφρασης φύλου. Στο: Β. Ιωακειμίδης (επιμ.) *Κοινωνική Εργασία για την Κοινωνική Δικαιοσύνη, Ριζοσπαστική και Κριτική Θεωρία, Πρακτική, Παραδείγματα*. Αθήνα: Ίων.

Κογκίδου, Δ. (2015). *Πέρα από το Ροζ και το Γαλάζιο: Όλα τα Παιχνίδια για Όλα τα Παιδιά*. Θεσσαλονίκη: Επίκεντρο.

Παπαθανασίου, Α. & Χρηστίδη, Ε. (επιμ., 2020). *Συμπερίληψη και ανθεκτικότητα*. Αθήνα: Gutenberg.

Παπαταξιάρχης, Ε. & Παραδέλλης, Θ. (2007, επιμ.). *Ταυτότητες και φύλο στη σύγχρονη Ελλάδα*. Αθήνα: Αλεξάνδρεια.

Pascoe, C. (2007). *Dude, You're a Fag Masculinity and Sexuality in High School*. Berkeley, Los Angeles. London: University of California Press.

Χαλκιά, Α. (2007). *Το άδαιο λίκνο της δημοκρατίας: σεξ, έκτρωση και εθνικισμός στη σύγχρονη Ελλάδα*. (Μ. Κασταναρα, Μεταφ.) Αθήνα: Αλεξάνδρεια.

Χαλκιά, Α. (2011). *Έμφυλες βιαιότητες: εξουσία, λόγος, υποκειμενικότητες*. Αθήνα: Αλεξάνδρεια.

#### *- Related scientific journals:*

- International Journal of Transgenderism
- Transgender Health
- International Journal of Lesbian, Gay, Bisexual and Transgender Studies
- International Journal of Sexuality and Gender Studies
- Journal of LGBT Issues in Counseling
- Psychology of Sexual Orientation and Gender Diversity

## 8.7. Dissertation

### (1) GENERALLY

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL WORK		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	807	<b>SEMESTER</b>	H
<b>COURSE TITLE</b>	Dissertation		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
		8	
<b>COURSE TYPE</b>	SPECIALISED BACKGROUND COURSE		
<b>PREREQUISITE COURSES:</b>	GRADE 7,5 IN THE COURSE METHODOLOGY OF WRITING SCIENTIFIC ESSAYS QUALITATIVE METHODS IN SOCIAL RESEARCH QUANTITATIVE METHODS IN SOCIAL RESEARCH		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="http://sw.uniwa.gr/ptychiaki-ergasia/">http://sw.uniwa.gr/ptychiaki-ergasia/</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes

The Thesis is an independent scientific and systematic approach and analysis of an issue, based on existing literature and utilizes the knowledge and skills acquired during the studies. The aim of the Dissertation is for students to deepen their knowledge on a topic relevant to their specialisation through literature and/or empirical research in order to improve their academic and professional qualifications.

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

- Recognise the value of scientific research.
- Manage and use digital and print resources.
- Conduct extensive literature research using current techniques and methods.
- Develop analytical and critical thinking.
- Synthesise and organise primary and secondary data.
- Utilize scientific writing skills.

### General Competences

- Search, analysis and synthesis of data and information, using the necessary technologies
- Autonomous work
- Group work
- Project planning and management
- Promotion of free, creative and deductive thinking
- Writing a scientific paper

### (3) SYLLABUS

The thesis can be bibliographical or research-based. A bibliographic thesis is a systematic and critical discussion of existing knowledge on a topic. A research thesis aims to advance existing knowledge by conducting small-scale qualitative or quantitative research in relation to specific research questions. In its final form, the thesis aims to present to the reader, in a structured manner, the organization of the topic under investigation, specifically:

- The general characteristics of the topic under investigation
- The critical tasks in each area of the topic
- The individual dimensions or sub-areas of research on the topic
- The research questions that are still seeking answers
- The main research conclusions (similarities, differences, shortcomings, controversial points)

### (4) Teaching and Learning Methods – Evaluation

<b>DELIVERY</b>	Cooperation of students with the supervisor professor	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of digital literature sources	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Computer and database use	20
	Cooperation with the supervisor professor	20
	Visiting Libraries	50
	Independent Study	50
	Course total	<b>180</b>

**STUDENT  
PERFORMANCE  
EVALUATION**

The examination of the thesis is conducted by a three-member committee, which consists of the supervisor professor and two additional professors.  
Details of the assessment procedure are given in the Thesis Regulations, which are posted on the Department's website.

**(5) ATTACHED BIBLIOGRAPHY**

*Suggested Bibliography*

American Psychological Association (2010). *A complete resource for writing and publishing in the social and behavioral sciences*. Washington, DC: Author.

Ανδρεαδάκης Ν. & Βάμβουκας Μ. (2005). *Οδηγός για την εκπόνηση και τη σύνταξη γραπτής ερευνητικής εργασίας*. Αθήνα: Ατραπός, 2005.

Bell, J. (2007). *Πώς να συντάξετε μία επιστημονική εργασία*. Αθήνα: Μεταίχμιο.

Howard, K. & Sharp, J. A. (1994) *Η Επιστημονική Μελέτη. Οδηγός Σχεδιασμού και Διαχείρισης Πανεπιστημιακών Ερευνητικών Εργασιών*. Αθήνα: Gutenberg.

Ευδωρίδου, Ε. & Καρακασίδης Θ. (2015). *Ακαδημαϊκή Γραφή*. Αθήνα: Εκδόσεις Τζιόλα.

Ζαφειρόπουλος, Κ. (2015). *Πώς γίνεται μια επιστημονική εργασία; (2<sup>η</sup> εκδ.)* Αθήνα: Κριτική.

Θεοφιλίδης, Χ. (1995). *Η συγγραφή επιστημονικής εργασίας: Από τη θεωρία στην πράξη*. Αθήνα: Δαρδανός.

Μαρίνος, Μ. (2000). *Πως Γράφεται μια Φοιτητική Εργασία*. Αθήνα: Σάκκουλα.

Μπουρλιάσκος, Β. (2010). *Πώς γράφεται μια επιστημονική εργασία*. Αθήνα: Διόνικος.