



**Hellenic Mediterranean University
School of Health Sciences
Department of Social Work**

Course Outlines

Heraklion, December 2021

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COURSES SEMESTER A

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.1.001.0 (theory) 0804.1.001.1(class exercises)	SEMESTER	1
COURSE TITLE	Introduction to Social Work		
TEACHING ACTIVITIES	HOURS PER WEEK	CREDITS	
Lectures & Class Exercises	3 (2h lectures & 1 h Class Exercises)	6	
TYPE OF COURSE	Compulsory/ Social Work		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/modules/document/?course=YK202		
LEARNING OUTCOMES			
<p>The course is designed to provide students with basic introductory knowledge on the development, content, and principles of social work.</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> ● Understand the nature, content, and development of social work. ● Develop an understanding of social work values and ethics. ● See from a critical point of view the development of social work in Greece, the role of social workers and the problems they encounter while practicing social work. ● Become sensitized to and develop critical thinking about social issues. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Teamwork ● Critical thinking and self-criticism ● Demonstrate social, professional, and ethical responsibility ● Respect of diversity and multicultural environments ● Advancement of free, creative, and inductive thinking 			
CONTENT OF THE COURSE			
<p>The course is designed to provide students with basic introductory knowledge on the development, content, and principles of social work.</p> <ol style="list-style-type: none"> 1. What is social work; social work aims. 2. Motivations for studying social work. 3. The development of social work as a profession. 4. The relationship of social work with other social sciences; interdisciplinary cooperation. 5. The development of social work in Greece (development of social work/social policy in Greece) 6. Suspending factors in the development of social work; social workers' working conditions; social work practice areas). 7. Social work practice areas 8. Self-knowledge and social work. 9. Stereotypes and prejudices - where they stem from and how they can be confronted. 			

10. Ethics and values in social work practice. 11. Human rights and social work.													
TEACHING and LEARNING METHODS – EVALUATION													
DELIVERY METHODS	Face-to-face / In vivo												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> • Support of the learning process through the asynchronous platform e-class • Use of powerpoint during lectures. • Use of video/DVD during lectures. • Email, Skype (communication with students) 												
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>40</td> </tr> <tr> <td>Written homework Essay writing</td> <td>50</td> </tr> <tr> <td>Reading per week-analysis of material</td> <td>60</td> </tr> <tr> <td>Reading for the final written exam</td> <td>30</td> </tr> <tr> <td>Total</td> <td>180</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	40	Written homework Essay writing	50	Reading per week-analysis of material	60	Reading for the final written exam	30	Total	180
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Lectures	40												
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Reading per week-analysis of material	60												
Reading for the final written exam	30												
Total	180												
STUDENTS' EVALUATION	<p>Theory 60% of the total grade and class exercises 40% of the total grade</p> <p>Theory: Intermediate test (optional, 40% of the total grade); final written exam (60% of the total grade).</p> <p>Class exercises: Class presentation of the essay and overall active participation in class discussions are evaluated</p> <p>Students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and described on the course website in E-Class. When assessing written exam papers the following points are considered: relevance to the exam questions; use of theory/depth of understanding of basic concepts and issues; critical evaluation of issues under discussion; logical organizational and linking of ideas (coherence); clarity of expression.</p>												
RECOMMENDED LITERATURE													
<ul style="list-style-type: none"> • Ioakimidis V. (ed.) (2012). <i>Social Work for Social Justice, Athens: Ion publications. (In Greek).</i> • Kallinikaki, Th. (2011). <i>Introduction to social work theory and practice. Athens: Topos [In Greek].</i> • Papouli, E. (2014). <i>Professional ethics and social work: history and evolution. Social Work, 113- 121 (in Greek)</i> • Wilson, K., Ruch, G., Lymbery, M., & Cooper, A. (2011). <i>Social Work: An Introduction to Contemporary Practice (2nded). Harlow: Longman.</i> <p><u>Journal articles</u></p> <ul style="list-style-type: none"> • Social work (in Greek). • European Journal of Social Work • International Journal of Social Work • International Journal of Social Work Education • Journal of Social Work Values and Ethics • Critical and Radical Social Work Journal 													

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.1.002.0	SEMESTER	1
COURSE TITLE	Introduction to Sociology		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		3	6
TYPE OF COURSE	Special background/Compulsory		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW110/		
LEARNING OUTCOMES			
<p>Introduction to the terms, meaning and aims of sociology, as well as the presentation of the basic concepts, questions, opinions, and criticism of the most important sociological theories.</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> ● Understand the subject and methodology of sociology. ● Learn how sociology science approaches the various social phenomena and uses the analytical tools ● Acquire the ability to critically examine and interpret contemporary society and its main social issues. ● To acquire the appropriate knowledge for understanding, analysis, and critical analysis - interpretation of modern social reality and contemporary social issues. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Search, analyze and synthesize data and information, using the necessary technologies ● Adjustment to new situations ● Critical thinking and self-criticism ● Promotion of free, creative and inductive thinking 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. The subject of sociology. Sociological theory. Theoretical Approaches 2. The concept of social problem - The breakdown of social cohesion 3. Culture and Society 4. Socialization 5. Social states and roles. Social rules and social control 6. Social stratification - Mobility - Social inequalities 7. Crime and Derogation 8. Modern societies and social change 			
TEACHING and LEARNING METHODS – EVALUATION			
DELIVERY METHODS	Face to face		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Power point presentations. Use of the electronic platform e-class to make the presentations available to the students Discussion with students on issues related to the educational process.		

WAYS OF TEACHING	Activities		Workload of semester
	Lectures (3x20)		60
	Experiential activities		30
	Homework		40
	Reading		50
	Total		180
STUDENTS' EVALUATION	<p>Written examination is in Greek</p> <p>1. 70% of the written final examination which includes:</p> <ul style="list-style-type: none"> - Development Questions - Short answer questions -Comparative evaluation of theory data <p>2. 30% of the Optional Interim Written Assessment (Progress) Students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and described on the course website at E-Class</p>		
RECOMMENDED LITERATURE			
<ul style="list-style-type: none"> ● Hughes M., Kroehler C.J., Sociology: The Core, 7th edition. ● Antony Giddens A. (1997), Sociology, edition Polity Press ● Ritzer, G. (2018). <i>Introduction to Sociology. Thessaloniki: Tziola Publications.</i> ● Tsaousis, D.G. (1987). <i>The human society. Athens: Gutenberg.</i> ● Daskalakis, D. (2014). <i>Introduction to Sociology. Athens: Papazisis.</i> ● Tatsis, N.X. (1999). <i>Sociology. Social organization and cultural processes. Athens: Odysseus.</i> ● Mavridis, S. (2011). <i>Sociology: Reflection and concepts. Athens: Malariar Education.</i> 			

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.1.003.0	SEMESTER	1
COURSE TITLE	Introduction to Psychology		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		3	6
TYPE OF COURSE	Compulsory		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/YK124/		
LEARNING OUTCOMES			
<p>The aim of the course is to introduce students to the science of psychology. A brief, but in-depth introduction of the basic concepts from most disciplines and approaches in psychology will be made. Students will learn about the cognitive functions, the learning theories, and the main theories for the development of the individual's personality and psychopathology. Also, emphasis will be placed on the understanding of the individual differences and the factors involved (e.g., multifactorial etiology etc.). Finally, in each lecture and/or thematic unit, the practical applications of the above concepts and theories will be discussed.</p> <p>Upon successful completion of the course, students are expected to:</p> <ul style="list-style-type: none"> ▪ Understand the key concepts of psychology which are important to comprehend human development and behavior and that social work draws upon the methods and theories used in psychology ▪ Be able to differentiate the basic schools of Psychology ▪ Understand the role of the brain in human behavior ▪ Understand the basic cognitive functions and how they are used in the interpretation of human behavior. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Independent work ● Interdisciplinary work ● Respect of diversity and multicultural environments ● Accountability and sensitivity of gender issues ● Display of social, professional, and ethical accountability ● Autonomous work ● Critical thinking and self-criticism ● Advancement of free, creative, and inductive thinking 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Week 1-2: Introduction to Psychology: Definition, concepts, history of Psychology, research and ethics, basic theories, such as psychoanalysis, behavior therapy, cognitive etc, and its relation to Social Work. 2. Week 3-4: The brain and human behavior: Central nervous system, lobes and their function, the endocrine system and behavior, heredity and behavior. 3. Week 5-7: Cognitive functions: Perception, attention, memory, language, and thought - Major theories. 4. Week 8-9: Social and behavioural theories: Classical Conditioning, Operant Conditioning, social learning theory, Cognitive theory. 5. Week 10-12: Theories of personality, psychopathology & psychotherapy: Psychoanalysis, 			

behaviourism, cognitive theory, existential-humanistic theories.													
6. Week 13: Basic concepts of Developmental Psychology - Human development.													
TEACHING and LEARNING METHODS – EVALUATION													
DELIVERY METHODS	Face-to-face / In vivo												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Support of learning process through the asynchronous teleteaching platform e-class ● Use of power point during lectures ● Use of video/DVD during lectures ● Email, fb, Skype (communication with students) 												
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>40</td> </tr> <tr> <td>Class activities</td> <td>20</td> </tr> <tr> <td>Analysis of audiovisual material</td> <td>40</td> </tr> <tr> <td>Reading</td> <td>80</td> </tr> <tr> <td>Total</td> <td>180</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	40	Class activities	20	Analysis of audiovisual material	40	Reading	80	Total	180
	Activities	Workload of semester											
	Lectures	40											
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Total	180												
STUDENTS' EVALUATION	<ol style="list-style-type: none"> 1. Final exam test of multiple-choice type (100%) 2. Midterm test (40%). <p>Assessment criteria are referred upon e-class. Exam degrees are uploaded at e-class and exam papers are available upon request by the students.</p>												
RECOMMENDED LITERATURE													
<ul style="list-style-type: none"> ● <i>Bosniadou, S., Nasiakou, M., Chantzi, A. & Fatourou-Charitou, M. (2011). Introduction to Psychology (Eisagogi stin Psichologia) (A'). Athens: G. Dardanos-K. Dardanos. [In Greek]</i> ● <i>CulkinJ. &Perrotto, R.C. (2004). Fundamentals of Psychology, Applications for life and work (Themeliodis arxes tis Psichologias. Efarmoges sti zoi kai tin ergasia). Athens: Ellin. [In Greek]</i> ● <i>KalatJ.W. (2010). Cengage Advantage Books: Introduction to Psychology [Loose Leaf] -9th edition. Wadsworth Publishing.</i> ● <i>Kozolea-Tavoulari, P. (2001). The history of Psychology in Greece (I istoria tis Psichologias stin Ellada). Athens: Ellinika Grammata. [In Greek]</i> ● <i>Multi-author (2003). Hilgard's Introduction to Psychology (Eisagogi stin Psichologia tou Hilgard). (A and B). Athens: Papazisi. [In Greek]</i> ● <i>Myers D.G. (2011). Psychology in Everyday Life. Worth Publishers</i> ● <i>Schacter, D.L., Gilbert, D.T., Wegner, D.M., Nock, M.K. (2018). Psychology (Psixologia). Athens: G. Dardanos-K. Dardanos[In Greek]</i> ● <i>Papadatou, D. &Bellali, Th. (2008). Basic knowledge of Psychology for mental health professionals (Basikes gnoseis psichologias gia epaggelmaties ygeias). Athens: Kritiki. [In Greek]</i> ● <i>Wade C.&Tavris C.(2010). Psychology (10th Edition). Pearson.</i> ● <i>Wade C.&Tavris C.(2018). Psychology 12th Edition (Psichologia 12th Edition). Athens: A. Tziola & sons. [In Greek]</i> <p>E-Books / E-Readings:</p> <ul style="list-style-type: none"> ● https://open.lib.umn.edu/intropsyc/ ● https://nios.ac.in/media/documents/secpsycour/English/Chapter-1.pdf ● https://nios.ac.in/media/documents/secpsycour/English/Chapter-27.pdf ● https://open.umn.edu/opentextbooks/textbooks/research-methods-in-psychology-3rd-american-edition ● https://open.umn.edu/opentextbooks/textbooks/psychology ● https://open.umn.edu/opentextbooks/textbooks/discover-psychology-2-0-a-brief-introductory-text ● https://open.umn.edu/opentextbooks/textbooks/introduction-to-psychology-the-full-noba-collection ● https://open.umn.edu/opentextbooks/textbooks/introduction-to-psychology-1st-canadian-edition 													

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	0804.1.004.0	SEMESTER	1
COURSE TITLE	Social Policy		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		3	6
TOTAL		3	6
TYPE OF COURSE	Compulsory/ Social Work		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/YK115/		
LEARNING OUTCOMES			
<p>By the end of the course students should be able to understand and critically analyse:</p> <ul style="list-style-type: none"> ● The key social policy concepts and in particular the notion of social rights and their protection. ● The methodology used by social policy for the analysis of social issues and the ways of intervention. ● The factors shaping the development of social policy and the welfare state. ● The development of the Greek welfare state and its contemporary characteristics. ● How the economic, ideological and political environment interact with social policy. ● The role of the state in providing social services and in covering social needs, as well as the contribution of the private sector. ● The main theoretical perspectives in social policy. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Independent work ● Teamwork ● Interdisciplinary work ● Accountability and sensitivity of gender issues ● Critical thinking and self-criticism ● Advancement of free, creative and inductive thinking 			
CONTENT OF THE COURSE			
<p>The purpose of this course is the study of social policy as an academic discipline and as various forms of social action aimed at promoting well-being. The aim is to introduce students to political, economic and ideological influences in social policy development, and how social policy responds to social problems. The central concept of the course is the Welfare State and the analysis of different welfare state models.</p> <ol style="list-style-type: none"> 1. Social policy and social work. 2. Approaches and methods of social policy. 3. Analysis of key social policy concepts: social needs, social problems, social rights, equality, social justice, social services, effectiveness, efficiency. 4. Critical analysis of the principal theoretical approaches of social policy. 5. Definition of the 'welfare state' and differences from the previous systems of social protection. Contemporary models of welfare states. 6. Paying for welfare: the financing of social policies. 7. Poverty and social exclusion: specific issues for social policy. 8. Provision of social services: the state, the private sector, the voluntary sector and the informal networks of care. 9. Features of the Greek welfare state. 			

10. Social security. 11. Social care services. 12. The Greek National Health System.															
TEACHING and LEARNING METHODS – EVALUATION															
DELIVERY METHODS	Face-to-face / In vivo														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> • Support of learning process through the asynchronous platform e-class • Use of power point during lectures. • Use of video/DVD during lectures. • Email, Skype (communication with students) 														
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>50</td> </tr> <tr> <td>Classroom exercises</td> <td>30</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>30</td> </tr> <tr> <td>Interactive teaching</td> <td>20</td> </tr> <tr> <td>Homework reading</td> <td>50</td> </tr> <tr> <td>Total</td> <td>180</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	50	Classroom exercises	30	Study and analysis of bibliography	30	Interactive teaching	20	Homework reading	50	Total	180
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Study and analysis of bibliography	30														
Interactive teaching	20														
Homework reading	50														
Total	180														
STUDENTS' EVALUATION	<p>There are two ways of assessment and the student can choose one of them:</p> <ol style="list-style-type: none"> 1. Midterm written test (40%) and final written examination (60%). 2. Final written test (100%). <p>In both types of examination questions are a combination of multiple choice and/or short analysis on a theme. The student is evaluated on the acquired knowledge and its critical thinking. The students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and are listed on the E-Class Electronic Platform.</p>														
RECOMMENDED LITERATURE															
<ul style="list-style-type: none"> • Alcock, P., Haux, T., May, M. and Wright, S. (Eds) (2016) <i>The Student's Companion to Social Policy. Fifth Edition, Oxford: Blackwell.</i> • Baldock, J., Mitton, L., Manning, N. and Vickerstaff, S. (Eds) (2011) <i>Social Policy. Oxford: Oxford University Press.</i> • Dean, H. (2012) <i>Social Policy. Cambridge, Polity.</i> • Gamble, A. (2016) <i>Can the Welfare State Survive? Cambridge: Polity.</i> • Hill, M. J. and, Irving, Z. (2009) <i>Understanding Social Policy. Oxford: Wiley Blackwell.</i> • Hudson, J., Kühner, S. and Lowe, S. (2015) <i>The Short Guide to Social Policy. Second Edition. Bristol: The Policy Press.</i> • Lavalette, M. and Pratt, A. (2005) <i>Social Policy: Theories, Concepts and Issues. Third Edition. London: Sage.</i> • Spicker, P. (2014) <i>Social Policy: Theory and Practice, Bristol: Policy Press</i> 															

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.1.005.0	SEMESTER	1
COURSE TITLE	Law		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		3	6
TYPE OF COURSE	Compulsory		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW121/		
LEARNING OUTCOMES			
<p>Students are expected to:</p> <ul style="list-style-type: none"> ● Understand the importance and daily application of the rules of law in several issues created by the coexistence of people. ● Understand the distinctions of the branches of law. ● Understand the legal dimension of issues that concern the implementation of Social Work (e.g. the legal framework for domestic violence, juvenile delinquents, the rights of persons facing discrimination, etc.). ● Acquire knowledge on institutions and services that facilitate access to justice. ● Identify legal issues that arise during the implementation of Social Work. ● Guide vulnerable groups facing legal issues. ● Know how to refer persons to competent bodies and services to have access to justice. ● Be able to study, analyze and present legal problems of social interest. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Research, analysis and synthesis of data and information, using the necessary technologies ● Autonomous work ● Group work ● Interdisciplinary work ● Critical thinking 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Sources of law 2. Constitutional Law 3. Administrative Law 4. General Principles of Civil Law 5. Obligation Law 6. Property Law 7. Family Law 8. Inheritance Law 9. Commercial Law and Consumer Law 10. Labor Law 11. Criminal Law 12. International and European Law 			
TEACHING and LEARNING METHODS – EVALUATION			

DELIVERY METHODS	Face-to-face / In vivo																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Support of learning process through the asynchronous platform e-class ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Use of power point during presentation of essays 																
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>40</td> </tr> <tr> <td>Class activities</td> <td>20</td> </tr> <tr> <td>Writing-presentation of essay</td> <td>30</td> </tr> <tr> <td>Interactive teaching</td> <td>20</td> </tr> <tr> <td>Analysis of audiovisual material</td> <td>20</td> </tr> <tr> <td>Reading</td> <td>50</td> </tr> <tr> <td>Total</td> <td>180</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	40	Class activities	20	Writing-presentation of essay	30	Interactive teaching	20	Analysis of audiovisual material	20	Reading	50	Total	180
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Class activities	20																
Writing-presentation of essay	30																
Interactive teaching	20																
Analysis of audiovisual material	20																
Reading	50																
Total	180																
STUDENTS' EVALUATION	<p>Final written exam consisting of close-ended and open-ended questions.</p> <p>Group essay (optional).</p> <p>Students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and described on the course website at E-Class</p>																
RECOMMENDED LITERATURE																	
<p><u>Greek:</u></p> <ul style="list-style-type: none"> ● Varka - Adami, A. (2016, 4th edition). <i>Introduction to Law. Nomiki Bibliothiki.</i> ● Georgiadis, A. (2018). <i>What is Law? Legal science for everyone. University Publications of Crete.</i> ● Sourlas, S. (2015). <i>Just at queinjusti scientia - An introduction to the science of law. Sakkoulas Publications.</i> ● Stamatis, K., Takis, A. (2018, 2nd edition). <i>Introduction to the science of Law. Sakkoulas Publications.</i> ● Fefes, M. (2016, 2nd edition). <i>Introduction to Law. Nomiki Bibliothiki.</i> <p><u>International:</u></p> <ul style="list-style-type: none"> ● Borgetto, M., Lafore, R. (2018, 10th edition). <i>Droit de l'aide et de l'action sociales. L.G.D.J.</i> ● Brammer, A. (2020, 5th edition). <i>Social Work Law. Pearson Education.</i> ● Carr, H., Goosey, D. (2019, 15th edition). <i>Law for Social Workers. Oxford University Press.</i> ● Le Duc, Y. (2007, 3rd edition). <i>Guide d'initiation au droit pour les professions éducatives et sociales. Dunod.</i> <p><u>Legislation:</u></p> <ul style="list-style-type: none"> ● <i>Constitution of Greece</i> ● <i>Civil Code</i> ● <i>Criminal Code</i> <p><u>Websites:</u></p> <ul style="list-style-type: none"> ● <i>Greek Parliament, https://www.hellenicparliament.gr/ (Greek Constitution available)</i> ● <i>Ombudsman, https://www.synigoros.gr/</i> ● <i>Ministry of Justice, https://www.ministryofjustice.gr/?page_id=3262 (all Codes available - Civil, Criminal, etc.)</i> 																	

COURSES SEMESTER B

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.2.001.0	SEMESTER	2
COURSE TITLE	Communication and Interviewing in Social Work		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures (2hrs), Class Exercises (1hr)		3	6
TYPE OF COURSE	Special background / compulsory		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/YK145/		
LEARNING OUTCOMES			
<p>Students are expected to:</p> <ul style="list-style-type: none"> ● Understand the necessary skills for verbal and nonverbal communication. ● Understand the significance of an effective communication with the user of social work services and the factors influencing it. ● Understand the methods used to ensure effective communication in social work practice. ● Acquire interviewing skills. ● Understand the professional relationship between the social worker and the user of social services and the ethics related to interviewing in social work. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Interdisciplinary work ● Respect of diversity and multicultural environments ● Showing social, professional and ethical responsibility and sensitivity to gender issues ● Display of social, professional and ethical accountability ● Decision-making ● Autonomous work ● Critical thinking and self-criticism 			
CONTENT OF THE COURSE			
<p>A. Description</p> <p>This course is designed to provide students with knowledge on communication and interviewing. It aims at helping students understand the significance, process, skills and techniques of interviewing, as well as the ethics related to interviewing in social work.</p>			
<p>B. Thematic units (units may include more than 1 lectures)</p> <ol style="list-style-type: none"> 1. Communication theory - basic principles (Lecture 1). 2. Communication and social work – verbal & non-verbal communication (Lecture 2) 3. Basic principles of the helping relationship (Lecture 3) 4. Barriers to effective communication (Lecture 4). 5. Defining the social work interview – types of interviews (Lecture 5). 6. Characteristics of the social work interview (Kadushin & Kadushin, 2013) (Lecture 6 & 7). 7. Questions & questioning techniques (Lecture 8) 8. Feedback – Paraphrasing – Reflection of Content – Reflection of feeling (Lecture 9 & 10). 9. The interviewing process - phases) (Lecture 11) 10. Special problems in interviewing - Cross-cultural interviewing (Lecture 12 & 13) 			
TEACHING and LEARNING METHODS – EVALUATION			

DELIVERY METHODS	Face-to-face												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Use of ICT in teaching ● Supporting learning procedure and communication with students through the E-Class platform 												
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>60</td> </tr> <tr> <td>Class activities / Role plays</td> <td>40</td> </tr> <tr> <td>Analysis of audiovisual material</td> <td>20</td> </tr> <tr> <td>Reading</td> <td>60</td> </tr> <tr> <td>Total</td> <td>180</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	60	Class activities / Role plays	40	Analysis of audiovisual material	20	Reading	60	Total	180
Activities	Workload of semester												
Lectures	60												
Class activities / Role plays	40												
Analysis of audiovisual material	20												
Reading	60												
Total	180												
STUDENTS' EVALUATION	<ul style="list-style-type: none"> ● Intermediate written test (optional, 40% of the total grade); final written exam (60% of the total grade). ● The examination includes a) Open-ended questions and b) Multiple-choice questions ● Students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and described in the course website in E-Class. When assessing written exam papers the following points are considered: relevance to the exam questions; use of theory/ depth of understanding of basic concepts and issues; critical evaluation of issues under discussion; logical organizational and linking of ideas (coherence); clarity of expression. ● Students have the right to see their exam papers. 												
RECOMMENDED LITERATURE													
<ul style="list-style-type: none"> ● <i>Fine, S. & Glaser, P. (2008). The first helping interview - engaging the client and building trust. Athens: Gutenberg (in Greek).</i> ● <i>Gast, L. & Bailey, M. (2014). Mastering communication in social work – from learning to doing. London: Jessica Kingsley Publishers</i> ● <i>Hall, C., Juhila, K., Matarese, M. & van Nijnatten. C. (2014). Analysing social work communication; discourse in practice. New York: Routledge.</i> ● <i>Higham, P. (2019). Communication and Interviewing Skills for Practice in Social Work, Counselling and the Health Professions. New York: Routledge</i> ● <i>Kadushin, A & Kadushin, G. (2013). The Social Work interview - a guide for human service professionals. New York: Columbia University Press.</i> ● <i>Kandylaki, A. (2008). Counselling interview in social work – skills and techniques. Athens: Topos (in Greek – available through Eudoxos)</i> ● <i>Lishman, J. (2009). Communication in Social Work. UK: Macmillan</i> ● <i>Payne, M. (2020). How to use social work theory in practice. UK: Policy Press</i> <p><u>Relevant Academic Journals</u></p> <ul style="list-style-type: none"> ● Affilia: Journal of Women and Social Work ● British Journal of Social Work ● European Journal of Social Work ● International Social Work ● Social Work ● Social Work Education 													

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.2.002.0	SEMESTER	2
COURSE TITLE	Sociology of Institutions		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		3	6
TYPE OF COURSE	Special background/ Compulsory		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW103/		
LEARNING OUTCOMES			
<p>Students are expected to:</p> <ul style="list-style-type: none"> ● Get acquainted with the main theoretical approaches in the scientific field of institutions ● Familiarize themselves with the basic concepts and general terminology of the scientific field of Sociology of the Institutions ● Understand the theoretical framework of the dynamics of the scientific field as well as its instrumental significance both at the level of research and at the level of professional engagement ● Be able to interpret the importance of social, political and economic institutions in times of institutional crisis and social change. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Search, analyze and synthesize data and information, using the necessary technologies ● Adjustment to new situations ● Critical thinking and self-criticism ● Promotion of free, creative and inductive thinking 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Introduction to the sociology of institutions. Definitions, theoretical approaches 2. Institution, subject of the sociology of institutions 3. Marxist Approach of Institutions - New Institutional Approach 4. Structural and Functional Approach to Institutions 5. Social Institutions. Family-Affinity 6. Religion and religious institutions 7. Educational and socialization institutions 8. Political Institutions (Closed and Open Institutions) 9. Economic institutions (closed and open institutions) 10. Institutional view of the crisis in Greek society 11. Characteristics, structure and function of the most important modern institutions in the Greek society 			
TEACHING and LEARNING METHODS – EVALUATION			
DELIVERY METHODS	Face-to-face / In vivo		

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Support of learning process through the asynchronous platform e-class ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Email, fb, Skype (communication with students) 												
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th data-bbox="676 315 1010 353">Activities</th> <th data-bbox="1010 315 1342 353">Workload of semester</th> </tr> </thead> <tbody> <tr> <td data-bbox="676 353 1010 392">Lectures(3x20)</td> <td data-bbox="1010 353 1342 392">60</td> </tr> <tr> <td data-bbox="676 392 1010 430">Experiential activities</td> <td data-bbox="1010 392 1342 430">30</td> </tr> <tr> <td data-bbox="676 430 1010 468">Homeworks</td> <td data-bbox="1010 430 1342 468">40</td> </tr> <tr> <td data-bbox="676 468 1010 506">Reading</td> <td data-bbox="1010 468 1342 506">50</td> </tr> <tr> <td data-bbox="676 506 1010 546">Total</td> <td data-bbox="1010 506 1342 546">180</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures(3x20)	60	Experiential activities	30	Homeworks	40	Reading	50	Total	180
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Experiential activities	30												
Homeworks	40												
Reading	50												
Total	180												
STUDENTS' EVALUATION	<p>Written examination is in Greek</p> <ol style="list-style-type: none"> 1. 70% of the written final examination which includes: <ul style="list-style-type: none"> - Development Questions - Short answer questions -Comparative evaluation of theory data 2. 30% of the Optional Interim Written Assessment (Progress) <p>Students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and described on the course website at E-Class</p>												
RECOMMENDED LITERATURE													
<ul style="list-style-type: none"> ● Tsaousis, D. (1987). <i>The Human Society</i>. Athens: Gutenberg. ● Veltsos, G. (2000). <i>Sociology of institutions</i>. Athens: Papazisis ● Giddens, A. (2002). <i>Sociology</i>. Athens: Gutenberg. ● Ballantine, J.H. (2015). <i>Educational sociology. A Systematic Analysis</i>. Thessaloniki: Focus. ● Kamarios, I.X. (2005). <i>Power, Media and Education</i>. Athens: Gutenberg. ● Kelpanidis, M. (2002). <i>Educational sociology. Theories and Reality</i>. Athens: Greek Letters. ● Nicholas, ΣΜ. (2006). <i>Theoretical Issues in the Sociology of Education</i>. Athens: Gutenberg. ● Tsoukalas, K., Thanos. Th., Kamarios, G. et al. (2017). <i>Educational sociology. Introduction to Basic Concepts and Themes</i>. Athens: Gutenberg. ● Michel, A. (2000). <i>Sociology of Family and Marriage</i>. Athens: Gutenberg. ● Mousourou, LM (1989). <i>Sociology of the Modern Family</i>. Athens: Gutenberg. ● Nova X., (2000). <i>Texts of Sociology of Marriage and Family</i>. Athens: Gutenberg. ● Singly, F. (1993). <i>Sociology of Famille Contemporaine</i>. Paris: Nathan. ● Lambropoulou, E. (1999). <i>Sociology of Criminal Law and Criminal Justice Institutions</i>. Athens: Greek Letters. ● Grace, D. (2014). <i>Sociology of Religion</i>. Athens: Criticism. ● Nicolaidis, A. (2008). <i>Sociology of religion</i>. Athens: Grigoris. 													

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.2.003.0	SEMESTER	2
COURSE TITLE	Family Policy		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		2	
Class		2	
TOTAL		4	6
TYPE OF COURSE	Compulsory		
PREREQUISITE COURSE	None		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/YK207/		
LEARNING OUTCOMES			
<p>The purpose of the course is a critical presentation of social protection programs for families and children. It consists of two parts: the first part analyzes the changes in family structure, the concept of family policy and the specific policies for the protection of modern family patterns. In the second part the programs and services for the protection of children are presented.</p> <p>Upon successful completion of this course students are expected to acquire:</p> <p><u>Knowledge (of):</u></p> <ul style="list-style-type: none"> ● The diverse, complex and changing nature of the modern family. ● The wider social changes affect the family. ● The effects of social inequalities and oppressive social relations on the lives of individuals. ● How the state and other institutions meet the needs of the family and the child. ● The existing programs and services in the Greek welfare state for the protection of the different 'forms' of the family and the protection of the child. ● The evaluation of these programs and services. ● The role and constraints of the social worker employed in social services for the protection of the family and children. ● The importance of the interdisciplinary cooperation that develops in services and the cooperation between agencies for the same cause. <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Skills of gathering, analyzing, critically analyzing and synthesizing the information. ● Communication skills. ● Skills for solving social problems and utilizing know-how. <p><u>Abilities</u></p> <ul style="list-style-type: none"> ● Ability to critically analyze the allocation of resources and the organization and provision of benefits and services to meet the needs of families. ● Ability to identify, evaluate and use theoretical and empirical sources to study family policy issues. ● Ability to assess the impact of social services on the lives of families. ● Ability to understand the importance of effective communication and collaboration within an interdisciplinary team. ● Ability to utilize research data and best practices for problem solving. 			
GENERAL ABILITIES			

<ul style="list-style-type: none"> ● Search, analysis and synthesis of data and information by the use of the necessary technologies ● Teamwork ● Individual work ● Respect of diversity and multiculturalism ● Critical thinking and self-criticism ● Development of free, creative and inductive thinking 		
CONTENT OF THE COURSE		
<ol style="list-style-type: none"> 1. Changes in family patterns and factors contribute to these changes. 2. Family policy. Family policy models. The South-European family policy model. 3. Gender and family policy. 4. Family planning. 5. Maternity/Paternity protection. 6. Parents training in their role, parents' Schools. 7. Family patterns and family policy. 8. Child protection –Convention on the Rights of the Child. 9. Allowances and financial support of unprotected children. 10. Foster care. 11. Adoption. 12. Residential care for unprotected children. 13. Domestic violence and child abuse in the family. 14. Main problems and needs of adolescents and 'young adults' 		
TEACHING and LEARNING METHODS–EVALUATION		
DELIVERY METHODS	Face-to-face / In vivo	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Support of learning process through the asynchronous platform-class ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Email, fb, Skype (communication with students) 	
WAYS OF TEACHING	Activities	Work load of semester
	Lectures	50
	Educational visits	40
	Interactive teaching	30
	Study and analysis of bibliography	20
	Essay writing	20
	Independent study	20
Total	180	
STUDENTS' EVALUATION	<ol style="list-style-type: none"> 1. Written final test for lectures and class exercises separately. 2. Homework and class presentations of group projects 3. Group Discussions 4. Self-Assessments 5. Attendance and Participation <p>Questions in written examinations are a combination of multiple choice and/or short analysis on a theme. The student is evaluated on the acquired knowledge and its critical thinking. The students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and are listed on the E-Class Electronic Platform.</p>	
RECOMMENDED LITERATURE		

For full details please refer to the reading list in e-class.

- *Berns, R. M. (2012). Child, family, school, community: Socialization and support. New York: Nelson Education.*
- *Garbarino, J. (2017). Children and families in the social environment. New York: Transaction Publishers.*
- *Kallinikiaki, Th.(eds)(2001).Foster care(Anadoxi frontida).Athens: Ellinika Grammata [in Greek].*
- *Maratou- Alipranti, L. (eds) (2002). Families and Welfare State in Europe (Oikogenies kai kratos pronoias stin Evropi). Athens: Gutenberg [in Greek].*
- *Moussourou, L.(2005). Family and family policy (Oikogenia kai oikogeniaki politiki).Athens: Gutenberg [in Greek].*
- *Park, R.D. (2013). Future families: Diverse forms, rich possibilities. Oxford: Wiley Blackwell.*
- *Robila, M. (Ed.) (2014). Handbook of Family Policies Across the Globe. New York: Springer.*
- *Segrin, C., & Flora, J. (2018). Family communication. New York: Routledge.*
- *Zaimakis, G., & Kandylaki, A. (eds) (2005). Social protection networks: Forms of intervention in vulnerable groups and multicultural communities (Diktya koinonikis prostasias: morphes paremvasis se evalotes omades kai polypolitismikes koinotites). Athens: Kritiki [in Greek].*

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.2.004.0	SEMESTER	2
COURSE TITLE	Clinical Psychology and Psychopathology		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures & Class Exercises		3	6
TYPE OF COURSE	Compulsory		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/YK105/		
LEARNING OUTCOMES			
<p>The aim of the course is the study and understanding of psychopathology and the various mental disorders exhibited by adults, children, and adolescents. The course will present typical cases of psychopathology through case-studies, interviews, videos etc. Emphasis will be placed on the understanding of the symptomatology and differential diagnosis of each disorder, whereas the etiology and therapy of each disorder will be briefly introduced.</p> <p>Upon successful completion of the course, it is anticipated that the student will be able to:</p> <ul style="list-style-type: none"> ● Understand the concepts of mental health and psychopathology ● Distinguish the various mental disorders (differential diagnosis) ● Identify the characteristic symptoms of the mental disorders. ● Use contemporary diagnostic systems 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Independent work ● Interdisciplinary work ● Respect of diversity and multicultural environments ● Accountability and sensitivity of gender issues ● Display of social, professional, and ethical accountability ● Autonomous work ● Critical thinking and self-criticism ● Advancement of free, creative, and inductive thinking 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Week 1: Introduction: Definition of abnormal behavior (psychopathology) and classification of mental disorders. 2. Week 2-4: Neurodevelopmental disorders: Mental retardation, learning disorders, Developmental Coordination Disorder, Communication disorders, Pervasive Developmental Disorders (e.g., Autism), Attention-deficit/hyperactivity disorder, Disruptive, Impulse-Control, and Conduct Disorders. 3. Week 5: Schizophrenia Spectrum and Other Psychotic Disorders 4. Week 6: Bipolar and Related Disorders. Depressive Disorders 5. Week 7: Anxiety Disorders 6. Week 8: Obsessive-Compulsive and Related Disorders. Trauma- and Stressor-Related Disorders 7. Week 9: Dissociative Disorders. Somatic Symptom and Related Disorders 8. Week 10: Feeding and Eating Disorders. Elimination Disorders 9. Week 11: Sexual Dysfunctions. Gender Dysphoria. Paraphilic Disorders 10. Week 12: Personality Disorders 11. Week 13: Summary-discussion. Critical evaluation of the classification systems. 			
TEACHING and LEARNING METHODS – EVALUATION			
DELIVERY METHODS	Face-to-face / In vivo		
USE OF INFORMATION AND	<ul style="list-style-type: none"> ● Support of learning process through the asynchronous 		

COMMUNICATION TECHNOLOGIES	teleteaching platform e-class <ul style="list-style-type: none"> ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Email, fb, Skype (communication with students) 														
WAYS OF TEACHING	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Activities</th> <th style="width: 40%;">Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Class activities / Role plays</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Analysis of audiovisual material</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Assignment/homework</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Reading</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">180</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	40	Class activities / Role plays	40	Analysis of audiovisual material	20	Assignment/homework	20	Reading	60	Total	180
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Reading	60														
Total	180														
STUDENTS' EVALUATION	3. Final exam test of multiple-choice type (100%) 4. Midterm test (40%) 5. Assignment/homework (20%) and class presentation (5%) Assessment criteria are referred upon e-class. Exam degrees are uploaded at e-class and exam papers are available to students.														
RECOMMENDED LITERATURE															
<p><i>American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders: Dsm-5. Amer Psychiatric Pub Incorporated.</i></p> <p><i>Beauchaine Th.P. and Hinshaw S. P. (2008). Child and Adolescent Psychopathology. John Wiley & Sons.</i></p> <p><i>Christopoulou, A. (2020). Introduction to psychopathology (Eisagosi stin psychopathologia tou enilika). Athens: Topos.</i></p> <p><i>Comer R.J. (2013). Abnormal Psychology--DSM-5 Update. Worth Publishers.</i></p> <p><i>Gray, S.W. and Zide, M.R. (2012). Psychopathology: A Competency-Based Assessment Model for Social Workers. Brooks/Cole</i></p> <p><i>Hersen, M. and Beidel, D.C. (2012). Adult Psychopathology and Diagnosis. John Wiley & Sons.</i></p> <p><i>Hooley, JM, Butcher J, and Mineka J. (2010). Abnormal Psychology (14th Ed.). Boston: Allyn & Bacon.</i></p> <p><i>Kakourou E. & Maniadaki K. (2004). Psychopathology of children and adolescents (psychopathologia paidion kai efivon). Athens: Tipothito.</i></p> <p><i>Kring A. M., Johnson S., Davison G, C., & Neale J. M. (2013). Abnormal Psychology. Wiley.</i></p> <p><i>Nussbaum N. A. (2013). The Pocket Guide to the DSM-5(TM) Diagnostic Exam. Amer Psychiatric Pub Incorporated.</i></p> <p><i>Paris J. (2013). The Intelligent Clinician's Guide to the DSM-5. Oxford University Press.</i></p> <p><i>Plante G.T. (2013). Abnormal Psychology Across the Ages [3 Volumes]. Greenwood Publishing Group.</i></p> <p><i>Ramsden P. (2013). Understanding Abnormal Psychology: Clinical and Biological Perspectives. SAGE.</i></p> <p><i>Sadock, B.J. & Sadock, V.A. (2004). Kaplan & Sadock's Manual of Clinical Psychiatry (Kaplan & Sadock's Egxeiridio Klinikis Psychiatrikis). (3rd ed). Athens: Parisianou.</i></p> <p><i>Sikelianou D. (2010). Adult clinical psychopathology (Kliniki psychopathologia enilikon). Athens: M. Tsakouridou & associates O.E.</i></p> <p>E-books / E-readings: https://drive.google.com/file/d/10r_oUv_fZXQ4jUVXQC-4UnMdaneR3TD5/view https://dhss.delaware.gov/dsamh/files/si2013_dsm5foraddictionsmhandcriminaljustice.pdf https://dsm.psychiatryonline.org/pb-assets/dsm/update/DSM5Update2016.pdf http://uk.sagepub.com/sites/default/files/upm-binaries/58633_Rudd.pdf https://opentext.wsu.edu/abnormal-psych/wp-content/uploads/sites/41/2018/05/Abnormal-Psychology-2nd-Edition.pdf</p>															

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.2.005.0	SEMESTER	2
COURSE TITLE	Migration and Social Integration		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		3	6
TYPE OF COURSE	Special background /Compulsory		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW108/		
LEARNING OUTCOMES			
<p>The course aims to present the basic concepts related to the issue of immigration. The main theories that analyze the migratory flows will also be presented (why migrants move; What influences their decisions; Why some countries send and receive other migrant workers). Also, the Greek case will be analyzed and the dimensions of the phenomenon, its evolution and the migration policy of the country from 1990 until today. The modern realities and challenges of migration as the theme of inclusion and social marginalization of migrants in the country of installation will also be presented. Different integration policies will be discussed and their registered social outcomes. Finally, the reality of immigration in united Europe and the dynamics of the phenomenon in the 21st century will be analyzed.</p> <p>The students are expected to:</p> <ul style="list-style-type: none"> ● Understand the multidimensional nature of the phenomenon and study the modern Greek reality on immigration, ● Define the basic concepts of the phenomenon, ● Learn basic theories explaining international migration ● Study and understand the issues of integration of migrants in the host country. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Search, analyze and synthesize data and information, using the necessary technologies ● Adjustment to new situations ● Respect of diversity and multicultural environments ● Critical thinking and self-criticism ● Advancement of free, creative and inductive thinking 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Migration as the object of study and as a social phenomenon. 2. How have the forms of international migration during the 19th, 20th and 21st century changed and what are the current trends in migration flows. 3. The general characteristics and dimensions of migration in Greece today? 4. The main theories for the analysis of international migration 5. Theories of social integration in the host country 6. What are the key features of Greek immigration policy 7. Migration in the European Union 			
TEACHING and LEARNING METHODS – EVALUATION			
DELIVERY METHODS	Face-to-face / In vivo		

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Support of learning process through the asynchronous platform e-class ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Email, fb, Skype (communication with students) 												
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Reading	50												
Total	180												
STUDENTS' EVALUATION	<p>Written examination is in Greek</p> <p>1. 70% of the written final examination which includes:</p> <ul style="list-style-type: none"> - Development Questions - Short answer questions -Comparative evaluation of theory data <p>2. 30% of the Optional Interim Written Assessment (Progress)</p> <p>Students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and described on the course website at E-Class</p>												
RECOMMENDED LITERATURE													
<ul style="list-style-type: none"> ● <i>Ira Emke Pouloupoulou (2007) The migration challenge . Athens :Papazisis</i> ● <i>Green N . L., 2004, The roads of migration, Modern theoretical approaches. Athens :Savalas</i> ● <i>Koula Kasimati (ed.) (2003) Migration and Integration Strategic Policies. The case of Albanian and Polish immigrants , Athens : Gutemberg</i> ● <i>Anna Triandafyllidou and Thanos Maroukis (ed.) (2010) Migration in 21st century Greece . Athens : Critical</i> ● <i>Anna Triandafyllidou and Roubini Gropa (ed.) (2009) Migration in the European Union . Athens : Critical</i> ● <i>Lambrianidis, L. & Lyberakis, A. (2000). Albanian immigrants in Thessaloniki. Welfare paths and public image sketches. Thessaloniki: Observer</i> ● <i>Lyberraki, A. and Pelagidis, Th. (2000). The "Fear of the Foreigner" in the Labor Market: Tolerance and Prejudice in Development. Athens: Polis</i> ● <i>Marvakis, A., Parsanoglou, D., & Pavlou, M. (eds.) (2001). Immigrants in Greece. Athens: Greek Letters</i> ● <i>Nitsiakos, B. (eds.) (2003). Albanian immigrant testimonies. Athens: Odysseus</i> ● <i>Pavlos, M., & Christopoulos D. (Ed.) (2004). Greece of Immigration. Social participation and citizenship. Athens: Critique and KEMO</i> 													

COURSES SEMESTER C

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.3.001.0 (theory) 0804.3.001.1 (class exercises)	SEMESTER	3
COURSE TITLE	Social Work Ethics		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures (2hrs), Class Exercises (1hr)		3	6
TYPE OF COURSE	Special background / compulsory		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/YK142/		
LEARNING OUTCOMES			
<p>Students are expected to:</p> <ul style="list-style-type: none"> ● Understand basic ethical theories and how they affect social work practice ● Understand the meaning and importance of values and ethics in social work ● Become familiar with both the Greek and the International Code of Ethics ● Understand ethical issues, problems and dilemmas in social work practice ● Understand the social worker's role regarding human rights and the promotion of social justice 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Respect of diversity and multicultural environments ● Interdisciplinary work ● Decision-making ● Autonomous work ● Display of social, professional and ethical accountability ● Showing social, professional and ethical responsibility and sensitivity to gender issues ● Criticism and self-criticism ● Promotion of free, creative, inductive thinking 			
CONTENT OF THE COURSE			
<p>A. Description The purpose of this course is to help students gain understanding of the centrality of values and ethics to the profession of social work. It aims to provide a theoretical basis and opportunities that will help students: a) reflect critically upon their own personal values and b) understand the concepts 'rights', 'responsibility' and 'power' in relation to social work.</p> <p>B. Thematic units (units may include more than 1 lectures)</p> <ol style="list-style-type: none"> 1. Ethics - professional ethics. The ethical, the technical and the legal (Lecture 1) 2. Personal and professional values. Ethics, religion, and politics (Lecture 2) 3. Kantian, utilitarian, and radical approaches to social work ethics (Lecture 3 & 4) 4. Codes of ethics: Greek code of ethics; Global Social Work Statement of Ethical Principles; NASW Code of ethics; The BASW Code of ethics for social work; A code of conduct and ethical behaviour for social workers - Sweden (Lecture 5 & 6) 5. Social work, politics and state welfare systems (Lecture 7) 6. Social workers' responsibilities. Conflicting responsibilities: policies, procedures and managerialism (Lecture 8 & 9) 			

7. Ethical challenges in social work - ethical issues, problems and dilemmas (Lecture 10 & 11)													
8. Ethical problems in practice: ethical judgements, ethical decision-making, 'ethics work' (Lecture 12 & 13)													
TEACHING and LEARNING METHODS – EVALUATION													
DELIVERY METHODS	Face-to-face												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> Use of ICT in teaching Supporting learning procedure and communication with students through the E-Class platform. 												
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>60</td> </tr> <tr> <td>Class activities</td> <td>40</td> </tr> <tr> <td>Analysis of audiovisual material</td> <td>20</td> </tr> <tr> <td>Reading</td> <td>60</td> </tr> <tr> <td>Total</td> <td>180</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	60	Class activities	40	Analysis of audiovisual material	20	Reading	60	Total	180
<i>Activity</i>	<i>Semester workload</i>												
Lectures	60												
Class activities	40												
Analysis of audiovisual material	20												
Reading	60												
Total	180												
STUDENTS' EVALUATION	<ul style="list-style-type: none"> Intermediate written test (optional, 40% of the total grade); final written exam (60% of the total grade). The examination includes a) Open-ended questions and b) Multiple-choice questions Students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and described in the course website in E-Class. When assessing written exam papers the following points are considered: relevance to the exam questions; use of theory/depth of understanding of basic concepts and issues; critical evaluation of issues under discussion; logical organizational and linking of ideas (coherence); clarity of expression. Students have the right to see their exam papers. 												
RECOMMENDED LITERATURE													
<ul style="list-style-type: none"> Association of Greek social workers (2021). <i>Code of ethics</i>. file:///C:/Users/BASW/AppData/Local/Temp/deontologia_1-1.pdf Banks, S. (2015). <i>Ethics and values in social work</i>. Athens: Gutenberg (in Greek – available through Eudoxos) Banks, S. (2021). <i>Ethics and values in social work</i>. London: Macmillan Banks, S. (2015). <i>Social work ethics</i>. In James D. Wright (editor-in-chief), <i>International Encyclopaedia of the Social & Behavioral Sciences</i>, 2nd edition, Vol 22 (pp. 782–788). Oxford: Elsevier. Beckett, C. and Maynard, A. (2005) <i>Values and Ethics in Social Work: An introduction</i>, London : Sage. Board of the Swedish Union for Social Sciences Professionals (Akademikarförbundet SSR) (2015). <i>A code of conduct and ethical behaviour for social workers</i>. https://akademssr.se/sites/default/files/files/ethics_in_social_work_0.pdf British association of social Workers (2021). <i>The BASW Code of ethics for social work</i>. https://www.basw.co.uk/system/files/resources/basw_code_of_ethics_-_2021.pdf Dimopoulou – Lagonika, M. (2011). <i>Social work methodology – intervention models (in Greek)</i>. Athens: Topos Dominelli L. (2008) <i>Anti-Racist Social Work</i>, 3rd Ed. Basingstoke: Palgrave Macmillan Gray, M (2010) <i>Ethics and value perspectives in social work</i>, Basingstoke: Palgrave Macmillan. International Federation of Social Workers (2018). <i>Global Social Work Statement of Ethical Principles</i>. https://www.ifsw.org/global-social-work-statement-of-ethical-principles/ National Association of Social Workers (2021). <i>Code of ethics</i>. https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English 													
Relevant Academic Journals													
<ul style="list-style-type: none"> Affilia: Journal of Women and Social Work British Journal of Social Work European Journal of Social Work Ethics and Values in Social Work International Social Work Journal of Gay and Lesbian Social Services Social Work Social Work Education 													

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.3.002.0	SEMESTER	3
COURSE TITLE	Diversity and Empowerment in Social Work		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		3	6
TYPE OF COURSE	Special background / compulsory		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/YK268/		
LEARNING OUTCOMES			
<p>Students are expected to:</p> <ul style="list-style-type: none"> ● Understand diversity and oppression within the context of human rights and social work ethics ● Be able to recognize the causes and effects of diversity ● Be able to recognize their personal views and attitudes regarding diversity issues and how these could affect the helping relationship ● Become aware of how empowerment strategies can challenge oppression within the context of social justice 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Working in an interdisciplinary environment ● Respect for difference and multiculturalism ● Showing social, professional and ethical responsibility and sensitivity to gender issues ● Criticism and self-criticism ● Autonomous work ● Display of social, professional and ethical accountability ● Promotion of free, creative, inductive thinking 			
CONTENT OF THE COURSE			
A. Description			
<p>Social workers work with some of the most disadvantaged and marginalised individuals, families, groups and communities. The course focuses on the importance of power and structural inequalities that social work students need to be aware of to become culturally competent practitioners. Besides promoting students' understanding of diversity issues, the course highlights how social workers deal with such issues incorporating empowerment-based perspectives and implementing social work ethical principles.</p>			
B. Thematic units (units may include more than 1 lectures)			
<ol style="list-style-type: none"> 1. Diversity and discrimination – recent research data in Greece and the European Union (Lecture 1). 2. Diversity – intersectionality - stigma – microaggressions (Lecture 2 & 3). 3. Power and forms of power. Dimensions of diversity and powerless groups of people (Lecture 4 & 5). 4. Diversity, cultural sensitivity, and cultural competence in social work practice (Lecture 6). 5. Exploring personal views and attitudes regarding diversity issues – the Gast & Patmore model for understanding discrimination (Lecture 7). 6. PCS analysis (Thomson, 2012) (Lecture 8). 7. Empowerment – the social worker as advocate for policies that promote social justice and equity 			

(Lecture 9).													
8. Sex, gender, gender identity. Transphobia, sexism, antisexist social work (Lecture 10-11).													
9. Sexual orientation, heterosexism, heteronormativity, homophobia. Queer theory, sexuality, and social work (Lecture 12-13).													
TEACHING and LEARNING METHODS – EVALUATION													
DELIVERY METHODS	Face-to-face												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> • Use of ICT in teaching • Supporting learning procedure and communication with students through the E-Class platform. 												
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>60</td> </tr> <tr> <td>Class activities</td> <td>40</td> </tr> <tr> <td>Analysis of audiovisual material</td> <td>20</td> </tr> <tr> <td>Reading</td> <td>60</td> </tr> <tr> <td>Total</td> <td>180</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	60	Class activities	40	Analysis of audiovisual material	20	Reading	60	Total	180
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Lectures	60												
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Analysis of audiovisual material	20												
Reading	60												
Total	180												
STUDENTS' EVALUATION	<ul style="list-style-type: none"> • Intermediate written test (optional, 40% of the total grade); final written exam (60% of the total grade). • The examination includes a) Open-ended questions and b) Multiple-choice questions • Students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and described in the course website in E-Class. When assessing written exam papers the following points are considered: relevance to the exam questions; use of theory/depth of understanding of basic concepts and issues; critical evaluation of issues under discussion; logical organizational and linking of ideas (coherence); clarity of expression. • Students have the right to see their exam papers. 												
RECOMMENDED LITERATURE													
<ul style="list-style-type: none"> • Goffman, E. (1963). <i>Stigma: Notes on the Management of Spoiled Identity</i>. New Jersey: Prentice Hall. • Ioakimidis, V. (ed.) (2012). <i>Social work for social justice (in Greek)</i>. Athens: Ion • Korre, G, Γ. (2019). <i>Microaggressions</i>. https://11528.gr/mikrodiakriseis/?fbclid=IwAROB_K8TD_fZzhE4MGUBTJROCZ7wyFADV7BoG5ctFpBPM3IEQpIbwP-8wzW • Papathanasiou, N. & Christidi, E.O. (2020). <i>Inclusion and resilience (in Greek)</i>. Athens: Gutenberg (available through Eudoxos) • Gast, L. & Parmore, A. (2012). <i>Mastering Approaches to Diversity in Social Work</i>. UK: Jessica Kingsley Pub. • Hugman, R. (2013). <i>Culture, Values and Ethics in Social Work: Embracing Diversity</i>. UK: Routledge. • Nadal, Kevin L. "Featured Commentary: Trayvon, Troy, Sean: When Racial Biases and Microaggressions Kill." American Psychological Association: Office of Ethnic Minority Affairs (2012, July). http://www.apa.org/pi/oema/resources/communique/2012/07/microaggressions • Nadal, Kevin L., et al. (2014). "The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color." <i>Journal of Counseling & Development</i> 92.1): 57-66. https://doi.org/10.1002/j.1556-6676.2014.00130.x • Papadaki V., Iliadou, M., Maragianni, K. & Plotnikof, K. (2019). "Support for gay and lesbian rights among social work students in Greece, <i>Journal of Gay & Lesbian Social Services</i>, DOI: 10.1080/10538720.2019.1567428 • Papadaki V. & Giannou, D. (2021). <i>To be or not to be out of the closet? – LGB social workers' visibility management in the workplace in Greece</i>. <i>Journal of Gay and Lesbian Social Services</i>. https://doi.org/10.1080/10538720.2021.1875945 • Papadaki V., Papadaki, E. & Giannou, D. (2021) <i>Microaggression experiences in the workplace among Greek LGB social workers</i>, <i>Journal of Gay & Lesbian Social Services</i>. DOI: 10.1080/10538720.2021.1892560 • Payne, M. (2020). <i>How to use social work theory in practice</i>. UK: Policy Press • Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). <i>Racial microaggressions in everyday life: Implications for clinical practice</i>. <i>American Psychologist</i>, 62(4), 271-286. http://dx.doi.org/10.1037/0003-066X.62.4.271 • Sue, Derald Wing. "Microaggressions: More than Just Race." <i>Psychology Today: Microaggressions in</i> 													

Everyday Life (2010, Nov. 17).

<https://www.psychologytoday.com/us/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race>

- Thomson, N. (2012). *Anti-Discriminatory Practice: Equality, Diversity and Social Justice*. UK: Palgrave Macmillan.

Relevant Academic Journals

- Affilia: Journal of Women and Social Work
- British Journal of Social Work
- European Journal of Social Work
- Ethics and Values in Social Work
- International Journal of Transgenderism
- Journal of Homosexuality
- Journal of Gay and Lesbian Social Services
- Social Work
- Social Work Education

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.3.003.0 (theory) 0804.3.003.1 (class exercises)	SEMESTER	3
COURSE TITLE	Social Policy for Vulnerable Groups		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		2	
Class exercises		2	
Total		4	6
TYPE OF COURSE	Compulsory		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/YK118/		
LEARNING OUTCOMES			
<p>Upon successful completion of this module students should be able to describe, explain and analyse the characteristics of different vulnerable social groups under study, the aims and particular objectives of the services designed to meet their needs, the process of the provision of services and the evaluation of the outcomes.</p> <p>More specifically students are expected to acquire:</p> <p><u>Knowledge (of):</u></p> <ul style="list-style-type: none"> ● The main problems of the group under study and the needs that should be addressed. ● The effects of social inequalities and oppressive social relations on the lives of individuals. ● Stereotypes, prejudices and discrimination related to these groups. ● The role of the public and private sectors in the provision of services. ● The network of social services designed to meet the needs of each group under study. ● The 'philosophy' of the existing services and programs for each group in the Greek welfare state. ● The existing legal framework. ● The role and constraints of the social worker employed in social services addressing the needs of these groups. ● The importance of the interdisciplinary cooperation that develops in services and the cooperation between agencies for the same cause. <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Skills of gathering, analyzing, critically analyzing and synthesizing the information. ● Communication skills. ● Skills for solving social problems and utilizing know-how. <p><u>Abilities</u></p> <ul style="list-style-type: none"> ● Ability to describe and assess the quality of the existing services and programs. ● Ability to identify possible high risk subgroups within the broader social group under study. ● Ability to recognize or anticipate possible new needs of the group under study and the ways those needs are going to be tackled. ● Ability to critically analyze the allocation of resources and the organization and provision of benefits and services to meet the needs of families. ● Ability to identify, evaluate and use theoretical and empirical sources to study social exclusion 			

<p>issues.</p> <ul style="list-style-type: none"> • Ability to assess the impact of social services on the lives of families. • Ability to understand the importance of effective communication and collaboration within an interdisciplinary team. • Ability to utilize research data and best practices for problem solving. 		
GENERAL ABILITIES		
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information by the use of the necessary technologies • Teamwork • Individual work • Critical thinking and self-criticism • Development of free, creative and inductive thinking 		
CONTENT OF THE COURSE		
<p>The purpose of the course is twofold: a) analyse the needs and problems of specific social groups at risk of social exclusion; b) present the social policies aiming at the coverage of these needs as well as the existing network of social services and programs in the Greek context.</p> <ol style="list-style-type: none"> 1. Social exclusion (1).Definition of social exclusion. 2. Social exclusion (2).Individualsorgroupssociallyexcludedoratriskofsocialexclusion. 3. Old age (1).The ageing of the population. The needs of the elderly. Social services and programs for old age. 4. Old age (2).The ageing of the population. The needs of the elderly. Social services and programs for old age. 5. Disability(1).Estimation of the total number of disabled people. Self-image and relations with Their social environment. Types of disability. Coverage of disabled people’s needs. 6. Disability (2).Estimation of the total number of disabled people. Self-image and relations with their social environment. Types of disability. Coverage of disabled people’s needs. 7. Mental illness. Stigma and mental illness. Policies to combat the social exclusion of the mentally ill. 8. Substance abuse (1).The significance of the problem in Greece. Prevention ,therapy and social Reintegration. Social services and programs for illegal and legal substance abusers. 9. Substance abuse (2). The significance of the problem in Greece. Prevention, therapy and social reintegration. Social services and programs for illegal and legal substance abusers. 10. Migration (1). The ‘foreigner’ in the Greek society: racism and xenophobia. Immigrants and refugees in Greece: their particular needs and problems. Social services and programs for addressing those needs. 11. Migration (2).The‘foreigner’ in the Greek society: racism and xenophobia. Immigrants and refugees in Greece: their particular needs and problems. Social services and programs for addressing those needs. 12. Other vulnerable groups for social exclusion: Roma, delinquent adolescents, former prisoners. 		
TEACHING and LEARNING METHODS – EVALUATION		
DELIVERY METHODS	Face-to-face/In vivo	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> • Support of learning process through the asynchronous platforme-class • Use of power point during lectures. • Use of video/DVD during lectures. • Email, fb, Skype(communication with students) 	
WAYS OF TEACHING	Activities	Work load of semester
	Lectures	50
	Educational visits	40
	Interactive teaching	30
	Study and analysis of bibliography	20
	Essay writing	20
	Independent study	20

	Total	180
STUDENTS' EVALUATION	<ol style="list-style-type: none"> 1. Final written test (separately for lectures and class exercises). 2. Homeworks and class presentations of group projects 3. Group Discussions 4. Self-Assessments 5. Attendance and Participation <p>Questions in written examinations are a combination of multiple choice and/or short analysis on a theme. The student is evaluated on the acquired knowledge and its critical thinking. The students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and are listed on the E-Class Platform.</p>	
RECOMMENDED LITERATURE		
<p><i>For full details please refer to the reading list in e-class.</i></p> <ul style="list-style-type: none"> • Blanck, P., Flynn, E. (2016). <i>Routledge Handbook of Disability Law and Human Rights</i>. London: Routledge. • Chonody, J.M., Teater, B. (2020). <i>Social Work with older adults. An actively aging framework for practice</i>. Los Angeles: Sage. • Dimopoulos, Ch., Kosmatos, K. (2017). <i>Juvenile Law (Dikaioanilikwn)</i>.Athens: Nomiki Vivliothiki [in Greek]. • Goldin, I., Cameron, J., Ballaratjan, M. (2013). <i>They are not like us. The past and the future of migration (Aytoi den einai san emas. To paron kai to mellon ths metanasteyshs)</i>. Heraklion: FORTH-University Publications of Crete. • Papadopoulou, D. (2012). <i>Sociology of exclusion in the era of globalization (Koinoniologia tou apokleismou stin epoxy ths pagosmiopoiisis)</i>. Athens: Motivo Ekdotiki [in Greek]. • Paparrigopoulos, Th., Dalla, Ch. (Eds.) (2018). <i>Dependencies: causes, mechanisms, manifestations, treatment (Exartiseis: aitia, mihanismoι, ekdiloseis, antimetopisi)</i>. Heraklion: FORTH-University Publications of Crete.[in Greek]. • Pavlou, M., &Christopoulos, D. (eds) (2004). <i>Immigration in Greece (I Ellada tis metanasteysis)</i>. Athens: Kritiki [inGreek]. • Petmesidou,M., & Papatheodorou, Ch.(2004). <i>Poverty and social exclusion (Ftoxeia kai koinonikos apokleismos)</i>. Athens: Exantas [in Greek]. • Stathopoulos, P. (2015). <i>Social protection – Social welfare – Policies and Programs</i>. Athens: Papazisis. (Koinoniki Prostasia –Koinoniki Pronoia–Politikes kai Programmata).Athens: Papazisis [in Greek]. • Zaimakis, G., &Kandylaki, A. (eds) (2005). <i>Social protection networks: Forms of intervention in vulnerable groups and multi cultural communities (Diktya koinvonikis prostasias: morphes paremvasis se evalotes omades kai polypolitismikes koinotites)</i>. Athens: Kritiki [in Greek]. 		

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.3.004.0 (theory) 0804.3.004.1 (class exercises)	SEMESTER	3
COURSE TITLE	Social Work with Groups – Creative Expression & Art in Social Work Practice		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		2	4
Class Exercises		2	2
Total		4	6
TYPE OF COURSE	Compulsory/ Social Work		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/YK159/		
LEARNING OUTCOMES			
<p>Students are expected to:</p> <ul style="list-style-type: none"> ● Understand the use of group work in social work practice and the role of the social worker. ● Compare the principles, the philosophy and the methodology of group work in social work practice ● Acquire the ability to observe and analyse group dynamics; develop problem-solving strategies and skills. ● Comprehend the use of various diagnostic and intervention tools in group social work. ● Acquire knowledge on how individuals and groups can be empowered ● Develop skills to be able to use various means of creative expression (art) in group social work creative 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Team work ● Decision making ● Respect of diversity and multicultural environments ● Advancement of free, creative and inductive thinking ● Demonstrate social, professional and ethical responsibility ● Critical thinking and self-criticism 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Aim and principles of Social Work with groups. 2. Group dynamics: communication, relations, shaping of relations, roles, leadership. 3. Rules and group cohesion. 4. Conflicts and solution of conflicts, decision-making and social worker's role. 5. Stages of group development – The role of the social worker 6. Models of intervention in social work with groups. 7. Diagnostic and intervention tools for social work with groups. 8. Self-help groups 9. Ethics and supervision in group work <p><u>In the context of class exercises:</u></p> <ol style="list-style-type: none"> 1. Methods, techniques and practices of creative expression in group social work. 2. Using art as a diagnostic and therapeutic means (e.g. theatre games etc) 3. Play therapy – theoretical approaches and applications. 4. Fairy tales, myths, imagination as means of counselling and therapeutic intervention 			
TEACHING and LEARNING METHODS – EVALUATION			

DELIVERY METHODS	Face-to-face / In vivo														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Support of learning process through the asynchronous platform e-class ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Email, Skype (communication with students) 														
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>40</td> </tr> <tr> <td>Class exercises</td> <td>30</td> </tr> <tr> <td>Writing & presenting group essay</td> <td>30</td> </tr> <tr> <td>Reading</td> <td>40</td> </tr> <tr> <td>Experiential exercises</td> <td>40</td> </tr> <tr> <td>Total</td> <td>180</td> </tr> </tbody> </table> <p>Class exercises: Group discussions, workshops engaging students in collaborative learning, classroom group exercises, role-playing, class presentation of team projects.</p>	Activities	Workload of semester	Lectures	40	Class exercises	30	Writing & presenting group essay	30	Reading	40	Experiential exercises	40	Total	180
Activities	Workload of semester														
Lectures	40														
Class exercises	30														
Writing & presenting group essay	30														
Reading	40														
Experiential exercises	40														
Total	180														
STUDENTS' EVALUATION	<p>Theory: 50% of the total grade, Class exercises: 50% of the total grade</p> <p>Theory: mid-term test (optional, 40% of the total grade); final written exam (60% of the total grade). Students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and described in the course website in E-Class. When assessing written exam papers the following points are considered: relevance to the exam questions; use of theory/depth of understanding of basic concepts and issues; critical evaluation of issues under discussion; logical organizational and linking of ideas (coherence); clarity of expression.</p> <p>Class exercises: evaluation of students' active participation in experiential exercises; writing and presenting group essay.</p>														
RECOMMENDED LITERATURE															
<p>Archontaki, Z, & Philipou, D. (2003). <i>205 Experiential Exercises for Animation Teams</i>. Athens: Kastaniotis [In Greek].</p> <p>Cattanach, A. (2003). <i>Play therapy</i>. Athens: Savvalas (in Greek)</p> <p>Jacobs, Ed., Masson, R. & Harvill, R. (2002). <i>Group counseling strategies and skills</i>. Pacific Grove, CA: Brooks/Cole</p> <p>Katsoridou- Papadopoulou, Chr. (2002). <i>Social Work with Groups, 2nd ed</i>. Athens: 'Ellin' [In Greek].</p> <p>Kontogianni, A. (2012). <i>Dramatization for children</i>. Athens: Pedio (in Greek),</p> <p>Poulopoulos, H. & Tsimpoukli, A. (2014). <i>Group dynamics and organizational change</i>. Athens: Topos (in Greek).</p> <p>Schneider Corey M., Corey G. & Corey C. (2008). <i>Groups: Processes and Practice</i>. Pacific Grove: Brooks Cole.</p> <p>Schulman, L. (1999). <i>The skills of helping: Individuals, families, groups and communities</i>. 4thed. Itasca, IL: Peacock.</p> <p>Tsergas, N. (2014) <i>Therapeutic approaches through art</i>. Athens: Topos (in Greek)</p> <p>Zastrow, C. (2001). <i>Social work with groups</i>. 5th ed. Pacific Grove, CA: Brooks/Cole.</p> <p>Relevant Academic Journals: Social Work Social Work with Groups International Journal of Group Psychotherapy Journal of Clinical Art Therapy</p>															

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	0804.3.005.0	SEMESTER	3
COURSE TITLE	Social Psychology		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		3	6
TYPE OF COURSE	Compulsory/ Social Work		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW293/		
LEARNING OUTCOMES			
<p>Students are expected at the end of the semester to have:</p> <ul style="list-style-type: none"> ● Understand the subject matter and methodology of Social Psychology; ● Become familiar with the effect of attitudes on the behaviour and theory of Cognitive Dissonance; ● Be familiar with social intelligence and unspoken personality theories; ● Understand social representations, social influence and social compliance; ● Become familiar with psychologization, submissiveness, obedience to authority; ● Be familiar with theories surrounding social performance and the ways in which they behave; ● Understand issues related to leadership and decision making within groups, intergroup Relationships, prejudices and intergroup conflicts; ● Become familiar with positive social behaviour, interpersonal relationships, aggression, conclusions, and the applications of Social Psychology. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Work in an interdisciplinary environment ● Synthetic ability ● Respect for diversity and multiculturalism ● Demonstration of social, professional and moral responsibility and sensitivity ● Exercise criticism and self-criticism ● Collaboration with individuals and groups 			
CONTENT OF THE COURSE			
<p>A. Description</p> <p>Social Psychology is a very important sector of the science of Psychology that refers to the study of social behavior of individuals. The interventions of social workers to provide support to individuals or groups presuppose an understanding of the object and its methodology, the effect of attitudes on the formation of social behavior, the theory of cognitive dissonance, social intellect and social representations. Social Psychology also refers to issues of social influence and compliance, but also minority influence, submissiveness and obedience to power. In addition, it focuses on social performance and behavior, leadership and group decision-making, intergroup relationships, prejudices and intergroup conflicts. Finally, it emphasizes positive social behavior, interpersonal relationships, aggression. These are areas of interest that are necessary to understand and improve / change the dysfunctional behavior of individuals and groups.</p> <p>B. Thematic units</p>			

<ol style="list-style-type: none"> 1. Introduction: the subject and methodology of Social Psychology 2. Attitudes and behavior: the theory of cognitive dissonance 3. Social intellect: the unspoken theories of personality 4. The social representations 5. Social influence and compliance 6. Minority influence, psychologization, submissiveness, obedience to power 7. Social performance and behavior 8. Leadership and decision making in teams 9. Group relations, prejudice and group conflict 10. Positive social behavior 11. Interpersonal relationships 12. Aggression 13. Conclusions and applications of Social Psychology 											
TEACHING and LEARNING METHODS – EVALUATION											
DELIVERY METHODS	Face-to-face / In vivo										
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Learning process support through the electronic e-class platform ● Use Power Point software for courses ● Video Viewing, Movie Proposal, Contact by e-mail 										
WAYS OF TEACHING	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Activities</th> <th style="width: 40%;">Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Participation in Discussion</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Independent Study</td> <td style="text-align: center;">100</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">180</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	40	Participation in Discussion	40	Independent Study	100	Total	180
Activities	Workload of semester										
Lectures	40										
Participation in Discussion	40										
Independent Study	100										
Total	180										
STUDENTS' EVALUATION	<p>Final written exam (100%) that includes multiple choice questions, correct error.</p> <p>The students are informed about the evaluation criteria of the course in the introductory lecture of the teacher.</p> <p>The evaluation criteria are explicitly defined and are listed on the Electronic Platform of the course in E-Class.</p>										
RECOMMENDED LITERATURE											
<ul style="list-style-type: none"> ● Aronson, E. & Aronson, J. (2021). <i>The social being</i>. Athens: Broken Hill Publishers. ● Baron, A.R., Branscombe, N.R. & Byrne, D. (2013). <i>Social Psychology</i>. Athens: ION. ● Brannigan, A. (2021). <i>The use and misuse of the experimental method in social psychology: A critical examination of classical research</i>. London: Routledge. ● Castano, E., Yzerbyt, V., & Bourguignon, D. (2003). <i>We are one and I like it: The impact of in group entitativity on ingroup identification</i>. <i>European Journal of Social Psychology</i>, 33(6), 735-754. ● Hewstone, M., & Stroebe, W. (2007). <i>Introduction in Social Psychology</i>. Athens: Papazisi. ● Kokkinaki, F. (2005). <i>Social Psychology: introduction in study of social psychology</i>. Athens: Typothito. ● Kruglanski, A.W. & Stroebe, W. (Eds.) (2011). <i>Handbook of the history of social psychology</i>. New York: Psychology Press. ● Marvakis, A. & Mentinis, M. (2011). <i>Critical introduction in social psychology</i>. Athens: Epikentro. ● Marchand, P., Burquet, M.-P., Fourquet-Courbet, A., Ginet, F. G., & van Dijk, J. (2009). <i>Social Psychology of media</i>. Athens: Pedio. ● Papastamou, S., Antoniou, S., Katerelos, I., Mantoglou, A., Prodromitis, G., Riga, A-V., Sakalaki, M. (2008). <i>Introduction in Social Psychology. (Volume A)</i>. Athens: Pedio. ● Rogers, W.S. (2013). <i>Social psychology</i>. 2nd ed. Berkshire, UK: McGraw Hill & Open University Press. ● Sansone, C., Morf, C.C. & Panter, A.T. (Eds.) (2004). <i>The Sage handbook of methods in social psychology</i>. London: Sage. ● Smith, J.R. & Haslam S.A. (Eds.) (2012). <i>Social psychology: Revisiting the classic studies</i>. London: Sage. ● Stone, C. H., & Crisp, R. J. (2007). <i>Superordinate and subgroup identification as predictors of intergroup evaluation in common ingroup contexts</i>. <i>Group processes & intergroup relations</i>, 10(4), 493-513. <p>Relevant Academic Journals</p> <ul style="list-style-type: none"> ● <i>Basic and Applied Social Psychology</i> ● <i>Current Research in Social Psychology (CRISP)</i> ● <i>European Review of Social Psychology</i> ● <i>Journal of Experimental Social Psychology</i> 											

COURSES SEMESTER D

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.4.001.0	SEMESTER	4
COURSE TITLE	Generalist Social Work		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures & Class Exercises		3	6
TYPE OF COURSE	Special background		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW295/		
LEARNING OUTCOMES			
<p>After the successful end of the semester, students are expected to:</p> <ul style="list-style-type: none"> -Understand the necessity of the unification of the methods of social work and the conditions of evolution of Generalist Social Work. -Know the purpose, the characteristics and the prerequisites for the practice of the Generalist social work. -Familiarize with concepts, which are related to ethics in social work -Understand the skills that social workers need to develop in their practice, the characteristics of effective communication and the importance of keeping records. -Explore ways to leverage the empowerment approach to implementing multilevel interventions with individuals, groups, communities and organizations. -Understand the stages of intervention for solving problems in Generalist Social Work (assessment, planning, intervention, termination, evaluation, follow up) and the processes required in these stages -Know the basic models of intervention in Generalist Social work. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Respect for difference and multiculturalism ● Showing social, professional and ethical responsibility and sensitivity to gender issues ● Criticism and self-criticism ● Decision-making ● Working independently ● Working in an interdisciplinary environment ● Criticism and self-criticism 			
CONTENT OF THE COURSE			
<ul style="list-style-type: none"> ● The theoretical framework of Generalist Social Work. ● Purpose, characteristics, and basic concepts in Generalist Social Work. ● The ethical basis of Generalist Social Work. ● Skills and communication in Generalist Social Work. ● Empowerment in Generalist Social Work. ● Problem-solving processes in Generalist Social Work. ● Keeping records in Social Work. ● Crisis intervention model. ● Systemic models in Generalist Social Work. ● Intercultural model and task-centered social work. 			
TEACHING and LEARNING METHODS – EVALUATION			

DELIVERY METHODS	Face-to-face												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Support of learning process: <ul style="list-style-type: none"> ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Platform e-class ● Email, Zoom, Skype (communication with students) 												
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures and class exercises</td> <td>40</td> </tr> <tr> <td>Educational material for additional learning (e-class)</td> <td>38</td> </tr> <tr> <td>Reading/preparation for the exams</td> <td>100</td> </tr> <tr> <td>Written examination</td> <td>2</td> </tr> <tr> <td>Total</td> <td>180</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures and class exercises	40	Educational material for additional learning (e-class)	38	Reading/preparation for the exams	100	Written examination	2	Total	180
Activities	Workload of semester												
Lectures and class exercises	40												
Educational material for additional learning (e-class)	38												
Reading/preparation for the exams	100												
Written examination	2												
Total	180												
STUDENTS' EVALUATION	The evaluation of the course is based on the written final exam including: <ul style="list-style-type: none"> - Open-ended questions - Multiple-choice questions Students are informed about the course evaluation criteria in the introductory lecture. The evaluation criteria are explicitly defined and described in the website of the lesson (e-class)												
RECOMMENDED LITERATURE													
<ul style="list-style-type: none"> ● Birkenmaier, J., & Berg-Weger, M. (2017). <i>The practice of Generalist social work (4th edition)</i>. Routledge. Bolin, B. L. (2014). ● <i>Defining advanced Generalist social work practice. The Advanced Generalist: Social Work Research Journal</i>, 1(1), p 1-5. Derezotes, D.S. (2000). ● <i>Advanced Generalist social work practice. Sage</i>. Dimopoulou-Lagonika, M. (2011). <i>Methodology of Social Work. Models of intervention</i>. Topos Press. [in Greek] Hall, R. (2008). ● <i>The evolution of social work practice: Implications for the Generalist approach. International Journal of Social Welfare</i>, 17(4), 390-395. https://doi.org/10.1111/j.1468-2397.2008.00558.x ● Ioakimidis, V., Santos, C.C., Herrero, I.M. (2014). <i>Reconceptualizing social work in times of crisis: An examination of the cases of Greece, Spain and Portugal. International Social Work</i>, 57(4), 285-300. https://doi.org/10.1177/0020872814524967 ● Langer C.L., & Lietz, C.A. (2015). <i>Applying Theory to Generalist Social Work Practice A Case Study Approach</i>. Wiley. ● Miley, K., O' Melia, M. & DuBois, B. (2017). <i>Generalist Social Work Practice: An Empowering Approach (8th edition)</i>. Pearson ● Naessens, L., & Raeymaeckers, P. (2020). <i>A Generalist approach to forensic social work: A qualitative analysis. Journal of Social Work</i>, 20(4), 501-517. https://doi.org/10.1177/1468017319826740 ● Papouli, E. (2019). <i>Diversity dolls: a creative teaching method for encouraging social work students to develop empathy and understanding for vulnerable populations. Social Work Education</i> 38 (2), 241-260. https://doi.org/10.1080/02615479.2018.1515904 ● Papouli, E. (2018). <i>Aristotle's virtue ethics as a conceptual framework for the study and practice of social work in modern times. European Journal of Social Work Education</i>, 42,1-15. https://doi.org/10.1080/13691457.2018.1461072 ● Raeymaeckers, P. (2016). <i>A specialist's perspective on the value of Generalist practice: A qualitative network analysis. Journal of Social Work</i>, 16(5), 610-626. https://doi.org/10.1177/1468017316644693 <p><u>Relevant Academic Journals</u></p> <ul style="list-style-type: none"> ● Social Work Education ● Social Work ● European Journal of Social Work ● British Journal of Social Work ● Ethics and Values in Social Work 													

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.4.002.0	SEMESTER	4
COURSE TITLE	Family Social Work		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures & Class Exercises		3	6
TYPE OF COURSE	Compulsory/ Social Work		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/modules/document/?course=YK216		
LEARNING OUTCOMES			
STUDENTS ARE EXPECTED TO:			
<ul style="list-style-type: none"> ● ACQUIRE THE NECESSARY KNOWLEDGE IN DIFFERENT THEORETICAL APPROACHES OF FAMILY SOCIAL WORK AND LINK THEORY TO PRACTICE. ● UNDERSTAND THE SOCIAL WORKER'S ROLE IN FAMILY SOCIAL WORK ● ACQUIRE KNOWLEDGE ON THE STAGES AND SKILLS REGARDING FAMILY SOCIAL WORK ● DEVELOP SKILLS ON EVALUATION, PLANNING AND INTERVENTION ● LEARN HOW TO EMPOWER THE FAMILY'S FUNCTIONALITY 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Respect of diversity and multicultural environments ● Critical thinking ● Advancement of free, creative and inductive thinking ● Teamwork ● Decision making ● Demonstrate social, professional and ethical responsibility 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Aim and principles of family social work 2. Contemporary forms of family life 3. Modern Greek family 4. The family life cycle 5. Stages and methods of family social work – the role of the social worker 6. The family as a system 7. Different theoretical approaches-theoretical models and concepts of family social work: fundamentals, techniques and skills of intervention. 8. Working with families – stages 9. Special issues (divorce in the family, single parents etc) - Counselling intervention 10. Ethical issues 			
TEACHING and LEARNING METHODS – EVALUATION			
DELIVERY METHODS	Face-to-face / In vivo		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Support of learning process through the asynchronous platform e-class ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Email, Skype (communication with students) 		

WAYS OF TEACHING	Activities		Workload of semester	
	Lectures			50
	Class exercises			30
	Analysis of literature			30
	Report presentations			30
	Reading			40
	Total			180
STUDENTS' EVALUATION	<p>Theory 60% of the total grade and class exercises 40% of the total grade</p> <p>Theory: mid-term test (optional, 40% of the total theory grade); final written exam (60% of the total theory grade). Students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and described in the course website in E-Class. When assessing written exam papers the following points are considered: relevance to the exam questions; use of theory/depth of understanding of basic concepts and issues; critical evaluation of issues under discussion; logical organizational and linking of ideas (coherence); clarity of expression.</p> <p>Class exercises: written exam or writing and presenting an essay; evaluation of the student's participation in exercises and class discussions.</p>			
RECOMMENDED LITERATURE				
<ul style="list-style-type: none"> ● Collins, D., Jordan, C. & Coleman, H. (2017). <i>An introduction to family social work, 4th edition</i>. Athens: BHTA (in Greek) ● Dimopoulou – Lagonika M., Tavlaridou – Kaloutsi, A., Mouzakis, X. (2011). <i>Social Work Methodology: Intervention Models</i>. Athens: Topos [in Greek]. ● Goldenberg, I., & Goldenberg, H. (2005). <i>Family therapy – an overview</i>. Athens: Ellin (in Greek) ● Hoffman, L. (2002). <i>Family therapy – an intimate history</i>. Thessaloniki: University Studio Press (in Greek) ● Zafiris, A., Zafiris, E. & Muzakis, X. (1999). <i>Family Therapy</i>. Athens: Ellinika Grammata [in Greek]. ● Kounenou, K. (2010). <i>Counselling and Family Therapy</i>. Athens: Papazisis [in Greek]. ● Vergeti, A. (2009). <i>Social Work with Families in Crisis</i>, Athens: Topos [in Greek]. ● Xatzifotiou, S. (2005). <i>Domestic Violence against women and children</i>. Athens: Tziolas [in Greek]. <p><u>Relevant Academic Journals:</u></p> <ul style="list-style-type: none"> ● <i>Social work (in Greek)</i>. ● <i>Families in Society</i> ● <i>Journal of Family Social Work</i> ● <i>Journal of Ethnic and Cultural Diversity in Social Work</i> ● <i>Clinical Social Work Journal</i> ● <i>Child and Family Social Work</i> ● <i>European Journal of Social Work</i> 				

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	0804.4.003.0	SEMESTER	4
COURSE TITLE	Intercultural Social Work Practice		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		3	6
TYPE OF COURSE	Compulsory/ Social Work		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW124/		
LEARNING OUTCOMES			
<p>One of the most important fields of social work is working with clients of different national, racial, age, religious, and cultural backgrounds. The practice of Social Work is almost always intercultural in the broad sense since only some of the clients are of the same nation, race, sex, sexual orientation, age, or religion with the professional. Therefore, this course will present the intercultural practice of Social Work with clients and systems (individuals, families, groups, services, organizations, communities) and individual-environmental models.</p> <p>Through lectures, discussions, study-cases, student presentations and exercises, this course aims to promote inclusion, equal opportunities, and tolerance to diversity.</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> ● Understand the principles of intercultural societies. ● Understand the forces and processes of social exclusion and integration. ● Be culturally competent based to the principles and values of NASW. ● Acquire skills in managing integration processes and promoting intercultural communities. ● Develop intercultural action models at all levels. ● Adopt attitudes, feelings and values respecting diversity, ethics, and human rights of all people who co-exist in society, and promoting the principles and values of social justice. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Interdisciplinary work ● Respect of diversity and multicultural environments ● Display of social, professional and ethical accountability ● Decision-making ● Autonomous work ● Critical thinking and self-criticism 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Culture, Cultural Competence, and Intercultural Social Work 2. Cultural diversity and challenges for Social Work 3. Intercultural barriers of Social Work practice 4. Intercultural interventions and communication strategies 5. Principles and Values in the Practice of Cultural Competence in Social Work (N.A.S.W.) 6. Social Discrimination, Racism forms and patterns 7. Minorities and Refugees. Analytical model of Social Work with refugees during war 8. Victims of torture and introduction to the Protocol of Istanbul 9. Immigration and Approaches Model 10. Adaptation, rejection, and resistance strategies. Building intercultural communities 11. Social cohesion & integration. Educating active citizens. The importance of social cohesion in local communities 12. Social Justice in Intercultural Social Work. Principles of anti-racism 			

13. Multi-dimensional cultural competence model (MDCC)																	
14. Developing intercultural organizations, social change and justice																	
TEACHING and LEARNING METHODS – EVALUATION																	
DELIVERY METHODS	Face-to-face / In vivo																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Support of learning process through the asynchronous platform e-class ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Email, fb, Skype (communication with students) 																
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>70</td> </tr> <tr> <td>Laboratory work</td> <td>20</td> </tr> <tr> <td>Study and analysis of scientific papers and book chapters</td> <td>20</td> </tr> <tr> <td>Essay</td> <td>20</td> </tr> <tr> <td>Invitation of key speakers</td> <td>20</td> </tr> <tr> <td>Autonomous Study</td> <td>20</td> </tr> <tr> <td>Total</td> <td>180</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	70	Laboratory work	20	Study and analysis of scientific papers and book chapters	20	Essay	20	Invitation of key speakers	20	Autonomous Study	20	Total	180
Activities	Workload of semester																
Lectures	70																
Laboratory work	20																
Study and analysis of scientific papers and book chapters	20																
Essay	20																
Invitation of key speakers	20																
Autonomous Study	20																
Total	180																
STUDENTS' EVALUATION	<ol style="list-style-type: none"> 1. Final written examination (60%) comprising: Multiple choice questions Short Response Questions Analysis of roles and stakeholders in brief case study Solving problems related to quantitative data of a work time 2. Written essay (40%) <p>The education benchmarks are accessible via course e-class.</p>																
RECOMMENDED LITERATURE																	
<ul style="list-style-type: none"> ● Sue, D. (2006), <i>Multicultural Social Work Practice, USA: JOHN WILEY & SONS, INC</i> ● Williams, C., Soydan, H., & Johnson, M. (1998). <i>Social Work and Minorities, European Perspectives, London and New York: ROUTLEDGE.</i> ● Corry Azzopardi, <i>Cross-Cultural Social Work: A Critical Approach to Teaching and Learning to Work Effectively across Intersectional Identities, The British Journal of Social Work, Volume 50, Issue 2, March 2020, Pages 464–482, https://doi.org/10.1093/bjsw/bcz169</i> ● Sabeti S. (2020) <i>Intercultural Perspectives in Social Work Practice, Education and Research. In: Lane L., Wallengren-Lynch M. (eds) Narratives of Social Work Practice and Education in Sweden. Springer, Cham. https://doi.org/10.1007/978-3-030-45874-4_9</i> ● Simmons, C., Diaz, L., Jackson, V., & Takahashi, R. (2008). <i>NASW cultural competence indicators: A new tool for the social work profession. Journal of Ethnic and Cultural Diversity in Social Work, 17(1), 4-20.</i> ● Slaymaker, R., & Fisher, K. (2015). <i>Striving for cultural competence while preparing millennials as emerging professionals. Journal of Social Work Values & Ethics, 12(2), 49-62.</i> ● Swindell, M. (2014). <i>Compassionate competence: A new model for social work practice. The New Social Worker, 21(2). Retrieved on June 16, 2014, from: http://www.socialworker.com/feature-articles/practice/compassionate-competence-a-new-model-for-social-work-practi/</i> ● Nadan, Y., & Ben-Ari, A. (2013). <i>What can we learn from rethinking “multiculturalism” in social work education? Social Work Education, 32(8), 1089-1102.</i> ● National Association of Social Workers. (2007). <i>Indicators for the achievement of the NASW standards for cultural competence in social work practice. Washington, DC: Author</i> ● National Association of Social Workers. (2005). <i>Cultural and linguistic competence in the social work profession. Retrieved August 13, 2015, from website http://c.yumcdn.com/sites/www.naswnyc.org/resource/resmgr/imported/Cultural%20and%20Linguistic%20Competence%20in%20the%20SW%20Profession.pdf</i> ● Saunders, J., Haskins, M., & Vasquez, M. (2015). <i>Cultural competence: A journey to an elusive goal. Journal of Social Work Education, 51, 19-34</i> 																	

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.4.004.0	SEMESTER	4
COURSE TITLE	Social Work with Community – Intervention Methods		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures and Class Exercises		3	6
TOTAL		3	6
TYPE OF COURSE	Compulsory/Social Work		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/YK223/		
LEARNING OUTCOMES			
Students are expected to acquire the ability to:			
<ul style="list-style-type: none"> ● To study and evaluate community needs and analyze community problems. ● To choose the appropriate intervention strategies and contribute this way to the development of actions promoting collective participation and emancipation at the local level. 			
GENERAL ABILITIES			
<ol style="list-style-type: none"> 1. Search, analysis and synthesis of data and information 2. Decision making 3. Autonomous work 4. Teamwork 5. Production of innovative research ideas 6. Respect for diversity and multiculturalism 7. Respect for the natural environment 8. Promotion of free, creative and inductive thinking 			
CONTENT OF THE COURSE			
<p>The course aims at introducing students to the basic theories and principles of community theory and practice. It presents the theoretical and empirical approaches of community work analyzing the intervention process in community social work intervention and emphasizing on social workers' role in a planned social change process. Through lectures, discussions, case-study, presentations by students themselves and exercises, participants will develop knowledge, skills and abilities. More specifically, the students will study:</p> <ol style="list-style-type: none"> 1. Aim, principles and values of community work. 2. What is a community 3. Theoretical approaches to community work. 4. Innervation models. 5. Types of communities. 6. The role and skills of the social worker in community work. 7. Participation of community members - emancipation and empowerment. 8. Modern social problems and community work. 9. Community study. 10. Assessing social needs. 11. Design and evaluation of community interventions - programs. 12. Community problem-solving process: stages, choice of intervention methods and techniques, roles. Social development and local development interventions. 13. Examples of community interventions at the micro and macro level with an emphasis on empowerment to meet community needs. 			
TEACHING and LEARNING METHODS – EVALUATION			

DELIVERY METHODS	Face-to-face														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Support of learning process through the asynchronous platform e-class ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Case study analysis ● Email, E-class (communication with students) 														
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures (3X13)</td> <td>50</td> </tr> <tr> <td>Case study</td> <td>20</td> </tr> <tr> <td>Elaboration of additional educational material</td> <td>30</td> </tr> <tr> <td>Writing of an essay</td> <td>30</td> </tr> <tr> <td>Individual Reading</td> <td>50</td> </tr> <tr> <td>Overall</td> <td>180</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures (3X13)	50	Case study	20	Elaboration of additional educational material	30	Writing of an essay	30	Individual Reading	50	Overall	180
Activities	Workload of semester														
Lectures (3X13)	50														
Case study	20														
Elaboration of additional educational material	30														
Writing of an essay	30														
Individual Reading	50														
Overall	180														
STUDENTS' EVALUATION	70-100% from final written exam test of multiple choice type 30% from optional written exams in the middle of the semester or of an essay.														
RECOMMENDED LITERATURE															
<ul style="list-style-type: none"> ● Alinsky, R. (1971). <i>Rules of Radicals</i>. NY: Random House Inc. ● Dixon, J. (1995). <i>Community stories and indicators for evaluating community development: Community Development Journal</i>, 30(4), 327-336. ● Domineli, L. (2016). <i>Green Social Work</i>. Cambridge: Polity press. ● Kirst-Ashman K.K& Hull G. H. (2001), <i>Macro skills workbook. A generalist approach. 2nd edition</i>, Wadsworth: Brooks / Cole. ● Korazim-Korosi, Y. (2000). <i>Towards a new balance governmental and non-governmental Community work: The case of Israel. Community Development Journal</i>, 3, 276-289. ● Mayo, M. (1994). <i>Community Work</i>. In C. Hanvey& T. Philot (Eds.), <i>Practicing social work</i> (pp. 67–79). London: Routledge. ● Pierson, J. & Thomas, M. (2006). <i>Collins internet-linked dictionary of Social Work</i>. London: HarperCollins. ● Ratsika, N. (2012). <i>Between tradition and modernity: The occupational perspectives of young people in rural Crete</i>. Umeå: Umeå University. ● Ross, M. (1955). <i>Community Organization: Theory, Principals and Practice</i>. NY: Harper and Row. ● Rothman, J. (1968). <i>Three models of Community organization Practice</i>. NY: Columbia University Press. ● TropmanJ.E., ErlichJ.L. & Rothman J. (2001), <i>Tactics and techniques of community intervention, 4th ed</i>. Itasca IL: F.E. Peacock. ● Warf, B. (Ed.)(1979). <i>Community Work in Canada</i>. Toronto: McClelland and Stewart. ● Willmott, P. (1986). <i>Community initiatives: Patterns and prospects</i>. London: Policy Studies Institute. 															

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.4.005.0	SEMESTER	4
COURSE TITLE	Statistics		
TECHINGACTIVITIES		HOURS PER WEEK	ECTS
Lectures		2	
Exercises		2	
Total		4	6
TYPE OF COURSE	Compulsory		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
URL	https://eclass.hmu.gr/courses/SW125/		
LEARNING OUTCOMES			
<p>By the end of the course students should be able to:</p> <ul style="list-style-type: none"> ● Explain the concepts of variable, level of measurement, sample, population, descriptive and inferential statistics, univariate and bivariate statistics. ● Define the concept of random sampling, identify common sample selection methods and list the advantages and disadvantages of different sampling plans. ● Select and produce frequency tables, graphs and summary statistics. Interpret such information into verbal descriptions. ● Summarize relationships in bivariate data using graphical, tabular, and numerical methods including scatter plots, box plots, contingency tables, and correlation coefficients. ● Estimate a population mean and a proportion using point estimates and confidence intervals. Interpret such information into verbal descriptions. ● Describe the logic of the inference of hypothesis testing. Make a decision using a p-value and draw an appropriate conclusion. Interpret statistical and practical significance. ● Use the Statistical Package for the Social Sciences (IBM SPSS Statistics) to implement the statistical procedures learned. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Interdisciplinary work ● Decision making & Critical thinking ● Tutorials with a more practical approach and thus, advancement of free, creative and inductive thinking ● Development of presentation skills ● Problem-solving skills through the study of practical case studies 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Introduction to statistical methodology. Basic concepts and terminology: Variables and Levels of Measurement, Samples and Populations, Statistics and Parameters, Descriptive and Inferential Statistics, Univariate, Bivariate, and Multivariate Statistics. 2. Univariate descriptive statistics: frequency tables, measures of central tendency (mean, median, mode), location (percentiles), dispersion (range, variance, std deviation, interquartile range), and measures of shape (skewness and kurtosis coefficients). 3. Basic univariate Charts (pie, bar chart, histogram, box plot). Common distribution shapes (normal, skewed, uniform, multimodal). Distribution shape and choice of summary statistics. 4. Introduction to sampling methods. Sampling Error. Basic random sampling plans: simple, systematic, stratified, cluster, multistage. Types of and limitations of non-probability samples. 5. The concept of relationship between two variables. Correlation vs Causality. Bivariate descriptive statistics for categorical variables (percentage differences, contingency tables, clustered bar graphs), numerical variables (scatter plots, Pearson's and Spearman's correlation 			

coefficients), and mixed variables (mean or median differences, box-plots). 6. Standard Errors. Confidence Intervals for Means and Proportions. 7. Statistical Significance Tests. Null and Alternative Hypotheses. Significance Level. p-values. Assumptions of Significance Tests. 8. Comparison of means tests (t-test and ANOVA). Chi-square tests and significance tests for correlation coefficients.							
TEACHING and LEARNING METHODS – EVALUATION							
DELIVERY METHODS	Face to face						
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Use of the electronic platform e-class ● PowerPoint presentations ● Software for Statistics 						
WAYS OF TEACHING	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Lectures</td> <td style="width: 40%; text-align: center;">90</td> </tr> <tr> <td>Practice Exercises</td> <td style="text-align: center;">90</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">180</td> </tr> </table>	Lectures	90	Practice Exercises	90	Total	180
Lectures	90						
Practice Exercises	90						
Total	180						
STUDENTS' EVALUATION	The written exam using computer software to analyze statistical data (50%) and written exam (50%) including questions or multiple choice questions about the theoretical concepts of Statistics and the interpretation of results.						
RECOMMENDED LITERATURE							
<ul style="list-style-type: none"> ● Gnardellis, Ch. (2019). <i>Applied Statistics. 2nd edition. Athens: Papazisi (in Greek).</i> ● Gnardellis, Ch. (2009). <i>Data Analysis with PASW Statistics 17.0. Athens: Papazisi (in Greek).</i> ● Howitt, D. & Cramer, D. (2010). <i>Statistics with SPSS 16, with Applications to Psychology and Social Sciences (4th ed.) Athens: Kleidarithmos (in Greek)</i> ● Zafeiropoulos K. & Mylonas N. (2017) <i>Statistics with SPSS. Thessaloniki: Tziola (in Greek).</i> 							

COURSES SEMESTER E

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	0804.5.001.0 (theory) 0804.5.001.1 (class exercises)	SEMESTER	5
COURSE TITLE	Research Methodology in Social Work		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures & Class Exercises		2	4
Practice		1	2
Total		3	6
TYPE OF COURSE	Compulsory/ Social Work		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW327/		
LEARNING OUTCOMES			
<p>The students will acquire knowledge and skills in:</p> <ul style="list-style-type: none"> ● Carrying out systematic reviews ● Setting research questions and hypothesis ● Selecting a sampling strategy ● Developing, translating and culturally adapting research instruments ● Measuring reliability and validity of research instruments ● Analyzing data by using appropriate statistical tests ● Organizing and presenting research data ● Interpreting research outcomes ● Publishing research papers and reporting research findings to scientific events ● Writing research proposals for funding 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Independent work ● Teamwork ● Interdisciplinary work ● Critical thinking and self-criticism ● Advancement of free, creative and inductive thinking 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Introduction to social research 2. Research ethics 3. A systematic review of the literature 4. Research questions and hypothesis 5. Sampling methods 6. Questionnaire development 7. Cultural adaptation of research instruments/reliability and validity measurement 8. Data collection methods 9. Methods of data analysis 10. Interpretation of research findings in light of existing literature 			

11. Writing scientific papers for publication 12. Reporting research evidence to scientific events 13. Writing research proposals for funding under competitive calls													
TEACHING and LEARNING METHODS – EVALUATION													
DELIVERY METHODS	Face-to-face / In vivo												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> • Support of learning process through the asynchronous platform e-class • Use of power point during lectures. • Use of video/DVD during lectures. • Email, fb, Skype (communication with students) 												
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Experiential activities</td> <td>13</td> </tr> <tr> <td>Homework</td> <td>58</td> </tr> <tr> <td>Reading</td> <td>70</td> </tr> <tr> <td>Total</td> <td>180</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	39	Experiential activities	13	Homework	58	Reading	70	Total	180
Activities	Workload of semester												
Lectures	39												
Experiential activities	13												
Homework	58												
Reading	70												
Total	180												
STUDENTS' EVALUATION	<ol style="list-style-type: none"> 1. Final exam test 2. Home works and class presentations of group projects 3. Group Discussions 4. Self-Assessments 5. Attendance and Participation 												
RECOMMENDED LITERATURE													
<ul style="list-style-type: none"> • Δαρβίρη, Χ. (2009). <i>Μεθοδολογία Έρευνας στο χώρο της Υγείας</i>. Αθήνα: Ιατρικές Εκδόσεις Πασχαλίδης. • Javeau, C. (1996). <i>Η έρευνα με ερωτηματολόγιο</i>. Αθήνα: Τυποθήτω, Γ. Δάρδανος. • Νόβα-Καλτσούνη, Χ. (2006). <i>Μεθοδολογία Εμπειρικής Έρευνας στις κοινωνικές επιστήμες</i>. Αθήνα: Gutenberg. • Grinnell R. M. (1997). <i>Social Work Research and evaluation</i>. Itasca, Il: Peacock Publ. • May, T. (1993). <i>Social Research: issues, methods and process</i>. UK: Open University Press. • Παρασκευόπουλος, Ι. (1993). <i>Μεθοδολογία επιστημονικής έρευνας (Τόμος 1 & 2)</i>. Αθήνα: Αυτοέκδοση. • Papadakaki M., Prokopiadou D., Petridou E., Kogevinas M., Lionis C. "Defining physicians' readiness to screen and manage intimate partner violence in Greek primary care settings" <i>Evaluation and the Health Professions</i> 2012; 35(2):199-220. doi: 10.1177/0163278711423937. • Prokopiadou D, Papadakaki M, Roumeliotaki T, Komninos ID, Bastas C, Iatraki E, Saridaki A, Tatsioni A, Manyon A, Lionis C. "Translation and Validation of a Questionnaire to Assess the Diagnosis and Management of Dementia in Greek General Practice." <i>Evaluation and the Health Professions</i> 2015; 38(2): 151-159. doi: 10.1177/0163278712474988. • Papadakaki, M., Tzamalouka, G., Gnardellis, C., Lajunen, T.J., Chliaoutakis, J. "Driving performance while using a mobile phone: A simulation study of Greek professional drivers" <i>Transportation Research Part F: Traffic Psychology and Behaviour</i> 2016; 38: 164-170. doi: 10.1016/j.trf.2016.02.006. • Papadakaki M., Stamou N., Bessas S., Lioliou S., and Chliaoutakis J. "Testing the effectiveness of a mixed-method pilot intervention in reducing risky driving due to aggression and stress". <i>Safety</i> 2020, 6(1), 11; https://doi.org/10.3390/safety6010011. • Tsoutsis, V., Dikeos, D., Basta, M., Papadakaki, M. <i>Driving behaviour in depression: Findings from a driving simulator study</i>. <i>Safety</i> 2019, 5(4), 70; https://doi.org/10.3390/safety5040070. <p>Relevant Academic Journals:</p> <ul style="list-style-type: none"> • <i>International Journal of Social Research Methodology</i> (https://www.tandfonline.com/toc/tsrm20/current) • <i>BMC Medical Research Methods</i> (https://bmcmedresmethodol.biomedcentral.com/) • <i>Methods</i> (https://www.journals.elsevier.com/methods) 													

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	0804.5.002.0	SEMESTER	5
COURSE TITLE	Clinical Social Work		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		2	4
Practice		1	2
Total		3	6
TYPE OF COURSE	Compulsory/ Social Work		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	English		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW324/		
LEARNING OUTCOMES			
<p>The students will acquire knowledge and skills in:</p> <ul style="list-style-type: none"> ● building therapeutic relationships ● conducting clinical assessment ● making clinical decisions ● carrying out individual and group counseling ● evaluating clinical outcomes ● promoting collaborative or shared care 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Independent work ● Teamwork ● Interdisciplinary work ● Respect of diversity and multicultural environments ● Accountability and sensitivity of gender issues ● Critical thinking and self-criticism ● Advancement of free, creative and inductive thinking 			
CONTENT OF THE COURSE			
14. Human behavior theories 15. Stressors and social problems 16. Theories of psychotherapy and counseling 17. Counseling techniques and therapeutic relationship 18. Casework techniques 19. Interviewing techniques 20. Principles of interdisciplinary care 21. Professional self-awareness 22. Psychometric properties of assessment and therapeutic tools 23. Record keeping in therapeutic units 24. Legislation in clinical practice			
TEACHING and LEARNING METHODS – EVALUATION			
DELIVERY METHODS	Face-to-face / In vivo		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Support of learning process through the asynchronous platform e-class ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Email, fb, Skype (communication with students) 		

WAYS OF TEACHING	Activities		Workload of semester	
	Lectures			39
	Experiential activities			13
	Homework			58
	Reading			70
	Total			180
STUDENTS' EVALUATION	Final exam test Home works and class presentations of group projects Group Discussions Self-Assessments Attendance and Participation			
RECOMMENDED LITERATURE				
<ul style="list-style-type: none"> • Σταλίκας, Α. (2011) ΘΕΡΑΠΕΥΤΙΚΕΣ ΠΑΡΕΜΒΑΣΕΙΣ Βασικές παρεμβάσεις και τεχνικές των κυριότερων ψυχοθεραπευτικών μοντέλων. Αθήνα: Τόπος. • Malcolm Payne (2021) Κοινωνική Εργασία: Απο τη θεωρία στην πράξη. Ένας απαραίτητος οδηγός. Αθήνα: Τόπος • Epstein, N. B. & Baucom, D. H. (2008). Ενισχυμένη γνωστική – συμπεριφορική θεραπεία ζευγαριών. Αθήνα: Πατάκης. • Von Schlippe, A. & Schweitzer, J. (2008). Εγχειρίδιο της συστημικής θεραπείας και συμβουλευτικής. Θεσσαλονίκη: University Studio Press. • Collins, D., Jordan, C. & Coleman, H. (επιμ. Ασημόπουλος, Χ. & Μαρτινάκη, Σ. (2017). Κοινωνική Εργασία με Οικογένεια, 4η έκδοση, Αθήνα: ΒΗΤΑ • Goldenberg, I., & Goldenberg, H. (2005). Οικογενειακή θεραπεία. Αθήνα: Ελλην, (Επιμ. Κοτρώτσιου Ε.) • Ζερβάνος, Κ. (2009). Τα οικογενειακά συστήματα -Εισαγωγή στη θεωρία του Bowen. Αθήνα: Αίολος • Schlippe, A. & Schweitzer, J. (2008). Εγχειρίδιο της συστημικής θεραπείας και συμβουλευτικής. Θεσσαλονίκη: University Studio Press • Von Schlippe, A., & Schweitzer, J. (2008). Εγχειρίδιο της συστημικής θεραπείας και συμβουλευτικής. Θεσσαλονίκη: University Studio Press. 				
Relevant Academic Journals				
<ul style="list-style-type: none"> • <i>Clinical Social Work Journal</i> (https://www.springer.com/journal/10615) • <i>Child and Family Social Work</i> (https://onlinelibrary.wiley.com/journal/13652206) • <i>European Journal of Social Work</i> (https://www.tandfonline.com/toc/cesw20/current) • <i>British Journal of Social Work</i> (https://academic.oup.com/bjsw) • <i>LANCET Psychiatry</i> (https://www.thelancet.com/journals/lanpsy/home) • <i>Journal of Applied Psychology</i> (https://www.apa.org/pubs/journals/apl) • <i>Περιοδικό Ψυχολογία</i> (https://ejournals.epublishing.ekt.gr/index.php/psychology) 				

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.5.003.0	SEMESTER	5
COURSE TITLE	School Social Work		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		2	4
TYPE OF COURSE	Compulsory/ Social Work		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW280/		
LEARNING OUTCOMES			
<p>The course aims to provide students with knowledge and skills in School Social Work. Students will be able to help in: pupils' integration in the school community, enhancement of their learning ability, pupils' psychosocial development and the promotion of a safe school environment.</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> ● Understand the social worker's role as the link between school, home and community. ● Acquire knowledge on the role of the school in pupils' socialization process ● Understand the motive behind children's behaviour ● Acquire knowledge on the role of the family in children's psycho-emotional and social development ● Acquire knowledge on how to deal with difficulties or problems children face as pupils ● Acquire knowledge on how to promote children's rights and respect for diversity and on how to deal with school bullying and abuse/ neglect of children ● Acquire knowledge on common issues pupils may face such as drug abuse, juvenile delinquency, truancy, school dropout, bereavement, suicide attempts. ● Acquire knowledge on possible difficulties concerning the cooperation among pupils, educators and families. ● Acquire knowledge on how to intervene at all levels (individual pupils, groups, families, community). ● Acquire knowledge on interventions aim in gather the integration of pupils of diverse cultural backgrounds in the school environment. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Interdisciplinary work ● Respect of diversity and multicultural environments ● Display of social, professional and ethical accountability ● Decision-making ● Autonomous work ● Team-work ● Critical thinking and self-criticism ● Promotion of free, creative thinking ● Adjustment to new situations ● Respect for the environment ● Social, professional and moral sensitivity and responsibility regarding gender issues 			
CONTENT OF THE COURSE			

<ol style="list-style-type: none"> 1. School social work – the social worker’s role and skills 2. The interaction between the individual and the environment in school social work 3. Interdisciplinary cooperation on the school context. Working with the family. 4. Theoretical approaches – models of school social work. 5. Social work with groups as an intervention method in education 6. School adjustment difficulties 7. Learning difficulties – interventions for promoting academic achievement and psychosocial development of pupils 8. Communicating with children – encouraging pupils 9. Evaluation of the needs of the school community 10. Evaluation of risk and protection factors 11. School social work and disabled pupils – empowering pupils and their families 12. Impact of the financial crisis on children and the school environment. 13. Abuse /neglect of children – social work interventions 14. School bullying – social work interventions 													
TEACHING and LEARNING METHODS – EVALUATION													
DELIVERY METHODS	Face-to-face / In vivo												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Support of learning process through the asynchronous platform e-class ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Email, Skype (communication with students) 												
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>40</td> </tr> <tr> <td>Class exercises</td> <td>20</td> </tr> <tr> <td>Analysis of audiovisual material</td> <td>20</td> </tr> <tr> <td>Reading</td> <td>40</td> </tr> <tr> <td>Total</td> <td>120</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	40	Class exercises	20	Analysis of audiovisual material	20	Reading	40	Total	120
	Activities	Workload of semester											
	Lectures	40											
	Class exercises	20											
	Analysis of audiovisual material	20											
	Reading	40											
Total	120												
STUDENTS' EVALUATION	Theory: Mid-term test (optional, 40% of the total grade); final written exam (60% of the total grade).												
RECOMMENDED LITERATURE													
<ul style="list-style-type: none"> ● <i>Asimopoulos, H. (2014). School bullying, mental health and social work. When hope is lost and education collapses. Social Work, 113 (in Greek)</i> ● <i>Doll, B., Zuckers., Brehm, K. (2009). Resilient classrooms: creating healthy environments for learning. Athens: Dardanos (in Greek)</i> ● <i>Haber, J., & Glatzer, J., (2008). Bullyproof Your Child For Life: Protect Your Child from Teasing, Taunting, and Bullying for Good. Athens: Patakis (in Greek)</i> ● <i>Kallinikaki, Th. & Kasseri, Z., (eds.) (2014). Social work in education. Athens: Topos (in Greek)</i> ● <i>Kallinikaki, Th., (2011). Social work – introduction in social work theory and practice. Athens: Topos (in Greek)</i> ● <i>Panagiotopoulos, H. (2016). Social work and the school. Athens: Maria Parikou Topos (in Greek)</i> ● <i>Papadopoulou, H., (2003). Group social work. Athens: Ellin (in Greek)</i> ● <i>Rigby, K. (2008). New perspectives on bullying. Athens: Topos (in Greek)</i> ● <i>Soulis, S., (2008). One school for all. Athens: Gutenberg (in Greek)</i> ● <i>Tsiantis, G., (ed.) (2005). Work with parents. Athens: Kastaniotis (in Greek)</i> ● <i>Hatzifotiou, S. (2005), Family violence against women and children. Athens: Tziola (in Greek)</i> <p><u>Relevant Academic Journals:</u></p> <ul style="list-style-type: none"> ● Social Work (in Greek) ● European Journal of Social Work ● International Journal of Social Work ● International Journal of Social Work Education 													

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.5.004.0	SEMESTER	5
COURSE TITLE	Community Development and Social Work		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
	Lectures	2	4
TYPE OF COURSE	Compulsory/ Social Work		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW102/		
LEARNING OUTCOMES			
<p>The twenty-first century is making a turn towards community development and the value of community social work. International Association of Schools of Social Work (IASSW) places work in the community as the prevailing tendency for the future of social work. The students must understand that community development is a core component of social work, and it is concentrate on increasing the literacy rate, creating and generating employment opportunities, poverty eradication, and eradication of acute hungriness, gender equality and welfare of the vulnerable sections of the society by adopting methods of social work. This course will explore theoretical and practice dimensions of a critical-relational method to community building.</p> <p>The course aims for students to understand that community development is people-oriented and reflects the fundamental values of the social work profession generally. People acting together have a great capacity to improve their circumstances, as they have first-hand knowledge of the situation and what needs to happen to change things for the better.</p> <p>Upon completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> ● Develop an understanding of community development as a core component of micro and macro social work practice method. ● Provide students with the skills required to work in specific community development settings, or to employ community development strategies within other social work practice contexts. ● Examine the aspects, the roles and the strategies in community development. ● Develop the “Well-Connected Community” model. ● Enable students to develop and implement appropriate ethical behaviours and standards in their community development. ● Identify the steps for initiating community development activities. ● Discuss the concept of sustainable community development. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Interdisciplinary work ● Respect of diversity and multicultural environments ● Display of social, professional, and ethical accountability ● Decision-making ● Autonomous work ● Critical thinking and self-criticism 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Social workers and community-based practice 2. Roles and skills of community development 3. Theoretical/ideological base of community development 			

4. Social pedagogy connection with social work, community development, and adult education 5. Principles of community development 6. Models of community development practice 7. Community social work practice, health promotion, & social capital bonds 8. The Case of the Community Development Skills Laboratory 9. Community development--action research in community settings 10. Ethical issues/dilemmas 11. Bargaining tactics and strategies 12. Evaluation in community development 13. Networking for community development 14. The model of the "Well-Connected Community" 15. The model of "Communities that Care" 16. The model of "Elder Friendly Communities" 17. Sustainable Communities Project: A case study													
TEACHING and LEARNING METHODS – EVALUATION													
DELIVERY METHODS	Face-to-face / In vivo												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> Support of learning process through the asynchronous platform e-class Use of power point during lectures. Use of video/DVD during lectures. Email, fb, Skype (communication with students) 												
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>60</td> </tr> <tr> <td>Laboratory work</td> <td>20</td> </tr> <tr> <td>Study and analysis of scientific papers and book chapters</td> <td>20</td> </tr> <tr> <td>Independent study</td> <td>20</td> </tr> <tr> <td>Total</td> <td>120</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	60	Laboratory work	20	Study and analysis of scientific papers and book chapters	20	Independent study	20	Total	120
	Activities	Workload of semester											
	Lectures	60											
	Laboratory work	20											
	Study and analysis of scientific papers and book chapters	20											
	Independent study	20											
	Total	120											
STUDENTS' EVALUATION	1. Final written examination (60%) comprising: <ol style="list-style-type: none"> Multiple choice questions Short Response Questions Analysis of roles and stakeholders in brief case study Solving problems related to quantitative data of a work time 2. Written essay (40%) The education benchmarks are accessible via course e-class.												
RECOMMENDED LITERATURE													
<ul style="list-style-type: none"> Forde, C. & Lynch, D. (2015). <i>Social Work and Community Development. Reshaping Social Work Series. UK: PALGRAVE</i> Taylor, M. (2003). <i>Public Policy in the Community, PALGRAVE, HOUNDMILLS.</i> Wadsworth, Y. (1997). <i>Everyday Evaluation on the Run, ALLEN & UNWIN, ST LEONARDS.</i> Alison Gilchrist, (2009). <i>The well-connected community A networking approach to community development. POLICY PRESS</i> Rothman, Jack; Erlich, John & Tropman, John et al (2000) <i>Strategies of Community Intervention. Sixth Edition. Itasca F.E: PEACOCK PUBLISHERS.</i> Alinsky, S. (1989) <i>Rules for Radicals, New York: VINTAGE BOOKS.</i> Koutra K. (2015). <i>Community development: A challenging strategy for Social Capital, Health Promotion and Community Social Work. In: Social Capital: Global Perspectives, Management Strategies and Effectiveness, USA: Nova Science Publishers, INC</i> Κούτρα Κ. (2017). <i>Το κοινωνικό κεφαλαίο ως εργαλείο σχεδιασμού και παρέμβασης στις σχολικές κοινότητες. Στο: Κοινωνική Εργασία και Σχολείο- Εφαρμοσμένες Διεπιστημονικές Παρεμβάσεις- Εκδόσεις ΙΩΝ.</i> Bunn, S. (2005) <i>Social Work and Community Development – A Symbiotic Relationship, Victorian Social Work,</i> 													

Autumn, 2-3.

- Checkoway, B. (1995). *Six strategies of community change*, *Community Development Journal*, 30(1), 2-20.
- Clarke, S. (2000). *Social Work as Community Development*, Ashgat: ALDERSHOT
- Coulton, C. (2005) *The place of community in social work practice research: conceptual and methodological developments*, *Social Work Research*, 29(2), 73-86
- Goldsworthy, J. (2002) *Resurrecting a model of integrating individual work with community development and social action*, *Community Development Journal*, 37(4), 327-337
- International Association for Community Development (2007) *What in the world? Global lessons, inspirations and experiences in community development*. Scotland: IACD.

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.5.005.0	SEMESTER	5
COURSE TITLE	Field Practice - Supervision I		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Group supervision		2-3	6
TYPE OF COURSE	Compulsory/ Social Work		
PREREQUISITE COURSE	<ul style="list-style-type: none"> ● Communication & Interviewing in Social Work ● Social work with groups – Creative expression & Art in social work practice ● Social work ethics 		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/YK269/		
LEARNING OUTCOMES			
<p>Field Practice – Supervision I aims to link theory to social work practice. The course consists of a) students ‘placement in an Organization, 8 hrs per week, and b) group supervision, 2- 3 hrs per week.</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> ● Practice interviewing skills and link theory to practice ● Acquire experience in evaluating information and in the initial planning of intervention ● Practice skills in social work with groups <p>Moreover, students in Field Practice- Supervision I are expected to:</p> <ul style="list-style-type: none"> ● Understand the meaning of field practice ● Understand the meaning of group supervision as a method of education in social work ● Acquire knowledge regarding the programmes of the Organization and the role of social worker ● Acquire knowledge on the role of the family and the role of the school in pupil’s socialization process <p>During Field Practice- Supervision I, the organizations/agencies used for field placement are kinder gardens and primary schools. Students are expected to acquire skills in school social work and develop the ability for generalist intervention in order to meet the community’s needs.</p>			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Respect of diversity and multicultural environments ● Group work ● Decision-making ● Autonomous work ● Display of social, professional and ethical accountability ● Promotion of free, creative and inductive thinking 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Understanding the nature, the structure, the function and the programmes of the Organization 2. Applying the principles of professional relationship 3. Practicing interviewing skills and techniques; assessing information acquired through interviews 4. Exploring and modifying personal stances and biases; the professional role of the social worker 5. The family and the psychosocial development of the child 			

6. Factors contributing to personality development																	
7. The school as a socialization agent																	
8. The role of the school social worker																	
9. Practising group work. Working with groups of children																	
TEACHING and LEARNING METHODS – EVALUATION																	
DELIVERY METHODS	Face-to-face / In vivo Practice placement Group supervision																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Support of learning process through the asynchronous platform e-class																
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Field practice</td> <td>40</td> </tr> <tr> <td>Weekly group supervision</td> <td>40</td> </tr> <tr> <td>Analysis of specific cases</td> <td>30</td> </tr> <tr> <td>Weekly reports – report presentation</td> <td>30</td> </tr> <tr> <td>Analysis of group work with pupils in the field placement</td> <td>10</td> </tr> <tr> <td>Reading</td> <td>30</td> </tr> <tr> <td>Total</td> <td>180</td> </tr> </tbody> </table>	Activities	Workload of semester	Field practice	40	Weekly group supervision	40	Analysis of specific cases	30	Weekly reports – report presentation	30	Analysis of group work with pupils in the field placement	10	Reading	30	Total	180
	Activities	Workload of semester															
	Field practice	40															
	Weekly group supervision	40															
	Analysis of specific cases	30															
	Weekly reports – report presentation	30															
	Analysis of group work with pupils in the field placement	10															
	Reading	30															
Total	180																
STUDENTS' EVALUATION	Students have to meet specific educational criteria in line with the expected learning outcomes. Assessment criteria are referred upon e-class																
RECOMMENDED LITERATURE																	
<p><i>Collins, D., Jordan, C. & Coleman, H. (2017). An introduction to family social work, 4th edition. Athens: BHTA (in Greek)</i></p> <p><i>Dimopoulou, Lagonika, M. (2011). Social Work Methodology – Intervention Models. Athens: Topos [in Greek].</i></p> <p><i>Kallinikaki, Th. (2011). Introduction to social work theory and practice. Athens: Topos [in Greek].</i></p> <p><i>Kallinikaki, Th. & Kasseris, Z. (eds) (2014). School Social Work. Athens: Topos [in Greek].</i></p> <p><i>Katsoridou-Papadopoulou, Ch. (2003). Social work with groups, 2nd ed., Athens: Ellin [in Greek].</i></p> <p><i>Kandylaki, A. (2008). Counselling in social work. Athens: Topos [in Greek].</i></p> <p><i>Levadioti –Lekou, S. (1996) Supervision in social work practice. Athens: Ellin [inGreek].</i></p> <p><i>Panagiotopoulos, H. (2016). Social work and the school. Athens: Maria ParikouTopos (in Greek)</i></p> <p><u>Relevant Academic Journals:</u> <i>SocialWork (in Greek)</i> <i>European Journal of Social Work</i> <i>International Journal of Social Work</i></p>																	

COURSES SEMESTER F

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.6.001.0	SEMESTER	6
COURSE TITLE	Qualitative Research in Social Work		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		2	4
TOTAL		2	4
TYPE OF COURSE	Compulsory		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	English		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/modules/course_info/index.php?course=YK119		
LEARNING OUTCOMES			
<p>Students are expected to:</p> <ul style="list-style-type: none"> • Acquire the ability to design and implement qualitative social research, opting for the most beneficial qualitative methodology concerning the subject under study. • Become familiar with the tools for the selection of qualitative data, their advantages and their limitations. They have to be able to create a tool for data selection and gain personal experience by using it. • Have knowledge of basic issues in analysing qualitative material and acquire experience in analysing data. • Have the ability to recognize the usefulness of qualitative research in social work. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information • Generating new research ideas • Research protocols • Promotion of free, creative and inductive thinking 			
CONTENT OF THE COURSE			
<ul style="list-style-type: none"> • Qualitative social research within the framework of scientific research. Qualitative research and social work. • Defining qualitative social research in relation to quantitative social research methodology. • Designing of a qualitative social research study. Validity and Reliability in qualitative social research. • Five basic traditions in qualitative research: Biography and Narration, Case Study, Grounded Theory, Phenomenology, Ethnography. • Data selecting instruments. • Interviews. Types of interviews: Structured, Semi-structured, Focused Interview, Group Interviewing, Elite Interview. • The practical implementation of in-depth interviews. • Participant observation. Practical implementation of participant observation. • Biographical - Narrative Interview. Practical implementation of Biographical - Narrative Interview. • Analyzing qualitative data. • Ethical issues. • The future of qualitative social research and the use of poly - methodology in conducting social 			

<p>research.</p> <ul style="list-style-type: none"> Exercises in implementation. 											
TEACHING and LEARNING METHODS – EVALUATION											
DELIVERY METHODS	Face-to-face / In vivo										
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> Support of learning process through the asynchronous platform e-class Use of power point during lectures. Use of video/DVD during lectures. Case study analysis Email, E-class (communication with students) 										
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures (3X13)</td> <td>50</td> </tr> <tr> <td>Case study</td> <td>20</td> </tr> <tr> <td>Individual reading</td> <td>50</td> </tr> <tr> <td>Overall</td> <td>120</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures (3X13)	50	Case study	20	Individual reading	50	Overall	120
Activities	Workload of semester										
Lectures (3X13)	50										
Case study	20										
Individual reading	50										
Overall	120										
STUDENTS' EVALUATION	<p>70-100% from final written exam test of multiple-choice type</p> <p>30% from the optional written exam in the middle of the semester.</p>										
RECOMMENDED LITERATURE											
<ul style="list-style-type: none"> Coffey, A. & Atkinson, P. (1996). Making sense of qualitative data. London: Sage Publications. Denzin, Norman & Lincoln (eds.) (1994). Handbook of Qualitative Research. London: Sage Publications. Greswell, J. (1998). Qualitative inquiry and Research Design. London: Sage. Publications Marshall, C. & Rossman, G. (1995). Designing Qualitative Research, London: Sage Publications. May, T. (1993). Social research. Buckingham: Open University Press. Mishler, E.G. (1986). Research interviewing: context and narrative. London: Harvard University Press. Mishler, E.G. (1995). Models of Narrative Analysis: A Typology. Journal of Narrative and Life History, 5, 87-123. Nygren, L. & Blöm, B. (2001). Analysis of short reflective narratives: a method for the study of knowledge in social workers' actions. Qualitative Research, 1, 369-384. Padgett, D. (1998). Qualitative Methods in Social Work research. London: Sage Publications. Reissman, K. C. (1993). Narrative analysis. London: Sage Publications. Shaw, I. (2000). Qualitative research in Social Work. London: Sage Publications. Silverman, D. (1993). Interpreting Qualitative Data. London: Sage Publications. Strauss, A. & Corbin, J. (1990). Basics of Qualitative Research. Grounded Theory Procedures and Techniques. London: Sage Publications. 											

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.6.002.0	SEMESTER	6
COURSE TITLE	Social Work in Situations of Violence against Children and Adults		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		3	
Practice			
Total		3	6
TYPE OF COURSE	Compulsory		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	English		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW325/		
LEARNING OUTCOMES			
<p>The students will acquire knowledge and skills in:</p> <ul style="list-style-type: none"> ● Gain an understanding of the dynamics and consequences of violence ● Develop clinical skills needed to screen for violence, assess risk, provide counselling and document violent situations in charts and referrals. ● Understand the law implementation process for domestic violence cases and become aware of the referral resources and procedures, support victims of crime, provide information on victims' legal rights and act as victims' rights advocates. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Independent work ● Teamwork ● Respect of diversity and multicultural environments ● Accountability and sensitivity of gender issues ● Interdisciplinary work ● Critical thinking and self-criticism ● Advancement of free, creative and inductive thinking 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Theory of violence 2. Risk factors and consequences 3. Clinical indicators of violence 4. Clinical protocols and practice guidelines for the identification and management of violence 5. Cultural competency in responding to victims 6. Screening for violence 7. Interviewing basics, barriers to interviewing, sensitive questioning 8. Recording and documentation of violence 9. Information sharing 10. Counselling techniques 11. Referral – networking 12. Reporting requirements - Mandatory reporting 13. Legal framework 			
TEACHING and LEARNING METHODS – EVALUATION			
DELIVERY METHODS	Face-to-face / In vivo		

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Support of learning process through the asynchronous platform e-class ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Email, fb, Skype (communication with students) 												
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th data-bbox="676 315 1010 353">Activities</th> <th data-bbox="1010 315 1342 353">Workload of semester</th> </tr> </thead> <tbody> <tr> <td data-bbox="676 353 1010 392">Lectures (3X13)</td> <td data-bbox="1010 353 1342 392">39</td> </tr> <tr> <td data-bbox="676 392 1010 430">Experiential activities</td> <td data-bbox="1010 392 1342 430">13</td> </tr> <tr> <td data-bbox="676 430 1010 468">Homework's</td> <td data-bbox="1010 430 1342 468">20</td> </tr> <tr> <td data-bbox="676 468 1010 506">Reading</td> <td data-bbox="1010 468 1342 506">48</td> </tr> <tr> <td data-bbox="676 506 1010 544">Total</td> <td data-bbox="1010 506 1342 544">120</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures (3X13)	39	Experiential activities	13	Homework's	20	Reading	48	Total	120
Activities	Workload of semester												
Lectures (3X13)	39												
Experiential activities	13												
Homework's	20												
Reading	48												
Total	120												
STUDENTS' EVALUATION	<ol style="list-style-type: none"> 1. Final exam test 2. Home works and class presentations of group projects 3. Group Discussions 4. Self-Assessments 5. Attendance and Participation 												
RECOMMENDED LITERATURE													
<ul style="list-style-type: none"> ● Roberts, G., Hegarty, K., & Feder, G. (2006). <i>Intimate partner abuse and health professionals: New approaches to domestic violence</i>. Edinburgh: Churchill Livingstone. ● McClennen, J. C. (2010). <i>Social Work and Family Violence: Theories, Assessment, and Intervention</i>. NY: Springer. 													

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.6.003.0	SEMESTER	6
COURSE TITLE	Needs Assessment and Social Planning		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		4	6
TYPE OF COURSE		Compulsory/ Social Work	
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/YK128/		
LEARNING OUTCOMES			
<p>The course has a dual-orientation. On the one hand, it focuses on assessing needs by utilizing a range of innovative tools for assessing local needs and sources, and on the other is an introduction to the design of social programs and services. Students are required to choose assessment methods and tools to respond to ongoing community changes, while they need to use social planning in social services and organizations when designing new programs to meet social needs or writing funded proposals. Students need to understand globally the changes in communities where problems and needs are assessed alongside their potential and resources, strengths, and weaknesses.</p> <p>The objectives of the course are to acquire skills and capabilities for assessing needs and developing social intervention programs. Also, acquire a culture of design, understanding the types and stages of social design, and the awareness of the importance of stakeholder involvement in the design process.</p>			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Interdisciplinary work ● Respect of diversity and multicultural environments ● Display of social, professional and ethical accountability ● Decision-making ● Autonomous work ● Critical thinking and self-criticism 			
CONTENT OF THE COURSE			
<p>The course has a double orientation. It focuses on needs assessment by using a range of innovative measurement tools of community needs assessment and resources. At the same time, it focuses on the social planning of community interventions and services. Students are required to choose methods and assessment tools that respond to ongoing changes in the communities, while parallel is required to plan community interventions to address social needs.</p> <p>Students must have a comprehensively understanding of the changes in the communities where problems and needs are assessed along with communities' potential and strengths.</p> <p>The course aims students to acquire skills and need assessment capacities and develop programs and interventions. It also aims students to acquire design culture, understand the types and stages of social planning, and realize the importance of involving stakeholders in the planning process.</p> <p>Upon successful completion of this course, students will:</p> <ul style="list-style-type: none"> ● Understand the needs priorities, the needs assessment strategies, and the design of an action plan with possible solutions. ● Develop a social plan to evaluate local needs and capabilities. ● Understand and be able to analyze and collect information about social needs utilizing a range of innovative tools and methods such as the Baseline measures, SWOT analysis, Geographic Information Systems (GIS), Photovoice etc. 			

<ul style="list-style-type: none"> ● Be able to select design timetables and timelines (Pert, Gant etc). ● Acquire skills and abilities development of social intervention programs. 															
TEACHING and LEARNING METHODS – EVALUATION															
DELIVERY METHODS	Face-to-face / In vivo														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Support of learning process through the asynchronous platform e-class ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Email, fb, Skype (communication with students) 														
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>70</td> </tr> <tr> <td>Laboratory work</td> <td>30</td> </tr> <tr> <td>Study and analysis of scientific papers and book chapters</td> <td>20</td> </tr> <tr> <td>Essay</td> <td>40</td> </tr> <tr> <td>Autonomous Study</td> <td>20</td> </tr> <tr> <td>Total</td> <td>180</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	70	Laboratory work	30	Study and analysis of scientific papers and book chapters	20	Essay	40	Autonomous Study	20	Total	180
Activities	Workload of semester														
Lectures	70														
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Total	180														
STUDENTS' EVALUATION	<ol style="list-style-type: none"> 1. Final written examination (60%) comprising: Multiple-choice questions Short Response Questions Analysis of roles and stakeholders in a brief case study Solving problems related to quantitative data of a work time 2. Written essay (40%) <p>The education benchmarks are accessible via course e-class.</p>														
RECOMMENDED LITERATURE															
<ul style="list-style-type: none"> ● Brower, S. (2011). <i>Neighbors and Neighborhoods. Planning</i>, 30–33. ● Brown, L. D. (1986). <i>Participatory research and community planning. In B. Checkoway (Ed.), Strategic perspectives on planning practice (pp. 123–137). Lexington, MA: LEXINGTON BOOKS.</i> ● Kretzmann, J., & McKnight, J. (1993). <i>Building community from the inside out: A path toward finding and mobilizing a community's assets. Evanston, IL: INSTITUTE FOR POLICY RESEARCH.</i> ● Louie, M., Mehta, N., Reardon, K., & Wolfe, C. (2012). <i>Where community is at work making itself: Creating and protecting third places in low-income communities. Shelterforce, Fall</i>, 7–13. ● Mulroy, E. (2007). <i>University community partnerships that promote evidence-based macro practice. Journal of Evidence-Based Social Work</i>, 5, 497-517. ● Naimark, S. (2012). <i>New territory: How two CDCs added school reform to their agendas? Shelterforce, Fall</i>, 42–50. ● Teschauer, M. (2014). <i>Well-being meets planning. Planning, August–September</i>, 43–44. ● Tropman, J. (1995). <i>Community needs assessment. In R. L. Edwards (Ed.), Encyclopedia of social work 19th ed. (pp. 563–569). Washington, DC: NASW PRESS.</i> ● Austin, M. J., & Jeffery R. S. (2000). <i>Managing in the planning process. In R. Patti (Ed.), The handbook of social welfare management (341–359). Thousand Oaks, CA: SAGE.</i> ● Checkoway, B. (1995). <i>Two types of planning in neighborhoods. In J. Rothman, J. L. Erlich, & J. E. Tropman (Eds.), Strategies of Community Intervention (5th ed) (314–327). Itasca, IL: F. E. PEACOCK.</i> ● Rothman, J. (1979). <i>Three models of community organization practice, their mixing and phasing. In F. M. Cox, J. L. Erlich, J. Rothman, & J. E. Tropman (Eds.), Strategies of community organization (3d ed) (25–45). Itasca, IL: F.E. PEACOCK.</i> ● Rothman, J. (1996). <i>The interweaving of community intervention approaches. Journal of Community Practice</i>, 3(3/4), 69–99. ● Weil, M. (2005). <i>Social planning with communities. In M. Weil, M. Reisch, D. Gamble, L. Gutierrez, E. Mulroy, & R. Cnaan (Eds.), The handbook of community practice (215–243). Thousand Oaks, CA: SAGE.</i> ● Wikin, B. R., Altschuld, J. W. (1995). <i>Planning and conducting needs assessments: A practical guide. Thousands Oaks, CA: SAGE PUBLICATIONS.</i> ● Wang, C. (1999). <i>Photovoice: A Participatory Action Research Strategy Applied to Women's Health. Journal of Women's Health</i>, 8(2), 185-192. 															

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	0804.6.004.0	SEMESTER	6
COURSE TITLE	Social Work and Community Health Care		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
		Lectures	2
		Practice	1
		Total	3
TYPE OF COURSE	Compulsory/ Social Work		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW326/		
LEARNING OUTCOMES			
<p>The students will acquire knowledge and skills in:</p> <ul style="list-style-type: none"> ● clinical decision making and evidence-based care ● assessment, diagnosis, counselling and empowerment ● facilitating patient adherence to therapy ● coordinating follow up care ● monitoring patients' well being ● supporting patient education and self-monitoring ● collaborating with specialists and promoting collaborative or shared care 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Independent work ● Teamwork ● Interdisciplinary work ● Respect of diversity and multicultural environments ● Accountability and sensitivity of gender issues ● Critical thinking and self-criticism ● Advancement of free, creative and inductive thinking 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Structure-organization-operation of the National Health System 2. Fundamental principles of Primary Health Care 3. Conceptual approaches to health and disability. 4. Social determinants of health and health inequalities 5. Clinical skills of a social worker in the field of health. 6. Relationship and communication with the patient. 7. Clinical evaluation and decision making. 8. Patient and family counselling and empowerment. 9. Interdisciplinary health care for patients with chronic diseases. 10. Communicating bad news: Principles and models 11. Palliative care for children and adults 12. Social Work Interventions in Palliative Care 13. Bioethics in palliative care 			
TEACHING and LEARNING METHODS – EVALUATION			
DELIVERY METHODS	Face-to-face / In vivo		
USE OF INFORMATION AND	<ul style="list-style-type: none"> ● Support of learning process through the asynchronous 		

COMMUNICATION TECHNOLOGIES	platform e-class <ul style="list-style-type: none"> ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Email, fb, Skype (communication with students) 												
WAYS OF TEACHING	<table border="1" data-bbox="676 286 1329 512"> <thead> <tr> <th data-bbox="676 286 1010 322">Activities</th> <th data-bbox="1010 286 1329 322">Workload of semester</th> </tr> </thead> <tbody> <tr> <td data-bbox="676 322 1010 358">Lectures</td> <td data-bbox="1010 322 1329 358">39</td> </tr> <tr> <td data-bbox="676 358 1010 394">Experiential activities</td> <td data-bbox="1010 358 1329 394">13</td> </tr> <tr> <td data-bbox="676 394 1010 430">Home works</td> <td data-bbox="1010 394 1329 430">58</td> </tr> <tr> <td data-bbox="676 430 1010 465">Reading</td> <td data-bbox="1010 430 1329 465">70</td> </tr> <tr> <td data-bbox="676 465 1010 512">Total</td> <td data-bbox="1010 465 1329 512">180</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	39	Experiential activities	13	Home works	58	Reading	70	Total	180
Activities	Workload of semester												
Lectures	39												
Experiential activities	13												
Home works	58												
Reading	70												
Total	180												
STUDENTS' EVALUATION	<ul style="list-style-type: none"> ● Final exam test ● Home works and class presentations of group projects ● Group Discussions ● Self-Assessments ● Attendance and Participation 												
RECOMMENDED LITERATURE													
<ul style="list-style-type: none"> ● Καλοκαιρινού, Α., Αδαμακίδου, Θ., Βελονάκη, Β., Βιβιλάκη, Β., Καπρέλη, Ε., Κριεμπάρδης, Α., Λάγιου, Α., Λιονής, Χ., Μαρκάκη, Α., Μποδοσάκης, Π., Παπαδακάκη, Μ., Σακελλάρη, Ε. (2015). Εφαρμογές καλών πρακτικών ομάδας πρωτοβάθμιας φροντίδας υγείας. [ηλεκτρ. βιβλ.] Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. κεφ 14. Διαθέσιμο στο: http://hdl.handle.net/11419/3315&https://repository.kallipos.gr/bitstream/11419/3301/5/00_master_document.pdf &https://repository.kallipos.gr/bitstream/11419/3310/1/02_chapter_9.pdf ● Σαρρής, Μ. (2001). Κοινωνιολογία της υγείας και ποιότητα ζωής. Αθήνα: Παπαζήση. ● Πάρλαλης Σ. (Επ.), (2011). Οι πρακτικές εφαρμογές της Κοινωνικής Εργασίας στην Ελλάδα και την Κύπρο. Αθήνα: Πεδίο. ● Παπαδημητρίου Γ. (2015) Η Συμβολή της Κοινωνικής Εργασίας στην Ψυχιατρική Θεραπευτική. Αθήνα: Παρισιάνου ΑΕ ● Καραγκούνης Β. (2018) "Κοινωνική Εργασία στην Υγεία: Θεωρήσεις, μέθοδοι και πρακτικές στον χώρο του νοσοκομείου και στην κοινότητα" Αθήνα: Τόπος ● Ιακωβίδης Α. (2008) "Ψυχικές επιδράσεις του Καρκίνου" εκδόσεις Γράφημα ● Φελλάς, Κ. (Επιμ.) (2009). Κοινωνία και Υγεία: Ψυχοκοινωνικές και πολιτισμικές προσεγγίσεις στον Κυπριακό και στον Ελλαδικό χώρο. Αθήνα: Κριτική. ● Παπαδακάκη, Μ. (2011). «Η συμβολή του κοινωνικού λειτουργού στην αντιμετώπιση της συντροφικής κακοποίησης στις υπηρεσίες πρωτοβάθμιας φροντίδας υγείας», [Κεφάλαιο Συγγράμματος] Στο: Πάρλαλης, Σ. (2015). "Ουπρακτικές εφαρμογές της Κοινωνικής Εργασίας στην Ελλάδα και την Κύπρο, Έκτη Ενότητα: Κοινωνική Εργασία και Κακοποίηση, Θέμα 15, σελ. 227-245, Εκδόσεις Πεδίο, Αθήνα, ISBN: 978-960-9405-93-5. ● Σουλιώτης, Κ., Θηραϊός, Ε., Καϊτελίδου, Δ., Παπαδακάκη, Μ., Τσαντίλας, Π., Τσιρώνη, Μ. & Ψαλτοπούλου Θ. (2013). Επιστημονική επιτροπή για την υποστήριξη της μεταρρύθμισης της Πρωτοβάθμιας Φροντίδας Υγείας. Βασικά σημεία πρότασης για τη μεταρρύθμιση της Πρωτοβάθμιας Φροντίδας Υγείας. Αθήνα. http://www.ish.gr/content/attachements/el/prot_pfy_7_10_2013.pdf. ● Παπαδακάκη, Μ. (2015) «Ο ρόλος του κοινωνικού λειτουργού στην ομάδα υγείας της Πρωτοβάθμιας Φροντίδας Υγείας» [Κεφάλαιο Συγγράμματος] Στο: Καλοκαιρινού, Α., Αδαμακίδου, Θ., Βελονάκη, Β., Βιβιλάκη, Β., Καπρέλη, Ε., Κριεμπάρδης, Α., Λάγιου, Α., Λιονής, Χ., Μαρκάκη, Α., Μποδοσάκης, Π., Παπαδακάκη, Μ., Σακελλάρη, Ε. (2015). Εφαρμογές καλών πρακτικών ομάδας πρωτοβάθμιας φροντίδας υγείας. [ηλεκτρ. βιβλ.] Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. κεφ 14. Διαθέσιμο στο: https://repository.kallipos.gr/bitstream/11419/3310/1/02_chapter_9.pdf ● Lionis C., Symvoulakis E., Markaki A., Vardavas C., Papadakaki M., Daniilidou N., Souliotis K., Kyriopoulos I. "Integrated primary health care in Greece, a missing issue in the current health policy agenda: a systematic review" <i>International Journal of Integrated Care</i> 2009; 9:e88. ● O'Donnell CA, Burns N, Mair FS, Dowrick C, Clissmann C, van den Muijsenbergh M, ● van Weel- Baumgarten E, Lionis C, Papadakaki M, Saridaki A, de Brun T, MacFarlane A; RESTORE Team. «Reducing the health care burden for marginalised migrants: The potential role for primary care in Europe» <i>Health Policy</i> 2016, 120(5):495-508. doi: 10.1016/j.healthpol.2016.03.012. ● Lionis C, Papadakaki M, Saridaki A, Dowrick C, O'Donnell CA, Mair FS, van den Muijsenbergh M, Burns N, de Brún T, O'Reilly de Brún M, van Weel-Baumgarten E, Spiegel W, MacFarlane A. "Engaging migrants and other stakeholders to improve communication in cross-cultural consultation in primary care: a theoretically informed participatory study" <i>BMJ Open</i> 2016; 22;6(7):e010822. doi: 10.1136/bmjopen-2015-010822. ● Papadakaki, M., Lionis, C., Saridaki, A., Dowrick, C., de Brún, T., O' Reilly-de Brún, M., O'Donnell, CA., Burns, N., van Weel-Baumgarten, E., van den Muijsenbergh, M., Spiegel, W., MacFarlane, A. "Exploring service 													

providers' perspective on barriers to primary care for migrants: A qualitative study in the Greek primary care in times of austerity" *European Journal of General Practice* 2017, 23(1):128- 134. doi: 10.1080/13814788.2017.1307336.

- Lionis C, Symvoulakis EK, Markaki A, Petelos E, Papadakis S, Sifaki- Pistolla D, Papadakaki M, Souliotis K, Tziraki C. (2019) Integrated people-centred primary health care in Greece: unravelling Ariadne's thread. *Primary Health Care Research & Development* 20(e113): 1–7. doi: 10.1017/S1463423619000446
- Papadakaki M., Stamouli M.A., Maragkaki P., Lioliou S., Diamanti S., Kasotaki K., Chliaoutakis J. (2021) Exploring the Psychosocial Needs of People Living in Extreme Poverty and Introducing Brief Interventions: The Case of Crete Region in Greece. *Research on Social Work Practice*. 31(4): 410-420.

Relevant Academic Journals

- *European Journal of Public Health* (<https://academic.oup.com/eurpub>)
- *Journal of Epidemiology and Community Health* (<https://jech.bmj.com/>)
- *International Journal of Integrated Care* (<https://www.ijic.org/>)
- *BMJ Supportive and Palliative Care* (<https://spcare.bmj.com/>)
- *Health and Social Care in the Community* (<https://onlinelibrary.wiley.com/journal/13652524>)

COURSES SEMESTER G

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.7.001.0	SEMESTER	7
COURSE TITLE	Social Services Administration		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		3	4
TYPE OF COURSE	Compulsory		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW330/		
LEARNING OUTCOMES			
<p>Students are expected to:</p> <ul style="list-style-type: none"> ● Understand the function and meaning of an efficient public administration. ● Understand the relationship of social policy, social services and social work. ● Understand the organizational context for social work in our country and the way social services are administered. ● Understand the impact of the organization's conditions on the workers and the provision of social services. ● Understand the dynamics of social organization and management. Especially the relationship between the social worker and the users of services, as well as the social services agency. ● Acquire management and intervention skills for the improvement and development of the organization and the provided social services. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Organization and administration of social care units. ● Use of management models ● Adapting to new situations and departmental reorganization ● Decision making ● Autonomous and Teamwork ● Design and project management 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. The nature, particularities and basic characteristics of social organisations and their contacts with the community. 2. Basic models of social services. 3. The Greek model of social services (sources of funding, structure, organization, functions, and administration). Developing trends. 4. Restrictive factors in social services for the development of social work. Work conditions. 5. Organisation's conditions and the role of the social worker (conflicting duties). 6. Bureaucracy in social services and social work. 7. Social services and services' users. 8. Supervision in social work. 9. Organization theories. The organization as a system. 10. Management models. Principles - functions. 11. Planning, programming, organization, decision-making process. 12. Leadership, Communication, motivation. 			

13. Organization's efficiency. Control process. Evaluation.											
14. Management and development of human resources.											
15. Contributing to the improvement of programs. Strategies for the organization's development and change.											
TEACHING and LEARNING METHODS – EVALUATION											
DELIVERY METHODS	Face-to-face										
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Support of learning process through the asynchronous platform e-class ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Case study analysis ● Email, Skype (communication with students) 										
WAYS OF TEACHING	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Activities</th> <th style="text-align: center;">Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures (3X13)</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Case study</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Project</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">140</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures (3X13)	60	Case study	40	Project	40	Total	140
Activities	Workload of semester										
Lectures (3X13)	60										
Case study	40										
Project	40										
Total	140										
STUDENTS' EVALUATION	<ol style="list-style-type: none"> 1. Written final exam (60%) 2. Individual project (40%) 										
RECOMMENDED LITERATURE											
<ul style="list-style-type: none"> ● Stathopoulos, P. (2012), <i>Organosi kai Dioikisi Kinonikon ipiresion [inGreek] Organization and management of Social Services</i>. Athens: Papazisis ● Iatridis, D. (2005). <i>Organismoι Koinonikis frontidas [in Greek] Social Care Organizations</i>. Athens: Ellinika grammata ● Balloch S., McLean J. & Fisher M. (1999), <i>Social services: working under pressure</i>, London: The Policy Press. ● Kirst-Ashman, Grafton H. & Hull Jr. (2001), <i>Macro skills workbook. A generalist approach, 2nd edition</i>, Wadsworth: Brooks/Cole. ● Lipsky M. (1980), <i>Street level bureaucracy. Dilemmas of the individual in public services</i>, New York: Russell Sage Foundation. ● Netting F.E. & O'Connor M.K. (2003), <i>Organisation practice. A social worker's guide to understanding human services</i>, USA: Pearson Education Inc. 											

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	HEALTH SCIENCES		
DEPARTMENT	SOCIAL WORK		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.7.002.0	SEMESTER	7
COURSE TITLE	Theoretical Approaches in Social Work		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		3	5
TOTAL		3	5
TYPE OF COURSE	Compulsory/Social Work		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	English		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/YK245/		
LEARNING OUTCOMES			
Students are expected to:			
<ul style="list-style-type: none"> ● understand the main theoretical approaches in social work ● be familiar with basic theoretical concepts and definitions ● be able to define the common areas and the diversities of theoretical approaches ● understand limitations of each theoretical approach ● develop a critical stance to the theoretical approaches and to understand the complex role of the profession in a complex and constantly changing social reality 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Critical thinking ● Analysis, comparison and composition of theories 			
CONTENT OF THE COURSE			
Introduction (learning objectives, course requirements, expected learning outcomes)			
<ul style="list-style-type: none"> ● Social work: theory types, the relation between theory & practice ● The goals focused on social work and crisis intervention ● A systemic-ecological approach ● The cognitive-behavioural approach ● The psychodynamic approach ● The humanistic approach ● The critical approach to social work ● Approach against discrimination and oppression, radical and intercultural social work. ● The empowering approach ● The feminist approach ● Gender issues in social work 			
TEACHING and LEARNING METHODS – EVALUATION			
DELIVERY METHODS	Face-to-face		

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Support of learning process through the asynchronous platform e-class ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Case study analysis ● Email, E-class (communication with students) 										
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th data-bbox="676 349 1007 389">Activities</th> <th data-bbox="1007 349 1337 389">Workload of semester</th> </tr> </thead> <tbody> <tr> <td data-bbox="676 389 1007 430">Lectures (3X13)</td> <td data-bbox="1007 389 1337 430">70</td> </tr> <tr> <td data-bbox="676 430 1007 470">Case study</td> <td data-bbox="1007 430 1337 470">20</td> </tr> <tr> <td data-bbox="676 470 1007 510">Reading</td> <td data-bbox="1007 470 1337 510">50</td> </tr> <tr> <td data-bbox="676 510 1007 539">Overall</td> <td data-bbox="1007 510 1337 539">140</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures (3X13)	70	Case study	20	Reading	50	Overall	140
Activities	Workload of semester										
Lectures (3X13)	70										
Case study	20										
Reading	50										
Overall	140										
STUDENTS' EVALUATION	70-100% from final written exam test of multiple choice type 30% from optional written exam in the middle of the semester.										
RECOMMENDED LITERATURE											
<ul style="list-style-type: none"> ● Adams, R. Dominelli, L. & Payne, M. (1998). Social work. Themes, issues and critical debates. London: McMillan. ● Dominelli, L. (1988). Anti-racist social work. London: Palgrave. ● Dominelli, L. (2002). Feminist Social Work. Theory and practice. London: Palgrave. ● Dominelli, L. & McLeod, E. (1989). Feminist social work .London: Palgrave. ● Fook, J. (2002). Social work: Critical theory and practice. London: Sage. ● Gutierrez, L., Parsons, R. & Cox, E. (1998). Empowerment in social work practice. A sourcebook. Thousand Oaks, CA: Sage. ● Hanvey, C. & Philpot, T. (2002). Practicing social work. London: Routledge. ● Lee, J. (2001). The empowerment approach to social work practice. New York: Columbia University Press. ● Lum, D. (1996). Social work practice and people of colour. Pacific Grove, CA: Brooks/Cole. ● Payne, M. (2021). Modern Social Work Theory. London: Red Globe press, fifth edition ● Saleebey, D. (Ed.) (1997). The strengths perspective in social work practice. White Plains, NY: Longman. ● Solomon, B.B. (1976). Black empowerment: social work in oppressed communities. New York: Columbia University Press. 											

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.7.003.0	SEMESTER	7
COURSE TITLE	Social Work in the Addictions		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
	Lectures, laboratory exercises, focused discussion, videos	3	5
TYPE OF COURSE	Special background		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW201/		
LEARNING OUTCOMES			
<p>Students are expected after the successful end of the semester to have:</p> <ul style="list-style-type: none"> ● Understand the complex aspects of the phenomenon of addictions (social, psychological, ideological, political, economic etc.). ● Know in deep the different theoretical approaches developed to explain the etiology of addiction. ● Understand the philosophical-theoretical background, the aims and the different practices for confronting addiction problems. ● Become familiar with concepts related to the principles and the philosophy of different therapeutic models in the field. ● Understand the multiple roles that social workers can play to support people who are suffering from addiction problems. ● Familiarize themselves with the content of services provided by agencies dealing with the treatment of addictions at the national level. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Respect for difference and multiculturalism ● Working in an interdisciplinary environment ● Showing social, professional and ethical responsibility and sensitivity to gender issues ● Criticism and self-criticism ● Search for analyse and synthesis data and information, with the use of the necessary technology ● Production of new research ideas 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Introduction to the problem of drug addiction. Conceptual framework. Introductory remarks on the problem of addiction. Basic concepts and different types of addiction. 2. The socio-historical context of the problem of addiction. The problem of addiction in different socio-historical contexts: (a) use of substances in ancient societies for medical and therapeutic purposes; (b) the phenomenon of mass abuse of substances: urban organization of cities, global wars, international migration, pharmaceutical industry development, psychoactive drugs and dance / musical cultures. 3. Different categories of substances and their effects. Substances a) with sedative action, b) with stimulant action, c) with analgesic action, d) with psychedelic action. 4. Theoretical approaches to the etiology of addiction (Part I). Humanistic Approaches, Psychodynamic Approaches (addictions and early traumas), Systemic Approaches, Relational Approaches. 5. Theoretical approaches to the etiology of addiction (Part II). Addiction & the social environment: social influence, peer pressure, social conditions, availability of substances. 			

6. Therapeutic models (A) The harm reduction philosophy & substitution treatment programs. Therapeutic models for addiction (A): Substitution programs / services (harm reduction approach, substitution and the importance of support services, criticism of substitution treatment).
7. Therapeutic models (B) therapeutic communities. Therapeutic models for addiction (B): Therapeutic Communities (development of therapeutic communities, hierarchical and democratic therapeutic communities, philosophy and principles of treatment, therapeutic groups and techniques, critique of therapeutic communities).
8. Therapeutic models (C) The philosophy of self-help & mutual aid groups. Therapeutic models for addiction (C): the self-help model (examples of self-help groups: Narcotics Anonymous, Alcoholic Anonymous, Anonymous Gamblers, 12-Step Philosophy and 12 Traditions, Critique of Self-Help Groups).
9. Drug addiction & special populations. Treatment of special "categories" of drug addicted people: homeless, prisoners, teens, older users, drug users with mental problems, mothers.
10. Drug use & imprisonment. Substance use and imprisonment, therapeutic needs of prisoners with drug-abusing problems, treatment during imprisonment.
11. Drug addiction & therapeutic change. Stages of change and motivational interviewing. The roles of mental health professionals in early intervention, treatment, social reintegration, relapse. Professional practices and reflective action.
12. Addictive behaviors. Gambling, internet addiction.
13. Future challenges in drug addiction research. Mental health professionals as researchers in the field of addictions. Ethical and methodological dilemmas. Evaluation of the course.

TEACHING and LEARNING METHODS – EVALUATION

DELIVERY METHODS	Face-to-face												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Support of learning process: <ul style="list-style-type: none"> ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Platform e-class Email, Zoom, Skype (communication with students)												
WAYS OF TEACHING	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9ead3;">Activities</th> <th style="background-color: #d9ead3;">Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Additional educational material in E-Class (exercises, videos, texts for study)</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Weekly study and preparation for the Final Exams</td> <td style="text-align: center;">78</td> </tr> <tr> <td>Final Exams</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">140</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	40	Additional educational material in E-Class (exercises, videos, texts for study)	20	Weekly study and preparation for the Final Exams	78	Final Exams	2	Total	140
Activities	Workload of semester												
Lectures	40												
Additional educational material in E-Class (exercises, videos, texts for study)	20												
Weekly study and preparation for the Final Exams	78												
Final Exams	2												
Total	140												
STUDENTS' EVALUATION	Written final exam includes: <ul style="list-style-type: none"> - Open-ended questions - Multiple choice questions Students are informed about the course evaluation criteria in the introductory lecture. The evaluation criteria of the lesson are explicitly defined and described in E-Class												

RECOMMENDED LITERATURE

Suggested bibliography

- Brownstein, H.H. (2015). *The Handbook of Drugs and Society*. Wiley-Blackwell.
- De Leon, G. (2000). *The therapeutic community: Theory, model and method*. Springer.
- Galvani, S. (2017). *Social work and substance use: Ecological perspectives on workforce development*. *Drugs: Education, Prevention and Policy*, 24(6), 469-476. <https://doi.org/10.1080/09687637.2017.1282421>
- Galvani, S. (2012). *Supporting People with Alcohol and Drug Problems: Making a Difference*. The Policy Press.
- Heather, N. & Segal, G. (2017). *Addiction & choice. Rethinking the relationship*. University Press.
- Heyman, G. M. (2009). *Addiction: A disorder of choice*. Harvard University Press.
- Matsa, K. (2001). *We searched for people and found shadows-The enigma of drug addiction*. Agra Press [in Greek]
- Pickard, H., & Serge, A. (Eds.) (2019). *The Routledge Handbook of Philosophy and Science of*

Addiction. Routledge.

- Pouloupoulos, H. (2011). *Social work and addictions*. Topos Books [in Greek]
- Vaillant, G.E. (2005). *Alcoholics Anonymous: Cult or cure?* *Australian and New Zealand Journal of Psychiatry*, 39, 431-436. <https://doi.org/10.1080/j.1440-1614.2005.01600.x>
- West, R., & Brown, J. (2013). *Theory of addiction*. Wiley.
- White, W.L. (2000). *The history of recovered people as wounded healers: II. The era of professionalization and specialization*. *Alcoholism Treatment Quarterly*, 18(2), 1-25. https://dx.doi.org/10.1300/J020v18n02_01.

Relevant Academic Journals

- Social Work
- Social Work in the Addictions
- European Journal of Social Work
- British Journal of Social Work
- Addiction
- Therapeutic Communities
- Journal of Substance Use and Abuse
- Social Science & Medicine

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.7.004.0	SEMESTER	
COURSE TITLE	Field Practice - Supervision II		
	TEACHING ACTIVITIES	HOURS PER WEEK	CREDITS
	Subject to 22 hours of weekly work with social organization activities)	3 hours group supervision	6
	TOTAL	3	6
TYPE OF COURSE	Obligatory /Social Work		
PREREQUISITE COURSE	1. Field practice – Supervision I 2. General Social Work 3. Social Work with Community - Methodology of Intervention		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	Yes		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/modules/auth/courses.php?fc=270		
LEARNING OUTCOMES			
<p>Field practice – Supervision II is designed to support students to implement Interdisciplinary Social Work by joining an Organization. In the framework of the Organization, the students take action and work to develop diagnostic assessment, progressive implementation of intervention and evaluation of the intervention. In particular, the course aims at developing the trainees' ability to: use all stages of the problem-solving process (assessment, intervention planning, intervention, evaluation) The expected learning outcomes are distinguished in the results from the internship and the results of the student's participation in the process group supervision.</p> <p>Students are expected from Practice II to:</p> <ul style="list-style-type: none"> • They are familiar with the organizational and administrative structure of the Social Service and the services provided • Have become familiar with - gradually merging into the programs, actions and networking of the Social Service with other Organizations • Recognize the role of the Social Worker and the boundaries between the different disciplines within the interdisciplinary group • Use conscious methods, techniques and skills at the individual, group, and community level • Perform and evaluate integrated interdisciplinary intervention • Present their work and their diagnostic assessment within a staff and interdisciplinary team council • They can observe the principles of professional ethics. • Evaluate the work of the Organization, explore unmet needs and develop a reflection on their coverage. • Contribute to the development of the interconnection of the Social Services to better meet the needs of the community and the community <p>At the same time, students from the Supervision II process are expected to:</p> <ul style="list-style-type: none"> • Draw on issues of design, implementation and evaluation of the intervention at the level of individual, group, family, community. • Develop self-criticism to respond to educational goals and the contribution of educational experience to their overall development. • Develop self-knowledge - self-control. • Have developed the ability to record and present (written and oral) their work and to compile summary reports 			

<ul style="list-style-type: none"> • Have developed the ability to cooperate with members of the oversight team • Have developed initiative and gradual autonomy from the supervisor 																					
GENERAL ABILITIES																					
<ul style="list-style-type: none"> • General Capabilities • Decision making • Autonomous Work • Teamwork • Working in an interdisciplinary environment • Design and Management of Projects, Interventions • Respect for diversity and multiculturalism • Exercise of criticism and self-criticism • Promoting free, creative and inductive thinking 																					
CONTENT OF THE COURSE																					
<p>The laboratory lesson "Practical Laboratory Exercise-Supervision II consists of:</p> <ol style="list-style-type: none"> 1. Practical Laboratory Exercise II, held in selected Social Services / Practice Exercises Organizations. Practical Laboratory Exercise II is designed to familiarize students with the implementation of social work within the framework of social organizations. Trainees are invited to focus on problem solving and problem-solving issues on an individual, family, and team-level basis, to develop and implement an action plan to address the problems they have identified and evaluate the interventions they have implemented. 2. The 3-hour Group II Supervision which supports Practical Laboratory Exercise II and is conducted weekly by faculty members, EDIP and scientific associates (PD 407) of a Social Worker's Specialty. 3. The two-hour Personal Development and Empowerment Lab. This workshop aims to empower students, empower them, strengthen their self-esteem, deepen their self-awareness, self-awareness, personal development and self-improvement, improve communication and ability to work with others. 																					
TEACHING and LEARNING METHODS – EVALUATION																					
DELIVERY METHODS	Face to face, small supervision groups																				
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> • Support Learning Process via the e-class e-class platform • Communicating with students via email 																				
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Stay within</td> <td>100</td> </tr> <tr> <td>Group supervision</td> <td>30</td> </tr> <tr> <td>Personal Development Lab</td> <td>30</td> </tr> <tr> <td>Writing reports</td> <td>20</td> </tr> <tr> <td>Presentation of works</td> <td>10</td> </tr> <tr> <td>Presentation of works</td> <td>10</td> </tr> <tr> <td>Study & Analysis of Literature</td> <td>10</td> </tr> <tr> <td>Independent Study</td> <td>30</td> </tr> <tr> <td>Total</td> <td>240</td> </tr> </tbody> </table>	Activities	Workload of semester	Stay within	100	Group supervision	30	Personal Development Lab	30	Writing reports	20	Presentation of works	10	Presentation of works	10	Study & Analysis of Literature	10	Independent Study	30	Total	240
Activities	Workload of semester																				
Stay within	100																				
Group supervision	30																				
Personal Development Lab	30																				
Writing reports	20																				
Presentation of works	10																				
Presentation of works	10																				
Study & Analysis of Literature	10																				
Independent Study	30																				
Total	240																				
STUDENTS' EVALUATION	<p>The presence of the student is necessary in both parts (Practice in the Organization and weekly group supervision) Required attendance rate of 80%, while the final grade of the course is evaluated both.</p> <p>Required is the fulfillment of specific educational criteria, according to the expected learning outcomes. Educational evaluation criteria are accessible to students in the e-class During the semester; the group supervises an intermediate assessment (including self-assessment of the student) as well as a final evaluation.</p> <p>In the Personal Development Laboratory the student's participation in experiential exercises is evaluated.</p>																				

RECOMMENDED LITERATURE

- Archondakis, Z, and Philippou, D. (2003). *205 Experiential Exercises for Group Involvement*. Athens: Kastaniotis.
- Yiotakos, O, Tsiliakou, M., Tsitsika, A. & Tsouvelas, G. (2014). *New forms of child and adolescent abuse*. Athens: Beta Medical Publications.
- Collins, D., Jordan, C. & Coleman, H. (2017). *Social Work with Family*. Sci. Ep. C. Asimopoulos & S. Martinaki. Athens: Beta Publications.
- Dimopoulou-Lagonika, M. (2007). *Social Work Methodology - Intervention Models*. Athens: Greek Letters.
- Dimopoulou-Lagonika, M. (2007). *Social Work Methodology - Intervention Models*. Athens: Greek Letters
- Hellenic Gerontological and Geriatric Society (2004). *Elderly Parents Care Guide*. Athens: Mendor.
- Zaimakis, G. & Kandylaki, A. (eds.) (2005). *Social protection networks: Forms of intervention in vulnerable social groups*. Athens: Criticism.
- Zoniou-Sideris, A. & Spandagou, H. (2011). *Education and blindness*. Collective. Athens: Field.
- Zoniou-Sideris, A., Deropoulou-Derou, E. & Vlachou-Balafouti, A. (eds.) (2012).
- *Disability and educational policy. Critical Approach to Special and Inclusive Education*. Collective work. Athens: Field.
- Themelis, O. (2014). *Children submit. Forensic examination of minor witnesses, victims of sexual abuse*. Athens: Place.
- Hawkins, P. & Shohet, R. (2009). *Supervision in treatment and welfare professions*. Athens: University Studio Press.
- Kavounidis, T. (1996). *Elderly and Informal Help Networks: Recycling of goods and services between generations at the National Center for Social Research (EKKE)*. Aging
- 229 and Society: Proceedings of the Panhellenic Conference of the ECCC: ATE
- Kalatzi, A., Zoniou-Sideri, A. & Vlachou, A. (1996). *Prejudices and stereotypes*. Athens: General Secretariat for Popular Education.
- Kallinikaki, Th. & Kasseri, Z. (eds.) (2014). *Social Work in Education: in the Schools of Bilingualism*. Athens: Place.
- Kandylaki, A. (2000). *Counseling in Social Work*. Athens: Smyrniotakis
- Kandylaki, A. (2008). *Counseling in social work. Skills and Techniques*. Athens: Place.
- Kandylaki, A. (2009). *Social Work in a multicultural environment*. Athens: Place.
- Karagiannis, G. (2017). *The disability in Greece of the crisis*. Athens: Gutenberg.
- Karagounis, B. (2008). *Community work and local development*. Athens: Place.
- Kastoriadou-Papadopoulou, Ch. (2009). *Social Work with Groups*. Atanna: Hellenic -G. Patrikos & Co Ltd.
- Kounti-Chronopoulou, K., Tedaki, M. & Passa, M. (eds.) (2015). *The Contribution of Social Work to Psychiatric Therapeutics. A Psychiatric Clinic of the University of Athens, Eginiteio Hospital*. Collective Work. Coordinator G. Papadimitriou. Athens: Paris.
- Martinaki, S. & Bourikos, D. (2014). *Social Work and Mental Health*. Athens: Beta.
- Marwedel, U. (2009). *Gerontology & Gerontopsychiatry*. Athens: Ion.
- Moores, D. (2011). *Education and deafness*. Ep. A. Zoniou-Sideris & E. Deropoulou-Derou. Athens: Field.
- Mosesidis, A., Anthopoulou, Th. & Dukken, M.N., (2002). *The elderly in the rural area*. Athens: Gutenberg.
- Oliver, M. (2009). *Understanding Disability - From Theory to Practice (2nd Edn)*. Basingstoke: Macmillan.
- Papadopoulou-Katsoridou, Ch. (1999). *Social Work with Groups*. Athens: Hellen Panagiotopoulos, Ch. (2016). *Social Work and School*. Athens: Maria Parikou & Co. Ltd.
- Papadatos, G. (2010). *Drugs and teenagers. Social and psychological causes. Prevention programs*. Pedagogy. Legislative treatment. Athens: Gutenberg.
- Pitsella, A. (2013). *Criminal treatment of juvenile delinquency*. Athens: Sakkoulas.
- Pouloupoulos, X. & Tsimpoulis, A. (2016). *Group dynamics and change in organizations*. Athens: Place.
- Pouloupoulos, C. (2011). *Social work and dependencies. The communities of change*. Athens: Place
- Sachatzidou, E.Δ. (2011). *The group as a method and tool of social work*. Athena

Related Academic Journals:

- Social work
- The Step of Social Sciences
- Social Research Survey
- Social Work
- European Social Work
- Community practice
- British Journal of Social Work
- Child & Family Social Work

COURSES SEMESTER H

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.8.001.0	SEMESTER	8
COURSE TITLE	Radical and Critical Social Work		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		3	6
TYPE OF COURSE	Compulsory/ Social Work		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW101/		
LEARNING OUTCOMES			
Learning outcomes			
<p><i>Students are expected to:</i></p> <ul style="list-style-type: none"> ● Acquire knowledge on theoretical perspectives and practice of Radical and Critical Social Work. ● Understand the way social line qualities, oppression and discrimination contribute to creating complex problems ● Develop critical thinking and analysis skills regarding social problems and social work practice. ● Demonstrate growing reflexivity and critical awareness of social problems and the implications for social work practice ● Understand the role of Critical Social Work in preventing and combating problems such as poverty, unemployment, social exclusion, racism and discrimination. ● Acquire knowledge and skills in order to contribute to the development of critical reflection and empowerment of socially excluded groups. . ● Acquire skills for helping people deal with social problems collectively rather than individualizing them. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Promotion of free, creative and inductive thinking ● Respect of diversity and multicultural environments ● Display of social, professional and ethical accountability ● Interdisciplinary work ● Decision-making 			
CONTENT OF THE COURSE			
<p>The course focuses on the theory and practice of critical and radical social work. The role of radical and critical social work in dealing with social exclusion and oppression through models of collective intervention is examined.</p> <ol style="list-style-type: none"> 1. Introduction to Radical and Critical Theory. From Radical Social Work to Critical Social Work 2. Structural causes of social problems. Critical approach to social problems. 3. Radical Social Work: Aims, basic characteristics, the role of the social worker 4. Introducing Critical social work and reflective practice 5. Critical Social Work: Aims, basic characteristics, social worker's role 6. Critical reflection-Empowerment of socially excluded groups. 7. Critical Social Work in Practice: social interventions and collective activities as models of 			

intervention															
8. Critical social work and socially excluded groups															
9. Difficulties in the implementation of Radical Social Work and Critical Social Work															
10. Economic Crisis and Critical Social Work															
11. Health organizations and social care organizations in crisis															
TEACHING and LEARNING METHODS – EVALUATION															
DELIVERY METHODS	Face-to-face														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> • Support of learning process through the asynchronous platform e-class • Use of power point during lectures. • Use of video/DVD during lectures. 														
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>50</td> </tr> <tr> <td>Reading</td> <td>50</td> </tr> <tr> <td>Class exercises</td> <td>30</td> </tr> <tr> <td>Literature analysis</td> <td>30</td> </tr> <tr> <td>Analysis of audiovisual material</td> <td>20</td> </tr> <tr> <td>Total</td> <td>180</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	50	Reading	50	Class exercises	30	Literature analysis	30	Analysis of audiovisual material	20	Total	180
Activities	Workload of semester														
Lectures	50														
Reading	50														
Class exercises	30														
Literature analysis	30														
Analysis of audiovisual material	20														
Total	180														
STUDENTS' EVALUATION	<p>Intermediate test (optional, 40% of the total grade); final written exam (60% of the total grade). Overall active participation in class discussions are evaluated.</p> <p>Students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and described in the course website in E-Class. When assessing written exam papers the following points are considered: relevance to the exam questions; use of theory/depth of understanding of basic concepts and issues; critical evaluation of issues under discussion; logical organizational and linking of ideas (coherence); clarity of expression.</p>														
RECOMMENDED LITERATURE															
<ul style="list-style-type: none"> • Zaimakis, G. (2011). <i>Social Work with Communities and Local Communities</i>, Athens: Plethron publications. (In Greek). • Ioakimidis V. (ed.) (2012). <i>Social Work for Social Justice</i>, Athens: Ion publications. (In Greek). • Karagounis V. (2008). <i>Community Work and Local Development</i>, Athens: Topos publications. (In Greek). • Payne, M. (2000). <i>Modern Social Work Theory</i>, Athens: EllinikaGrammata publications. (In Greek). • Pouloupoulos, Ch. (2014) <i>Crisis, Fear and Rupture of Social Cohesion</i>. Athens: Topos publications. (In Greek). • Dominelli, L and Payne, M. (2009). <i>Critical Practice in Social Work</i>. 2nd Edition Basingstoke, Hampshire: Palgrave Macmillan. • Ferguson, I., Woodward, R. (2009). <i>Radical Social Work in Practice: Making a difference</i>. <i>Social Work in Practice Series</i>. Bristol: The Policy Press, • Fook, Jan (2016). <i>Social Work: A critical approach to Practice</i>. Australia: Allen & Unwin. • Fraser, S. and Matthews, S. (2008). <i>The Critical Practitioner in Social Work and Health Care</i>. The Open University, Milton Keynes: Sage Publications. • June A., Pease, B. and Briskman, L. (2003). <i>Critical Social Work: An Introduction to Theories and Practices</i>. Australia: Allen & Unwin. <p><u>Relevant Academic Journals:</u></p> <ul style="list-style-type: none"> • Community Development • Critical and Radical Social Work Journal • Critical Social Policy • European Journal of Social Work • International Journal of Social Work • Journal of Poverty and Social Justice 															

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.8.002.0	SEMESTER	8
COURSE TITLE	Social Work in Justice		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures & Class Exercises		3	6
TYPE OF COURSE	Compulsory/ Social Work		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW283/		
LEARNING OUTCOMES			
<p>This course is designed to provide students with knowledge on social work and justice. It aims at helping students understand the role of social worker in justice.</p> <p>Students are expected to understand:</p> <ul style="list-style-type: none"> ● The subject and aims of Social Work in the field of Justice. ● The Principles, Values and Ethics of Social Work in Legal and Judicial Matters. ● The fields of intervention of Social Work in the field of Justice. ● Civil and criminal legal procedures involving social workers ● The multifaceted role of judicial social workers in providing clinical practice, expertise and intervention. ● The causes and effects of delinquency neglect and abuse. ● The groups of offenders and the ways of intervening, reintegrating and managing offenders, victims and their families. ● Social research and writing of social reports on cases of violation, neglect or abuse after a public prosecutor's order. ● Design programs to prevent and deal with delinquency and reintegration in society. ● Develop interdisciplinary collaboration and create a network of partners for their successful intervention. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Interdisciplinary work ● Respect of diversity and multicultural environments ● Display of social, professional and ethical accountability ● Decision-making ● Autonomous work ● Critical thinking and self-criticism 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Introduction to the subject, goals and ethics of Social Work in the Justice Field. 2. Penitentiary system: Historical review - institutionalization - stigmatization. 3. Social Work in the field of justice and delinquency. 4. Theoretical Approaches to Social Work, Concept and Management of Defeat. 5. Juvenile and adult offenders. Intervention in conditions of detention and reintegration into the community. 			

6. Unaccompanied children under detention conditions. Committees.													
7. Child Abuse and Abuse: Investigation - Diagnosis & Management. The role of juvenile curators.													
8. Domestic violence. Intervention of perpetrators, victims and their families.													
9. Sexual abuse and interference.													
10. Offenders and drug users.													
11. Mental health, mental disorders & crime.													
12. Prosecutions, ethics, social research and reporting.													
13. Criminal Mediation, Logistics, Expertise and Interview Techniques.													
14. Case studies and examples of interventions.													
TEACHING and LEARNING METHODS – EVALUATION													
DELIVERY METHODS	Face-to-face / In vivo												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Support of learning process through the asynchronous platform e-class ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Email, Skype (communication with students) 												
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>40</td> </tr> <tr> <td>Expert invitation</td> <td>20</td> </tr> <tr> <td>Case study</td> <td>20</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>40</td> </tr> <tr> <td>Total</td> <td>120</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	40	Expert invitation	20	Case study	20	Study and analysis of bibliography	40	Total	120
Activities	Workload of semester												
Lectures	40												
Expert invitation	20												
Case study	20												
Study and analysis of bibliography	40												
Total	120												
STUDENTS' EVALUATION	<ol style="list-style-type: none"> 1. Final exam test (70%) of Multiple choice questions and Quick Overview Questions 2. Laboratory work (30%). Students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and described on the course website at E-Class 												
RECOMMENDED LITERATURE													
<ul style="list-style-type: none"> ● Allan J., Briskman L. and Pease B. (eds.). (2009). <i>Critical social work: Theories and practices for a socially just world (2nd ed.)</i>. Crows Nest, NSW Australia: Allen & Unwin. ● Barker, R. L. & Branson, D. M. (2003). <i>Forensic social work: Legal aspects of professional practice (2nd ed.)</i>. Binghamton, NY: Haworth Press. ● Brownell, P. & Roberts, A. L. (2002). A century of social work in criminal justice and correctional settings. <i>Journal of Offender Rehabilitation</i>, 35(2), 1–17. ● Campbell C. & Baikie G. (2012). <i>Beginning at the beginning: An exploration of Critical Social Work</i>. <i>Critical Social Work</i> 13:1, 67 81. ● Finn, H. L., & Jacobson, M. (2007). <i>Just practice: A social justice approach to social work (2nd ed.)</i>. Peosta, IA: Eddie Bowers Publishing Co. ● Killian, M. L., & Maschi, T. (2009). A history of forensic social work in the United States. In T. Maschi, C. Bradley, & K. Ward (Eds.), <i>Forensic social work: Psychosocial and legal issues across diverse practice settings (pp. 11–21)</i>. New York: Springer Publishing Company. ● Maschi, T., Bradley, C., & Ward, K. (Eds.) (2009). <i>Forensic social work: Psychosocial and legal issues in diverse practice settings</i>. New York: Springer Publishing Company. ● Maschi, T., Violette, N., Scotto Rosato, N., & Ristow, J. (2009). <i>Juvenile justice and social work</i>. In T. Maschi, C. Bradley, & K. Ward (Eds.), <i>Forensic social work: Psychosocial and legal issues across diverse practice settings (pp. 231–254)</i>. New York: Springer Publishing Company. ● Pouloupoulos, Ch. (2015). <i>Crisis, State Violence and Social Work in Greece</i>. <i>Social Dialogue, IASSW, Issue 10</i>, pp. 22-25. ● Roberts, A. R. (Ed.). (2004). <i>Juvenile justice sourcebook: Past, present, and future</i>. New York: Oxford University Press. ● Van Wormer, K. (2009). <i>Restorative justice</i>. In T. Maschi, C. Bradley, & K. Ward (Eds.), <i>Forensic social work: Psychosocial and legal issues across diverse practice settings (pp. 11–21)</i>. 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.*

Relevant Academic Journals

- European Journal of Social Work
- International Journal of Social Work
- International Journal of Social Work Education
- Journal of Social Work Values and Ethics

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.8.003.0	SEMESTER	8
COURSE TITLE	Field Practice - Supervision III		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
(subject to 32 hours of weekly work with social organization activities)		3 hours group supervision	14
TYPE OF COURSE		Obligatory /Social Work	
PREREQUISITE COURSE	1. Field Practical-Supervision III 2. Community Development & Social Work 3. Social Work with a Family		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	Yes		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/modules/auth/courses.php?fc=271		
LEARNING OUTCOMES			
<p>Practical Training - Supervision III main objective is to consolidate and expand the knowledge and skills acquired during Practical Laboratory Exercise II, so that they can realize the professional role of the social worker without special guidance from the supervisor.</p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Consciously associate the theoretical approaches of Social Work with implementation, having the capacity of an integrated cross-method approach. If the intervention concerns the individual-family, they deepen on counseling issues aimed at restoring social functioning, empowering a person-family. If community involvement goes deeper into community development strategies aimed at improving living conditions. • Have developed professional role awareness through responsibility, initiative development, development of interdisciplinary cooperation, respecting the principles and values of Social Work. • Use the knowledge and skills acquired during the training as well as the opportunities offered by the Organization to help prevent and address modern social problems of individuals, families, groups and communities • Understand the role of the social worker in investigating - identifying social needs designing and submitting proposals for implementing social programs at the local level. • Use sources - programs (National, European Union programs) to meet social needs. • Develop initiatives and promote innovation in the development and implementation of programs • Promote dynamics of self-help and activation of the population to meet social needs. • Contribute to the development of the interconnection of Social Services to better meet the needs of the community and the community <p>In relation to Supervision III, students are expected to:</p> <ul style="list-style-type: none"> • Have developed an integrated ability to record and present (written and spoken) their work • Associate theoretical knowledge with the implementation of social work • Promote teamwork in the context of educational supervision • Present their work to the supervisory team in a clear and comprehensive way • Effectively deal with their emotional involvement, attitudes and prejudices that affect their relationship with the Service's employees and staff • They have developed a social worker identity 			

GENERAL ABILITIES																					
<ul style="list-style-type: none"> ● General Capabilities ● Decision making ● Autonomous Work ● Teamwork ● Working in an interdisciplinary environment ● Design and Management of Projects, Interventions ● Respect for diversity and multiculturalism ● Exercise of criticism and self-criticism ● Promoting free, creative and inductive thinking 																					
CONTENT OF THE COURSE																					
<p>The laboratory lesson "Practical Laboratory Exercise-Supervision III consists of:</p> <p>1. Practical Laboratory Exercise III conducted in selected Social Services / Practice Exercises Organizations selected by the Department. Practical Laboratory III aims to familiarize students with the implementation of social work in the framework of the operation of Social Organizations, to acquire a professional identity, to empower them so that they can function as social workers, achieving autonomy from the supervisor. Trainees make use of the knowledge and skills they have acquired during the training, as well as the opportunities offered by the Organization to help prevent and address modern social problems of individuals, families, groups and communities.</p> <p>2. The 3-hour Group II Supervision which supports Practical Laboratory Exercise III and is performed on a weekly basis by members of the faculty, EDIP and scientific associates (PD 407) of the Social Worker's Specialty.</p>																					
TEACHING and LEARNING METHODS – EVALUATION																					
DELIVERY METHODS	Face to face, small supervision groups																				
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Support Learning Process via the e-class e-class platform ● Communicating with students via email 																				
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Practical Exercise</td> <td>200</td> </tr> <tr> <td>Group supervision</td> <td>50</td> </tr> <tr> <td>Writing reports</td> <td>30</td> </tr> <tr> <td>Presentation of work</td> <td>30</td> </tr> <tr> <td>Study & Analysis of Literature</td> <td>10</td> </tr> <tr> <td>Case Study-Analysis</td> <td>30</td> </tr> <tr> <td>Individual / group exercises</td> <td>30</td> </tr> <tr> <td>Independent Study</td> <td>40</td> </tr> <tr> <td>Total</td> <td>420</td> </tr> </tbody> </table>	Activities	Workload of semester	Practical Exercise	200	Group supervision	50	Writing reports	30	Presentation of work	30	Study & Analysis of Literature	10	Case Study-Analysis	30	Individual / group exercises	30	Independent Study	40	Total	420
Activities	Workload of semester																				
Practical Exercise	200																				
Group supervision	50																				
Writing reports	30																				
Presentation of work	30																				
Study & Analysis of Literature	10																				
Case Study-Analysis	30																				
Individual / group exercises	30																				
Independent Study	40																				
Total	420																				
STUDENTS' EVALUATION	<p>The presence of the student is necessary in both parts (Practice in the Organization and weekly group supervision) Required attendance rate of 80%, while the final grade of the course is evaluated both. Required is the fulfillment of specific educational criteria, according to the expected learning outcomes. Educational evaluation criteria are accessible to students in the e-class During the semester; the group supervises an intermediate assessment (including self-assessment of the student) as well as a final evaluation.</p>																				
RECOMMENDED LITERATURE																					
<ul style="list-style-type: none"> ● Kallinikaki, Th. & Kasserj, Z. (eds.) (2014). <i>Social Work in education: at the desks of the other</i>. Athens: Place. ● Kandylaki, A. (2008). <i>Counseling in social work. Skills and Techniques</i>. Athens: Place. ● Kandylaki, A. (2009). <i>Social Work in a multicultural environment</i>. Athens: Place. ● Karagounis Vassilis (2008). <i>Community Labor and Local Development - ISBN: 978-960-6760-62-4</i>. ● Archondakis, Z, and Philippou, D. (2003). <i>205 Experiential Exercises for Group Involvement</i>. Athens: Kastaniotis. 																					

- Yiotakos, O, Tsiliakou, M., Tsitsika, A. & Tsouvelas, G. (2014). *New forms of child and adolescent abuse*. Athens: Beta Medical Publications.
- Collins, D., Jordan, C. & Coleman, H. (2017). *Social Work with Family*. Sci. Ep. C. Asimopoulos & S. Martinaki. Athens: Beta Publications.
- Dimopoulou-Lagonika, M. (2007). *Social Work Methodology - Intervention Models*. Athens: Greek Letters.
- Dimopoulou-Lagonika, M. (2007). *Social Work Methodology - Intervention Models*. Athens: Greek Letters
- Hellenic Gerontological and Geriatric Society (2004). *Elderly Parents Care Guide*. Athens: Mendor.
- Zaimakis, G. & Kandylaki, A. (eds.) (2005). *Social protection networks: Forms of intervention in vulnerable social groups*. Athens: Criticism.
- Zoniou-Sideris, A. & Spandagou, H. (2011). *Education and blindness*. Collective. Athens: Field.
- Zoniou-Sideris, A., Deropoulou-Derou, E. & Vlachou-Balafouti, A. (eds.) (2012).
- *Disability and educational policy. Critical Approach to Special and Inclusive Education*. Collective work. Athens: Field.
- Themelis, O. (2014). *Children submit. Forensic examination of minor witnesses, victims of sexual abuse*. Athens: Place.
- Hawkins, P. & Shohet, R. (2009). *Supervision in treatment and welfare professions*. Athens: University Studio Press.
- Kavounidis, T. (1996). *Elderly and Informal Help Networks: The movement of goods and services between generations at the National Center for Social Research (EKKE)*. *Aging and Society: Proceedings of Pan-Hellenic Congress Athens: EKKE*
- Kalatzi, A., Zoniou-Sideri, A. & Vlachou, A. (1996). *Prejudices and stereotypes*. Athens: General Secretariat for Popular Education.
- Kallinikaki, Th. & Kasseris, Z. (eds.) (2014). *Social Work in Education: in the Schools of Bilingualism*. Athens: Place.
- Kandylaki, A. (2000). *Counseling in Social Work*. Athens: Smyrniotakis
- Kandylaki, A. (2008). *Counseling in social work. Skills and Techniques*. Athens: Place.
- Kandylaki, A. (2009). *Social Work in a multicultural environment*. Athens: Place.
- Karagiannis, G. (2017). *The disability in Greece of the crisis*. Athens: Gutenberg.
- Karagounis, B. (2008). *Community work and local development*. Athens: Place.
- Kastoriadou-Papadopoulou, Ch. (2009). *Social Work with Groups*. Atanna: Hellenic -G. Patrikos & Co Ltd.
- Kounti-Chronopoulou, K., Tedaki, M. & Passa, M. (eds.) (2015). *The Contribution of Social Work to Psychiatric Therapeutics. A Psychiatric Clinic of the University of Athens, Eginition Hospital*. Collective Work. Coordinator G. Papadimitriou. Athens: Paris.
- Martinaki, S. & Bourikos, D. (2014). *Social Work and Mental Health*. Athens: Beta.
- Marwedel, U. (2009). *Gerontology & Gerontopsychiatry*. Athens: Ion.
- Moores, D. (2011). *Education and deafness*. Ep. A. Zoniou-Sideris & E. Deropoulou-Derou. Athens: Field.
- Mosesidis, A., Anthopoulou, Th. & Dukken, M.N., (2002). *The elderly in the rural area*. Athens: Gutenberg.
- Oliver, M. (2009). *Understanding Disability - From Theory to Practice (2nd Edn)*. Basingstoke: Macmillan.
- Papadopoulou-Katsoridou, Ch. (1999). *Social Work with Groups*. Athens: Hellen Panagiotopoulos, Ch. (2016). *Social Work and School*. Athens: Maria Parikou & Co. Ltd.
- Papadatos, G. (2010). *Drugs and teenagers. Social and psychological causes. Prevention programs. Pedagogy. Legislative treatment*. Athens: Gutenberg.
- Pitsella, A. (2013). *Criminal treatment of juvenile delinquency*. Athens: Sakkoulas.
- Pouloupoulos, X. & Tsimpoulis, A. (2016). *Group dynamics and change in organizations*. Athens: Place.
- Pouloupoulos, C. (2011). *Social work and dependencies. The communities of change*. Athens: Place
- Sachatzidou, E.Δ. (2011). *The group as a method and tool of social work*. Athena

Relevant Academic Journals:

- *Social work*
- *The Step of Social Sciences*
- *Social Research Survey*
- *Social Work*
- *European Social Work*
- *Community practice*
- *British Journal of Social Work*
- *Child & Family Social Work*

ELECTIVE COMPULSORY COURSES

COURSES WINTER SEMESTER

COURSE OUTLINE

GENERAL INFORMATION		
SCHOOL	School of Health Sciences	
DEPARTMENT	Social Work	
LEVEL OF STUDIES	<i>Undergraduate</i>	
COURSE CODE		SEMESTER
COURSE TITLE	Thesis	
TEACHING ACTIVITIES	HOURS PER WEEK	CREDITS
Lectures	6	8
TYPE OF COURSE	Optional- Social Work	
PREREQUISITE COURSE	Statistics, Methodology of Social Work Research, Qualitative Research 150 credits completed	
TEACHING LANGUAGE	Greek	
OFFERED TO ERASMUS STUDENTS	Yes	
ONLINE COURSE PAGE (URL)		
LEARNING OUTCOMES		
<p>Guided by the supervisor during the thesis preparation students are expected to:</p> <ul style="list-style-type: none"> ● Develop knowledge and skills to design and implement empirical research. ● Learn to define the methodological approach, sample selection, research questions, select the data collection instruments, data analysis methodology and the reliability and validity of the empirical research. ● Write the theoretical and empirical part of the subject they are studying, the results of their research and finally, discuss the main results of the study. ● Present orally the thesis and answer questions of the three-member evaluation committee. 		
GENERAL ABILITIES		
<ul style="list-style-type: none"> ● Interdisciplinary work ● Respect of diversity and multicultural environments ● Accountability and sensitivity of gender issues ● Critical thinking and self-criticism ● Advancement of free, creative and inductive thinking 		
CONTENT OF THE COURSE		
<ul style="list-style-type: none"> ● Study-investigation of a subject area relevant to social work ● Training of students in the research thought and methodology 		
TEACHING and LEARNING METHODS – EVALUATION		
DELIVERY METHODS	In vivo	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ol style="list-style-type: none"> 1 Support of learning process through the asynchronous teleteaching platform open e-class 2 Email, fb, Skype (communication with students) 	

WAYS OF TEACHING	Activities		Workload of semester
	Supervision		20
	Individual reading		60
	Writing		40
	Total		120
STUDENTS' EVALUATION	Oral presentation of the thesis in front of three-member evaluation committee.		
RECOMMENDED LITERATURE			
<ul style="list-style-type: none"> ● Coffey, A. & Atkinson, P. (1996). <i>Making sense of qualitative data</i>. London: Sage Publications. ● Denzin, Norman & Lincoln (eds.) (1994). <i>Handbook of Qualitative Research</i>. London: Sage Publications. ● Greswell, J. (1998). <i>Qualitative inquiry and Research Design</i>. London: Sage. Publications ● Marshall, C. & Rossman, G. (1995). <i>Designing Qualitative Research</i>, London: Sage Publications. ● May, T. (1993). <i>Social research</i>. Buckingham: Open University Press. ● Mishler, E.G. (1986). <i>Research interviewing: context and narrative</i>. London: Harvard University Press. ● Padgett, D. (1998). <i>Qualitative Methods in Social Work research</i>. London: Sage Publications. ● Reissman, K. C. (1993). <i>Narrative analysis</i>. London: Sage Publications. ● Shaw, I. (2000). <i>Qualitative research in Social Work</i>. London: Sage Publications. ● Silverman, D. (1993). <i>Interpreting Qualitative Data</i>. London: Sage Publications. ● Strauss, A. & Corbin, J. (1990). <i>Basics of Qualitative Research. Grounded Theory Procedures and Techniques</i>. London: Sage Publications. ● Darviri, C. (2009). <i>Research Methodology in the Field of Health</i>, Paschalidis Medical Publications. ● Javeau, C. (1996). <i>Research with questionnaires</i>, Typothito, G. Dardanos. ● Nova-Kaltsouni, C. (2006). <i>Empirical Research Methodology in Social Sciences</i>, Gutenberg. ● Grinnell, R. M. (1997). <i>Social Work Research and Evaluation</i>, Peacock, Itasca, Illinois. ● Paraskevopoulos, I. (1993). <i>Scientific Research Methodology, Volumes 1 & 2</i>, Athens, Greece. 			

COURSE OUTLINE

GENERAL INFORMATION		
SCHOOL	School of Health Sciences	
DEPARTMENT	Social Work	
LEVEL OF STUDIES	<i>Undergraduate</i>	
COURSE CODE	0804.5.006.0	SEMESTER
COURSE TITLE	Active Ageing and Social Work	
TEACHING ACTIVITIES		HOURS PER WEEK
Lecturers, focused discussion, video		3
		4
TYPE OF COURSE	Special Background/ Optional	
PREREQUISITE COURSE	No	
TEACHING LANGUAGE	Greek	
OFFERED TO ERASMUS STUDENTS	No	
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW129/	
LEARNING OUTCOMES		
<p>Students are expected after the successful end of the semester to:</p> <ul style="list-style-type: none"> ● Understand the theoretical framework of ageing, active ageing, functional capacity, and vulnerability of the elderly ● Familiarize with theories of the positive aspect of ageing ● Acquire skills of integration, empowerment, assessment of needs and intervention planning ● Establish and maintain a professional relationship with the elderly person and his family members ● Recognize different age cohorts and understand how generational effects influence practice ● Acquire knowledge and skills related to health determinants along with micro and macro level of Social Work practice ● Understand ageism issues ● Understand particular ethical considerations when working with older adults in terms of autonomy, independence, elder abuse, and end-of-life options. 		
GENERAL ABILITIES		
<ul style="list-style-type: none"> ● Adjustment to new situations ● Respect and acceptance of equal opportunities ● Interdisciplinary work ● Critical thinking and self-evaluation ● Advancement of free, creative and inductive thinking ● Team work ● Social professional and moral responsibility and sensitivity regarding elderly issues 		
CONTENT OF THE COURSE		
<p>A. Description</p> <p>One of the most important areas of Social Work practice is working with the elderly and promoting active aging. The interventions of social workers to provide support to elderly individuals presuppose an understanding of the aging process and issue that impact older people. The course aims students to understand the conceptual approaches to the vulnerability of older people, their needs, the difficulties they face and the process of active aging. The course gives emphasis on an active ageing approach and focus on adaptation mechanisms, like resilience, that are helpful to cope with those adversities. The course focuses on ageism themes and ways to combat it. The course also refers to ethical issues relevant to social work practice with older adults such as dignity in care, autonomy and euthanasia. Finally, the course highlights new creative methods that promote healthy and actively ageing in micro- mezzo- macro level.</p> <p>B. Thematic Units</p>		

- Introduction to ageing. Definition of ageing. Demographic changes. Social and cultural differences of cohort effects
- Ageing and ageism. Theoretical explanations of ageism. Impact on older adults. Reducing ageism
- Theoretical approaches of ageing. Actively ageing and social work practice. Positive theories of ageing active ageing determinants
- Healthy and active ageing. Changing behavior models. Resilience.
- Health determinants and quality of life. Determinants of vulnerability (comorbidity, frailty, functional ability) – Conceptual approach of functional ability. Physical and mental disorders of elderly.
- Behavioral determinants. Determinants of health and wellbeing. Health promotion. Interventions for individuals, groups and community.
- Personal determinants. Biological and και psychological factors. Interventions for individuals, groups and community.
- Social determinants. Social networks. Family dynamics. Family counseling. Caregivers' assessment. Elderly abuse.
- Economic determinants. Disparities in health. Forman and informal care. Interventions for individuals, groups and community.
- Physical determinants. Disparities in safe living, environmental factors, homelessness. Interventions for individuals, groups and communities. Social policy interventions.
- Assessment of health and social needs. Holistic assessment of social work intervention.
- Ethics and ethical considerations. NASW principles. Decision making. Informed consent. Capacity and competence. Elder abuse interventions. End of life ethical issues, palliative care, assisted death.
- Trends of active ageing – Age friendly policy and communities. Interventions for individuals, groups and community.

TEACHING and LEARNING METHODS – EVALUATION

DELIVERY METHODS	Face-to-face												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Support of learning process through the asynchronous platform e-class ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Email, Skype (communication with students) 												
WAYS OF TEACHING	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9ead3;">Activities</th> <th style="background-color: #d9ead3;">Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Class activities</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Literally study</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Reading</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">120</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	60	Class activities	20	Literally study	20	Reading	60	Total	120
Activities	Workload of semester												
Lectures	60												
Class activities	20												
Literally study	20												
Reading	60												
Total	120												
STUDENTS' EVALUATION	<p>Theory: Intermediate test (optional, 40% of the total grade) or written essay (optional 40% of the total grade) final written exam (60% of the total grade) which is based on:</p> <ul style="list-style-type: none"> - open ended questions - multiple choice question <p>The students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and are listed on the E-Class Electronic Platform.</p>												
RECOMMENDED LITERATURE													
<ul style="list-style-type: none"> ● <i>Aventisian Pagouropouloy, A. (2000). Psychology of third age. Athens: Ellinika Grammata (In Greek)</i> ● <i>Chonody, J.M., Teater, B. (2018). Social work practice with older adults an actively framework for practice.USA:SAGE</i> ● <i>Kougioumtzis G. A., Γ.Α. (2019). Psychology and counseling of third age- Athens.: Gregory. (In Greek)</i> ● <i>Kostaridou- Eykleidi, A. (2011). Topics of geriatric psychology and gerontology. Athens: Pedio (In Greek)</i> ● <i>Lyberaki, A., Tinios, Philalithis, A. (2009). Life 50+. Health, Ageing and retirement in Greece and Europe.</i> 													

Athens: Kritiki (In greek)

- *Xristidoulou.,G.N., Kontxakis, V. P. (2000). Third age. Athens: BITA. (In Greek)*
- *Marwedel, U. (2009). Gerontology & Geriatric psychiatry. Athens: ION(In greek)*
- *Milne, A., Sullivan, M.P., Tanner, D., Richards, S., Ray, M.Phillips, J. (2014). Social work with older people: a vision for the future. London: The College of Social Work*
- *Slater, R. (2003). The psychology of growing old. Athens: Ellinika Grammata (In Greek)*
- *Hulko.,W.,Brotman,S.,Stern,L.,Ferrer.,I.(2020).Gerontological Social Work in Action Anti-Oppressive Practice with Older Adults, their Families, and Communities. Taylor &Francis Group*

Relevant Academic journals

- *Ageing and Society*
- *The British Journal of Social Work*
- *Journal of Gerontology*
- *Journal of gerontological social work*
- *The journal of contemporary social services*

COURSE OUTLINE

SCHOOL	School of Health		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.5.007.0	SEMESTER	
COURSE TITLE	Social movements and social change		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		2	
Practice exercise		1	
Total		3	4
TYPE OF COURSE	Special background/ Optional		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW107/		
LEARNING OUTCOMES			
<p>The course aims to deepen the study of social movements as political forms of mobilization distinct from political parties or trade unions and to explore what are the conditions of their emergence and what was their contribution to social change.</p> <p>On completion of the module students are expected to:</p> <ul style="list-style-type: none"> ● The course aims to familiarize students with the theoretical currents that attempt to explain the phenomena of collective action, the emergence and development of social movements and collective protests. ● To recognize the conditions that shape contemporary social movements such as work, class structure, political system. ● To know the general organizational characteristics and their dynamics. ● To recognize the existence of contemporary social movements and the rights they defend. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Search, analyze and synthesize data and information, using the necessary technologies ● Adjustment to new situations ● Respect for diversity and multiculturalism ● Critical thinking and self-criticism ● Promoting free, creative and inductive thinking ● Advancement of free, creative and inductive thinking 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Basic theories of collective action 2. Theories of Collective Behavior 3. Theories of rational selection/choice 4. Marxism 5. Basic theories of social movements 6. The resource mobilization theory 7. The theory of new social movements 8. Presentation of traditional and new social movements 9. Consideration of the social, cultural, political and identity characteristics of contemporary movements and the impact of their action on national and international political system. 10. Social movements as dynamic forms of social action and collective identity formation spaces that defend civil, social and cultural rights. 			
TEACHING and LEARNING METHODS – EVALUATION			
DELIVERY METHODS	Lectures using power point presentations. Discussion with the students about the taught subjects, in the classroom.		

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Power point presentations. Use of the electronic platform e-class to make the presentations available to the students	
WAYS OF TEACHING	Traditional lectures using power point presentations.	
	Activities	Workload of semester
	Lectures	180
STUDENTS' EVALUATION	Written examination is in Greek.	
	<p>1. The degree of performance of the Theoretical Part corresponds to 70% of the total grade of the course. This grade comes from the Progress test and from the final written test. The Progress Test is optional for students and corresponds to 40% of the grade. The final written test is mandatory and corresponds to 60%. When the student does not write a Progress test, the degree of the final contest corresponds to 100% of the grade of the Theoretical Part.</p> <p>2. The degree of performance of the Exercise-Practicing corresponds to 30% of the total grade of the course and will be the result of the student's assessment of the presentation of the group work, his / her individual work and his / her participation in the classroom.</p> <p>Students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and described on the course website at E-Class</p>	
RECOMMENDED LITERATURE		
<ul style="list-style-type: none"> ● <i>S. Alexandropoulos (2001) " Theories of collective action and social movements , Athens: Review.</i> ● <i>Erik Neveu (2002) «Sociology of social movements .Athens :Savalas .</i> ● <i>Donatella Dela Porta, Mario Diani « Social movements . An Introduction .Athens : Review.</i> ● <i>Psimitis, M. (2006). Introduction to modern social movements. Athens: Atrapos</i> ● <i>Psimitis, M. (2017). Social movements in everyday life. Identity, Solidarity and Presentation in Modern "Cosmopolitan Communities. Thessaloniki: Tziola</i> ● <i>Tilly, Ch.(2007). Social movements 1768 -2004. Athens: Savalas.</i> ● <i>Kalogeratos, P. (2001). "Social Movements" as a subject of political science and sociology. Athens: Sakkoulas</i> ● <i>Serdedakis, N. (1998). At the Heart of Social Movements: A Critical Reading of Modern Theory. The Step of Social Sciences, F (24), 41-65.</i> ● <i>Seferiadis, S. (2006). Conflict policy, collective action, social movements: an imprint. Hellenic PoliticalScience Review, May, 7-42.</i> 		

COURSE OUTLINE

GENERAL INFORMATION		
SCHOOL	School of Health Sciences	
DEPARTMENT	Social Work	
LEVEL OF STUDIES	<i>Undergraduate</i>	
COURSE CODE	0804.5.008.0	SEMESTER
COURSE TITLE	Culture and Social Development	
TEACHING ACTIVITIES	HOURS PER WEEK	CREDITS
Lectures & Class Exercises	3	4
TYPE OF COURSE	Optional/ General Background	
PREREQUISITE COURSE	No	
TEACHING LANGUAGE	Greek	
OFFERED TO ERASMUS STUDENTS	Yes	
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW315/	
LEARNING OUTCOMES		
<p>In the context of ever-changing social needs, culture plays an important role in the pursuit of human rights, inclusion, and social justice. In an age characterized by the internationalization of human life and state activity and in an international environment where reversal, synthesis and innovation are mapped as starting points for change, the study of the phenomenon of culture is of particular interest. Starting from different cultural approaches, the role and special contribution of culture to social reality is examined. More specifically, the cultural policy of international and European organizations such as the European Community, Unesco, the Council of Europe, etc. is studied towards policies aimed at cultural democracy, the common European heritage, cultural development and cohesion, and cultural pluralism. At the same time, the policy of cultural organizations, networks, and Museums that are active in Greece and Europe will be presented through programs and actions that are in line with the principles and values of social work aimed at integration, sustainability, and social peace.</p> <p>Students are expected to acquire:</p> <p>Knowledge</p> <ul style="list-style-type: none"> • For the main theoretical pillars of culture • For cultural policy in Europe • For the shaping of the policy of culture in Greece • For the important role of culture at the local level • On how to search for programs and actions through cultural networks and creative gatherings in the field of social work <p>Skills</p> <ul style="list-style-type: none"> • Cooperation, teamwork • Communication, understanding-acceptance of the other • Skills to participate in the design of cultural programs aimed at social cohesion and justice <p>Abilities</p> <ul style="list-style-type: none"> • Development of critical ability and social sensitivity for issues of social interest • Formulation of perceptions and values related to respect for diversity, cultural pluralism, and human rights, thus promoting cultural actions that promote the principles and values of social justice. 		

GENERAL ABILITIES													
<ul style="list-style-type: none"> ● Respect for diversity and multiculturalism ● Exercise criticism and self-criticism ● Promoting free, creative and inductive thinking ● Teamwork ● Respect for the natural environment ● Critical thinking and self-criticism 													
CONTENT OF THE COURSE													
<ul style="list-style-type: none"> ● Basic concepts of culture and contemporary cultural reality. ● Contribution of culture to social cohesion and economic development. ● European culture policy and the concept of social innovation. ● The contribution of international organizations for culture in shaping contemporary cultural relations. ● The concept of world cultural heritage and the conflict of local and universal values. ● Cultural and creative gatherings and smart economy. ● Intercultural identity of modern cities. Social Cohesion and Sustainable Development. ● International cultural networks of cities. ● Cultural policy at the local level ● Creation of cultural actions and structures aiming at social cohesion. Cultural Festivals, International collaborations, Art Workshops, Educational programs. ● Principles of planning cultural activities in the local area. ● Educational and cultural activities in places of culture for special categories of the public. ● Examples from cultural programs worn by immigrants, the disabled, young people. ● Theoretical and methodological proposals for the design of educational programs and visits to Museums and places of cultural reference 													
TEACHING and LEARNING METHODS – EVALUATION													
DELIVERY METHODS	Face-to-face / In vivo												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Support of learning process through the asynchronous platform e-class ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Email, Skype (communication with students) 												
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>60</td> </tr> <tr> <td>Case studies</td> <td>20</td> </tr> <tr> <td>Presentation</td> <td>20</td> </tr> <tr> <td>Reading</td> <td>20</td> </tr> <tr> <td>Total</td> <td>120</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	60	Case studies	20	Presentation	20	Reading	20	Total	120
Activities	Workload of semester												
Lectures	60												
Case studies	20												
Presentation	20												
Reading	20												
Total	120												
STUDENTS' EVALUATION	<p>Theory: Written final exam (80% of the grade of the theoretical part of the course), which includes development questions.</p> <p>Written paper presentation (20%)</p> <p>The students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and are listed on the E-Class Electronic Platform.</p>												
RECOMMENDED LITERATURE													
<ul style="list-style-type: none"> ● Andersson, D., Andersson, E., Mallander, C. (eds), (2013). <i>Handbook of Creative Cities</i>, Edward Elgar Publishing Ltd ● Hatuka, T., Rosen-Zvi, I., Birnhack, M., Toch, E., Zur, H., (2018). <i>The Political Premises of Contemporary Urban Concepts: The Global City, the Sustainable City, the Resilient City, the Creative City, and the Smart City</i>, <i>Planning Theory & Practice</i>, 19:2, 160-179, DOI: 10.1080/14649357.2018.1455216 ● Haarstad, H. (2017). <i>Constructing the sustainable city: examining the role of sustainability in the 'smart city'</i> 													

discourse, Journal of Environmental Policy & Planning, 19:4, 423-437, DOI: 10.1080/1523908X.2016.1245610

- Pratt, Andy. C., (2011). *The cultural contradictions of the creative city, City, Culture and Society, 2:3, 123-130*
- Park, Y. (2005). *Culture as deficit: A critical discourse analysis of the concept of culture in contemporary social work discourse. J. Soc. & Soc. Welfare, 32, 11.*
- Psychogiopoulou, E. (Ed.). (2016). *Cultural governance and the European Union: protecting and promoting cultural diversity in Europe. Springer.*
- Shore, C. (2013). *Building Europe: The cultural politics of European integration. Routledge.*

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.5.012.0	SEMESTER	
COURSE TITLE	Bioethics		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lecturers, focused discussion, video		3	4
TYPE OF COURSE	Special Background/ Optional		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW278/		
LEARNING OUTCOMES			
<p>Upon completion of the course the students are expected to:</p> <ul style="list-style-type: none"> ● Understand the basic principles of bioethics and how they affect different dimensions of human life. ● Recognize the moral issues that arise in the health sector and the dilemmas related to the advancement of biomedical sciences. ● Apply this theoretical knowledge to the analysis of specific cases in the field of health and social care 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Independent work ● Teamwork ● Interdisciplinary work ● Respect of diversity and multicultural environments ● Accountability and sensitivity of gender issues ● Critical thinking and self-criticism ● Advancement of free, creative and inductive thinking 			
CONTENT OF THE COURSE			
<p>A. Description The course aims to raise awareness on bioethical issues related to the life cycle of man before birth, during life and in the process of ageing to death. It aims to provide a theoretical basis that will help students to address ethical issues in the field of health, social and clinical practice</p> <p>B. Thematic Units</p> <ol style="list-style-type: none"> 1. Introduction to bioethics. Bio-Medical Ethics and Bioethics: introductory knowledge, definitions, historical background. Bioethics as a philosophical interdisciplinary intervention in the applications of bio-sciences and biotechnology. 2. The beginning of life. Abortion. Fetal rights. Sterilization. Eugenics. Assisted reproduction 3. Detection of fetal diseases. Prenatal diagnosis. Social impact 4. The evolution of genetics. Therapeutic and reproductive cloning 5. Patient Health-Patient Relationship Issues - Patient Autonomy: Patient Information and Assent / Denial, Communication Difficulties, Confidentiality, Clinical Information Transmission. 6. Transplantation of tissues and organs 7. Ageing. Duration and quality of life. Ethical issues concerning specific categories of patients (eg Alzheimer's: a moral challenge) 8. Bioethics and public health 9. Mental health and bioethics 10. Intercultural issues and bioethics 			

<p>11. Ethical issues at the end of life. Caring for a man who dies. Relief therapy. discontinuation of supportive treatment Active and passive euthanasia. Assisted suicide.</p> <p>12. Research and ethics. Biomedical research issues (limits and abuses). Clinical studies and bioethical problems Human activity and environmental ethics.</p>													
TEACHING and LEARNING METHODS – EVALUATION													
DELIVERY METHODS	Face-to-face / In vivo												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> • Support of learning process through the asynchronous platform e-class • Use of power point during lectures. • Use of video/DVD during lectures. • Email, Skype (communication with students) 												
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>60</td> </tr> <tr> <td>Class activities</td> <td>20</td> </tr> <tr> <td>Literally study</td> <td>20</td> </tr> <tr> <td>Reading</td> <td>20</td> </tr> <tr> <td>Total</td> <td>120</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	60	Class activities	20	Literally study	20	Reading	20	Total	120
Activities	Workload of semester												
Lectures	60												
Class activities	20												
Literally study	20												
Reading	20												
Total	120												
STUDENTS' EVALUATION	<p>Theory: Intermediate test (optional, 40% of the total grade) or written essay (optional 40% of the total grade) final written exam (60% of the total grade) which is based on:</p> <ul style="list-style-type: none"> - open ended questions - multiple choice question <p>The students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and are listed on the E-Class Electronic Platform.</p>												
RECOMMENDED LITERATURE													
<ul style="list-style-type: none"> • <i>Igoumenidis M., (2020). Basic Bioethics-Ethics-Legislation for Health Professionals. Cyprus: Broken Hill Publishers (In Greek)</i> • <i>Tsinorema, S., Louis, K. (2013). Bioethical issues - Life, society and nature in front of the challenges of Life Sciences Heraklion: ITE-University Editions of Crete (in Greek).</i> • <i>Panagopoulou, F. (2011).Health ethics. Athens: Paschalidis (in Greek).</i> <p><u>Relevant Academic journals</u></p> <ul style="list-style-type: none"> • AMA Journal of Ethics • Bioethics • Ethics and social welfare • Health & social work • The International Journal of Social Work Values and Ethics 													

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.5.013.0	SEMESTER	
COURSE TITLE	Social Economy and Entrepreneurship		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures & Class Exercises		3	4
TYPE OF COURSE	General background/ Optional		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW192		
LEARNING OUTCOMES			
Students are expected after the successful end of the semester to:			
<u>Knowledge</u>			
<ul style="list-style-type: none"> ● Knowledge of basic concepts of the field and their relationship with social work and social cohesion ● Knowledge of evaluating typical social products, analysis of social networks and design-communication of social entrepreneurship proposals 			
<u>Skills</u>			
<ul style="list-style-type: none"> ● Collaboration, teamwork skills ● Communication skills, understanding-acceptance of the other 			
<u>Abilities</u>			
<ul style="list-style-type: none"> ● Development of critical ability and issues of social sensitivity for social interest. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Teamwork ● Autonomous work ● Decision making ● Demonstration of social, professional and moral responsibility ● Respect for diversity and multiculturalism ● Promoting free, creative and inductive thinking ● Exercise criticism and self-criticism minter disciplinary work 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Definition of the social economy. Historical evolution of the concept. Identification of stakeholders. Basic theoretical approaches in local and European context. Terminology. 2. The social economy and its place in the global crisis. Evaluation of typical social enterprises. 3. Legal framework and procedures for the establishment of social enterprises in Greece. National public policy 4. Social work and the social economy. The concept of social cohesion. The research tools in the market research methodology. 5. Finding financial resources-Fundraising. The example of Ashoka and UnLtd. 6. Business activity planning. Hands-on: Troubleshooting-Finding solutions- Concerns. 7. How to pitch your idea. The presentation-communication of the business social idea. 8. The concepts of autonomy, creativity, determination, teamwork and critical thinking. The characteristics of the social entrepreneur 9. The 2020 strategy in the European Union (Europe 2020). The EU guidelines for measuring social impact measurement. 			

<p>10. Investigation of social economy networks in Greece and abroad. Comparative study between countries. The example of the "Ruby Cup".</p> <p>11. Solidarity and cooperative economy. Corporate social responsibility. Their differences with the social economy.</p> <p>12. Recent initiatives and developments concerning the social economy. The example of the "Challenging the Crisis" group (European initiative).</p> <p>13. The evolution of the social economy: issues and perspectives</p>													
TEACHING and LEARNING METHODS – EVALUATION													
DELIVERY METHODS	Face-to-face / In vivo												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> • Support of learning process through the asynchronous platform e-class • Use of power point during lectures. • Use of video/DVD during lectures. • Email, Skype (communication with students) 												
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>60</td> </tr> <tr> <td>Case studies</td> <td>20</td> </tr> <tr> <td>Presentation</td> <td>20</td> </tr> <tr> <td>Reading</td> <td>60</td> </tr> <tr> <td>Total</td> <td>120</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	60	Case studies	20	Presentation	20	Reading	60	Total	120
Activities	Workload of semester												
Lectures	60												
Case studies	20												
Presentation	20												
Reading	60												
Total	120												
STUDENTS' EVALUATION	<p>Written final exam (80% of the grade of the theoretical part of the course), which includes development questions.</p> <p>Written paper presentation (20%)</p> <p>The students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and are listed on the E-Class Electronic Platform.</p>												
RECOMMENDED LITERATURE													
<ul style="list-style-type: none"> • Adam, S. (2014). <i>Social economy: a guide to creating social enterprises</i>. Thessaloniki (e-book: http://qr.boell.org/el/2014/08/29/odigos-dimioyrgias-koinonikon-epiheiriseon) • Borzaga, C. &Defourny, J. (Eds.) (2004). <i>The Emergence of Social Enterprise</i>. London: Routledge. • Council of European Union (2014). <i>Council conclusions on the EU common position for the First High Level Meeting of the Global Partnership for Effective Development Co-operation (report)</i> • Den SocialeKapitalfond Management ApS (2014). <i>Social return of investment: A review of methods to measure social impact</i>. Copenhagen: Den SocialeKapitalfond. • Directorate-General for Social Affairs and Social Inclusion, European Commission (2013). <i>Social economy and entrepreneurship: a guide to social Europe</i>. EU Publications Office, Luxembourg (e-book: http://ec.europa.eu/social/main.jsp?catId=738&langId=el&pubId=7523) • Doulia, Th. (2015). <i>Social Economy and Entrepreneurship</i>,Athens: Oseletos • European Commission (2014). <i>A map of social enterprises and their eco-systems in Europe</i>. Employment, Social Affairs and Inclusion: EU (booklet). • European Economic and Social Committee (2013). <i>Report: Social impact measurement EESC: Brussels</i> • Guclu, A. J., Dees, G., & Anderson, B. B. (2002). <i>The process of social entrepreneurship: creating opportunities worthy of serious pursuit</i>. Center for the Advancement of Social Entrepreneurship: DUKE the Fuqua School of Business • Hart K, Laville J, Cattani A (2010) <i>The Human Economy Polity: Cambridge, (Introduction, Conclusion, and "Part 4: Beyond Market and State")</i>. • Kyriakidou, O. &Salavou, E. (2014). <i>Social entrepreneurship</i>. Athens: Rosili. • Liargovas, P., Dermatis, Z., Apostolopoulos, N., (2020). <i>Social economy and social entrepreneurship: The European and Greek experience</i>, Athens: Patakis • Lieros, G. (2012). <i>Existing new world</i>. Athens: The publications of colleagues. • Mair, J. &Boboa, E. (2003). <i>Social entrepreneurship: How intentions to create a social enterprise get formed</i>. Barcelona: IESE Business School: University of Navara • Nasioulas, I. (2010). <i>Social economy of Greece and its social capital</i>. Athens: Right reason • Papageorgiou, K. (2004). <i>Sustainable Cooperative Economy</i>. Athens: Ath. Stamoulis. • Parnell, E. (2000). <i>Re-invention of cooperatives. Businesses for the 21st century</i>. Translation: M. Fefes, Agricultural University of Athens: Stochastis. 													

- Sarri, K. Trichopoulou, A. (2017). *Entrepreneurship, social economy, Gender Optics*, Athens: TziolaVienney, C. (2008). *The social economy*. Athens: Polytropon.

Relevant Academic Journals

- *International Journal of Social Economics*
- *International Journal of Social Entrepreneurship and Innovation*
- *Journal of Social Entrepreneurship*
- *Review of Social Economy*

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	0804.5.016.0	SEMESTER	
COURSE TITLE	Sociology of Violence and Social Conflict		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures & Class Exercises		3	4
TYPE OF COURSE	Optional/ skill building		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	English		
OFFERED TO ERASMUS STUDENTS	Yes		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW328/		
LEARNING OUTCOMES			
<p>We notice the prevalence of many forms of violence and social conflicts in many aspects of social life. On one level we refer to civil and state wars, genocides and ethnic cleansing, revolts and insurgencies while on the other hand, we refer to micro-level violence (community violence etc). Social workers are confronted with various forms of violence and conflicts in their everyday professional life. A rich theoretical historical-sociological bibliography on the subject can therefore assist them in gaining specialized knowledge on important social issues and enhance their skills in dealing with the multitude of problems.</p> <p>At the end of the courses the students will be able to:</p> <ul style="list-style-type: none"> ● Consolidate the basic historical-sociological theories about violence. ● Understand the context of activating social conflicts. ● Acknowledge the possibility of social mediation. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Collection and synthesis of information ● Decision making ● Individual work ● Interdisciplinary work ● Professional responsibility ● Critical thinking 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Introduction. Definition and forms of violence in the modern world. 2. Personal and Collective Violence. 3. Main sociological theories on violence. 4. Political, Historical and Social Dimensions of Violence. 5. Prevailing dimensions of violence in Modern Greek society from the traditional to the postmodern world. 6. Violence in micro-level and macro-level. 7. Political and Ethnic Violence at the national and transnational level. 8. The sociogenesis of crime and delinquency. 9. Violence in Sports. Fandom, rhetoric of violence, physical and symbolic violence in sports 10. The politics of Identity and the rise of new forms of violence. 11. Social Representations of Violence. Mass Media, Art and the anesthetization of violence. 12. Mediation in conflict. 			

TEACHING and LEARNING METHODS – EVALUATION											
DELIVERY METHODS	Face-to-face / In vivo										
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Communication through e-class platform										
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>80</td> </tr> <tr> <td>Small-group task-oriented discussions</td> <td>20</td> </tr> <tr> <td>Individual reading</td> <td>20</td> </tr> <tr> <td>Total</td> <td>120</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	80	Small-group task-oriented discussions	20	Individual reading	20	Total	120
	Activities	Workload of semester									
	Lectures	80									
	Small-group task-oriented discussions	20									
	Individual reading	20									
Total	120										
STUDENTS' EVALUATION	Final written examinations										
RECOMMENDED LITERATURE											
<ul style="list-style-type: none"> ● <i>Arendt H., On Violence, Epikentro, Thessaloniki, 2020.</i> ● <i>Tzoukas V., When Violence broke out. Studies and essays about the greek 40s, Epikentro, Thessaloniki, 2020.</i> ● <i>Dimitriou S., Forms of Violence, Savvalas, Athens, 2009.</i> ● <i>Kaffes G., What is War; Sociology of Violence and war, Papazisis, Athens, 2008.</i> ● <i>Tsalikoglouy F., The Mythologies of Violence, Papazisis, Athens, 2011.</i> ● <i>Markantonatou M., State and the monopoly of Violence, Papazisis, Athens, 2009.</i> ● <i>Navridis K. (edit.), Violence and Authority, Kastaniotis, Athens, 2002.</i> ● <i>Navridis K. (edit.), Authority and Pain, Kastaniotis, Athens, 2002.</i> ● <i>Zaimakis J.-Kotaridis N. (edit), Football and Fandom. Rivalries and the politics of Identity, Plethron, Athens, 2013.</i> ● <i>Malesevic S., The Rise of Organised Brutality: A Historical Sociology of Violence, Cambridge University Press, Cambridge, 2017.</i> ● <i>Collins R., Violence: A Micro-sociological Theory, Princeton University Press, Princeton, 2009.</i> ● <i>Gerlach C., Extremely Violent Societies, Cambridge University Press, Cambridge, 2010.</i> 											

COURSE OUTLINE

GENERAL INFORMATION		
SCHOOL	School of Health Sciences	
DEPARTMENT	Social Work	
LEVEL OF STUDIES	<i>Undergraduate</i>	
COURSE CODE	0804.5.009.0	SEMESTER
COURSE TITLE	Counselling with Children & Adolescents	
TEACHING ACTIVITIES		HOURS PER WEEK
Lectures & Class Exercises		3
		6
TYPE OF COURSE	Compulsory/ Social Work	
PREREQUISITE COURSE	No	
TEACHING LANGUAGE	Greek	
OFFERED TO ERASMUS STUDENTS	No	
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/YK107/	
LEARNING OUTCOMES		
<p>The course aims at presenting various theoretical approaches and specific counselling techniques for children and adolescents. The course will focus on addressing the main problems exhibited by children and adolescents (eg behavioural problems, phobias, eating disorders, anxiety disorders, loss) with the most basic theoretical models, through case studies, examples and activities/exercises.</p> <p>Upon successful completion of the course, it is anticipated that the student will be able to:</p> <ul style="list-style-type: none"> ● Understand and interpret the most important problems exhibited by children and adolescents, using theoretical approaches and models of intervention. ● of mental health and ● Combine theory with clinical practice (i.e., apply theories to understand and interpret the problems exhibited by children and adolescents). ● Intervene to address the most important problems exhibited by children and adolescents, using appropriate strategies, skills, and techniques. 		
GENERAL ABILITIES		
<ul style="list-style-type: none"> ● Independent work ● Teamwork ● Interdisciplinary work ● Respect of diversity and multicultural environments ● Display of social, professional, and ethical accountability ● Accountability and sensitivity of gender issues ● Decision-making ● Autonomous work ● Critical thinking and self-criticism ● Advancement of free, creative, and inductive thinking 		
CONTENT OF THE COURSE		
<ol style="list-style-type: none"> 1. Week 1: Introduction to Counselling: differences and similarities between the theoretical models, counselling skills etc 2. Week 2: Differential diagnosis between normal - abnormal behaviour. Aetiology. 3. Week 3-4: Behaviourism: Classical conditioning. Techniques, cases-studies and activities 4. Week 5-6: Behaviourism: operant conditioning. Techniques, cases-studies and activities 5. Week 7-8: Cognitive theory and CBT 6. Week 9: Social learning theory. 7. Week 10: Therapeutic stories and games in coping with unwanted behaviours (e.g., jealousy, aggression, mourning). The use of ICT in counseling (serious games). 8. Week 11: Psychoanalysis. Projective techniques (e.g., paly-therapy, drawing, sand box) 9. Week 12-13: Intervention in various problems (e.g., siblings' jealousy, sexual harassment, 		

aggression - bullying, chronic/serious illness – death and mourning, adoption, excessive use of computers/internet addiction)															
TEACHING and LEARNING METHODS – EVALUATION															
DELIVERY METHODS	Face-to-face / In vivo														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> • Support of learning process through the asynchronous teleteaching platform e-class • Use of power point during lectures. • Use of video/DVD during lectures. • Email, fb, Skype (communication with students) 														
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>40</td> </tr> <tr> <td>Class activities / Role plays</td> <td>40</td> </tr> <tr> <td>Analysis of audiovisual material</td> <td>20</td> </tr> <tr> <td>Assignment/homework</td> <td>20</td> </tr> <tr> <td>Reading</td> <td>60</td> </tr> <tr> <td>Total</td> <td>180</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	40	Class activities / Role plays	40	Analysis of audiovisual material	20	Assignment/homework	20	Reading	60	Total	180
Activities	Workload of semester														
Lectures	40														
Class activities / Role plays	40														
Analysis of audiovisual material	20														
Assignment/homework	20														
Reading	60														
Total	180														
STUDENTS' EVALUATION	<p>6. Final exam test of multiple-choice type (100%)</p> <p>7. Assignment/homework and class presentation (Optional - 20%)</p> <p>Assessment criteria are referred upon e-class. Exam degrees are uploaded at e-class and exam papers are available to students.</p>														
RECOMMENDED LITERATURE															
<ul style="list-style-type: none"> • <i>Co-authors (2007). How to talk to a child for... (Pos na milisete se enapaidigia...).</i> Athens: EPSIPE/ KOANA. Moiragias& co E.E. • <i>Cooper, M., Hooper, C., Thompson, M. (2012). The mental health of children and adolescents: Theory and practice (Psixikiigiapaidion kai efibon: theoria and praxis).</i> Athens: ParisianouA.E.. • <i>Geldard, K and Geldard, D. (2017). Counselling Children: A Practical Introduction (5th edition).</i> Sage • <i>Kourkoutas, E.H. (2001). Adolescents' psychology (Psixologiaefibon).</i> Athens: EllinikaGrammata. [In Greek] • <i>Kourkoutas, E.H. (2011). Behavioural problems in children (Problimatasimperiforasstapaidia).</i> Athens: Motivo. [In Greek] • <i>Kourkoutas, E.H. (2017). Emotional and behavioural disorders in children (Sinaisthimatikes kai imperiforistikiesdiataraxesstapaidia).</i> Athens: Motivo. [In Greek] • <i>Kourkoutas, E.H. (2017). School counseling for children with disorders (Sxolikisimvouleutikigiapaidia me diataraxes).</i> Athens: Pedio. [In Greek] • <i>Perry, P. (2019). The Book You Wish Your Parents Had Read (and Your Children Will Be Glad That You Did): THE #1 SUNDAY TIMES BESTSELLER.</i> Penguin. • <i>Robson, M. and Pattison, S. (2018). The Handbook of Counselling Children & Young People.</i> Sage. • <i>Sharf R. S. (2011). Student Manual for Sharf's Theories of Psychotherapy & Counseling: Concepts and Cases, 5th [Paperback].</i> Brooks Cole. • <i>Treisman, K. (2017). A Therapeutic Treasure Box for Working with Children and Adolescents with developmental Trauma: Creative Techniques and Activities (Therapeutic Treasures Collection).</i> Sage. • <i>Sherman, L. (2014). Skills in Counselling and Psychotherapy with Children and Young People (Skills in Counselling & Psychotherapy Series).</i>Sage. 															

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.6.008.0	SEMESTER	
COURSE TITLE	Gender Equality		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
	Lectures	3	4
	TOTAL	3	4
TYPE OF COURSE	Optional		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	Yes		
ONLINE COURSEPAGE (URL)	https://eclass.hmu.gr/modules/course_info/index.php?course=YK343		
LEARNING OUTCOMES			
<p>The course aims to raise students' awareness and gain knowledge on issues of gender equality, the concept of the social construction of gender and the existence of mechanisms for legitimizing and reproducing gender inequality.</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> • Be aware of gender equality issues • To realize the social construction of gender and the existence of mechanisms for the reproduction of gender inequalities. • Understand existing gender inequalities. • Gain the ability to intervene to promote gender equality and the empowerment of women 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, using the necessary technologies • Teamwork • Exercise criticism and self-criticism • Respect for diversity and multiculturalism • Demonstration of social, professional and moral responsibility and sensitivity to gender issues • Promoting free, creative and inductive thinking 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Why gender studies are useful. 2. History of the women's movement internationally and in Greece. 3. Gender patterns - The 'social construction' of gender: biological and social gender. Social mechanisms of gender construction. 4. Institutional framework for gender equality 5. Gender and family: The division of care in the family. The role of the welfare state. 6. Gender and education. Gender inequalities in education. 7. Gender and workplace. 8. Women and leadership. 9. Health and access to health services: gender differences in health, illness and use of health services. 10. Domestic violence and violence against women. 11. International and European policies to combat violence against women. Violence against women in 			

Greece. 12. The position of women in various countries around the world 13. Feminist Social Work													
TEACHING and LEARNING METHODS – EVALUATION													
DELIVERY METHODS	Face-to-face												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> • Support of learning process through the asynchronous platform e-class • Use of power point during lectures. • Use of video/DVD during lectures. • Case study analysis • Email, E-class (communication with students) 												
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures (3X13)</td> <td>40</td> </tr> <tr> <td>Experiential activities</td> <td>10</td> </tr> <tr> <td>Homework's</td> <td>20</td> </tr> <tr> <td>Reading</td> <td>50</td> </tr> <tr> <td>Total</td> <td>120</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures (3X13)	40	Experiential activities	10	Homework's	20	Reading	50	Total	120
Activities	Workload of semester												
Lectures (3X13)	40												
Experiential activities	10												
Homework's	20												
Reading	50												
Total	120												
STUDENTS' EVALUATION	<ol style="list-style-type: none"> 1. Final Written exam with developmental questions or multiple-choice questions (corresponds to 70% of the grade or 100% in cases where the student has not chosen to participate in the progress exam or the thesis writing) 2. Optional midterm exam or optional thesis writing (corresponding to 30% of the score) 												
RECOMMENDED LITERATURE													
<ul style="list-style-type: none"> • Newton, E.D. (2019). <i>Gender Inequality: A Reference Handbook (Contemporary World Issues). Annotated Edition</i> 													

COURSE OUTLINE (TAUGHT IN ENGLISH)

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	0804.5.017.0	SEMESTER	7th
COURSE TITLE	Resilience and global transformation International Online Course		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		2	3
Total			3
TYPE OF COURSE	Optional/ Social Work		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	English, B1		
OFFERED TO ERASMUS STUDENTS	Yes		
ONLINE COURSE PAGE (URL)	https://toledo.kuleuven.be/portal/#/home (Vives University) https://eclass.hmu.gr/courses/SW273/		
LEARNING OUTCOMES			
<p>The main goal of this online exchange course is that students in the first phase become familiar with the concept of resilience and explore in the second phase what the contribution of a social worker can be in building resilience as a catalysator of transformation (related to different topics). The Resilience theory is interested in understanding and enhancing the ways people and systems respond to, recover from, overcome, and often thrive in the wake of adversity. Resilience focuses on the surprisingly common ways people bounce back from adversity. Resilience thinking provides a new approach for building understanding and taking action in a complex world that is deeply interconnected and dynamic. The strengths perspective in social work (Saleebey, 2008) is central here, with its rejection of a focus on people's problems and deficits and investment in and championing of the capabilities, talents, and natural resources of individuals, families, and communities (Breda,2018).</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Acknowledge the importance of resilience theory. • Understanding and enhancing the ways people and systems respond to, recover from, overcome, and often thrive in the wake of adversity. • Connecting resilience and social work practice. • Deal with the current issues that globalization pose. • Increase awareness of the diversity within their society and consider the perspective of others they encounter. <p>Skills</p> <ul style="list-style-type: none"> • Language skills. • Intercultural Competence skills. • Global Engagement. • Personal Growth. • International disciplinary learning. • Respect for diversity and multicultural environments. • Display of social, professional, and ethical accountability. <p>Competences</p> <ul style="list-style-type: none"> • Cooperate respectfully with fellow international students • Consider the intercultural differences that may influence the group processes during the course • Relate his/her reflection on learning to his/her professional development 			

<ul style="list-style-type: none"> • Think about innovation and the capacity for transformation, necessary to thrive in contexts of uncertainty and change 													
General abilities													
<ul style="list-style-type: none"> • Interdisciplinary work • Advancement of free, creative, and inductive thinking • Respect for diversity and multicultural environments • Display of social, professional, and ethical accountability • Decision-making • Autonomous work • Team-work • Critical thinking and self-criticism • Promotion of free, creative thinking • Social, professional, and moral sensitivity and responsibility regarding gender issues • Search for, analysis and synthesis of data and information, with the use of the necessary technology 													
CONTENT OF THE COURSE													
<ol style="list-style-type: none"> 1. Online lectures by international specialists on the topics of Resilience, Global Transformation, and Degrowth. 2. Analyze the extent to which concepts of resilience can and should shape international social work practice in the 21st century 3. Reflect personal biographical components of resilience. 4. Biographical Research. 5. National and International groupwork. 6. Social Work in the Different Countries: a comparison. 7. Exchange of Good Social Work Practices. 8. Film festival. 													
TEACHING and LEARNING METHODS – EVALUATION													
DELIVERY METHODS	This course is designed according to the principles of e-learning. Throughout the course, students work online on the TOLEDO platform. In Toledo, all information for this course is brought together. In addition, you can follow online lectures by Blackboard Collaborator and then watch the recordings of those lectures. By means of video lectures (both recordings and scripts), by means of a literature list and web links to relevant websites, by means of an individual, written assignment, and by means of group work (video calls, written discussions)												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> • TOLEDO platform. On Toledo, all the information for this course is bundled, lectures can be followed (Blackboard Collaborate), tasks have to be submitted (assignments). • Every international group has a group page on toledo. On this group page documents can be exchanged, meetings with the group can take place (blackboard collaborate) • Video lectures. • Literature list and web links to relevant websites • Group work (video calls, written discussion) 												
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th><i>Activities</i></th> <th><i>Workload of semester</i></th> </tr> </thead> <tbody> <tr> <td>Assignments (3X11)</td> <td>33</td> </tr> <tr> <td>Experiential activities</td> <td>13</td> </tr> <tr> <td>Homeworks</td> <td>20</td> </tr> <tr> <td>Reading</td> <td>54</td> </tr> <tr> <td>Overall</td> <td>120</td> </tr> </tbody> </table>	<i>Activities</i>	<i>Workload of semester</i>	Assignments (3X11)	33	Experiential activities	13	Homeworks	20	Reading	54	Overall	120
<i>Activities</i>	<i>Workload of semester</i>												
Assignments (3X11)	33												
Experiential activities	13												
Homeworks	20												
Reading	54												
Overall	120												
STUDENTS' EVALUATION	In Toledo, the scores for the various components within the course can be entered (Toledo - full grade center). The system automatically calculates the total score for each student. So, in Toledo, every teacher can consult the score of the students of												

	<p>their educational institute. Students who pass the course receive a certificate of participation from Vives.</p> <p>Individual scores:</p> <ul style="list-style-type: none"> • Score given by the international coach, using input from the group members. • Score given by the national coach. <p>Group score:</p> <ul style="list-style-type: none"> • Score given by the international coach • Each international coach gives a score out of 15 for the final product of their international groups. In the document on toledo for the film festival, each international coach can see to which additional group he/she should assign a score as well.
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RECOMMENDED LITERATURE

Suggested bibliography

- Adams, R., Dominelli, L., and Payne, M. (2009) *Practising Social Work in a Complex World*, London, Palgrave Macmillan.
- Beddoe, L., Davys, A. and Adamson, C. (2013) 'Educating resilient practitioners', *Social Work Education*, 32(1), pp. 100–117.
- Collins, S. (2007) 'Social workers, resilience, positive emotions and optimism', *Practice*, 19(4), pp. 255–69.
- Collins, S. (2008) 'Statutory social workers: stress, job satisfaction, coping, social support and individual differences', *British Journal of Social Work*, 38(6), pp. 1173–1193.
- Collins, S., Coffey, M. and Morris, L. (2010) 'Social work students: Stress, support and well-being', *British Journal of Social Work*, 40(3), pp. 963–82.
- Fairtlough, A., Bernard, C., Fletcher, J. and Ahmet, A. (2014) 'Black social work students' experiences of practice learning: understanding differential progression rates', *Journal of Social Work*, vol. 14, no. 6, pp. 605–624.
- Garrett, P. M. (2015) 'Questioning Tales of 'Ordinary Magic': 'Resilience' and Neo-Liberal Reasoning' *British Journal of Social Work*, 46(7), pp. 1909–1925.
- Gilligan, R. (2009) 'Promoting positive outcomes for children in need: the assessment of positive factors', in Horwath, J. (ed) *The Child's World: The Comprehensive Guide to Assessing Children in Need, Second Edition*, London, Jessica Kingsley.
- Grant, L. and Brewer, B. (2014) 'Critical reflection and reflective supervision' in L. Grant, and G. Kinman (eds) *Developing Resilience for Social Work Practice*, London, Palgrave Macmillan.
- Grant, L. and Kinman, G. (2012) 'Enhancing wellbeing in social work students: building resilience in the next generation', *Social Work Education*, 31(5), pp. 605–621.
- Grant, L. and Kinman, G. (2014) *Developing Resilience for Social Work Practice*, London, Palgrave Macmillan.
- Grant, L. and Kinman, G. (2015) 'Guide to developing emotional resilience', *Community Care Inform* [online]. Available at <https://www.iasw.ie/attachments/Guide-to-emotional-resilience-download.pdf> (Accessed 15 April 2017).

ELECTIVE COMPULSORY COURSES

COURSES SPRING SEMESTER

COURSE OUTLINE

GENERAL INFORMATION		
SCHOOL	School of Health Sciences	
DEPARTMENT	Social Work	
LEVEL OF STUDIES	<i>Undergraduate</i>	
COURSE CODE	0804.6.015.0	SEMESTER Spring
COURSE TITLE	Social Work and Disability	
TEACHING ACTIVITIES	HOURS PER WEEK	CREDITS
Lectures, laboratory exercises, focused discussion	3	4
TYPE OF COURSE	Special background / Optional / Social Work	
PREREQUISITE COURSE	No	
TEACHING LANGUAGE	Greek	
OFFERED TO ERASMUS STUDENTS	No	
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/modules/document/?course=SW227	
LEARNING OUTCOMES		
<p>One of the major areas of social work is social work with disabilities. Students will understand the conceptual approaches to disability, the needs and the difficulties faced by disabled people in various areas of their lives. So, they will have the opportunity to learn the important role that social work has in empowerment, participation and integration with disabilities in society.</p> <p>Through lectures, debates, exercises and student presentations, the course aims to promote the elimination of stereotypes and prejudices, stigma and social exclusion.</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> • Understand the principles of respect for diversity and equality • Understand the forces and processes of social exclusion and integration • Develop empathic skills for the needs of the disabled • Acquire skills in the management of empowerment processes and integration • Adopt attitudes, feelings and values regarding respect for the diversity, ethics, and human rights of all people, promoting with their profession the principles and values of social justice 		
General abilities		
<ul style="list-style-type: none"> • Adaptation to new situations • Decision making • Teamwork • Interdisciplinary work • Production of new research ideas • Respect and acceptance of diversity and equal opportunities • Critical thinking and self-criticism • Promoting free, creative and inductive thinking • Demonstrate social, professional and moral responsibility and sensitivity in matters of mental and physical disability 		
CONTENT OF THE COURSE		
<ul style="list-style-type: none"> • Disability: Conceptual Approaches, Medical / Social Model, Historical - Social Disability • European / Greek Social Policy and Disability • Stereotypes / Prejudices / Stigma / Discrimination and Disability 		

<ul style="list-style-type: none"> • Disability / Difficulties / Problems / Risks • Social Exclusion and Disability • Empowerment / Participation / Social Inclusion and Disability • Disability and Educational Policy • Physical Disability / Deafness / Blindness • Mental Retardation / Autism • Mental Illness / Needs / Functionality / Quality of Life • Sexuality and Disability • Disability and Sports • Social Worker and Disability: Bodies and Action Plans 													
TEACHING and LEARNING METHODS – EVALUATION													
DELIVERY METHODS	Face-to-face / In vivo												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> • Support of learning process through the • asynchronous platform e-class / e-mail / online meetings via zoom or skype • Use of power point during lectures • Use of video/DVD during lectures 												
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>60</td> </tr> <tr> <td>Analysis of audiovisual material</td> <td>20</td> </tr> <tr> <td>Writing and presenting a work</td> <td>20</td> </tr> <tr> <td>Reading</td> <td>20</td> </tr> <tr> <td>Total</td> <td>120</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	60	Analysis of audiovisual material	20	Writing and presenting a work	20	Reading	20	Total	120
Activities	Workload of semester												
Lectures	60												
Analysis of audiovisual material	20												
Writing and presenting a work	20												
Reading	20												
Total	120												
STUDENTS' EVALUATION	<p>The overall grade of the course is as follows:</p> <ul style="list-style-type: none"> • Theory (70%): Written final exam that includes: development questions, short answer questions and multiple choice • Exercise (30%): written assignment. <p>Students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and described on the course website at e-class</p>												
RECOMMENDED LITERATURE													
<ul style="list-style-type: none"> • Aroni, D. (2006). "Parents 'Needs and Parents' Views on the Occupational Rehabilitation of their Children with Intellectual Delay". <i>Social Work, Issue 81</i>, pp. 9-20. • Asimopoulos, C. (2006). "From Prejudice to Social Exclusion: The Reactions of Local Communities in Psychiatric Reform". <i>Social Work, Issue 84</i>, pp. 225-240. • Batsiou, S. Antoniou, P. Hatzikosta, M. (2003). "The inclusion of children with and without disabilities in the course of physical education in school". <i>Social Work, Issue 71</i>, pp. 177-188. • Douka, M. Theodossiou, I. Katsarou, V. Koutlieri, N. Litina, Booth, M. (2013). "The experience of the participation of people with disabilities in Paralympic Games". <i>Social Work, Issue 111</i>, pp. 170-184. • Karolidou, S. (2017). <i>Counseling people with disabilities and their families: https://sotiriakarolidou.wordpress.com</i> • Madianos, M. (2005). <i>Psychiatric rehabilitation</i>. Athens: KASTANIOTIS. • MINISTRY OF HEALTH AND SOCIAL SOLIDARITY EUROPEAN SOCIAL FUND Operational Program "Health – Welfare 2000-2006". (2005). <i>Methodology of Social Awareness & Prevention of Preconceptions for Mental Illness</i>. Athens. SUPPORT AND MONITORING UNIT "PSYCHARGOS" – B' PHASE». • MINISTRY OF HEALTH AND SOCIAL SOLIDARITY. EUROPEAN SOCIAL FUND. Operational Program "Health - Welfare2000-2006". (2005). <i>Estimation of mental health needs in the community</i>. Athens: SUPPORT AND MONITORING UNIT "PSYCHARGOS" – B' PHASE». • Nicolaides, G. Tsouvelas, G. (2013). "Approaching the relevance of violence and service provision to people with disabilities, particularly from the point of view of protecting children with disabilities from all forms of violence". <i>Social Work, Issue 111</i>, pp. 135-151 • Nikoloulis, N. (2006). <i>School and social integration of people with disabilities, Measures and initiatives in Greece and the European Union</i>. Athens, TAXIDEYTIS. • Parlalis, S. (2011). <i>The practical applications of Social Work in Greece and Cyprus</i>. Athens: PEDIO. • Pachi, A. Skoura, A. Giannopoulou, E. (2013). "Sexuality and Disability: Knowledge, attitudes and 													

perceptions of professionals and the role of Social Work". Social Work, Issue 111, pp. 153-169.

- Spyropoulos, T. (2016). *Reflections and aspects of stereotypes and services for people with disabilities:* <https://docplayer.gr/33026649-Provlitismoi-kai-opseis-ton-stereotypon-kai-ton-parehomenon-ypiresion-giata-atoma-me-ame.html>
- Voziki, A. (2011). *The social construction of disability:* https://specialeducationews.files.wordpress.com/2017/11/a_voziki_disability.pdf
- www.eriande.elemedu.upatras.gr

Relevant Academic Journals:

- Social work. Social Research Review (in Greek).
- British Journal of Social Work
- Critical and Radical Social Work
- European Journal of Social Work
- International Journal of Social Work
- Journal of Social Work Values and Ethics
- Journal of Social Work in Disability & Rehabilitation

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.6.019.0	SEMESTER	
COURSE TITLE	Adult Counselling in Social Work		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
	Lectures, laboratory exercises, focused discussion	3	4
TYPE OF COURSE	Special background		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW274/		
LEARNING OUTCOMES			
<p>Students are expected after the successful end of the semester to:</p> <ol style="list-style-type: none"> a. Understand the appropriate ways to embed counseling in social work practice b. Familiarize with the theoretical framework of humanistic/person-centered approach in adult counseling. c. Know the basic principles of intercultural and gender counseling. d. Understand basic aspects of adult counseling which focused on special issues, like those associated with life transitions, experiences of loss and grief. e. Comprehend the framework of career counseling and online counseling. f. Familiarize with methods and techniques utilized in individual and group counseling. g. Reflect on the importance of narratives, intersectionality and empowerment in the practice of adult counseling in social work. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Working in an interdisciplinary environment ● Production of new research ideas ● Respect for difference and multiculturalism ● Showing social, professional and ethical responsibility and sensitivity to gender issues ● Criticism and self-criticism 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Basic principles of counseling and its position in social work. The social-historical framework of counseling and the place of counseling in social work. Characteristics of counseling. 2. Social work and Person-centered counseling. The onset and evolution of person-centered counseling, basic terms (non-directiveness, empathy, unconditional positive regard, congruence. 3. Counseling in practice (Part A'). Building a counseling relationship (trust, safe, caring), difficult feelings, working collaboratively for behavior change, counseling skills. 4. Counseling in practice (Part B')._Problem-solving, planning and decision making, collecting and using information, the end of the counseling relationship, ethical issues in counseling. 5. The function of narrative in counseling: working with stories._Narrative and counseling. The importance of revival change and language sensitivity during the counseling process. The difference between narratives/storytelling of the clients and other types of verbal expression (description, arguing, evaluation, review). Narratives and identity construction. 6. Intersectionality and counseling. The meaning of intersectionality, issues of power, multiple levels of oppression, examples of the implementation of intersectionality in the field of drug dependence. 7. Counseling and negotiating life transitions._Theoretical aspects about the life transition, examples of life transitions, counseling as an empowering process for negotiating life transitions. 8. Loss and grief in counseling (a) Types of loss: poverty and loss income, work loss 			

<p>(unemployment) and loss of role, loss of health and functioning, life changes and moving to a new place (b) The experience of loss and grief, empowerment and consolation, diversity and cultural factors affecting grief and bereavement.</p> <p>9. Counseling and gender. Principles of feminist counseling, gender identity, gender biases and sexism, special issues in gender counseling: (a) gender violence, (b) young women and eating disorders (c) women and prescribed medications.</p> <p>10. Intercultural counseling. Basic terms: multiculturalism and diversity, culture, cultural competence. The importance of cultural knowledge in counseling.</p> <p>11. Career counseling. Goals, process, and context of career counseling, the implication of the career counseling in Greece, career counseling with vulnerable populations (young people in danger, people with disabilities, released prisoners). Gender-sensitive career counseling.</p> <p>12. Group and distance counseling_(a). Group counseling (goal setting, composition, size, space, time, preparation, challenges in group counseling) (b) Distance counseling (Telephone counseling, online counseling).</p> <p>13. The politics of counseling and social justice: Non-stigmatizing language/terms in counseling, counseling with marginalized populations, principles of anti-oppressive practice in counseling, empowerment and emancipation in counseling, reflexivity of social workers as counselors. Evaluation of the course.</p>													
TEACHING and LEARNING METHODS – EVALUATION													
DELIVERY METHODS	Face-to-face												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Use of ICT in teaching ● Support of learning procedure and communication with students through E-Class platform, email, zoom, skype. 												
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>40</td> </tr> <tr> <td>Study/preparation for the exams</td> <td>60</td> </tr> <tr> <td>Analysis of additional educational material (e-class)</td> <td>18</td> </tr> <tr> <td>Final exams</td> <td>2</td> </tr> <tr> <td>Total</td> <td>120</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	40	Study/preparation for the exams	60	Analysis of additional educational material (e-class)	18	Final exams	2	Total	120
	Activities	Workload of semester											
	Lectures	40											
	Study/preparation for the exams	60											
	Analysis of additional educational material (e-class)	18											
	Final exams	2											
Total	120												
STUDENTS' EVALUATION	<p>Written final examination which is based on:</p> <ul style="list-style-type: none"> - Open-ended questions - Multiple-choice questions <p>Students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and described on the course website at E-Class</p>												
RECOMMENDED LITERATURE													
<ul style="list-style-type: none"> ● Andrews, P., & Harris, S. (2017). Using live supervision to teach counselling skills to social work students. <i>Social Work Education</i>, 36(3), 299-311. https://doi.org/10.1080/02615479.2016.1270929 ● Booysen, P., & Staniforth, B. (2017). Counselling in social work: A legitimate role? <i>Aotearoa New Zealand Social Work</i>, 29(1), 16-27. ● Burnard, P. (2005). <i>Counselling Skills for Health Professionals</i> (4th ed). Chapman & Hall. ● Cochran, J.L., & Cochran, N.H. (2015). <i>The heart of counseling: Counseling skills through therapeutic relationships</i> (2nd ed.). Routledge. ● Dealey, R. P., & Evans, M.R. (Eds.) (2021). <i>Discovering Theory in Clinical Practice. A Casebook for Clinical Counseling and Social Work Practice</i>. Springer. ● Duffey, T., Haberstroh, S., & Trepal, H. (2016). Creative approaches to counseling and psychotherapy. In: D. Capuzzi & M. Stauff (Eds.). <i>Counseling and psychotherapy: Theories and interventions</i> (6th Ed. pp. 445-468). American Counseling Association. ● Ebimngbo, S.O. (2019). <i>Interviewing and Counseling as Social Work Tools</i>. In: <i>Social work in Nigeria: Book of readings</i> (pp. 70-83). University of Nigeria Press Ltd. ● Edwards, P. B. (2002). Spiritual themes in social work counselling: Facilitating the search for meaning. <i>Australian Social Work</i>, 55(1), 78-87. https://doi.org/10.1080/03124070208411674 ● Evans, M., Duffey, T., Erford, B.T., & Gladding, S.T. (2015). Counseling in The United States. In T. Hohenshil, N. Amundson, & S. Niles (Eds.). <i>Counseling around the world: An international handbook</i> (pp. 323-334). Alexandria, VA: American Counseling Association. https://doi.org/10.1002/9781119222736.ch34 													

- Goodman, J., Schlossberg, N., & Anderson, M. (2006). *Counseling adults in transition: Linking Practice with theory*. Springer Publishing Company.
- Kandylaki, A. (2008). *Counseling in social work. Skills and techniques*. Motivo. [in Greek]
- Loewenthal, Del. (2011). Psychotherapy and counselling versus social work: Individualism versus social engineering? *European Journal of Psychotherapy and Counselling*, 13(3), 181-185. <https://doi.org/10.1080/13642537.2011.596718>
- McLeod, J. & McLeod, J. (2011/2020). *Counselling skills*. Open University Press.
- Miller, L. (2012). *Counselling Skills for Social Work* (2nd ed.). Sage
- Seden, J. (2005). *Counselling Skills in Social Work Practice* (2nd ed.). Open University Press.

Relevant Academic Journals

- Clinical Social Work
- Qualitative Social Work
- Affilia: Journal of Women and Social Work
- Social Work Education
- Social Work
- European Journal of Social Work
- British Journal of Social Work
- Ethics and Values in Social Work

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.6.006.0	SEMESTER	
COURSE TITLE	Social Inequalities, Poverty and Social Exclusion		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures & Class Exercises		3	4
TYPE OF COURSE	Compulsory/ Social Work		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW228/		
LEARNING OUTCOMES			
<p>This course is designed to provide students with knowledge on social inequalities, poverty, and social exclusion. It aims at helping students understand the role of a social worker in social exclusion, poverty and social inequalities.</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> ● Become familiar with the basic concepts and general terminology that addresses the issues of economic inequality, poverty, and social exclusion. ● Understand the effect of these concepts both on mapping and interpreting these phenomena as well as on the choice and evaluation of policies to address them. ● Be familiar with the basic tools and methods of empirical analysis of these issues. ● Understand the main features and dimensions of inequality, poverty and social exclusion 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Interdisciplinary work ● Respect of diversity and multicultural environments ● Display of social, professional, and ethical accountability ● Decision-making ● Autonomous work ● Critical thinking and self-criticism 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Identify inequality and poverty. Definitions and metrics. Issues in empirical exploration. 2. The dialogue on global poverty and deprivation. 3. Poverty response policies at an international and national level. The role of international organizations and national governments. 4. Basic characteristics and trends of inequality, poverty and social protection in Greece and the EU. 5. Growth, growth and poverty. 6. Basic conceptual definitions of social exclusion. The concept of social exclusion in the context of sovereign policies and programs at the national and supranational (EU) level. Exclusion from the labour market. 7. Exclusion and integration. 8. Forms and characteristics of social exclusion. Greek and European experience. 9. Policies-Programs to combat economic inequality, poverty and social exclusion in EU countries 10. The impact of modern social and economic developments on inequality, poverty and social exclusion. 11. The impact of the economic crisis and austerity programs. 			

TEACHING and LEARNING METHODS – EVALUATION													
DELIVERY METHODS	Face-to-face / In vivo												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> • Support of learning process through the asynchronous platform e-class • Use of power point during lectures. • Use of video/DVD during lectures. • Email, Skype (communication with students) 												
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>60</td> </tr> <tr> <td>Experiential activities</td> <td>20</td> </tr> <tr> <td>Homework</td> <td>20</td> </tr> <tr> <td>Reading</td> <td>20</td> </tr> <tr> <td>Total</td> <td>120</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	60	Experiential activities	20	Homework	20	Reading	20	Total	120
Activities	Workload of semester												
Lectures	60												
Experiential activities	20												
Homework	20												
Reading	20												
Total	120												
STUDENTS' EVALUATION	<ul style="list-style-type: none"> • The degree of performance of the Theoretical Part corresponds to 70% of the total grade of the course. This grade comes from the Progress test and from the final written test. The Progress Test is optional for students and corresponds to 40% of the grade. The final written test is mandatory and corresponds to 60%. When the student does not write a Progress test, the degree of the final contest corresponds to 100% of the grade of the Theoretical Part. • The degree of performance of the Exercise-Practicing corresponds to 30% of the total grade of the course and will be the result of the student's assessment of the presentation of the group work, his / her individual work and his / her participation in the classroom. <p>Students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and described on the course website at E-Class</p>												
RECOMMENDED LITERATURE													
<ul style="list-style-type: none"> • Amitsis G. (2006). <i>The European social inclusion strategy</i>. Athens: Papazisi. • Dimoulas K, 2019. <i>Design, Implementation and Evaluation of Social Policy Programs</i>, Athens: Dionikos. • Hellenic Statistical Authority, Press Release "Economic Inequality - Survey of Income and Living Conditions of Households 2016", ELSTAT, June 2017. • Feronas A. 2019. <i>Social Exclusion and Social Solidarity in Greece in Crisis</i>, Athens: Dionikos. • Kaftantzoglou I. 2006. <i>Social exclusion: Except, within and under: Theoretical, historical and political plots of an ambiguous concept</i>. Athens: Savvalas. • Leventi, C. and Matsaganis M., "Estimating the distributional impact of the Greek crisis (2009- 2014)", • OECD Economics Department Working Papers, No. 1312, OECD Publishing, 2016. http://dx.doi.org/10.1787/5jlv2jl6c9f3-en • Mitrakos T. and Botsari M., "Social Indicators and the Effectiveness of Social Transfers in Greece over the Recent Crisis", <i>Social Cohesion and Development 2016, Volume 11, Issue 1, Spring 2016</i>. • OECD, "Income Inequality remains high in the face of weak recovery", <i>OECD Inequality Update</i>, OECD Publishing, November 2016 Hellenic Statistical Authority, e-Publications, "Living Conditions in Greece", November 2017. • Oikonomou X. and Feroias A. (ed.) 2006, <i>Out of the Walls. Poverty and Social Exclusion in Modern Societies</i>. Athens: Dionikos. • Papadopoulou, D., 2012. <i>Sociology of exclusion in the era of globalization</i>. Athens: Pattern. • Papatheodorou, Ch. And Dafermos, G., 2010, <i>Structure and trends of economic inequality and poverty in Greece and the EU, 1995-2008. Observatory of Economic and Social Developments</i>, GSEE Institute of Labor, Scientific Reports, Athens: INE-GSEE. http://www.ineobservatory.com/sitefiles/files/report2.pdf. • Petmezidou, M. and Papatheodorou, Ch., 2004. <i>Poverty and social exclusion</i>, Athens: Exantas. • Sakellaropoulos S., 2014. <i>Crisis and social stratification in Greece of the 21st century</i>. Athens: Place. Amitsis G. (2006). <i>The European Social Inclusion Strategy</i>. Athens: Papazisi. 													

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.6.007.0	SEMESTER	
COURSE TITLE	Civil and Social Rights		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		3	4
TYPE OF COURSE	Optional		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW122/		
LEARNING OUTCOMES			
<p>Students are expected to:</p> <ul style="list-style-type: none"> ● Understand the distinction of constitutionally guaranteed rights according to their content (civil, social, political). ● Acquire knowledge on the rules protecting civil and social rights. ● Acquire knowledge on the protection bodies of civil and social rights in Greece and internationally. ● Understand the legal dimension and the consequences of rights violations. ● Identify issues from the implementation of Social Work related to the field of human rights protection. ● Detect violations of fundamental rights. ● Be able to guide and support persons whose rights have been violated by the State for the out-of-court settlement of disputes and / or recourse to justice through referral to competent bodies and services. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Autonomous work ● Group work ● Work in international environment ● Interdisciplinary work ● Respect for diversity and multiculturalism ● Demonstration of social, professional and moral responsibility and sensitivity in matters of gender but also discrimination regarding oppressed groups ● Critical thinking ● Familiarization of students with Greek and foreign language bibliography and resources 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Legal nature of constitutional rights 2. Subjects, recipients and restrictions of civil and social rights 3. Equality 4. Personal freedom 5. Religious freedom, freedom of expression and of the press 6. Property 7. Judicial protection 8. Rights of collective action 9. Protection of family, marriage, motherhood and childhood 10. Right to health 11. Right to work 12. Social security, welfare and housing 			
TEACHING and LEARNING METHODS – EVALUATION			

DELIVERY METHODS	Face-to-face / In vivo														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Support of learning process through the asynchronous platform e-class ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Use of power point during presentation of essays 														
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>40</td> </tr> <tr> <td>Writing-presentation of essay</td> <td>20</td> </tr> <tr> <td>Interactive teaching</td> <td>10</td> </tr> <tr> <td>Analysis of audiovisual material</td> <td>10</td> </tr> <tr> <td>Reading</td> <td>40</td> </tr> <tr> <td>Total</td> <td>120</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	40	Writing-presentation of essay	20	Interactive teaching	10	Analysis of audiovisual material	10	Reading	40	Total	120
Activities	Workload of semester														
Lectures	40														
Writing-presentation of essay	20														
Interactive teaching	10														
Analysis of audiovisual material	10														
Reading	40														
Total	120														
STUDENTS' EVALUATION	<p>Final written exam consisting of close-ended and open-ended questions.</p> <p>Group essay (optional).</p> <p>Students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and described on the course website at E-Class</p>														
RECOMMENDED LITERATURE															
<p><u>Greek:</u></p> <ul style="list-style-type: none"> ● Vlachopoulos, S. (ed.) (2017). <i>Fundamental rights. Nomiki Bibliothiki.</i> ● Iliopoulou-Stranga, T. (2018). <i>General theory of fundamental rights - Aspects of multilevel protection in Europe. Sakkoulas Publications.</i> ● Perrakis, St. (2017). <i>Dimensions of international protection of human rights. Publisher I. Sideris.</i> ● Sicilianos, L. Al. (2017). <i>European Convention on Human Rights, Interpretation by Article. Nomiki Bibliothiki.</i> ● Chrysanthakis, Ch. (2007). <i>Lectures of Constitutional Law / Organization of the State - Civil and Social Rights - ECHR. Nomiki Bibliothiki.</i> ● Chrysogonos, K., Vlachopoulos, S. (2017, 4th edition). <i>Civil and Social Rights. Nomiki Bibliothiki.</i> <p><u>International:</u></p> <ul style="list-style-type: none"> ● Centre for Human Rights (1994). <i>Human Rights and Social Work : a manual for schools of social work and the social work profession. United Nations Publication.</i> ● Alfredsson, G., Grimheden, J., Ramcharan, B.G., De Zayas, A. (επιμ.) (2009). <i>International Human Rights Monitoring Mechanisms: Essays in Honour of Jakob Th. Möller. Martinus Nijhoff Publishers.</i> ● Ife, J. (2012). <i>Human Rights and Social Work: Towards Rights-Based Practice. Cambridge University Press.</i> ● Kälin, W., Künzli, J. (2019, 2^η έκδοση). <i>The Law of International Human Rights Protection. Oxford University Press.</i> ● SUDRE, F. (2019, 14^η έκδοση). <i>Droit européen et international des droits de l'homme. Presses Universitaires de France - P.U.F.</i> <p><u>Relevant Academic Journals</u></p> <ul style="list-style-type: none"> ● <i>Droits Fondamentaux</i> ● <i>Harvard Human Rights Journal</i> ● <i>Human Rights Quarterly</i> ● <i>Human Rights Review</i> ● <i>Journal of Human Rights</i> ● <i>Journal of Human Rights Practice</i> ● <i>Human Rights Law Review</i> ● <i>Netherlands Quarterly of Human Rights</i> ● <i>Revue Hellénique des Droits de l'Homme</i> ● <i>The International Journal of Human Rights</i> <p><u>Websites:</u></p> <ul style="list-style-type: none"> ● National Commission for Human Rights, http://www.nchr.gr/ ● Greek Ombudsman, https://www.synigoros.gr/ ● Council of Europe, https://www.coe.int/fr/web/portal/home ● European Union Agency for Fundamental Rights, https://fra.europa.eu/en ● Office of the UN High Commissioner for Human Rights, https://www.ohchr.org/EN/pages/home.aspx 															

COURSE OUTLINE

SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	0804.6.009.0	SEMESTER	
COURSE TITLE	Informatics Applications		
TEACHING ACTIVITIES		HOURS PER WEEK	ECTS
	Lectures	1	
	Exercise	2	
		3	4
TYPE OF COURSE	Optional		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
URL	https://eclass.hmu.gr/courses/SW169/		
LEARNING OUTCOMES			
<p>The students are expected to:</p> <ul style="list-style-type: none"> • Be able to meet the basic requirements of a scientific work. • To effectively utilize knowledge and skills related to Information and Communications Technologies. • To reflect on the use of the Computers in Social Work and use software for Social Services. • To effectively use word processing applications and content presentation. • Gain navigation and search information on the Internet. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> • Autonomous Work • Teamwork • Promotion of free, creative and inductive thinking 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Basic concepts of Information Technology 2. Computer systems-computer networks 3. Legal issues and safety and security issues in relation to the use of information systems 4. Use computer and managing files 5. Information management and Internet services 6. Text editing 7. Principles - scientific text structure 8. Making use of literature - References 			
TEACHING and LEARNING METHODS – EVALUATION			
DELIVERY METHODS	Face to face		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Use of the electronic platform e-class ● Use of Internet sources ● Software: Word, PowerPoint 		
WAYS OF TEACHING			
	Lectures		40
	Practice Exercises		80
	Total		120
STUDENTS' EVALUATION	Written exam using computer software (50%) and written exam (50%) with questions		

RECOMMENDED LITERATURE

- *Beekman, G. (2005). Isagogi stin Plioroforiki [in Greek] Introduction to Informatics. Athens: Giousdas.*
- *Zafiropoulos, K. (2005). Pos ginete mia diplomatiki ergasia [inGreek] How to conduct a thesis. Athens: Kritiki.*
- *Konstadinos, I. (2003). Chrissi Hlektronikou Ypologisti [in Greek] How to use a P/C. Athens: Abakas.*
- *Papadakis, S. (2002). Isagogi stin Plioroforiki [in Greek] Introduction to Informatics. Athens: Metaixmio.*
- *Rivard J. D. (1997), Quick guide to the Internet for social workers, Needham Heights, MA: Allyn*
- *Tsouropis A. (2003). Introduction to Informatics (in Greek). Athens-Nees Technologies*

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.6.012.0	SEMESTER	
COURSE TITLE	Introduction to Therapeutic Play and Play Therapy		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		3	4
TYPE OF COURSE	Optional		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	English		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW131/		
LEARNING OUTCOMES			
<p>The aim of the course is to introduce students to the subject of therapeutic play and play therapy. As part of the lectures, the students will be taught the therapeutic principles and counseling skills of Play therapy. A detailed description of the range of emotional difficulties and behavioral problems encountered through Play therapy will also be made. At the same time, students will learn how to provide a safe environment while working with children and the Code of Ethics. Finally, there will be a concise but in-depth presentation of the various therapeutic means, such as the sandbox, the use of art and natural materials, which are applied in the context of play therapy.</p> <p>The students mastering the course content will:</p> <ul style="list-style-type: none"> ● Become familiar with the basic therapeutic principles of Play Therapy ● Realize the value of “free play” ● Recognize in which cases Play Therapy can be helpful for the children ● Have a clear view of how a Play Therapy session is structured ● Acknowledge the value of the different therapeutic means used in Play Therapy 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Independent work ● Teamwork ● Interdisciplinary work ● Respect of diversity and multicultural environments ● Accountability and sensitivity of gender issues ● Critical thinking and self-criticism ● Advancement of free, creative and inductive thinking 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Definition, course objectives and Play Therapy approach 2. The use of play in Play Therapy 3. Presentation of the Play Therapy Model of the PTI. 4. The Axline therapeutic principles and its application in Play Therapy 5. Basic principles and research evidence of Attachment Theory 6. Therapy through art and the use of natural materials in working with children 7. The value of metaphor and neurobiology in therapeutic work 8. Presentation of assessment and projective tools in working with children 9. Basic principles of child protection. PTI’s ethical system while practicing Therapeutic Play and 			

Play Therapy 10. The spectrum of the emotional difficulties and behavioral problems that can be addressed with Therapeutic Play and Play Therapy 11. The application of Play Therapy in schools. The use of PTI's model in schools and other placements in Greece and abroad											
TEACHING and LEARNING METHODS – EVALUATION											
DELIVERY METHODS	Face-to-face / In vivo										
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> • Support of learning process through the asynchronous platform e-class • Use of power point during lectures. • Use of video/DVD during lectures. • Email, fb, Skype (communication with students) 										
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures (3X13)</td> <td>39</td> </tr> <tr> <td>Experiential activities</td> <td>13</td> </tr> <tr> <td>Reading</td> <td>68</td> </tr> <tr> <td>Total</td> <td>120</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures (3X13)	39	Experiential activities	13	Reading	68	Total	120
Activities	Workload of semester										
Lectures (3X13)	39										
Experiential activities	13										
Reading	68										
Total	120										
STUDENTS' EVALUATION	Final exam test of multiple choice type Assessment criteria are referred upon e-class. Exam degrees are uploaded at e-class and exam papers are available to students.										
RECOMMENDED LITERATURE											
<ul style="list-style-type: none"> • Axline, V. (1947). <i>Play therapy</i>. New York: Ballantine. • Axline, V. (1949). <i>Mental deficiency: Symptom or disease?</i> <i>Journal of Consulting Psychology</i>, 13, 313–327. • Axline, V. (1964). <i>Dibs: In search of self</i>. New York: Ballantine • Kалff, D. (2003). <i>Sandplay: A psychotherapeutic approach to the psyche</i>. Cloverdale, CA: Temenos Press. • Kestly, T. (2014). <i>The interpersonal neurobiology of play. Brain building interventions for emotional well-being</i>. Norton & Company. New York. • Oaklander, V. (1978). <i>Windows to our children: A gestalt approach to children and adolescents</i>. The gestalt journal press. Gouldsboro. • Siegel, D., Payne Bryson, T. (2012). <i>The whole brain child</i>. Delacorte Press. 											

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.6.020.0	SEMESTER	
COURSE TITLE	Refugee Protection: Law and Rights		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		3	4
TYPE OF COURSE	Optional		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	Greek		
OFFERED TO ERASMUS STUDENTS	No		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW310/		
LEARNING OUTCOMES			
<p>Students are expected to:</p> <ul style="list-style-type: none"> ● Acquire knowledge on the basic texts and mechanisms for the protection of refugees' rights. ● Acquire knowledge on refugee policies and the importance of international cooperation for refugee protection. ● Understand the particular challenges faced by the Greek authorities and professionals on the field of refugee protection due to the geographical location of Greece, the frequent crises in the region and its status as a member state of the European Union. ● Identify issues from the implementation of Social Work related to the field of refugee protection. ● Search for bodies for the protection of refugees' rights. ● Guide and support refugees. ● Refer refugees to competent bodies and services. ● Provide theoretical analysis and practical application of refugee policies. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Autonomous work ● Group work ● Work in international environment ● Interdisciplinary work ● Respect for diversity and multiculturalism ● Demonstration of social, professional and moral responsibility and sensitivity in matters of gender but also discrimination regarding oppressed groups ● Familiarization of students with legislation concerning the rights of asylum seekers and refugees ● Familiarization of students with stakeholders in the protection of asylum seekers' and refugees' rights in Europe ● Critical thinking ● Familiarization of students with Greek and foreign language bibliography and resources 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Introduction to international protection 2. The 1951 Geneva Convention 3. Refugee protection in international human rights law 4. Common European Asylum System 5. Reception of asylum seekers 6. Administrative detention 7. Refugee protection in the Council of Europe 8. Allocation of responsibility for the protection of refugees 9. Asylum procedures in Greece 			

10. Civil and social rights in Greece 11. The role of civil society 12. Best practices															
TEACHING and LEARNING METHODS – EVALUATION															
DELIVERY METHODS	Face-to-face / In vivo														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> • Support of learning process through the asynchronous platform e-class • Use of power point during lectures. • Use of video/DVD during lectures. • Use of power point during presentation of essays 														
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>40</td> </tr> <tr> <td>Writing-presentation of essay</td> <td>20</td> </tr> <tr> <td>Interactive teaching</td> <td>10</td> </tr> <tr> <td>Analysis of audiovisual material</td> <td>10</td> </tr> <tr> <td>Reading</td> <td>40</td> </tr> <tr> <td>Total</td> <td>120</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	40	Writing-presentation of essay	20	Interactive teaching	10	Analysis of audiovisual material	10	Reading	40	Total	120
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Reading	40														
Total	120														
STUDENTS' EVALUATION	<p>Final written exam consisting of close-ended and open-ended questions. Group essay (optional). Students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and described on the course website at E-Class</p>														
RECOMMENDED LITERATURE															
<p><u>Greek:</u></p> <ul style="list-style-type: none"> • Marouda, M. D. (ed.) (2019). <i>Solidarity in the EU: Developments in the field of refugee protection and challenges in the EU and Greece</i>. Nomiki Bibliothiki. • Marouda, M. D., Saranti, B. (2016). <i>Refugee Law</i>. .Nomiki Bibliothiki. • Spyropoulou, A. M (2016). <i>Unaccompanied Minors as Refugees and Immigrants</i>. .Nomiki Bibliothiki. <p><u>International:</u></p> <ul style="list-style-type: none"> • Banti-Markouti, V., SounoglouM. (Eds.) (2021).<i>Human Rights and International Protection for vulnerable asylum applicants</i>. Nomiki Bibliothiki. • Costello, C. (2015). <i>The Human Rights of Migrants and Refugees in European Law</i>. Oxford University Press. • Hathaway, J. (2021). <i>The Rights of Refugees under International Law</i>. Cambridge University Press. • Hurwitz, A. –G. (2009). <i>The collective responsibility of states to protect refugees</i>. Oxford University Press. <p>Relevant Academic Journals: <i>Immigration Law Review (in Greek)</i> <i>European Journal of Migration and Law</i> <i>International Journal of Refugee Law</i> <i>Journal of Immigrant & Refugee Studies</i> <i>Journal of International Migration and Integration</i> <i>Journal of Refugee Studies</i> <i>Refugee Survey Quarterly</i></p>															

COURSE OUTLINE (TAUGHT IN ENGLISH)

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	0804.6.011.0	SEMESTER	
COURSE TITLE	Positive Psychology		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures		3	4
TYPE OF COURSE	Optional		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	English		
OFFERED TO ERASMUS STUDENTS	Yes		
ONLINE COURSE PAGE (URL)	---		
LEARNING OUTCOMES			
<p>Psychology is not only about treating human weakness, pathologies, and disorders, but also about promoting optimal human functioning, flourishing, well-being, and happiness.</p> <p>The purpose of this course is to provide students with the opportunity to study the most recent scientific developments in the field of positive psychology. The course will specifically acquaint students with the theoretical concepts and core ideas in the science of happiness, human flourishing and well-being and also with the growing body of research findings on developing positive individuals. The focus of the course will be on applied positive psychology and the course is largely experiential as it includes a lot of classroom activities.</p> <p>The students mastering the course content will:</p> <ul style="list-style-type: none"> ● gain knowledge of basic principles and concepts of positive psychology, ● investigate positive psychology phenomena in real life, ● apply positive psychology in daily living to promote a full and meaningful life, and ● Acquire insight into their own strengths and virtues and learn strategies to increase their own happiness and overall quality of life. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Independent work ● Autonomous work ● Teamwork ● Interdisciplinary work ● Respect of diversity and multicultural environments ● Accountability and sensitivity of gender issues ● Critical thinking and self-criticism ● Advancement of free, creative, and inductive thinking 			
CONTENT OF THE COURSE			
<p>1st week: Introduction to positive psychology 2nd week: Subjective well-being - Happiness 3rd week: Interpersonal relationships 4th week: Generosity and Forgiveness 5th week: <u>Kindness</u>, altruism and pro-social behavior 6th week: Positive Mindset: Optimism and positive emotions 7th week: Savoring 8th week: Engagement, flow, and mindfulness 9th week: Gratitude 10th week: Hope 11th week: <i>Strengths and Virtues</i></p>			

12 th week: Resilience															
13 th week: Posttraumatic growth and meaning															
TEACHING and LEARNING METHODS – EVALUATION															
DELIVERY METHODS	Face-to-face / In vivo														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Support of learning process through the asynchronous platform e-class ● Use of power point during lectures. ● Use of video/DVD during lectures. ● Email, Skype (communication with students) 														
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>40</td> </tr> <tr> <td>Class activities / Experiential activities</td> <td>40</td> </tr> <tr> <td>Analysis of audiovisual material</td> <td>20</td> </tr> <tr> <td>Homework</td> <td>20</td> </tr> <tr> <td>Reading</td> <td>60</td> </tr> <tr> <td>Total</td> <td>180</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	40	Class activities / Experiential activities	40	Analysis of audiovisual material	20	Homework	20	Reading	60	Total	180
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Analysis of audiovisual material	20														
Homework	20														
Reading	60														
Total	180														
STUDENTS' EVALUATION	<ol style="list-style-type: none"> 1. Final exam test of multiple-choice type 2. Homework and class presentations of group projects 3. Group Discussions 4. Self-Assessments 5. Attendance and Participation <p>Assessment criteria are referred upon e-class. Exam degrees are uploaded at e-class and exam papers are available to students.</p>														
RECOMMENDED LITERATURE															
<ul style="list-style-type: none"> ● Csikszentmihalyi, M. & Csikszentmihalyi, I. (Eds.). (2006). <i>A life worth living: Contributions to positive psychology</i>. New York: Oxford University Press. ● Compton, W.C. & Hoffman, E. (2012). <i>Positive Psychology: The Science of Happiness and Flourishing</i>. Belmont: Wadsworth ● Fredrickson, B. L. (2009). <i>Positivity: Groundbreaking Research Reveals How to Embrace the Hidden Strength of Positive Emotions, Overcome Negativity, and Thrive</i>. New York: Crown ● Hefferon K., Boniwell, I., (2011). <i>Positive Psychology. Theory, Research, and Applications</i>. UK: McGraw Hill. ● Ivtzan, I., Lomas, T., Hefferon, K., Worth, P. (2016). <i>Second Wave Positive Psychology: Embracing the Dark Side of Life</i>. Routledge ● Lomas, T., Hefferon, K., Ivtzan, I., (2014) <i>Applied Positive Psychology: Integrated Positive Practice</i>. SAGE Publications Ltd. ● Lyubomirsky, S. (2014). <i>The Myths of Happiness: What Should Make You Happy, but Doesn't, What Shouldn't Make You Happy, but Does</i>. New York: Penguin ● Peterson, C. (2006). <i>A primer in positive psychology</i>. New York: Oxford University Press. ● Peterson, C., & Seligman, M. E. P. (2004). <i>Character strengths and virtues: A handbook and classification</i>. Washington, DC: American Psychological Association. ● Seligman, M. (2002). <i>Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment</i>. New York: Free Press. ● Seligman, M.E.P. (2012). <i>Flourish: A Visionary New Understanding of Happiness and Well-Being</i>. Atria Books. ● Seligman, M. E. P., & Csikszentmihalyi, M. (2000). <i>Positive psychology: An introduction</i>. <i>American Psychologist</i>, 55, 5-14. ● VIA Character Survey (2014), Available online at http://www.viacharacter.org/www/The-Survey ● Watkins, P. (2015). <i>Positive Psychology</i> 101. New York: Springer ● Wong, P. T. P. (2011). <i>Positive psychology 2.0: Towards a balanced interactive model of the good life</i>. <i>Canadian Psychology</i>, 52(2), 69-81. Available online at http://www.drpaulwong.com/positive-psychology-2-0-towards-a-balanced-interactive-model-of-the-good-life/. ● Young, M. E., & Hutchinson, T. S. (2012). <i>The rediscovery of gratitude: implications for counseling practice</i>. <i>The Journal of Humanistic Counseling</i>, 51(1), 99-113. 															
E-books / E-readings:															
https://www.academia.edu/6495556/Positive_Psychologists_on_Positive_Psychology_ebook_2013															

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	0804.6.016.0	SEMESTER	
COURSE TITLE	Domestic Violence		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures & Class Exercises		3	4
TYPE OF COURSE	Optional		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	English		
OFFERED TO ERASMUS STUDENTS	Yes		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW329/		
LEARNING OUTCOMES			
<p>The lesson aims to raise students' awareness on domestic violence issues, to improve their knowledge and reinforce their skills in addressing and dealing efficiently with abused people in the health and social care settings. At the end of the course students should be able to:</p> <ul style="list-style-type: none"> ● Gain understanding of the dynamics and consequences of violence ● Develop clinical skills needed to screen for violence, assess risk, provide counselling and document violent situations in charts and referrals. ● Understand the law implementation process for domestic violence cases and become aware of the referral resources and procedures. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Collection and synthesis of information ● Decision making ● Individual work ● Interdisciplinary work ● Professional responsibility ● Critical thinking ● Self-evaluation 			
CONTENT OF THE COURSE			
<ol style="list-style-type: none"> 1. Theory of violence 2. Risk factors and consequences 3. Clinical indicators of domestic violence 4. Clinical protocols and practice guidelines for the identification and management of domestic violence 5. Cultural competency in responding to domestic violence victims 6. Screening for domestic violence 7. Interviewing basics, barriers to interviewing, sensitive questioning 8. Recording and documentation of domestic violence 9. Information sharing 10. Counselling techniques 11. Referral – networking 12. Reporting requirements - Mandatory reporting 13. Legal framework 			
TEACHING and LEARNING METHODS – EVALUATION			
DELIVERY METHODS	Face-to-face / In vivo		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> ● Communication through e-class platform 		

WAYS OF TEACHING	Activities		Workload of semester	
	Lectures			80
	Experiential activities			20
	Reading			20
	Total			120
STUDENTS' EVALUATION	Final written examinations			
RECOMMENDED LITERATURE				
<ul style="list-style-type: none"> • Χατζηφωτίου Σ. (2021) Κοινωνική Εργασία και Ενδοοικογενειακή βία. Εκδόσεις Τζιόλα • Bewley,S., Welch, J. (2016) ABC Ενδοοικογενειακή βία. Εκδόσεις: Παρισιάνου • Τζαμαλούκα, Γ., Παπαδακάκη, Μ., Χατζηφωτίου, Σ., Χλιαουτάκης, Ι. (2006). Συμπεριφορές συναισθηματικής κακοποίησης σε ενήλικα ζευγάρια: ένα υπόδειγμα με ερμηνευτικό παράγοντα τον τρόπο ζωής, Βήμα των Κοινωνικών Επιστημών, Τόμος ΙΒ', Τεύχος 46, 113-155. • Τζαμαλούκα, Γ., Ζύγα, Ε., Φωτεινέα, Ε., Παπαδακάκη, Μ., Χλιαουτάκης, Ι. (2006). Η βίωση ενδογενεϊκής βίας και οι ψυχολογικές της συνέπειες στους εφήβους, Ψυχολογία, 13(3), 109-133. • Παπαδακάκη, Μ., Τσαλκάνης, Α. Αραβαντινού, Τ., Ευτυχίδη, Ρ., Ιωσηφίδης Ι., Χλιαουτάκης Ι. (2013). «Σεξουαλική επιθετικότητα νέων ανδρών και παράγοντες που την ενισχύουν», Ψυχολογία, 20(2). • Κούτα, Χ., Χατζηγεωργίου, Ε., Παπαδακάκη, Μ., Χλιαουτάκης Ι., (2016) "Νεανική Σεξουαλική Επιθετικότητα και Θυματοποίηση (Y-SAV) σε Κύπρο και Ελλάδα", Νοσηλευτική, Τόμος 55, Τεύχος 2. • McClennen, J. C. (2010). <i>Social Work and Family Violence: Theories, Assessment, and Intervention</i>. NY: Springer. • Roberts, G., Hegarty, K., & Feder, G. (2006). <i>Intimate partner abuse and health professionals: New approaches to domestic violence</i> Edinburgh: Churchill Livingstone. • Tzamalouka G., Parlalis S., Soulatou P., Papadakaki M., Chliaoutakis J. "Applying the concept of lifestyle in association with aggression and violence in Greek cohabitating couples" <i>Aggressive Behavior</i> 2007; 33(1): 73-85. doi:10.1002/ab.20169. • Papadakaki M., Tzamalouka G., Chatzifotiou S., Chliaoutakis J. "Seeking for risk factors of intimate partner violence (IPV) in a Greek national sample: the role of self- esteem" <i>Journal of Interpersonal Violence</i> 2009; 24(5): 732-750. doi: 10.1177/0886260508317181. • Papadakaki M., Prokopiadou D., Petridou E., Kogevinas M., Lionis C. "Defining physicians' readiness to screen and manage intimate partner violence in Greek primary care settings" <i>Evaluation and the Health Professions</i> 2012; 35(2):199-220. doi: 10.1177/0163278711423937. • Petridou E., Papadakaki M., Prokopiadou D., Kogevinas M., Lionis C. "Management of victimized patients in primary care settings: A comprehensive Greek educational initiative" <i>Injury Prevention</i> 2012; doi:10.1136/injurypre-2012-040590k.8. • Papadakaki M., Kastinaki E., Drakaki R., Chliaoutakis J. "Managing Intimate Partner Violence at the Social Services Department of a Greek University hospital" <i>Journal of Social Work</i> 2013; 5: 533- 549. doi:10.1177/1468017311435445. • Papadakaki M, Petridou E, Kogevinas M, Lionis C. "Measuring the effectiveness of an intensive IPV training program offered to Greek general practitioners and residents of general practice." <i>BMC Medical Education</i> 2013; 13 (1):46. doi: 10.1186/1472-6920- 13-46. • Papadakaki M., Petridou E., Petelos E., Germeni E., Kogevinas M., Lionis C. "Management of Victimized Patients in Greek Primary Care Settings: A Pilot Study" <i>Journal of Family Violence</i> 2014; 29(4): 371-379. doi:10.1007/s10896-014-9596-3. doi:10.1016/j.eurger.2013.07.386. • Krahé B., Berger A., Vanwesenbeeck I., Bianchi G., Chliaoutakis J., Fernández-Fuertes A.A., Fuertes A., Gaspar de Matos M., Hadjigeorgiou E., Haller B., Hellemans S., Izdebski Z., Kouta C., Meijnckens D., Murauskiene L., Papadakaki M., Ramiro L., Reis M., Symons K, Tomaszewska P., Vicario-Molina I., Zygodlo A. "Prevalence and Correlates of Youth Sexual Aggression and Victimization in 10 European Countries: A Multilevel Analysis" <i>Culture, Health and Sexuality</i> 2015; 8: 1-18. doi: 10.1080/ 13691058.2014.989265. • Krahé,B., deHaas,S.,Vanwesenbeeck,I., Bianchi,G., Chliaoutakis,J., Fuertes,A., de Matos,M.G., Hadjigeorgiou,E., Hellemans,S., Kouta,C., Meijnckens,D., Murauskiene,L., Papadakaki,M., Ramiro,L., Reis,M., Symons,K., Tomaszewska,P., Vicario-Molina,I., Zygodlo, A. "Interpreting Survey Questions About Sexual Aggression in Cross-Cultural Research: A Qualitative Study with Young Adults from Nine European Countries" <i>Sexuality & Culture</i> 2016; 20 (1): 1-23. doi:10.1007/s12119-015-9321-2. • Kouta C, Pithara C, Zobnina A, Apostolidou Z, Christodoulou J, Papadakaki M, Chliaoutakis J. A systematic review of training interventions addressing sexual violence against marginalized at-risk groups of women" <i>Health Education Research</i> 2015; 30(6):971-84. doi: 10.1093/her/cyv053. • Papadakaki, M., Tsalkanis, A., Prokopiadou, D., Goutsou, M., Chliaoutakis, J. Is sexual assault a problem in Greek prisons? Initial evidence from a Greek Male prison. <i>Safety</i> 2019, 5(4), 84; https://doi.org/10.3390/safety5040084 • Papadakaki, M.; Ratsika, N.; Pelekidou, L.; Halbmayr, B.; Kouta, C.; Lainpelto, K.; Solinc, M.; Apostolidou, Z.; Christodoulou, J.; Kohont, A.; Lainpelto, J.; Pithara, C.; Zobnina, A.; Chliaoutakis, J. (2021) <i>Migrant Domestic</i> 				

Workers' Experiences of Sexual Harassment: A Qualitative Study in Four EU Countries. Sexes 2021, 2, 272-292. <https://doi.org/10.3390/sexes2030022>

Relevant Academic Journals:

- *Journal of Family Violence* (<https://www.springer.com/journal/10896>)
- *Journal of Interpersonal Violence* (<https://journals.sagepub.com/home/jiv>)
- *Trauma, Violence & Abuse* (<https://journals.sagepub.com/home/tva>)
- *Aggressive Behavior* (<https://onlinelibrary.wiley.com/journal/10982337>)

COURSE OUTLINE

GENERAL INFORMATION			
SCHOOL	School of Health Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	0804.6.018.0	SEMESTER	
COURSE TITLE	Interpersonal Relationships and Well-Being		
TEACHING ACTIVITIES		HOURS PER WEEK	CREDITS
Lectures & Class Exercises		3	4
TYPE OF COURSE	Optional		
PREREQUISITE COURSE	No		
TEACHING LANGUAGE	English		
OFFERED TO ERASMUS STUDENTS	Yes		
ONLINE COURSE PAGE (URL)	https://eclass.hmu.gr/courses/SW116/		
LEARNING OUTCOMES			
<p>This course will introduce the students to the psychology of human relationships. It will address knowledge and skills needed for positive relationships in the community, family, and career settings. Its primary focus will be romantic relationships, although other kinds of close relationships (e.g., family, friends, and work relationships) will also be discussed. The goals of this course are: (1) to provide students with a comprehensive overview of the research in the psychology of human relationships and of its underlying theories; (2) to help students acknowledge the significance of interpersonal relationships in their daily life; (3) to help students discern those problem situations in which interpersonal skills are required; (4) to cope with unhealthy relationships and respond non-violently, with awareness and empathy; (5) to learn how to effectively apply knowledge in daily living. The course is largely experiential as it includes a lot of classroom activities.</p> <p>Hopefully, by successfully completing this course the students will have the skills to:</p> <ul style="list-style-type: none"> ● identify and describe the core theories of the psychology of human relationships, ● interpret, critically evaluate, and discuss scientific research related with human relationships, ● acknowledge the significance of interpersonal relationships, ● develop a better understanding of the self and others in terms of how we relate to other people, ● have the skills needed to develop and maintain healthy interpersonal relationships, and ● Apply knowledge to daily life experiences. 			
GENERAL ABILITIES			
<ul style="list-style-type: none"> ● Independent work ● Teamwork ● Interdisciplinary work ● Respect of diversity and multicultural environments ● Accountability and sensitivity of gender issues ● Display of social, professional, and ethical accountability ● Decision-making ● Autonomous work ● Critical thinking and self-criticism ● Advancement of free, creative, and inductive thinking 			
CONTENT OF THE COURSE			
<p>1st week: Introduction to the psychology of interpersonal relationships 2nd week: Relationships in modern society 3rd week: Impact on health, mental health, well-being, and happiness 4th week: Psychological resilience and social networks</p>			

<p>5th week: Theories of interpersonal relationships 6th week: Assessment of interpersonal relationships 7th week: Kindness and forgiveness 8th week: Stress, conflicts, and conflict resolution 9th week: Infidelity, betrayal, and jealousy 10th week: Coercion, manipulation, exploitation, and interpersonal violence 11th week: Interpersonal skills and coping strategies 12th week: Compassionate, empathetic, or non-violent communication 13th week: Dissolution and Loss</p>															
TEACHING and LEARNING METHODS – EVALUATION															
DELIVERY METHODS	Face-to-face / In vivo														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> • Support of learning process through the asynchronous platform e-class • Use of power point during lectures. • Use of video/DVD during lectures. • Email, fb, Skype (communication with students) 														
WAYS OF TEACHING	<table border="1"> <thead> <tr> <th>Activities</th> <th>Workload of semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>40</td> </tr> <tr> <td>Class activities / Experiential activities</td> <td>40</td> </tr> <tr> <td>Analysis of audiovisual material</td> <td>20</td> </tr> <tr> <td>Homework</td> <td>20</td> </tr> <tr> <td>Reading</td> <td>60</td> </tr> <tr> <td>Total</td> <td>180</td> </tr> </tbody> </table>	Activities	Workload of semester	Lectures	40	Class activities / Experiential activities	40	Analysis of audiovisual material	20	Homework	20	Reading	60	Total	180
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RECOMMENDED LITERATURE															
<ul style="list-style-type: none"> • Arnold, D., Calhoun, L. G., Tedeschi, R., & Cann, A. (2005). <i>Vicarious posttraumatic growth in psychotherapy</i>. <i>Journal of Humanistic Psychology</i>, 45(2), 239-263. • Birtchnell, J., Newberry, M., & Kalairzaki, A. (Eds) (2016). <i>Relating Theory: Clinical and Forensic Applications</i>. London: Palgrave Macmillan. • Dawn O. Braithwaite, D.O. & Schrod P. (2014). <i>Engaging Theories in Interpersonal Communication: Multiple Perspectives</i>. SAGE Publications • Duck, S. (2007). <i>Human Relationships</i>. SAGE Publications. • Harvey, J. H., Pauwels, B. G., & Zicklund, S. (2001). <i>Relationship connection: The role of minding in the enhancement of closeness</i>. In C. R. Snyder & S. J. Lopez (Eds.), <i>The handbook of positive psychology</i> (pp. 423-233). New York, NY: Oxford University Press. • Hazan, C., & Shaver, P. (1987). <i>Romantic love conceptualized as an attachment process</i>. <i>Journal of personality and social psychology</i>, 52(3), 511-524. • Hendrick, K., & Hendrick, S.S. (2012). <i>Στενές σχέσεις: Θεμελιώδη ζητήματα της ψυχολογίας των διαπροσωπικών σχέσεων</i> (Επιμ. Π. Κορδούτης). Αθήνα: Πεδίο. • Keltner, D. (2009). <i>Born to be good: The science of a meaningful life</i>. New York, NY: W. W. Norton & Company, Inc. • Lyubomirsky, S (2011). <i>The How of Happiness. A Practical Guide to Getting the Life You Want</i>. New York: The Penguin Press. • Lyubomirsky, S. (2013). <i>The myths of happiness: What should make you happy, but doesn't, what shouldn't make you happy, but does</i>. New York, NY: Penguin. • Park, C. L. (2010). <i>Making sense of the meaning literature: an integrative review of meaning making and its effects on adjustment to stressful life events</i>. <i>Psychological bulletin</i>, 136(2), 257-301. Available online at http://www.researchgate.net/publication/41654706_Making_sense_of_the_meaning_literature_an_integrat 															

ive

- [_review_of_meaning_making_and_its_effects_on_adjustment_to_stressful_life_events/file/32bfe5124f7cac0c86.pdf](#)
- **Συλλογικό Έργο (2011). Εισαγωγή στη Θετική Ψυχολογία. (Επιμ. Α. Σταλίκας και Π. Μυτσκίδου). Μοτίβο Εκδοτική Α.Ε.**
- **Tedeschi, R. G. & Calhoun, L. G. (1996). The posttraumatic growth inventory: Measuring the positive legacy of trauma. *Journal of Traumatic Stress*, 9, 455-471.**
- **Ungar, M. (2008). Resilience across cultures. *British journal of social work*, 38(2), 218-235. Available online at [http://pss-forum-2013.repssi.org/download/Media/Ungar-%20resilience%20across%20cultures%20\(1\).pdf](http://pss-forum-2013.repssi.org/download/Media/Ungar-%20resilience%20across%20cultures%20(1).pdf)**
- **Wong, P. T. P. (2004). The healing power of forgiveness. Available online at http://www.meaning.ca/archives/presidents_columns/pres_col_dec_2004_healing-forgiveness.htm**

E-books / E-readings:

<https://link.springer.com/content/pdf/10.1057%2F978-1-137-50459-3.pdf>

<https://fbmedia-lys.com/get?cid=2481&kw=The%20Two%20of%20Me%20By%20John%20Birtchnell>