UNIVERSITY OF IOANNINA

SCHOOL OF SOCIAL SCIENCES

PSYCHOLOGY DEPARTMENT

COURSES' OUTLINES

Important Notice To Erasmus students:

The Department of Psychology does not offer courses in English. Instead, Erasmus students attend regular meetings with the course teacher working on individual/group projects.

Moreoever, face-to-face tutorials operate during the semester. Tutorials aim to support personal understanding and the development of thinking paths that enable students to grasp the gist of the course content and reach the learning outcomes of each course.

COMPULSORY ELECTIVE COURSES (DEPT OF PSYCHOLOGY) (SPRING SEMESTER)

GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	ΨΥΥ008	SEMESTER	1st
COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY I: INFANCY AND EARLY CHILDHOOD		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=1930

LEARNING OUTCOMES

Learning outcomes *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.* *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
The goal of this course is to present a comprehensive overview of contemporary developmental psychology and to familiarize the students with: 1. the history of the developmental study of infants and children, 2. the multiple ways of understanding development, 3. the formulation of developmental research questions and the design of methodological protocols, 4. the major issues, tasks and milestones of human development, 5. major developmental theories, 6. critical reflection and discussion of theoretical and research issues in the study of infant and early childhood development.

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

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

Autonomous thinking Reflection and critical thinking Respect for diversity and cultural issues

SYLLABUS

This course explores developmental theory and research about biological, social and psychological issues in infancy and early childhood. This course describes the nature and context of development, from conception till the end of early childhood, focusing on the biological, cognitive, interpersonal, social, emotional, and moral aspects of development, focusing both on typical and atypical development. Various theoretical models will be discussed and accessed. Outline: • Human evolution • Genetics and epigenetics

- Prenatal development
- Neonatal development, perceptual, motor, cognitive, communicational and cultural issues
- Development of intersubjectivity, interaction, social referencing, play and humor
- Attachment
- Language development
- Development of play and imagination
- Self, gender, and identity understanding and development
- Family and social milieu
- Cognitive development, intelligence, socio-cultural scaffolding issues
- Theory of mind
- Moral reasoning
- Classic and contemporary development theories

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching, communication with students

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Activity	Semester workload
	Lectures	35
	Literature review	40
	Assignments	35
	Exercises	15
	Total	**125**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written exams in Greek/English, short-answer questions

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
Bornstein, M.H. & Lamb, M.E. (2015). Developmental Science: An Advanced Textbook. New York: Psychology Press/taylor & Francis.
Lightfoot, C., Cole, M. & Cole, S.R. (2014). Η ανάπτυξη των παιδιών. Αθήνα: Τυπωθήτω – Γιώργος Δαρδανός.
Fingerman, Karen L., Cynthia Berg, Jacqui Smith, and Toni C. Antonucci, eds. 2011. *Handbook of life-span development*. New York: Springer.
Κουγιουμουτζάκης, Γ. (2016). Το συν- της συγκίνησης: Ψυχολογία εμβρύων, βρεφών και νηπίων: Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.
Murray, L. (2017). Η ψυχολογία των βρεφών. Αθήνα: Παπαζήσης.
Reddy, V. (2019). Πώς τα βρέφη γνωρίζουν τον νου. Αθήνα: Παπαζήσης.
Rogoff, B. (2003). The cultural nature of human development. Oxford UK: Oxford University Press.
Slater, A. & Bremner, J.G. (2019). Εισαγωγή στην Αναπτυξιακή Ψυχολογία. Αθήνα: Εκδ. Τζιόλα.
Smith, K.S., Cowie, H., & Blades, M. (2018). Κατανοώντας την ανάπτυξη των παιδιών. Αθήνα: Εκδ. Τζιόλα.
Taylor, M. (2013). The Oxford Handbook of the Development of Imagination. New York: Oxford University Press.
Wood, C., Littleton, K., & Sheehy, K. (2006). Developmental psychology in action. Malden, : Blackwell Publishing.

- *Related academic journals:*
Child Psychology
British Journal of Developmental Psychology
Developmental Psychology
European Journal of Developmental Psychology
Infant Behavior and Development
Journal of Applied Developmental Psychology
Journal of Child Psychology and Psychiatry and Allied Disciplines

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ010	SEMESTER	1st
COURSE TITLE	COGNITIVE PSYCHOLOGY I		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
Lectures and oral presentation assignments	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (English is used for instruction and examination for Erasmus students)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/index.php?categoryid=107

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.   *Consult Appendix A*   • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   • *Guidelines for writing Learning Outcomes*

The course forms the basic course that covers concepts, theories and research findings from the discipline of Cognitive Psychology. More specifically, this course covers the cognitive processes of perception, attention, memory, reasoning, and problem solving.
Upon successful completion of the course, students will have acquired:
• basic knowledge in topics from the field of Cognitive Psychology and its relation to other fields of psychology,
• basic knowledge of understanding and critical analysis of empirical and theoretical data related to the above cognitive processes
• the ability to cooperate with their classmates in order to present a research paper in any of the above mentioned topics of Cognitive Psychology
• the ability to carry out literature review in journals and topics of Cognitive Psychology, by using the University Library as well as internet and electronic databases basic research skills
• the ability to work independently and in groups
• the ability to communicate their work to public audiences and
• knowledge acquisition skills required for continuing their studies with a high degree of autonomy

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

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

Decision-making
Working independently
Team work
Criticism and self-criticism
Production of free, creative, and inductive thinking
Search for, analysis and synthesis of data and information, with the use of the necessary technology

SYLLABUS

Course content:

Cognitive Psychology
- History and Research methods of Cognitive Psychology
Perception
- Theories of perception
- Perception of depth and movement
- Perceptual constancies and perceptual illusions
- Object recognition
Attention
- Theories of attention
- Focused – divided attention
- Attention models
Memory
- Theories - memory models
- Working memory
- Semantic memory
- Explicit – implicit memory
- Forgetting theories
- Mnemonic strategies
Reasoning
- Problem solving

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Support of the learning process through the electronic platform e-course Power point presentation Communication with students via email

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	26
	Writing and presentation of individual or group project	30
	Individual study time	30
	Course total (25 workload hours per credit)	**125**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	I. Written exams (70%) that include: – multiple choice questionnaire – examples of applying the acquired conceptual and theoretical knowledge and skills in both everyday life and research – comparative evaluation of theories II. Oral presentation of projects (30%)

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
- Matlin, M.W. & Farmer, T.A. (2019). Γνωστική Ψυχολογία. Εκδόσεις Τζιόλα.
- Goldstein, B.E. (2018). (Ν. Μακρής, Επιμ.). Γνωστική Ψυχολογία. Αθήνα, Gutenberg.
- Sternberg, R.J. (2011). Γνωστική Ψυχολογία. Διάδραση.
- Βοσνιάδου Σ. (2001). Εισαγωγή στην Ψυχολογία. Αθήνα, Gutenberg.

- *Related academic journals:*
- Cognitive Psychology
- Consciousness & Cognition
- Memory & Cognition
- Journal of Experimental Psychology: Learning, Memory & Cognition
- Quarterly Journal of Experimental Psychology
- Trends In Cognitive Sciences

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYY006	SEMESTER	1st
COURSE TITLE	HISTORY AND EPISTEMOLOGY OF PSYCHOLOGY		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*		WEEKLY TEACHING HOURS	CREDITS
	Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
In this course students will be able to: 1. understand and uses various conceptualizations of the history of psychology, 2. identify and discuss major theoretical schools of psychology and of epistemology of psychology, 3. identify major social, political and economical factors that created the conditions of possibility for the emergence of scientific psychology, 4. to reflect critically and discuss scientific psychology as a social science and its role on subjectivization.

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

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

Autonomous thinking Reflection and critical thinking Respect for diversity and cultural issues

SYLLABUS

Outline: • Historical development of scientific psychology during the 19th and 20th century, • Economic, political, social and cultural conditions that formed the conditions for the evolution of scientific psychology, • Epistemology of psychology (Positivism, hermeneutic approaches) and methodological approaches, • Theoretic schools in psychology: functionalism, gestalt, structuralism, psychoanalysis, behaviorism, humanism, phenomenology, social constructionism, • The social and cultural effects and applications of scientific psychology: biopolitics and subjectivization.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching, communication with students

	Use of ICT in teaching, laboratory education, communication with students		

	Activity	Semester workload
	Lectures	45
TEACHING METHODS	Literature review	55
The manner and methods of teaching are described in detail.	Assignments	10
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.	Exercises	15
The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Total	**125**

STUDENT PERFORMANCE EVALUATION	
Description of the evaluation procedure	Written exams in Greek/English, short-answer questions
Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other	
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
Brennan, J.F. (2009). Ψυχολογία: Ιστορία & Συστήματα. Αθήνα: Τόπος.
Danziger, K. (1990). Constructing the subject: Historical origins of psychological research. New York: Cambridge University Press.
Danziger, K. (1997). Naming the mind: How psychology found its language. London: Sage.
Δαφέρμος, Μ. (2010). Το ιστορικό γίγνεσθαι της ψυχολογίας. Αθήνα: Gutenberg.
Hergenhahn, B.R. (2008). Εισαγωγή στην ιστορία της ψυχολογίας. Αθήνα: Α.Α. Λιβάνη.
Hollis, M. (2005). Φιλοσοφία των κοινωνικών επιστημών. Αθήνα: Κριτική.
Jansz, J. & van Drunen, P. (2004). A social history of psychology. UK: Blackwell Publishing.
Rose, N. (1996). Inventing Our Selves: Psychology, Power and Personhood. Cambridge: Cambridge University Press.
Shorter, E. (2009). Ιστορία της ψυχιατρικής. Αθήνα: Αρχιπέλαγος
Τζανάκη, Δ. (2016). Ιστορία της [Μη]Κανονικότητας. Αθήνα: Ασίνη.

- *Related academic journals:*
History of Psychology
History & Philosophy of Psychology
Philosophical Psychology
Theory & Psychology

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ007	SEMESTER	1st
COURSE TITLE	RESEARCH METHODS IN PSYCHOLOGY: QUANTITATIVE METHODS		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
Lectures and oral presentation assignments	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (English is used for instruction and examination for Erasmus students)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=638

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A*   *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   *Guidelines for writing Learning Outcomes*

The course forms the basic course that covers the different quantitative research methods (observation, questionnaire, experiment, case studies) in the field of Psychology. In addition, it covers, in detail, the ethical standards in psychological research, and familiarizes students with rules of writing and presenting scientific research in a specialist and no specialist audience.

Upon successful completion of the course, students will have acquired:
- basic knowledge of methodological tools used in the different branches of Psychology
- basic knowledge of understanding, evaluation and critical analysis of empirical and theoretical issues from the field of Psychology and the broader field of Social Sciences
- the ability to cooperate with their classmates in order to present a research design from any field of Psychology
- the ability to carry out literature review, by using the University Library as well as internet and electronic databases
- problem solving and basic research skills
- the ability to work independently and in groups
- the ability to communicate their work to public audiences and
- knowledge acquisition skills required for continuing their studies with a high degree of autonomy

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

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

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

SYLLABUS

The course covers the basic quantitative research methods ways of studying human development, cognition, and behavior. The topics covered are:
- Quantitative research designs in psychology
- Ethical issues in research
- Sampling methods
- Validity and reliability
- Observation
- Questionnaires. Validity and reliability of questionnaires.
- Experiments: types of experimental designs (one-way, factorial, between-subjects, within-subjects, mixed)
- Analysis and manipulation of research data
- Writing up a scientific paper

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Support of the learning process through the electronic platform e-course Power point presentation Communication with students via email

TEACHING METHODS

The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.
The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

Activity	Semester workload
Lectures	39
Study and analysis of bibliography	20
Writing and presentation of individual or group project	40
Individual study time	26
Course total (25 workload hours per credit)	**125**

STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure
Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

I. Written exams (70%) that include:
- questions that involve describing, analysing, and producing specific research design examples
- open-ended questions
- examples of applying conceptual and theoretical knowledge and skills in both everyday life and research
- comparative evaluation of theories

II. Oral presentation of projects or written assignments (30%)

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
- Bryman, A. (2017). Μέθοδοι Κοινωνικής Έρευνας. Αθήνα, Gutenberg
- Shaughnessy, J., Zechmeister, E. & Zechmeister, J. (2018). Ε. Ζιώρη (Επιμ). Ερευνητικές Μέθοδοι στην Ψυχολογία. Αθήνα, Gutenberg.
- Robson, C. (2012). Η Έρευνα του Πραγματικού Κόσμου: Ένα Μέσον για Κοινωνικούς Επιστήμονες και Επαγγελματίες Ερευνητές (2η έκδ. συμπληρωμένη). Αθήνα, Gutenberg.
- Σίμος, Π. & Κομίλη, Α. (2003). Μέθοδοι Έρευνας στην Ψυχολογία και τη Γνωστική Νευροεπιστήμη. Αθήνα, Παπαζήσης.

- *Related academic journals:*
- Journal of Experimental Psychology: Learning, Memory & Cognition
- Journal of Experimental Psychology: General
- Quarterly Journal of Experimental Psychology

GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΨΥΥ013	**SEMESTER**	2nd
COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY II: CHILDHOOD AND ADOLESCENCE

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=2101

LEARNING OUTCOMES

Learning outcomes *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
The goal of this course is to present a comprehensive overview of contemporary developmental psychology and to familiarize the students with: 1. the history of the developmental study of children and adolescents, 2. the multiple ways of understanding development, 3. the formulation of developmental research questions and the design of methodological protocols, 4. the major issues, tasks and milestones of human development, 5. major developmental theories, 6. critical reflection and discussion of theoretical and research issues in the study of infant and early childhood development
General Competences *Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

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

Autonomous thinking Reflection and critical thinking Respect for diversity and cultural issues

SYLLABUS

This course explores developmental theory and research about biological, social and psychological issues in middle childhood and adolescence. This course describes the nature and context of development, from 6 till 18 years of age, focusing on the biological, cognitive, interpersonal, social, emotional, gender and moral aspects of development, focusing both on typical and atypical development. Various theoretical models will be discussed and accessed. Outline: • Historical, cultural and social issues in the emergence of childhood and adolescence • Theoretical and conceptual issues

- Cognitive, affective, attentional and memory developments
- Family, siblings and peer interaction
- Schooling and educational issues
- Identity, gender and race
- Moral reasoning and development
- Cultural differences
- Puberty and romantic relations
- LGBTQI development
- Minorities issues, immigration experience, marginalization

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching, communication with students

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	**Activity**	**Semester workload**
	Lectures	35
	Literature review	40
	Assignments	35
	Exercises	15
	Total	**125**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written exams in Greek/English, short-answer questions

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
Bornstein, M.H. & Lamb, M.E. (2015). Developmental Science: An Advanced Textbook. New York: Psychology Press/taylor & Francis.
Lightfoot, C., Cole, M. & Cole, S.R. (2014). Η ανάπτυξη των παιδιών. Αθήνα: Τυπωθήτω – Γιώργος Δαρδανός.
Fingerman, Karen L., Cynthia Berg, Jacqui Smith, and Toni C. Antonucci, eds. 2011. *Handbook of life-span development*. New York: Springer.
Rogoff, B. (2003). The cultural nature of human development. Oxford UK: Oxford University Press.
Slater, A. & Bremner, J.G. (2019). Εισαγωγή στην Αναπτυξιακή Ψυχολογία. Αθήνα: Εκδ. Τζιόλα.
Smith, K.S., Cowie, H., & Blades, M. (2018). Κατανοώντας την ανάπτυξη των παιδιών. Αθήνα: Εκδ. Τζιόλα.
Wenger, E. & Lave, J. (2005). Κοινωνικές όψεις της μάθησης: Νόμιμη περιφερειακή συμμετοχή. Αθήνα: Σαββάλας.
Wood, C., Littleton, K., & Sheehy, K. (2006). Developmental psychology in action. Malden, : Blackwell Publishing.

- *Related academic journals:*
Child Psychology
British Journal of Developmental Psychology
Developmental Psychology
European Journal of Developmental Psychology
Journal of Applied Developmental Psychology

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ012	SEMESTER	2nd
COURSE TITLE	SOCIAL PSYCHOLOGY I		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(1) LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*

This course offers a general introduction to the discipline of social psychology. It aims at (a) familiarising the students with landmark developments in the history of social psychology; (b) familiarising the students with the way in which social psychology defines its main and particular topics of research interests; (c) leading students to understand the more general logic that binds together these research topics as components of the same discipline; (d) leading students to understand the ways in which social psychologists, traditionally, frame their research questions; (e) leading students to understand the traditional methodological predilection of social psychologists for experimentation; and (f) familiarise, at an introductory level, the students with contemporary critical treatments of the topical and methodological choices that comprise the social psychological mainstream.

By the time that the course shall be completed, the students:
- Shall have an introductory knowledge of the historical roots of the discipline of social psychology;
- Shall be able to identify the main research topics in the discipline of social psychology;
- Shall comprehend the main developments in these research topics;
- Shall be able to recognise the social psychological way of thinking as a discrete disciplinary perspective, clearly distinctive to (generic) psychology and sociology;
- Shall comprehend the more general social importance of main social psychological findings;
- Shall be familiarised, at an introductory level, with critical, reflexive positions advanced by contemporary social psychologists regarding theoretical and methodological issues in social psychology.

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

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

- Working independently
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

SYLLABUS

The present course offers a general, historical and topical introduction to the discipline of social psychology. The

lectures focus on six general social psychological topics of research and theorising. These lectures aim at familiarising students with traditional topics of research as well as familiarising them, at an introductory level, with the methodological and interpretative pluralism of modern social psychology.

LECTURE TOPICS

i. Defining social psychology. The diversity of traditions and epistemological perspectives in social psychology. Experimental social psychology and critical social psychology.

ii. Historiography of social psychology. The philosophical roots of social psychology. Psychological social psychology and sociological social psychology. Positivism. Proto-social psychologies: Volkerpsychologie and crowd psychology. Periods of development in the history of social psychology (from the late 19th C. to the present).

iii. Social influence. Early experiments in social psychology. Emergence of norms. Conformity. Early and contemporary models of social influence. Obedience to authority. Minority influence. Situational power and tyranny.

iv. Group processes. The roots of the social psychological study of group processes in crowd psychology. The historical development and the problems with the experimental study of deindividuation. The theory of emergent norms. Social identity theory. Bystanders and intervention.

v. Aggresssion and intergroup relations. Socio-biological explanations and situational perspectives on aggression. Intergroup perspectives: Realistic Conflict Theory, Social Identity Theory and Self-categorisation Theory.

vi. Images of the person in social psychology: the self as a "naïve scientist". The roots of the social cognition perspective. Attribution theories.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	At the amphitheatre
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of power-point Use of e-course

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Activity	*Semester workload*
	Lectures	39
	Practical Exercises	16
	Study of bibliography	36
	Independent study	34
	Course total	*125*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written examination. Short questions and essay type of questions.

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
- Dickerson, D. (2012). *Social Psychology: Traditional and critical perspectives*. London: Pearson.
- Hewstone, M. & Stroebe, W. (2007) *Εισαγωγή στην Κοινωνική Ψυχολογία*. Αθήνα: Εκδ. Παπαζήση.
- Hogg, M.A. & Vaughan, G.M. (2010) *Κοινωνική Ψυχολογία*. Αθήνα: Guttenberg.
- Sapsford, R. κ.α. (2006) *Η Θεωρία στην Κοινωνική Ψυχολογία*. Αθήνα: Μεταίχμιο.
- Smith, J.R., Haslam, S.A. (2017). *Social Psychology: Revisiting the classic studies*. London: Sage.

- *Related academic journals:*
- British Journal of Social Psychology.
- European Journal of Social Psychology.

GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	PSY Y011	SEMESTER	2nd

COURSE TITLE	STATISTICS II

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.
Consult Appendix A
• *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
• *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
• *Guidelines for writing Learning Outcomes*

This is a basic introductory course in the concepts of Statistics, Probability and Data Analysis. The course material help students to understand the types of variables we encounter in a study, the basic tools of descriptive statistics (measures and diagrams), the concept of random experiment, probability and sampling.

Also, by introducing the concepts of random variable and the distribution function, the Normal distribution, the Poisson distribution and other important distributions will be studied. Upon successful completion of the course students will be able to:

• Calculate and interpret the basic descriptive statistic measures
• Understand the concept of probability and calculate the probability of contingencies
• Comprehend the basic sampling methods
• Understand the meaning of the distribution of a random variable and calculate relative probabilities.

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

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

• Search for, analysis and synthesis of data and information, with the use of the necessary technology
• Decision-making
• Working independently
• Team work

SYLLABUS

• Introduction to the use of statistical software (e.g., SPSS, R)
• Types of variables and measurement scales
• Descriptive Statistics: location measures or measures of central tendency, measures of variability or spread, measures of skewness, kurtosis, diagrams (histogram, boxplot, scatter plot etc)
• Probability Elements: Random Experiment, Sample Space, Contingencies, Actions Between Contingencies, Classic / Axiom Definition of Probability, Conditional Probability, Total Probability, Bayes, Stochastic Independence
• Random Variables: Definition, Function of distribution and probability / density of random variable
• Mean and variance of random variable

- Normal Distribution and other basic distributions
- Sampling: simple random sampling, stratified random sampling, systematic sampling, cluster sampling

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of .ppt slides Use of teaching platform Laboratory education

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Activity	Semester workload
	Lectures	39
	Laboratory practices	26
	Study of bibliography	26
	Independent study	39
	Course total	**130**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written final examination (multiple choice questions and exercises)

ATTACHED BIBLIOGRAPHY

Καλαματιανού, Α. (2003). Κοινωνική Στατιστική. Μέθοδοι Μονοδιάστατης Ανάλυσης. Αθήνα: Παπαζήσης.
Τσαούσης, Γ., & Ρούσσος, Π. (2011). Στατιστική στις Επιστήμες της Συμπεριφοράς με τη Χρήση του SPSS. Αθήνα: Μοτίβο.

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ001	SEMESTER	2nd
COURSE TITLE	SCHOOL PSYCHOLOGY		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

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

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

Upon successful completion and attendance of the course students are expected to:
• be able to understand the role of school psychology.
• know the institutional and legislative framework for the exercise of the duties of a school psychologist.
• understand the ways of managing school crisis.
• discuss the importance of counseling and learning support interventions.
• refer to mental health and child and adolescent care services.

General Competences

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

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

- Individual work.
- Teamwork (students discuss in groups during the 3-hour course).
- Exercising criticism and self-criticism (in the context of discussion and related thematic issues related to students' prior knowledge and experience).
- Decision-making (in situations presented as examples in any theoretical approach. Decision-making and presentation of intervention or behavior related to the role of the school psychologist)

SYLLABUS

The main themes of the course include:
• School Psychology: defining role and specialization
• School psychology: education and training, institutional and legislative framework
• Psychodiagnostic evaluation of children and adolescents
• Counseling: process, stages and skills
• School consultation
• Crisis management in the school environment
• Mental health interventions for children and adolescents
• Learning support interventions
• Intervention programs in the school environment
• Mental health care services for children and adolescents

- Linking theory, research, education and counseling at school.

SYLLABUS

DELIVERY *Face-to-face, Distance learning, etc.*	Face to Facce
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	• IT in teaching (educational platform e-course, power point presentations, visuα;-acoustic material). • IT in student communication (e-mail).

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Activity	**Semester workload**
	Lectures	39
	Study and analysis of bibliography	30
	Writing and presentation of individual or group project	13
	Individual study time	40
	Examination	3
	Course total workload	**125**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	1. Final exam (80%-100% of total score): Student evaluation via multiple choice questions. 2. Optional essay (up to 20%): Essay can be individual or team work (up to three students). The work will focus on the study and presentation of a subject from the contemporary international literature, following the course objectives. The scientific articles and book chapters The scientific text will be chosen by the student based on his / her interests and his / her subject will follow the subject of his / her course.

ΣΥΝΙΣΤΩΜΕΝΗ-ΒΙΒΛΙΟΓΡΑΦΙΑ

Hatzichristou, C. (2011α). *Handbook of school psychology*. Athens, Greece:Typothito (in Greek).

-Relevant Scientific Journals:
Journal of School Psychology
Journal of Applied School Psychology
School Psychology International
School Psychology
School Psychology Review
Hellenic Journal of Psychology [Psychologia]

GENERAL.

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΨYY015

COURSE CODE	ΨYY015	**SEMESTER**	**3RD**
COURSE TITLE	**EDUCATIONAL PSYCHOLOGY**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures and presentation of assignments – group discussion in the classroom (personal contribution).	3	5

COURSE TYPE: *general background, special background, specialised general knowledge, skills development*	General Background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS:	Yes
COURSE WEBSITE (URL):	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*

The course is compulsory for students of the Department of Psychology and is a course that provides general knowledge in educational psychology.

The teaching material aims at introducing students to the basic thematic areas of educational psychology and at comprehension of the fundamental theoretical approaches and concepts of this field of psychology.

The course initially focuses on definition issues and the presentation of the basic contemporary perspectives of the field of educational psychology, especially in relation to teaching and learning.

The basic theories of cognitive, psychosocial and ethical development are presented. Obtaining an understanding of the process of development of the individual with an emphasis on the stages up to adolescence will provide students with a theoretical background for understanding the behaviour of school students, for adopting intervention measures and for the adaptation of teaching depending on the students' cognitive level, as well as on the stage of psychosocial and ethical development.

In addition, the teaching material covers the issue of students with special educational needs, familiarizing students with the most common disorders (developmental disorders) and speech difficulties at school. The material provides information concerning dealing with these students and providing support. Moreover, the teaching material focuses on the presentation of the impact of individual (gender) and social factors in learning and the role of self (Harter theory).

Apart from the above, fundamental learning theories are presented, so that students acquire a general idea of the learning methods in the classroom and the acquisition of certain behaviour forms (behaviourism and social cognitive theory).

In addition, the basic principles of cognitive psychology are briefly presented, with an emphasis on constructivism and its applications in learning. Finally, students become familiar with the issue of motivation, concentrating on fundamental theories as well as the factors impacting on student motivation (e.g. stress, learned helplessness, etc.)

After completion of the course, students will:

- *Have grasped the subject matter of Educational Psychology and be able to distinguish it from other branches of Psychology.*
- *Have understood the basic concepts and theoretical approaches in the field of educational psychology*
- *Be able to present, develop and identify the development stages in different theoretical approaches and to identify school students' age making use of specific achievements and also to describe ways though which a school teacher can adapt teaching to account for the characteristics of each stage.*
- *Be able to identify students with special educational needs and discuss educational issues related to intervention.*
- *Be able to understand the significance of social variables in learning and their impact on the effectiveness of teaching, as well as student performance (on the basis of their personal experience and through the experiences of others)*
- *Be able to analyse and compose the elements of learning theories, constructivism, social and cognitive theory, constructivism with reference to specific examples and to discuss the relevant advantages and shortcomings, as well as ways for reinforcing specific learning types (on the basis of their personal experience and through the experiences of others).*
- *Be able to critically compare and contrast learning theories and the theories presented in the course and to evaluate*

their contribution to learning on the basis of the total experience of the world of the student (on the basis of their personal experience and through the experiences of others).

- *Be able to identify and modify the motivation theories and use them appropriately in specific cases in the framework of teaching and be able to discuss factors impacting on motivation and their significance in learning (individual and environmental factors)*

General competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?
Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations Decision-making
Working independently Team work
Working in an international environment Working in an interdisciplinary environment Production of new research ideas,
Project planning and management Respect for difference and multiculturalism Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
......
Others…
…….

- Autonomous work
- Team work (students cooperate in group activities and presentations during lectures)
- *Criticism and self-criticism (on the basis of discussions and issues related to their knowledge and experiences, but also in relation to scientific texts they have studied. Also, students are asked to reflect on their behaviour and attitude in the framework of theories that relate to past and contemporary situations and attitudes)*
- Decision making (in the framework of cases presented as case studies/examples in each theoretical approach. Decision and presentation as regards intervention or behaviour regarding the teacher as a whole)
- *Production of free, creative and inductive thinking- argumentation (through the development of thinking paths that link theories to real world experiences)*

COURSE CONTENT

The course is designed around the following thematical units:
- Definition and content of educational Psychology
- Cognitive development
- Psychosocial and ethical development
- Gender and cultural dimensions in learning
- Students with special educational needs
- Learning theories and practical applications (Behaviourism, social cognitive learning, behavioural theories and teaching)
- Motivation and learning

TEACHING METHODS - ASSESSMENT

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF ICT *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in communication Communication with students via e-mail.

TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Activity	*Semester workload*
	Lectures	39
	Study and analysis of bibliography	30
	Group work in the classroom	13
	Individual study	40
	Exams	3
	Course total	**125**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Student evaluation is based on: 1. Final written examination, 80%-100% of the total marks. Students who write an assignment are awarded 20% of the total grade. The final written examination covers the whole teaching material (student assessment comprises multiple choice questions and questions requiring a short answer) 2. Optional written assignment (up to 20% of the total grade). The assignment may be individual or group (up to three students). It involves the study and presentation of a scientific article or book chapter from the contemporary bibliography. The students choose the scientific text, on the basis of their interests and the subject has to be related to those covered in the course.

SUGGESTED BIBLIOGRAPHY

Suggested bibliography
- Elliot, S., Kratochwill, T, Cook, J. & Travers, J. (2008). *Εκπαιδευτική Ψυχολογία*. Αθήνα: Gutenberg.
- Fontana, D. (1996). *Ψυχολογία για εκπαιδευτικούς*. Αθήνα: Σαββάλας.
- Foulin, J. & Mouchon, S. (2002). *Εκπαιδευτική Ψυχολογία*. Αθήνα: Μεταίχμιο.
- Santrock, J. (2008). *Educational Psychology*. NY: McGraw-Hill
- Slavin, R. (2007). *Εκπαιδευτική Ψυχολογία*. Αθήνα: Μεταίχμιο.
- Woolfolk, A. (2007). *Εκπαιδευτική Ψυχολογία*. Αθήνα: Ἕλλην.

Relevant scientific journals (Greek).
- *Επετηρίδα της Ψυχολογικής Εταιρείας Βορείου Ελλάδος*
- *Ψυχολογία (Το περιοδικό της Ελληνικής Ψυχολογικής Εταιρείας)*
- Educational Psychology (υπάρχει ένα εύρος επιστημονικών περιοδικών που αφορά στην εκπαιδευτική ψυχολογία με τίτλο συναφή αλλά όχι ταυτόσημο π.χ. Learning and Instruction, Frontline Learning Research, Motivation etc)

Additional bibliography
Bandura, A. (1994). Self-efficacy. In V. S. Ramachandran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71–81). New York: Academic Press.
Barkley, R. (2015). *Attention-Deficit Hyperactivity Disorder Fourth Edition. A Handbook for Diagnosis and Treatment.* UK: The Guilford Press.
Barrouillet, P. & Gaillard, V. (2011). From neo-Piagetian theories to working Memory development studies. In P., Barrouillet & V. Gaillard (Eds.), *Cognitive development and working Memory. A dialogue between neo-Piagetian and cognitive approaches* (pp. 1-10). Hove: Psychology Press.
Bishop, D. V. M., & Snowling, M. J. (2004). Developmental Dyslexia and Specific Language Impairment: Same or Different? *Psychological Bulletin, 130*(6), 858–886. https://doi.org/10.1037/0033-2909.130.6.858
Büchel, C., & Sommer, M. (2004). What Causes Stuttering? *PLoS Biology, 2*(2), e46. https://doi.org/10.1371/journal.pbio.0020046
Christensen, D. L., Maenner, M. J., Bilder, D., Constantino, J. N., Daniels, J., Durkin, M. S., Fitzgerald, R. T., Kurzius-Spencer, M., Pettygrove, S. D., Robinson, C., Shenouda, J., White, T., Zahorodny, W., Pazol, K., & Dietz, P. (2019). Prevalence and Characteristics of Autism Spectrum Disorder Among Children Aged 4 Years — Early Autism and Developmental Disabilities Monitoring Network, Seven Sites, United States, 2010, 2012, and 2014. *MMWR. Surveillance Summaries*, 68(2), 1–19. https://doi.org/10.15585/mmwr.ss6802a1
de Ribaupierre, A., & Lecerf, T. (2006). Relationships between working memory and intelligence from a developmental perspective: Convergent evidence from a neo-Piagetian and a psychometric approach. *European Journal of Cognitive Psychology, 18*(1), 109–137. https://doi.org/10.1080/09541440500216127
Efklides, A. & Metallidou, P. (2020). "Applying Metacognition and Self-Regulated Learning in the Classroom. In Oxford Research Encyclopedia of Education. Li-fang Zhang (Ed.). New York: Oxford University Press. doi:10.1093/acrefore/9780190264093.013.961
Erbil, D. G. (2020). A Review of Flipped Classroom and Cooperative Learning Method Within the Context of Vygotsky Theory. *Frontiers in Psychology, 11.* https://doi.org/10.3389/fpsyg.2020.01157
Furnham, A., & Davis, S. (2004). Involvement of social factors in stuttering: A review and assessment of current methodology. *Stammering research: an on-line journal published by the British Stammering Association*, 1(2), 112.
Gonida, E. N., Karabenick, S. A., Stamovlasis, D., Metallidou, P., & the CTY Greece (2018). Help seeking as a self-regulated learning strategy and achievement goals: The case of academically talented adolescents. High Ability Studies. DOI:10.1080/13598139.2018.1535244
Guitar, B. (2013). *Stuttering: An integrated approach to its nature and treatment*. Lippincott Williams & Wilkins.
Hertberg-Davis, H. L., & Callahan, C. M. (2013). Defensible curriculum for gifted students. *Fundamentals of gifted education: Considering multiple perspectives*, 199-211.
Kamtsios, S., & Karagiannopoulou, E. (2015). Exploring relationships between academic hardiness, academic stressors and achievement in university undergraduates. *Journal of Applied Educational and Policy Research, 1*(1), 53-73.
Karagiannopoulou, E., & Kamtsios, S. (2012). Stages of Change, Self-efficacy and Stress Management Perceptions in First Year Undergraduate Students. *International Journal of Psychology and Behavioral Sciences*, 1(1), 24–32. https://doi.org/10.5923/j.ijpbs.20110101.04
Karagiannopoulou, E.,& Christodoulides, P. (2005). The impact of Greek University students' perceptions of their learning environment on approaches to studying and academic outcomes. International Journal of Educational Research, 43(6), 329-350.
Καραγιαννοπούλου, Ε. (2003). Πιθανοί/δυνατοί Εαυτοί. Ο ρόλος τους στην κατανόηση της έννοιας του εαυτού, της αυτοαντίληψης, της αυτοεκτίμησης και του καθορισμού της συμπεριφοράς του ατόμου. *Ψυχολογικά Θέματα, 9*(2), 185-202.
Καραπαναγιώτη, Στ., Καραγιαννοπούλου, Ε. (2020). Γονεϊκή αποδοχή- απόρριψη και ακαδημαϊκή αναβλητικότητα: ο διαμεσολαβητικός ρόλος της τελειοθηρίας και της παθητικής επιθετικότητας, 12, 21-46. https://ejournals.lib.uoc.gr/index.php/eleutherna
Κωσταρίδου-Ευκλείδη, Α. (2005). Μεταγνωστικές διεργασίες και αυτο-ρύθμιση. Αθήνα: Ελληνικά Γράμματα. Λεονταρή, Α. (1996). Αυτο-αντίληψη. Αθήνα: Ελληνικά Γράμματα.
Lapsley, D. K. (Ed.). (2004). *Moral development, self, and identity*. Psychology Press.
Lapsley, D. (2015). Moral Identity and Developmental Theory. *Human Development, 58*(3), 164–171. https://doi.org/10.1159/000435926
Λεονταρή, Α. (2012). Αυτοεκτίμηση: μια βασική ψυχολογική ανάγκη; Στο Σ. Χατζηχρήστου & Η. Μπεζεβέγκης (Επιμ. Έκδοσης), Ψυχο-Παιδία: Θέματα ανάπτυξης και προσαρμογής των παιδιών στην οικογένεια και το σχολείο (σελ. 299-321). Αθήνα: Πεδίο.
Marchand, H. (2002). Some reflections on postformal stage. *Behavioral Development Bulletin, 11*(1), 39-46. http://dx.doi.org/10.1037/h0100490

Mega, C., Ronconi, L., & de Beni, R. (2014). What makes a good student? How emotions, self-regulated learning, and motivation contribute to academic achievement. *Journal of Educational Psychology, 106*(1), 121–131. https://doi.org/10.1037/a0033546

Milienos, F. S., Rentzios, C., Catrysse, L., Gijbels, D., Mastrokoukou, S., Longobardi, C., & Karagiannopoulou, E. (2021). The Contribution of Learning and Mental Health Variables in First-Year Students' Profiles. *Frontiers in Psychology*, 12. https://doi.org/10.3389/fpsyg.2021.627118

Ramus, F., & Szenkovits, G. (2008). What Phonological Deficit? *Quarterly Journal of Experimental Psychology*, 61(1), 129–141. https://doi.org/10.1080/17470210701508822

Rapaport, W. J. (2004). William Perry's scheme of intellectual and ethical development. Retrieved from https://www.jmu.edu/geology/_files/willperry21.pdf

Rapport, M. D., Chung, K. M., Shore, G., & Isaacs, P. (2001). A Conceptual Model of Child Psychopathology: Implications for Understanding Attention Deficit Hyperactivity Disorder and Treatment Efficacy. *Journal of Clinical Child & Adolescent Psychology*, 30(1), 48–58. https://doi.org/10.1207/s15374424jccp3001_6

Roberts, W., Milich, R., & Barkley, R. A. (2015). Primary symptoms, diagnostic criteria, subtyping, and prevalence of ADHD. In R. A. Barkley (Ed.), *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment* (pp. 51–80). The Guilford Press.

Schunck, D. H., Pintrich, P., & Meece, J. L. (2007/2010, μετ.). Τα κίνητρα στην εκπαίδευση. Αθήνα: Gutenberg (Επιμ. Μετ.: Ν. Μακρής & Δ. Πνευματικός) Stipek, D., & Seal, K. (2001). Motivated minds: Raising children to love learning. New York: Henry Holt.

Stanford, E., & Delage, H. (2020). Executive Functions and Morphosyntax: Distinguishing DLD From ADHD in French-Speaking Children. *Frontiers in Psychology*, 11. https://doi.org/10.3389/fpsyg.2020.551824

Talli, I. (2020). Verbal Short-Term Memory as Language Predictor in Children with Autism Spectrum Disorder. *Journal of Behavioral and Brain Science*, 10(05), 200–219. https://doi.org/10.4236/jbbs.2020.10513

Woollard, J. (2010). *Psychology for the Classroom: Behaviourism* (1st ed.). Routledge.

Young, G. (2012). A unitary Neo-Piagetian/Neo-Eriksonian model of development: Fundamental assumptions and meta-issues. *New Ideas in Psychology*, 30(2), 241–249. https://doi.org/10.1016/j.newideapsych.2011.11.002

van Hoof, A. (2001). Turning Shortcomings into Advantages: A Commentary on Schwartz's "The Evolution of Eriksonian and Neo-Eriksonian Identity Theory and Research." *Identity*, 1(1), 67–75. https://doi.org/10.1207/s1532706xvanhoof

Λογισμικό Γνωστικής Αποκατάστασης:
- https://www.ostracon.gr/product/proionta-ana-katigoria/noitiki-endynamosi/hasomed-rehacom-logismiko-gnostikis-apokatastasis/

GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	ΨΥΥ016	**SEMESTER**	**3rd**

COURSE TITLE	**SOCIAL PSYCHOLOGY II**

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.
Consult Appendix A
• *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
• *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
• *Guidelines for writing Learning Outcomes*

This course offers an advanced introduction to the discipline of social psychology. Its aim is twofold: On the one hand, to increase "quantitatively" the introductory knowledge of the students in the discipline of social psychology; on the other hand, it aims at familiarizing the students with more recent developments in this discipline in terms of epistemological differentiations, theoretical criticism and empirical / analytic documentation. By the time that the course shall be completed, the students:

- Shall be able to acknowledge the conceptual, epistemological limits of the 'traditional' thematic areas and approaches in social psychology.
- Shall have an introductory knowledge of alternative approaches in the discipline of social psychology.
- Shall be able to identify theoretical and methodological problems in forming research questions that presuppose, unproblematically, intra-individual, psychological entities.
- Shall be able to articulate basic research questions within the conceptual frame of social constructionism.
- Shall be able to propose, basic, research designs in this direction.

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

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

- Working independently
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

SYLLABUS

The present course concludes the general, introductory familiarization of the students with the discipline of social psychology. The lectures focus on four general social psychological topics of research and theorising.

LECTURE TOPICS
vii. The diversity in social psychology: the concept of "approaches". The four main approaches in contemporary social psychology: (a) social cognition; (b) social identity; (c) social representations; (d) discursive psychology.

viii. Social perception: (a) from a social cognition perspective; (b) from a social identity perspective; (c) from a social representations perspective; (d) from a discursive psychology perspective.

ix. Attitudes: (a) from a social cognition perspective; (b) from a social identity perspective; (c) from a social representations perspective; (d) from a discursive psychology perspective.

x. Self and identity: (a) from a social cognition perspective; (b) from a social identity perspective; (c) from a social representations perspective; (d) from a discursive psychology perspective.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	At the amphitheatre
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of power-point Use of e-course

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	*Activity*	*Semester workload*
	Lectures	39
	Practical Exercises	16
	Study of bibliography	36
	Independent study	34
	Course total	**125**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written examination. Short questions and essay type of questions.

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
- Augoustinos, M. κ.α. (2014). *Social Cognition*. London: Sage.
- Dickerson, D. (2012). *Social Psychology: Traditional and critical perspectives*. London: Pearson.
- Edwards, D. & Potter, J. (2010) Λογοψυχολογία και ψυχικές καταστάσεις. Στο Ν. Μποζατζής & Θ. Δραγώνα (Επιμ.) *Κοινωνική Ψυχολογία: Η στροφή στο λόγο*. Αθήνα: Μεταίχμιο, σελ. 131-155.
- Farr, R.M. (1995) Κοινωνικές αναπαραστάσεις. Στο Σ. Παπαστάμου & Α. Μαντόγλου (Επιμ.) *Κοινωνικές Αναπαραστάσεις*. Αθήνα: Οδυσσέας, σελ. 107-123.
- Jodolet, D. (1995) Τρελοί και τρέλα σε μια αγροτική περιοχή της Γαλλίας: Μια μονογραφική προσέγγιση. Στο Σ. Παπαστάμου & Α. Μαντόγλου (Επιμ.) *Κοινωνικές Αναπαραστάσεις*. Αθήνα: Οδυσσέας, σελ. 198-219.
- Hogg, M.A. & Vaughan, G.M. (2010) Στάσεις. Στο M.A. Hogg & G.M. Vaughan (2010) *Κοινωνική Ψυχολογία*. Αθήνα: Guttenberg, σελ. 199-247.
- Potter, J. (2005) Στάσεις, κοινωνικές αναπαραστάσεις και η διά / του λόγου ψυχολογία. Στο Μ. Wetherell (Επιμ.) *Ταυτότητες , Ομάδες και Κοινωνικά Ζητήματα*. Αθήνα: Μεταίχμιο, σελ. 175-251.
- Potter, J. & Wetherell, M. (2009) «Οι στάσεις στο λόγο» και «Πέρα από τις στάσεις», από το βιβλίο «Λόγος και Κοινωνική Ψυχολογία: Πέρα από τις στάσεις και τη συμπεριφορά». Αθήνα: Μεταίχμιο, σελ. 71-86.
- Potter, J. & Wetherell, M. (2009) «Από τις αναπαραστάσεις στα ρεπερτόρια», από το βιβλίο «Λόγος και Κοινωνική Ψυχολογία: Πέρα από τις στάσεις και τη συμπεριφορά». Αθήνα: Μεταίχμιο, σελ. 193-203.
- Sapsford, R., Still, A., Miell, D., Stevens, R., Wetherell, M. (2006) *Η Θεωρία στην Κοινωνική Ψυχολογία*. Αθήνα: Μεταίχμιο
- Wetherell, M. (Επιμ.) (2005) *Ταυτότητες, Ομάδες και Κοινωνικά Ζητήματα*. Αθήνα: Μεταίχμιο
- *British Journal of Social Psychology*
- *Discourse and Society*
- *European Journal of Social Psychology*
- *Theory and Psychology*

GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	**ΨΥΥ017**	**SEMESTER**	**4th**

COURSE TITLE	**COGNITIVE PSYCHOLOGY II**

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures and oral presentation assignments	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (English is used for instruction and examination for Erasmus students)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/index.php?categoryid=107

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.
Consult Appendix A
• *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
• *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
• *Guidelines for writing Learning Outcomes*

The course forms a basic course that covers concepts, theories, and research findings from the discipline of Cognitive Psychology. More specifically, this course covers the cognitive processes of implicit (unconscious) learning, concept acquisition-categorization, language production and understanding, judgment and decision making.

Upon successful completion of the course, students will have acquired:
• basic knowledge in topics from the field of Cognitive Psychology and its relation to other fields of psychology,
• basic knowledge of understanding and critical analysis of empirical and theoretical data related to the above cognitive processes
• the ability to cooperate with their classmates in order to present a research paper in any of the above mentioned topics of Cognitive Psychology
• the ability to carry out literature review in journals and topics of Cognitive Psychology, by using the University Library as well as internet and electronic databases problem solving and basic research skills
• the ability to work independently and in groups
• the ability to communicate their work to public audiences and
• knowledge acquisition skills required for continuing their studies with a high degree of autonomy

General Competences

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

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

Decision-making
Working independently
Team work
Criticism and self-criticism
Showing social, professional, and ethical responsibility and sensitivity to gender issues
Production of free, creative, and inductive thinking
Search for, analysis and synthesis of data and information, with the use of the necessary technology

SYLLABUS

The course of Cognitive Psychology II covers the following topics:
Implicit learning – Unconscious learning
- Conceptual definition
- Measurement of implicit learning
- Implicit learning experimental tasks
- Representation of implicit knowledge
- Properties of implicit learning-distinguishing implicit from explicit learning

Concept acquisition-categorization
- Theories of concept acquisition-Evaluation of theories

Language
- Language development – Theories of language development
- Relationship of language and thought

Judgement and Decision making

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	**Support of the learning process through the electronic platform e-course** **Power point presentation** **Communication with students via email**

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Activity	**Semester workload**
	Lectures	39
	Study and analysis of bibliography	26
	Writing and presentation of individual or group project	30
	Individual study time	30
	Course total (25 workload hours per credit)	**125**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	I. Written exams (70%) that include: – multiple choice questionnaire – examples of applying the acquired conceptual and theoretical knowledge and skills in both everyday life and research – comparative evaluation of theories II. Oral presentation of projects (30%)

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
- Ζιώρη, Ε. (2011). Άδηλη Μάθηση: Θεωρία και Έρευνα. Αθήνα, Gutenberg.
- Πόθος Ε., & Οικονόμου Η. (2010). Θέματα Γνωσιακής Ψυχολογίας. Αθήνα, Gutenberg.
- Matlin, M.W. & Farmer, T.A. (2019). Γνωστική Ψυχολογία. Εκδόσεις Τζιόλα.

- *Related academic journals:*
- Cognitive Psychology
- Consciousness & Cognition
- Journal of Experimental Psychology: Learning, Memory & Cognition
- Memory & Cognition
- Quarterly Journal of Experimental Psychology
- Trends In Cognitive Sciences

GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	**PSYY002**	**SEMESTER**	**4TH**

COURSE TITLE	**INTRODUCTION IN NEUROPSYCHOLOGY**

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
GROUP ORAL PRESENTATIONS	1	10 POINTS
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

The field of Neuropsychology belongs in Biopsychology and focuses on the study of cognitive functions in people with neurological disorders, such as neurodegenerative diseases, strokes, multiple sclerosis, epilepsy, and Parkinson's disease. In this context, an important goal of the course of Introduction in Neuropsychology is the presentation of the nervous system's anatomy, the basic neuropathology and neuropsychological profile of the aforementioned diseases, basic methods of rehabilitation, as well as the neurobiological basis of cognition. The course will focus on ways in which Neuropsychology detects cognitive impairment in people who have been diagnosed with the aforementioned neurological diseases or are in the process of differential diagnosis, and also provide patients' case studies that are indicative of each neurological disease. Particular emphasis will be given on the psychologist's role in rehabilitation centers, day care centers, and hospitals (memory clinics, regular outpatient neurological and psychiatric clinics).

After course's completion students will have been taught the following modules:

✓ The basic knowledge of nervous system's anatomy

✓ Cognitive functions and basic theoretical models that explain patients' deficits in the context of neurological diseases

✓ Neurobiological background of cognitive functions

✓ Neuropsychological profile that characterizes the basic neurological diseases

✓ Case studies, indicative of patients with neurological diseases (namely neurodegenerative diseases, strokes, multiple sclerosis, epilepsy, Parkinson's disease and traumatic brain injuries)

✓ Basic principles of cognitive rehabilitation and cognitive training, and preparation of therapeutic protocols implemented in neurological patients

General Competences

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

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

The current course aims at providing basic theoretical knowledge about Neuropsychology, insert new pathways in this scientific field and identify the role of a neuropsychologist in Greek clinical care settings and research centers.

SYLLABUS

Table 1 presents courses' topics per week. Each weekly session will consist 1) a 2-hour theoretical lecture and 2) a

laboratory session where case studies about psychological and neuropsychological assessment in adulthood will be presented.

Week   Topics
1th   Introduction to Neuropsychology: History, Assessment Methods
2nd   Brain: Basic neuroanatomy (basic terms of neuroanatomy, neurotransmitters, brain functional organization)
3rd   Cognitive functions I: perception, memory, attention
4th   Cognitive functions II: language, executive functions, visual-spatial abilities
5th   Neurobiological basis of cognitive functions
6th   Introduction to neurological diseases (dementia, stroke, multiple sclerosis, epilepsy, Parkinson's disease, traumatic brain injury)
7th   Movement disorders-Speech disorders-Agnosias
8th   Cognitive deficits in dementia and strokes
9th   Cognitive deficits in multiple sclerosis and epilepsy
10th   Cognitive deficits in Parkinson's disease and traumatic brain injury
11th   Presentation of the basic neuropsychological assessment tools in common neurological diseases
12th   Theories of cognitive rehabilitation plan formation
13th   The role of neuropsychologist in the rehabilitation team which belong in neurological settings

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face- to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	The course includes lectures that will be displayed through PowerPoint, case studies, video use as well as the use of the Kahoot application (online quiz presentation, online selection of the answer that is considered correct, presentation of the selected answers in the form of diagrams and presentation of the correct answer) in order to increase the active participation of students in lectures.

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	**Activity**	**Semester workload**
	Lectures	3
	Students' oral presentations	1
	Course total	

| **STUDENT PERFORMANCE EVALUATION** *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | Students will be assessed through a written multiple-choice exam. The written exam will include 20 multiple choice questions (4 answers, one of them correct), whereas each question is graded with 5 points. During the workshop there will be a group work (presentation of a published paper from the Greek or English language literature). The assignment (consisting of 2 or 3 people) is optional and will receive +1 grade which will be added to the final grade of the written exam. Each assignment will include a PowerPoint presentation which includes 12-15 slides lasting 20-minutes duration. |

ATTACHED BIBLIOGRAPHY

✓ Papanikolaou, A. (2008). Functional Neuroimaging in Neuropsychology and Cognitive Science (1st edition). Athens: Parisianou
✓ Lezak, M. (2012). Neuropsychological Assessment. Athens: Gotsis
✓ Kolb, B., & Whishaw, I. (2018). Basic Principles of Human Neuropsychology. Athens: Gutenberg

GENERAL

SCHOOL	SOCIAL SCIENCE
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	**ΨΥΥ004** **SEMESTER** **5th**
COURSE TITLE	**THEORIES OF PERSONALITY**

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
LECTURES AND ASSIGNMENTS	3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).		
COURSE TYPE *general background, special background, specialized general knowledge, skills development*	GENERAL KNOWLEDGE	
PREREQUISITE COURSES:		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES	
COURSE WEBSITE (URL)		

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competencies of an appropriate level, which the students will acquire with the successful completion of the course, are described. *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
Upon successful completion of the course, students are expected to: • Understand personality through the prism of the main theories in psychology. • Recognize the role of genetic, social and cultural factors in the formation and development of personality. • Interpret individual differences in thought, emotion, motivation and behaviour. • To know the applications of personality theories in personality assessment and clinical practice.
General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

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

Search, analysis and synthesis of data and information using the necessary technologies, autonomous work, group work, promotion of free, creative and inductive thinking, the practice of critical thinking and self-criticism, respect for diversity and multiculturalism, demonstration of social, professional and moral responsibility and gender sensitivity.

SYLLABUS

The course aims to introduce the study of personality. In particular, the classical and modern theories for the formation and development of personality are presented, which interpret the individual differences in thought, emotion, motivation and behaviour. In addition, the applications of the main theories in personality assessment and clinical practice are examined. The main topics of the course include: • Introduction to the study of personality: Theoretical concepts and historical context. • Personality theories: Psychoanalytic and psychodynamic, phenomenological, characteristic theories, behavioural, cognitive and sociocognitive approaches. • Research methodology and evaluation tools for the study of personality. • Genetic, social and cultural factors in the formation and development of personality. • Personality, physical and mental health

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	IN-PERSON	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use power-point for teaching. Use the video for teaching. Use of the Ecourse to provide educational material to students	
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	*Activity*	*Semester workload*
	Attendance of lectures	39
	Study and analysis of books and articles	26
	Writing and Presenting an assignment	20
	Personal Study	40
	Course total	*125*
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Methods: 1. Final Written exam (70%) (Multiple choice test, short development questions using examples of application of concepts and theories) 2. Preparation and Oral Presentation of Optional Assignment (30%)	

ATTACHED BIBLIOGRAPHY

Bibliography
1. Pervin A. L., Cervone D. (2013). Θεωρίες προσωπικότητας, Έρευνα και Εφαρμογές. Αθήνα: Gutenberg.
2. Chamorro-Premuzic, T. (2013). Προσωπικότητα και ατομικές διαφορές. Αθήνα: Gutenberg.

Journals
1. Personality and Individual Differences
2. Journal of Personality and Social Psychology
3. Individual Differences
4. Journal of Personality Assessment

SCHOOL	SCHOOL OF SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	PSY Y003

COURSE CODE	PSY Y003	**SEMESTER** 5th
COURSE TITLE	STATISTICS II	

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	2	5
	1	
	3	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.
Consult Appendix A
• *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
• *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
• *Guidelines for writing Learning Outcomes*

This course is an introductory course in the concepts of Inferential Statistics and Data Analysis. The course material will help students to comprehend the basic techniques of inferential statistics, the concept of hypothesis testing and parameter estimation. The theory of confidence intervals will be studied, the basic criteria for hypothesis testing for the mean and the variance of random variables. Also, the concept of linear correlation coefficient, the techniques of regression analysis and analysis of variance, and the contingency table analysis will be studied.
Upon successful completion of the course students are expected to be able to:
• Comprehend the utility of the inferential statistics methods
• Perform hypothesis tests for the mean and the variance of random variables
• Perform hypothesis tests regarding the dependence between two distinct random variables
• Perform data analysis using linear regression and analysis of variance.

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

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

• Search for, analysis and synthesis of data and information, with the use of the necessary technology
• Decision-making
• Working independently
• Team work

SYLLABUS

• Introduction to the use of statistical software (e.g., SPSS, R)
• Basic concepts of inferential statistics.
• Point estimate of the mean and the variance
• Confidence Intervals: known / unknown distribution, with known / unknown dispersion
• Hypothesis testing, level of statistical significance, critical value.
• Compare means of one population: 3 cases.
• Compare means of two populations: independent samples, dependent samples.

- Chi square, contingency tables
- The concept of correlation. Calculation of correlation coefficients.
- Regression analysis (simple linear regression).
- One-way Analysis of Variance (ANOVA).

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of .ppt slides Use of teaching platform Laboratory education		
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	*Activity*		*Semester workload*
	Lectures		39
	Laboratory practices		26
	Study of bibliography		26
	Independent study		39
	Course total		**130**
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written final examination (multiple choice questions and exercises)		

ATTACHED BIBLIOGRAPHY

Γναρδέλλης, Χ. (2009). Ανάλυση δεδομένων με το PASW Statistics 17.0. Αθήνα: Παπαζήσης.
Δαφέρμος, Β. (2011). Κοινωνική Στατιστική και Μεθοδολογία Έρευνας με το SPSS (2η έκδοση). Θεσσαλονίκη: Ζήτη.
Καλαματιανού, Α. (2003). Κοινωνική Στατιστική. Μέθοδοι Μονοδιάστατης Ανάλυσης. Αθήνα: Παπαζήσης.
Λουκάς, Σ. (2003). Στατιστική. Αθήνα: Κριτική.
Κατσής, Α., Σιδερίδης, Γ., & Εμβαλωτής, Α. (2010). Στατιστικές Μέθοδοι στις Κοινωνικές Επιστήμες. Αθήνα: Τόπος.
Ρούσσος, Π. Λ., & Τσαούσης, Γ. (2011). Στατιστική στις Επιστήμες της Συμπεριφοράς με τη χρήση του SPSS. Αθήνα: Τόπος

GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	**ΨΥΥ005**	**SEMESTER**	**6th**

COURSE TITLE	**POLITICAL PSYCHOLOGY**

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A*   • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   • *Guidelines for writing Learning Outcomes*
This course offers a general introduction to the discipline of political psychology. It aims at (a) familiarising the students with landmark developments in the history of political psychology; (b) familiarising the students with the way in which political psychology defines its main and particular topics of research interests; (c) leading students to understand the more general logic that binds together these research topics as components of the same discipline; (d) leading students to understand the ways in which political psychologists, traditionally, frame their research questions; (e) leading students to understand the methodological options available to political psychologists for answering these questions; and (f) familiarise the students, at an introductory level, with contemporary critical treatments of the topical and methodological choices that comprise the mainstream in the discipline of political psychology.   By the time that the course shall be completed, the students: - Shall have an introductory knowledge of the historical roots of the discipline of political psychology.   - Shall be able to identify the main research topics in the discipline of political psychology.   - Shall comprehend the main developments in these research topics;   - Shall be able to recognise the political psychology way of thinking as a discrete disciplinary perspective, clearly distinctive to (generic) psychology and political science.   - Shall comprehend the more general social importance of main political psychology findings.   - Shall be familiarised, at an introductory level, with critical, reflexive positions advanced by contemporary political psychologists regarding theoretical and methodological issues in political psychology.
General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?
Search for, analysis and synthesis of data and information, with the use of the necessary technology   *Project planning and management*   *Adapting to new situations*   *Respect for difference and multiculturalism*   *Decision-making*   *Respect for the natural environment*   *Working independently*   *Showing social, professional and ethical responsibility and sensitivity to gender issues*   *Team work*   *Criticism and self-criticism*   *Working in an international environment*   *Production of free, creative and inductive thinking*   *Working in an interdisciplinary environment*   *……*   *Production of new research ideas*   *Others…*   *…….*
- Working independently   - Respect for difference and multiculturalism   - Showing social, professional and ethical responsibility and sensitivity to gender issues   - Criticism and self-criticism   - Production of free, creative and inductive thinking

SYLLABUS

The present course offers a general introduction to the discipline of political psychology. In its context, political psychology is defined vis-à-vis related sub-disciplines of psychology and disciplines beyond psychology and are discussed nodal points of theory and research.

LECTURE TOPICS
xi.   The foundations of political psychology
xii. The history of political psychology
xiii. Situational explanations of political action / behaviour and decision making in groups
xiv. Individualistic explanations of political action / behaviour: personality, beliefs, cognitive processes
xv.   Emotion, affect, politics and biopolitics
xvi. Electoral behaviour
xvii. Collective movements
xviii.The psychology of political communication, mass media and political rhetoric
xix. Political psychology, nation-state, nationalism

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	At the amphitheatre
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of power-point Use of e-course

| **TEACHING METHODS**
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.
The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS |

Activity	*Semester workload*
Lectures	39
Practical Exercises	16
Study of bibliography	36
Independent study	34
Course total	**125**

| **STUDENT PERFORMANCE EVALUATION**
Description of the evaluation procedure
Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other
Specifically-defined evaluation criteria are given, and if and where they are accessible to students. | Written examination. Short questions and essay type of questions. |

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
- Χρυσοχόου, Ξ. & Ιατρίδης, Τ. (Επιμ.) (2013). *Όψεις της Ηγεμονίας στις Φιλελεύθερες Κοινωνίες*. Αθήνα: Πεδίο.
- Deconchy, J.P. & Dru, V. (2011). *Ο Αυταρχισμός*. Αθήνα: Πεδίο.
- Moser, H. (1999). *Εισαγωγή στην Πολιτική Ψυχολογία: Σύγχρονες τάσεις στη διεθνή έρευνα*. Αθήνα: Παπαζήσης.
- Cottam, M.L. (2015). *Introduction to Political Psychology*. London: Routledge.
- Houghton, D.P. (2015). *Political Psychology: Situations, Individuals and Cases*. London: Routledge.
- Tileaga, C. (2013). *Political Psychology: Critical Perspectives*. Cambridge: Cambridge University Press.

- *Related academic journals:*
- Journal of Social and Political Psychology
- Political Psychology

COMPULSORY ELECTIVE COURSES – Winter semester

GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	ΨΥΕ011	**SEMESTER**	3rd-5th -7th

COURSE TITLE	**SPORT AND EXERCISE PSYCHOLOGY**

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
LECTURES, ESSAYS	3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	http://ecourse.uoi.gr

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A*   *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   *Guidelines for writing Learning Outcomes*

Sport and Exercise Psychology focuses on the study of people and their behaviors in the context of sport and exercise, as well as on the practical application of this knowledge. The course content aims to introduce students to the basic topics of Sport and Exercise Psychology and to understand the basic theoretical approaches and concepts of this field of psychology.

Initially the course presents an introduction to the field of sports psychology, history, directions, future orientation as well as the role of the sports psychologist. Basic theories about personality and sport, motivation within sport as well as stress and coping in sports are presented. Psychological theories - socio-cognitive theory, stages of change model, health belief model, the role of attitudes, self-determination theory are also presented, together with theoretical concepts that contribute to the choice of individuals to engage in exercise and physical activity, to control athletic behavior, and to maximize athletic effort.

Upon completion of the course the students will be able to:
- Describe the basic concepts of Sport and Exercise Psychology.
- Know how psychological factors affect peoples' performance in sports and exercise.
- Discuss how sport and exercise participation affects one's psychological health and well-being.
- Referring to basic theoretical approaches, theoretical models as well as psychological factors / mechanisms that influence peoples' choice for engaging in exercise and physical activity.
- Can apply psychological techniques to enhance athletic performance.

General Capabilities
Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below) in which of them is the course intended?
Search, analyze and synthesize data and information, using the necessary technologies   *Project design and management*   *Adapt to new situations*   *Respect for diversity and multiculturalism*   *Decision making*   *Respect for the natural environment*   *Autonomous work*   *Demonstration of social, professional and moral responsibility and gender sensitivity*   *Teamwork*   *Exercise of criticism and self-criticism*   *Work in an international environment*   *Promote free, creative and inductive thinking*   *Working in an interdisciplinary environment*   *......*   *Producing new research ideas*   *Other ...*   *.......*

Autonomous work, teamwork (students in groups undertake to study and discuss on scientific texts from the field of sport and exercise psychology), criticism (students critically approach groups of scientific articles from the field of sport and exercise psychology), promoting free, creative and inductive thinking.

SYLLABUS

The main themes of the course include:

- Sport psychology — history, future directions — the role of the sport psychologist.
- Personality and sport
- Applying the theory of motivation to sport.
- Sports and exercise-stress and anxiety
- Introduction of psychological skills - stimulation regulation, mental imagination, self-confidence, purposefulness, concentration.
- Exercise and psychological well-being.
- Exercise, self-esteem and body image (self-esteem, body image, body image and social influences, body image and mental health).
- Children and sports psychology.
- Aggression in sport.

TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD **Face to face, Distance Learning, etc.**	Face-to-face teaching
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT Teaching, Laboratory Education, Communication with Students*	• Use of ICT in teaching (e-course educational platform, power point presentations, audiovisual material). • Use of ICT in Student Communication (e-mail).

TEACHING ORGANIZATION

Describe in detail the way and methods of teaching. Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Bibliography, Tutorial, Practice (Placement), Clinical Exercise, Art Workshop, Interactive Teaching, Educational Visits, Project Work, lt; / RTI & gt;
The student's study hours for each learning activity and the hours of non-guided study according to the ECTS principles

Activity	Semester Workload
Lectures	39
Study and analysis of bibliography	23
Writing and presenting individual or group work	20
Self-study	40
Examination	3
Total Course	**125**

EVALUATION OF STUDENTS Description of the evaluation process Assessment Language, Assessment Methods, Formulation or Conclusion, Multiple Choice Test, Short Response Questions, Test Questions, Problem Solving, Written Work, Reporting / Reporting, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other Certainly identified evaluation criteria are stated and if and where they are accessible by the students**.**	Evaluation methods: 1. Final Written Examination (80%-100%): At the end of the course, examinations will be given on the whole subject of the lesson (Multiple Choice Test, Short Growth Questions Using Examples of Concepts and Theories) 2. Preparation and Oral Presentation of Optional Work (20%): The work can be individual or group (up to two students). The work will concern the study and presentation of a foreign language article, which will be chosen by the student, based on his / her interests and according to the themes presented during the course.

SUGGESTED BIBLIOGRAPHY

- *Suggested Bibliography:*
- Weinberg, R., & Gould, D. (2018). *Ψυχολογία του αθλητισμού και της άσκησης*. Εκδόσεις Broken Hill Πασχαλίδης, Κύπρος.
- Cox, R. (2018). *Αθλητική Ψυχολογία: Έννοιες και εφαρμογές*. Εκδόσεις Παρισιάνου, Αθήνα.
- Δογάνης, Γ. (2016). *Αθλητική Ψυχολογία: επιστημονική τεκμηρίωση και εφαρμογές*. Εκδόσεις Κυριακίδη, Θεσσαλονίκη.
- Θεοδωράκης, Ι., Γούδας, Μ., & Παπαϊωάννου, Α. (2016). *Ψυχολογική υπεροχή στον αθλητισμό*. Εκδόσεις Κυριακίδη, Θεσσαλονίκη

-*Relevantr scientific journals:*
- *Journal of Sport and Exercise Psychology*
- *Sport Psychologist*
- *Journal of Applied Sport Psychology*
- *International Journal of Sport and Exercise Psychology*

GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	BACHELOR
COURSE CODE	**PSYE002**

COURSE CODE	**PSYE002**		**SEMESTER**	**WINTER**
COURSE TITLE	**DEVELOPMENTAL COGNITIVE NEUROPSYCHOLOGY**			

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
GROUP ORAL PRESENTATIONS	1	10 POINTS
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A*   *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   *Guidelines for writing Learning Outcomes*

Among a wide range of topics, the field of Neuropsychology focuses on nervous system development at both prenatal and perinatal level, while focusing on the plasticity of the developing brain, and cerebral asymmetry. In this context, an important goal of this course is to focus on brain development at prenatal level, as well as early stages of infants' development. In parallel, important factors that play an important role on this process will be also mentioned. In addition, the development of cognitive functions, social behaviour, and emotional functionality will be analysed.

After course's completion students will have been taught the following modules:

✓ Factors which affect brain function, as well as those which promote neuroplasticity and neural regeneration after brain damage
✓ Basic knowledge about central nervous system and neurons' function- neurotransmitters and their role in human behaviour
✓ Basic theories about cognitive functions: memory, attention, language, perception and visuospatial ability
✓ Development of emotions and social behaviour
✓ Basic neurological disorders and neuropsychological deficits in childhood and adolescence
✓ Principles of neuropsychological assessment in childhood and adolescence

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

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

The current course aims at providing basic theoretical knowledge through the use of clinical paradigms, case studies and practical hands-on training with students during lectures.

SYLLABUS

Table 1 presents courses' topics per week. Each weekly session will consist 1) a 2-hour theoretical lecture and 2) a laboratory session where case studies about neurodevelopmental disorders in childhood and adolescence will be presented.

Week   Topics
1th   Introduction in Neuropsychology: Historic background, Research methods
2nd   Brain: basic structure of the nervous system-neurons' function-the role of neurotransmitters

3rd	Prenatal and postnatal brain development: factors which affect brain development-neuroplasticity mechanisms
4th	Brain asymmetry- brain's functional organization
5th	Cognitive functions: Memory, Attention, Language, Executive functions, Visuospatial function
6th	Bilingualism and its role in brain re-organization
7th	Emotional function and social behaviour: their role in childhood and adolescence
8th	Neuroaesthetis: a new approach in brain's development
9th	Introduction in Child's Neuropsychology
10th	Neuropsychological disorders in childhood and adolescence I
11th	Neuropsychological disorders in childhood and adolescence II
12th	Basic neuropsychological assessment in children and adolescents
13th	Basic principles of early intervention in neurodevelopmental disorders

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face- to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	The course includes lectures that will be displayed through PowerPoint, case studies, video use as well as the use of the Kahoot application (online quiz presentation, online selection of the answer that is considered correct, presentation of the selected answers in the form of diagrams and presentation of the correct answer) in order to increase the active participation of students in lectures.

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Activity	**Semester workload**
	Lectures	3
	Students' oral presentations	1
	Course total	

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Students will be assessed through a written multiple-choice exam. The written exam will include 20 multiple choice questions (4 answers, one of them correct), whereas each question is graded with 5 points. During the workshop there will be a group work (presentation of a published paper from the Greek or English language literature). The assignment (consisting of 2 or 3 people) is optional and will receive +1 grade which will be added to the final grade of the written exam. Each assignment will include a PowerPoint presentation which includes 12-15 slides lasting 20-minutes duration.

ATTACHED BIBLIOGRAPHY

✓ Messinis, L., Malegiannaki, A., & Papathanasopoulos, P. (2012). Clinical Neuropsychology in Childhood. Athens: Gotsis

✓ Lezak, M. (2012). Neuropsychological Assessment. Athens: Gotsis

✓ Darby, D., & Walsh, K. (2008). Neuropsychology, A clinical approach, Athens: Parisianou

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	Undergraduate

COURSE CODE	**ΨΥΕ029**	**SEMESTER**	3o, 5o, 7o

COURSE TITLE	**BIOPSYCHOLOGY**

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	**3**	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	**Greek**
IS THE COURSE OFFERED TO ERASMUS STUDENTS	**YES**
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*

After the end of the courses students will have acquired knowledge and understanding of the following:
➢ *the basic physiology and anatomy of the nerve cell,*
➢ *the way in which the brain is organized anatomically and functionally,*
➢ *the stages of brain development from embryonic to adult life,*
➢ *the biological substrate of common mental functions*
➢ *the role of biological risk factors for the development of mental disorders,*
➢ *the relationship of brain function to other systems*
➢ *the basic techniques of imaging brain function and their usefulness in diagnostic practice and research,*
➢ *the neurobiological background of common mental disorders (Schizophrenia, Emotional disorders, Obsessive Compulsive Disorder, Post Traumatic Stress, Dementia - Organic Psycho-syndrome, Addiction),*
➢ *the operation of the basic categories of psychiatric drugs and non-pharmaceutical biological treatments*
➢ *the biological substrate of psychotherapy .*
Also after the end of the courses the students should have developed the following skills:
➢ *be able to read and understand new research data on brain function*
➢ *be able to explain to non-specialists the function of the brain, the neurobiology of mental functions and mental disorders and the role of biological agents of human behavior and psychopathology*
➢ *to recognize the usefulness and applications of the basic imaging methods of brain function and to assess which patients need further biological investigation of the brain function*
➢ *to be able to interpret the symptoms of common mental disorders based on their underlying neurobiological substrate and assess which patients are likely to be benefited by the application of biologic therapy*
➢ *to be able to explain to the non-specialist the effects of the most common psychiatric drugs and to evaluate the presence of possible side effects of pharmacotherapy.*
Finally, students after the end of the courses should have adopted a documented critical attitude towards biological component of human behavior and psychopathology through the biopsychosocial model. Specifically, the understanding of mental functions changes as biological phenomenon due to biopsychosocial parameters will contribute to the formation of an attitude that on the one hand will reward /not stigmatize the psychopathology of the mental ill people, however at the same time will recognize the possibility of modifying the brain biological function through the change of the behavior and systemic discussion (psychotherapy).

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology *Adapting to new situations* *Decision-making*	*Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues*

Working independently	*Criticism and self-criticism*
Team work	*Production of free, creative and inductive thinking*
Working in an international environment	*……*
Working in an interdisciplinary environment	*Others…*
Production of new research ideas	*…….*

- Investigate, analyze and synthesize data and information related to brain function and human behavior - psychopathology in order to acquire greater autonomy in their work as psychologists and to the create innovative research ideas
- Decision making and interdisciplinary collaboration with other specialists, as psychiatrists, neurobiologists, etch
- Autonomous work
- Demonstration of social, professional and moral responsibility and sensitivity
- Express of criticism and self-criticism
- Promotion of free, creative and inductive thinking

SYLLABUS

➢ What is biopsychology. Historical background of the theories for the relationship between the biological and the psychological substrate of human behavior.
➢ Functional organization of the human body. Anatomy / Biochemistry / Function of the Brain and the nerve cell.
➢ Brain and evolution of the species. Brain development and the role of environmental factors.
➢ Brain interaction with the environment.
➢ Biological substrate of brain functions
  • Sensory functions, movement
  • Regulation of basic functions of the organization
  • Speech
  • Memory - learning
  • Judgment / Mind
  • Feelings
➢ The relationship of the brain with the other systems of the human body - the role of the brain in survival
➢ The neurobiological background of common mental disorders
➢ Introduction to the mechanism of the main biological therapies of mental disorders
➢ Methods of recording brain function

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	**Class- A**mphitheater
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	*Use of power point* *e-cources*

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	*Activity*	*Semester workload*
	Lectures	**39**
	Laboratory practice	16
	Study and analysis of bibliography	31
	Study	34
	Course total	**120**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	• *Written Exercise with short-answer questions and Multiple choice questions* • *Public presentation*

ATTACHED BIBLIOGRAPHY

1. Kolb, B. & Whishaw, I. (2018). Αρχές Νευροψυχολογίας του Ανθρώπου. Αθήνα: Gutenberg
2. Neil, M.G. (2011). Νευροψυχολογία. Εγκέφαλος και Συμπεριφορά. Αθήνα: Έλλην.
3. Pinel, P.J. (2011). Βιοψυχολογία. Αθήνα: Έλλην.
4. Stevens, L. & Robin, I. (2012). Ψυχιατρική. Έγχρωμο εικονογραφημένο εγχειρίδιο. Αθήνα: Παρισιάνου

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	ΨΥΕ052	**SEMESTER**	3rd, 5th, 7th
COURSE TITLE	INTERCULTURAL COMMUNICATION		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	Optional Compulsory	

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	*Special background*
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	ecourse

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
The aim of the course is that students should be able to understand that contemporary societies include different cultures and social groups which coexist sharing cultural differences and elements of diversity that affect the communication process; on the other hand, students should manage to develop the necessary attitudes, skills and knowledge that contribute to intercultural competence in everyday professional practice. Upon completion of the course students will be able to: a) understand the fundamental concepts and principles of communication between people of different social and cultural backgrounds, b) distinguish social, cultural and historical characteristics of cultures and cultural subgroups around the world, c) analyze and compare the communicative behavior (verbal and non-verbal) of different cultural groups d) identify cultural values and sociocultural diversity of structures and of identities as tools to improve intercultural communication e) cultivate strategies to break down stereotypes and invest in cultural diversity. f) Interact in a professional and social environment building intercultural understanding of the traditions, customs, behaviors, laws and practices, beliefs that designate each culture in order to adapt across cultures g) develop intercultural skills in order to manage challenges and conflicts while *communicating* with *people* from *other cultures* (migrants, immigrants, refugees) and to practice self-criticism in the way they see themselves and others h) apply knowledge and skills for a responsible, effective and ethical communication adapted to diverse cultural backgrounds
General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

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

Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Adapting to new situations
Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues	
Criticism and self-criticism	
Production of free, creative and inductive thinking	

SYLLABUS

1) Communicating in a culturally diverse society. Definition of terms and concepts related to interculturalism, intercultural competence, intercultural understanding and intercultural communication. Multiculturalism, Globalization, mass migration.
2) The multifaceted nature of communication. Components and characteristics of communication. Communication models.
3) The multilevel nature of culture. Definitions and components of culture and subcultures. Social categorization and identities.
4) Cultural and value orientations. Stereotypes, prejudice, racism.
5) Verbal communication and culture.
6) Non-verbal communication and culture.
7) Migration, cultural diversity and intercultural adaptation.
8) Translation and interpretating. Questions of interlinguistic and intercultural mediation between foreigners.
9) Intercultural relations. Mental health and mental vulnerability in culturally diverse communities.
10) Management of intercultural contradictions and conflicts.
11) Digital age, information and cultural change.
12) Strategies for developing intercultural competence.
13) Case studies.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In Classroom
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of slides, audiovisual material. Support of the learning process through electronic e-class platform Email Course Website

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Activity	Semester workload
	Lectures	39
	Team/Individual assignments	37
	Study and analysis of bibliography	20
	Personal Study	26
	Exams	3
	Course total	125

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	I. Final Examination(60%) consisting of: - Multiple choice questions - Short-answer questions - Open-ended questions - Essay / problem solving questions II. Presentation of Group / Personal project (40%) Specifically-defined evaluation criteria are given, and they are accessible to students in ecourse

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
1. American Psychological Association (2003). Guidelines on multicultural education, training, research, practice and organizational change for psychologists. American Psychologist, 58, 377–402.
2. Angelelli, C.V. (2004). Medical Interpreting and Cross-cultural Communication. London: Cambridge University Press.
3. Cobley, P. & Schulz, P. J. (Eds) (2013). Theories and Models of Communication, Berlin/Boston, MA: Walter de Gruyter.
4. Deardorff, D. K. (2009). The Sage handbook of intercultural competence. Thousand Oaks, CA: Sage.
5. Landis, D. & Bhawuk, D. P. S. (Eds) (2020). The Cambridge Handbook of Intercultural Training (4th edn) Cambridge University Press.
6. Lieberman, D. A. & Gamst, G. (2015). "Intercultural communication competence revisited: Linking the intercultural and multicultural fields", International Journal of Intercultural Relations, 48,17–19.
7. Liu, Sh., Volĉiĉ, Z. & Gallois, C. (2018). Εισαγωγή στη διαπολιτισμική επικοινωνία. Αθήνα: Gutenberg.
8. Lustig, M. W. & Koester, J. (2013). Intercultural Competence: Interper¬sonal Communication across Cultures (7th edn). Boston, MA: Pearson.

9. *Paniagua, F. A. & Yamada, A-M. (Eds.) (2013). Handbook of Multicultural Mental Health. Assessment and Treatment of Diverse Populations, Academic Press.*
10. *Paulston, C.-B., Kiesling, S.-F. & Rangel, E.- S. (Eds) (2012). The Handbook of Intercultural Discourse and Communication, Blackwell Publishing Ltd.*

- Related academic journals:
International Journal of Intercultural Relations
Journal of Intercultural Communication Research

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ037	SEMESTER	3rd, 5th, 7th
COURSE TITLE	DEVELOPMENTAL PSYCHOPATHOLOGY		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
LECTURES	3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background	
PREREQUISITE COURSES:		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (with independed study and handing in of essay written in English)	
COURSE WEBSITE (URL)		

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
The course, Developmental Psychopathology II, focuses on the study of traditional and contemporary theories regarding behavioral and emotional disorders during the development period from infancy to the adolescence. The course emphasizes the examination of systems of relationships and interactions. The aim of this course is to familiarize students with the basic principles and concepts concerning the causal approaches and to present the major conditions of developmental psychopathology in addition to their presentation. *After the completion of the course, students have knowledge of several parameters:* *1. In theory:* • *the clinical picture, diagnostic criteria, basic etio-pathological theories, prognosis, available therapeutic approaches, and the most important mental health problems encountered in childhood and adolescence* • *the procedures and methods (tools) of psychopathology examinations during the developmental period* • *the continuity of child and adult psychopathology into adulthood* *In practice:* • *be able to perform a basic mental function examination in a child /adolescent* • *to differentiate between different psychopathological conditions during the developmental period* • *to propose a treatment plan in special psychopathological conditions during the developmental period* • *to educate parents and teachers on the nature of basic psychopathological syndromes during the development period* *3. have developed an attitude that will help the destigmatization of the child or adolescent with developmental disorders and exoneration of his environment*
General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

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

• Search, analyze, and synthesize data and information with the use of suitable technology
• Teamwork
• Sensitivity to diversity and gender issues
• Respect for difference and multiculturalism

- Production of new research ideas

SYLLABUS

- Introduction to Developmental Psychopathology
- Risk factors/ etio-pathological model of developmental disorders (*biological, environmental, epigenetics*)
- Continuity of child and adolescent psychopathology into adulthood
- Presentation (Diagnostic criteria–differential diagnosis, etiological approaches, comorbidity, prognosis - interventions) of the following conditions of developmental psychopathology:
  ▪ Bonding Disorders
  ▪ Autism Spectrum Disorders (ASD)
  ▪ Attention Deficit Hyperactivity Disorder (ADHD)
  ▪ Oppositional Defiant Disorder (ODD)
  ▪ Conduct Disorder
  ▪ Mood Disorders in Children and Adolescents
  ▪ Anxiety Disorders
  ▪ Obsessive Compulsive Disorder (OCD)
  ▪ Childhood and Adolescent Schizophrenia
  ▪ Food Disorders
  ▪ Gaming Disorder

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face in class teaching
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching Presentation of case studies and discussion with students View videos on assessment methods for children during different developmental periods Learning process will be supported through the electronic platform of the UoI (e-class /e-course). Face-to-face communication with students can be arranged by appointment, and/or students can be communicating with the lecturer via e-mail.

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	**Activity**	**Semester workload**
	Lectures aiming at activating students for course participation	39
	Independed study of relevant literature	40
	Independed study for final exams	40
	Course total	*119 hours*

| **STUDENT PERFORMANCE EVALUATION**
 Description of the evaluation procedure
 Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other
 Specifically-defined evaluation criteria are given, and if and where they are accessible to students. | Student evaluation is in Greek as well as in English (for Erasmus students)
 I. Final written examination (100% of final grade) which includes:
 - Elaborative questioning, Multiple-choice questions, - Short-answer questions, Open-ended questions. |

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
- Avilés, M., Randall Anderson, T., & Dávila, E.R. (2006). *Child and adolescent social-emotional development within the context of school. Child and Adolescent Mental Health, 11(1), 32-39.*
- Beesdo, K., Knappe, S., & Pine, D. S. (2009). *Anxiety and anxiety disorders in children and adolescents: developmental issues and implications for DSM-V. The Psychiatric clinics of North America, 32(3), 483–524.*
- Clark, L.A., et al. (2017). *Three Approaches to Understanding and Classifying Mental Disorder: ICD-11, DSM-5, and the National Institute of Mental Health's, Research Domain Criteria (RDoC). Psychological Science in the Public Interest, 18(2), 72-145.*
- Groh, A.M., et al. (2012). *The significance of insecure and disorganized attachment for children's internalizing symptoms: a meta-analytic study. Child Development, 83(2), 591-610.*
- Kaltiala-Heino, R., Bergman, H., Työläjärvi, M., & Frisén, L. (2018). *Gender dysphoria in adolescence: current perspectives. Adolescent health, medicine and therapeutics, 9, 31–41. doi:10.2147/AHMT.S135432*
- Kakkouros, E., & Maniadaki, K. (2006). *Childhood and Adolescent Psychopathology: A Developmental Perspective. Athens: Tipothito (In Greek)*

- *Papadopoulos, D. (2021). Mothers' Experiences and Challenges Raising a Child with Autism Spectrum Disorder: A Qualitative Study. Brain Sciences, 11, 309. doi: 10.3390/brainsci11030309*
- *Papadopoulos, D. (2020). A Case Study of Parent-Child Interaction Therapy (PCIT) for a Young Child with Autism Spectrum Disorder: Behavioral and Developmental Considerations. Psychology, 11(6), 888-907. doi:10.4236/psych.2020.116058*
- *Papadopoulos, D. (2018). A general overview of the pragmatic language-social skills for children with autism spectrum disorders. Autism Open Access, 8, 225. doi:10.4172/2165-7890.1000225*
- *Papadopoulos, D. (2010). The Role of Therapist and Teamwork in Training and Rehabilitation of Persons with Disabilities and Special Needs. Special Education Issues, 47, 74-86 [in Greek].*
- *Tolan, P. H., & Dodge, K. A. (2005). Children's mental health as a primary care and concern: A system for comprehensive support and service. American Psychologist, 60, 601-614.*
- *Wilmshurst, L. (2011). Developmental Psychopathology: A lifelong perspective (Sc. Ed. H. G. Mpezevengkis). Athens: Gutenberg. (In Greek)*

2. Related Academic Journals
- *Development and Psychopathology*
- *Brain Sciences*
- *Children*
- *International Journal of Developmental Disabilities*
- *Child Care in Practice*

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	**ΨΥΕ049**	**SEMESTER**	**3rd 5th 7th**

COURSE TITLE	**LABORATORY OF QUALITATIVE RESEARCH AND DATA ANALYSIS**

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialized general knowledge Skills development
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*

This laboratory course offers the students the opportunity of furthering knowledge and practical exercising in qualitative methods of research and analysis in psychology. At a broader level, it aims at: (a) familiarising the students with the distinctive epistemological assumptions underlying qualitative research in social sciences, in general, and in psychology in particular; (b) acquiring skills in producing qualitative data, such as in conducting interviews, focus groups and eliciting narratives; (c) familiarising the students, at a practical level, with the different methods of analysing qualitative data in psychological research; (d) practical training of the students in the skills of writing a qualitative research report in psychology.

By the time that the course shall be completed, the students:
- Shall have an operational understanding of the epistemological positions informing the qualitative research methods in psychology.
- Shall have exposed to adequate training in formulating relevant research questions.
- Shall have been trained in designing a qualitative research in psychology.
- Shall have acquired practical skills in producing qualitative research data (interviews, narratives, visual material).
- Shall have acquired practical skills in analysing qualitative data through the use of different analytic approaches deployed in research in psychology.
- Shall have acquired skills in writing a scientific report of a qualitative research in psychology.

General Competences

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

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

- Working independently
- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Production of new research ideas
- Adapting to new situations
- Decision-making
- Teamwork
- Project planning and management

SYLLABUS

This laboratory course aims at developing the students' skills in using, in theorising, in producing and analysing qualitative data in psychology. Specifically, during the course, the students shall form working groups, comprising 4-7 persons, and shall conduct a small-scale qualitative research through interviews.

LECTURE AND WORKSHOP TOPICS

xx. Introduction to the aims, the demands and the content of the course.
xxi. Methods of producing qualitative data:
  - Introduction to the production of qualitative data.
  - Interviews as a tool of producing qualitative data in psychology.
  - Focus groups as a tool in producing research data in psychology.
xxii. Thematic Analysis
  - Introduction to the method of thematic analysis
  - Epistemology, theory and applications
xxiii. Interpretative Phenomenological Analysis
  - Introduction of Phenomenology / Hermeneutics
  - Theory and key scholars
xxiv. Biographical and Narrative Analysis: Main themes
  - Introduction to these methods
  - Theoretical and epistemological differences
  - Interview methods
  - Contributions to psychology
xxv. Grounded Theory
  - Introduction and theoretical background
  - Method of analysis
  - A step-by-step guide to the analysis
xxvi. Ethnographic Research – Participatory Action Research
  - Introduction – theoretical issues
  - Data collection
  - Data presentation
xxvii.   Multimodal methods of research: Key issues
  - Introduction to the concept of multimodal research and of integrating approaches to data production
  - Theoretical and epistemological differences
  - Novel methods in producing data
  - Applications to psychological research
xxviii.   Workshop exercises
xxix. Unfolding analyses
xxx. Closing: Discussing research projects

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	At the classroom / laboratory
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of power-point Use of PC Use of e-course

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Activity	*Semester workload*
	Lectures	13
	Workshops	26
	Practical exercises	26
	Project	31
	Study of bibliography and course material	24
	Course total	*120*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	• Group project (60% of the total mark): conducting a qualitative research, deploying methods presented in the course • Written examination (40% of the total mark)

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Flick, U. (2017). *Εισαγωγή στην Ποιοτική Έρευνα*. Αθήνα: Προπομπός.
- Τσιώλης, Γ. (2014). *Μέθοδοι και Τεχνικές Ανάλυσης στην Ποιοτική Έρευνα*. Αθήνα: Κριτική.
- Willig, C. (2015). *Ποιοτικές Μέθοδοι Έρευνας στην Ψυχολογία: Εισαγωγή*. Αθήνα: Gutenberg.
- Ίσαρη, Φ. & Μαλικιώση-Λοΐζου, Μ. (2018). Ποιοτική Έρευνα στη Συμβουλευτική. Αθήνα: Gutenberg.
- Ίσαρη, Φ. & Πουρκός, Μ.Α. (2016). Ποιοτική Μεθοδολογία Έρευνας. Εφαρμογές στην Ψυχολογία και στην Εκπαίδευση. Αθήνα: Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγγράμματα & Βοηθήματα.
- Πουρκός, Μ. & Δαφέρμος, Μ. (Επιμ.) (2010). Ποιοτική Έρευνα στις Κοινωνικές Επιστήμες. Επιστημολογικά, Μεθοδολογικά και Ηθικά Ζητήματα. Αθήνα: Τόπος.
- Harper, D. & Thompson, A.R. (2012). Qualitative Research Methods in Mental Health & Psychotherapy. A Guide for Students and Practitioners. Oxford: Wiley-Blackwell.
- Smith, J.A. (ed.) (2007). Qualitative Psychology: A Practical Guide to Research Methods. London: Sage.

- Related academic journals:
- Qualitative Research in Psychology
- Qualitative Psychology
- International Journal of Qualitative Methods
- Forum Qualitative Social Research
- The Qualitative Report

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**ΨΥΕ014**	SEMESTER	**3rd, 5th, 7th**
COURSE TITLE	**ISSUES OF EDUCATIONAL PSYCHOLOGY II**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
LECTURES, ESSAYS	3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	http://ecourse.uoi.gr

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.
Consult Appendix A
- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The purpose of the course is to familiarize students with specific subjects of psychology that are of greater practical value for the school context. Initially the course introduces the student to the concept of anger, which is one of the most common emotions and is considered inextricably intertwined with human nature. Subsequently the course focuses with the concept of aggression, the understanding of which has become an ever-growing field of interest. The term aggression and its dimensions, forms, types and functions are described, as well as its interpretations, based on current theoretical models. What follows is the phenomenon of school bullying. Current research and coping policies in EU member states are discussed, and up-to-date research data on both bullying in Greek schools and cyber-bullying are presented. Subsequent to the course, topics related to classroom management, including response to behavioral and disciplinary problems, as well as preventive planning for acceptable social behavior of students are presented. The course also addresses issues of diversity at school, in terms of culture, class, gender, and discusses their impact on student behavior and performance.
Upon completion of the course the students will be able to:
- Be aware of existing theoretical approaches of anger, aggression and bullying in the school context, the consequences of these behaviors, and practices to deal with them effectively.
- Analyze how pupils 'differences due to social class, gender and / or cultural background can influence pupils' behavior and performance.
- Evaluate relationships within the classroom based on cultural context, social class, and gender.
- Recognize methods that contribute to productive classroom control and management, as well as to social interaction and teacher-student and student-student relationships.

General Capabilities
Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below) in which of them is the course intended?

Search, analyze and synthesize data and information, using the necessary technologies	*Project design and management*
	Respect for diversity and multiculturalism
	Respect for the natural environment
Adapt to new situations	*Demonstration of social, professional and moral responsibility and gender sensitivity*
Decision making	
Autonomous work	*Exercise of criticism and self-criticism*
Teamwork	*Promote free, creative and inductive thinking*
Work in an international environment	*......*
Working in an interdisciplinary environment	*Other ...*
Producing new research ideas	*.......*

Autonomous work, team work (students in groups undertake to study and discuss on scientific texts from the fields of the course), criticism (students critically approach groups of scientific articles from all fields of the course), promoting free, creative and inductive thinking.

SYLLABUS

The main themes of the course include:
- Anger, aggression, school bullying
- Classroom management - developing an effective learning environment.
- Diversity in learning, individual needs of students.

TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD **Face to face, Distance Learning, etc.**	Face-to-face teaching
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT Teaching, Laboratory Education, Communication with Students*	• Use of ICT in teaching (e-course educational platform, power point presentations, audiovisual material). • Use of ICT in Student Communication (e-mail).

TEACHING ORGANIZATION		
Describe in detail the way and methods of teaching.	**Activity**	**Semester Workload**
Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Bibliography, Tutorial, Practice (Placement), Clinical Exercise, Art Workshop, Interactive Teaching, Educational Visits, Project Work, It; / RTI & gt;	Lectures	39
	Study and analysis of bibliography	23
	Writing and presenting individual or group work	20
The student's study hours for each learning activity and the hours of non-guided study according to the ECTS principles	Self-study	40
	Examination	3
	Total Course	**125**

EVALUATION OF STUDENTS	
Description of the evaluation process Assessment Language, Assessment Methods, Formulation or Conclusion, Multiple Choice Test, Short Response Questions, Test Questions, Problem Solving, Written Work, Reporting / Reporting, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other Certainly identified evaluation criteria are stated and if and where they are accessible by the students**.**	Evaluation methods: 1. Final Written Examination (80%-100%): At the end of the course, examinations will be given on the whole subject of the lesson (Multiple Choice Test, Short Growth Questions Using Examples of Concepts and Theories) 2. Preparation and Oral Presentation of Optional Work (20%): The work can be individual or group (up to two students). The work will concern the study and presentation of a foreign language article, which will be chosen by the student, based on his / her interests and according to the themes presented during the course.

SUGGESTED BIBLIOGRAPHY

- *Suggested Bibliography:*
- Μακρή-Μπότσαρη, Ε. (2010). *Θυμός, επιθετικότητα, εκφοβισμός: Θεωρητικές προσεγγίσεις και πρακτικές διαχείρισης.* Εκδόσεις Παπαζήση.
- Fontana, D. (1996). *Ψυχολογία για Εκπαιδευτικούς.* Εκδόσεις Σαββάλας.
- Ψάλτη, Α., Κασάπη, Στ., & Δεληγιάννη-Κουϊμτζή, Β. (2012). *Ο εκφοβισμός στα ελληνικά σχολεία: ερευνητικά δεδομένα και προτάσεις για παρεμβάσεις.* Εκδόσεις Gutenberg.
- Αρτινοπούλου, Β. (2001). *Βία στο σχολείο: έρευνες και πολιτικές στην Ευρώπη.* Εκδόσεις Μεταίχμιο.
- Woolfolk, A. (2007). *Εκπαιδευτική Ψυχολογία.* Εκδόσεις Έλλην.
- Elliot, S., Kratochwill, T, Cook, J. & Travers, J. (2008). *Εκπαιδευτική Ψυχολογία.* Αθήνα: Gutenberg.

-*Relevantr scientific journals:*
- Educational Psychology
- School Psychology review
- British Journal of Educational Psychology
- Journal of Adolescence
- Επετηρίδα της Ψυχολογικής Εταιρείας Βορείου Ελλάδος
- Ψυχολογία (Το περιοδικό της Ελληνικής Ψυχολογικής Εταιρείας)

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	**ΨΥΕ040**	**SEMESTER**	**3rd, 5th, 7th**

COURSE TITLE	**POSITIVE PSYCHOLOGY**

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
LECTURES AND ASSIGNMENTS	3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	SPECIAL BACKGROUND
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	http://ecourse.uoi.gr

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
Positive Psychology comprises a new and developing field of psychology. Positive psychology examines and investigates concepts such as positive thinking, positive attitudes and approaches, positive emotions, psychological resilience, the sense of subjective happiness and wellbeing, life satisfaction, hope and optimism. The goal of this course is to introduce to the students the basic principles, theory and methodology of positive psychology and to present various research findings in the specific subject matter of positive psychology. After the successful class attendance and completion of this course, students will be able to: • Understand the basic concepts of positive psychology • Discuss about the roles of positive emotions, thoughts, cognitions and attitudes in education, learning, occupational burn-out and mental health • Acknowledge the scientific approach adopted in the field of positive psychology • recognize the role and importance of positive psychological interventions
General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

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

Independent assignment, group assignment (students in teams study scientific papers and articles from the field of positive psychology and discuss about them), practicing critical analysis (students in teams critically approach and discuss scientific papers in the field of positive psychology), production of new research ideas.

SYLLABUS

The basic thematic content of the course includes: • Introduction to positive psychology • The philosophical and historical roots of Positive Psychology • Basic concepts of Positive Psychology (happiness, hope, optimism, psychological flow, psychological resilience etc.) • Positive emotions • Applications of positive psychology • Positive psychology in education: Positive psychological interventions in schools • Positive Psychology in organizations: Organizational Positive Psychology: Positive emotions in work.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face teaching
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	• Use of Information Communication Technology In education (educational platform e-course, power-point presentations, audiovisual material) • Use of ICT in communicating with students (e-mail).

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Activity	Semester workload
	Lectures	39
	Study and analysis of positive psychology literature	23
	Study and write-up of independent or team assignment	20
	Independent study	35
	Final Exam	3
	Course total	**120**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Methods of Assessment: 1. Final written exam (80%-100%): In the end of this course, the final administered exam will cover the total amount of taught material (multiple choice test, questions demanding brief elaborations and use of examples covering concepts and theories) 2. Completion of optional assignment (up to 20%): Assignment can be independent (single student) or team (up to two students). The assignment will contain the study and presentation of an English scientific article, chosen by the student herself/himself depending on her/his interests and in accordance to the thematic content covered during the course. Criteria of assessment can be found in the "e-course web-page".

ATTACHED BIBLIOGRAPHY

- *Suggested Bibliography:*
• Σταλίκας, Α., & Μυτσκίδου, Π. (Επιμ.) (2011). Εισαγωγή στη Θετική Ψυχολογία. Αθήνα: Τόπος.
• Λεοντοπούλου, Σ. (2018). Θετική Ψυχολογία: Θεωρία, έρευνα και εφαρμογές. Gutenberg.
• Doll, B., Zucker, S., & Brehm, K. (2009). Σχολικές τάξεις που προάγουν την ψυχική ανθεκτικότητα. Χ. Χατζηχρήστου (Επιμ.). Αθήνα: Γ. Δαρδανός –Κ. Δαρδανός Ο.Ε.
• Fredrickson, B. L. (2001). The role of positive emotions in Positive Psychology. American Psychologist, 56(3), 218–226.
• Seligman, M. E. P. (2002). Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment. New York: Free Press.

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΨΥΕ047	**SEMESTER**	3rd, 5th, 7th
COURSE TITLE	COMMUNITY CLINICAL PSYCHOLOGY		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
LECTURES AND ASSIGNMENTS	3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	SPECIAL BACKGROUND
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
With the successful completion of the course: 1. Students will acknowledge the history of community clinical psychology 2. The basic theoretical and methodological approaches of community clinical psychology 3. Students will acquire a critical understanding of the "community" and its' role in mental health wellbeing and in the treatment of psychological and social problems. 4. Students will understand the basic principles and practices of community work and of the design, organization and assessment of community mental health prevention services.

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?
Search for, analysis and synthesis of data and information, with the use of the necessary technology *Adapting to new situations* *Decision-making* *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……* *Others…* *…….*
Independent Assignment   Application of critical and self-critical thinking skills   Respecting cultural differences and multiculturalism   Promotion of free, creative and inductive thinking

SYLLABUS

The goal of the current course is on the introduction of basic principles and practices of the field of community clinical psychology, acquainting students with the basic theoretical and methodological approaches of community clinical psychology and in the critical application of community clinical psychology in managing social issues, mental-health matters and in the improvement of the quality of life of persons and communities: • History, theories and methods of community clinical psychology • An understanding of the "community" and its' role in the quality of life and mental health • An understanding of power social relations, social relations of suppression and marginalization • Understanding the role of the Psychologist as a professional and the approach of participatory action research • Basic principles and practices of community work and design, of the organization and assessment of community work and of the organization and assessment of community services and treatment of mental health matters

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face teaching
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of power-point in teaching Use of "e-course" for supplying educational material to students

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Activity	**Semester workload**
	Lectures	39
	Study and analysis of literature	55
	Study and write-up of assignment	11
	Practical exercises	15
	Course total	**120**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Final written exam that includes: Questions of written elaboration Questions of comparison Questions of critical assessment

ATTACHED BIBLIOGRAPHY

- *Suggested Bibliography:*

Levine, M., Perkins, D. D., & Perkins, D. V. (2005). Principles of community psychology: Perspectives and applications (3rd ed.). New York: Oxford University Press.

Μεντίνης, M. (2013). Επανορίζοντας το κοινωνικό. Αθήνα: Επίκεντρο.

Moritsugu, J. (2009). Community Psychology (4th ed.). Allyn & Bacon, Inc.

Scott, V.C., & Wolfe, S.M. (2015). Community psychology: Foundations for practice. Los Angeles: Sage.

Nelson, G.B., & Prilleltensky, I. (2010). Community psychology: in pursuit of liberation and well-being. Basingstoke, UK: Palgrave Macmillan.

Rappaport, J., & Seidman, E. (2000). Handbook of community psychology. New York: Kluwer Academic/Plenum.

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

Τσαμπαρλή, Α., & Κουνενού, K.E. (2013). Θέματα κοινοτικής κλινικής ψυχολογίας. Αθήνα: Παπαζήσης.

Journals:
American Journal of Community Psychology
Australian Community Psychologist

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ018	SEMESTER	3o, 5o, 7o
COURSE TITLE	DISCOURSE-ANALYTIC SOCIAL PSYCHOLOGY		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
	Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialised general knowledge
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/enrol/index.php?id=512

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.
Consult Appendix A
• *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
• *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
• *Guidelines for writing Learning Outcomes*

This course aims at familiarising students with important theoretical and empirical perspectives that have developed within social psychology and which are often referred to as 'the discursive turn in social psychology'. The familiarisation of the students with these perspectives, by default, encourages students to think critically about the traditional theories of social psychology and psychology in general. By the time the course shall be completed, the students:
- Shall have grasped the theoretical dimensions of the taught approaches.
- Shall have comprehended the theoretical and analytic differences between these approaches.
- Shall be in a position to form tentative social psychological research question articulated within the frame of reference of these theoretical / methodological approaches.
- Shall have acquired some initial, basic skills in discourse analysis through different perspectives.

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

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

- Working independently
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Production of new research ideas

SYLLABUS

In this course the following theoretical approaches are presented and discussed in detail:
- Speech Act Theory
- Ethnomethodology and Membership Categorisation Analysis
- Conversation Analysis
- Discourse Analysis in Social Psychology (the Potter and Wetherell approach)
- Discursive psychology
- Rhetorical psychology and Ideological Dilemmas
- Critical Discursive Social Psychology

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	At a classroom
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of power-point Use of e-course

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	**Activity**	**Semester workload**
	Lectures	39
	Study of bibliography	13
	Practical exercises	13
	Independent study	29
	Essay writing	26
	Course total	**120**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	- Written examination: Short questions, essay type of questions, empirical analysis questions. (60% of the total mark) - Essay / Report (40% of the total mark)

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
- Ωστιν, Τζ.Λ. (2003) «Διάλεξη Πρώτη: Επιτελεστικές και Διαπιστωτικές Εκφορές». Στο «Πώς Να Κάνουμε Πράγματα Με Τις Λέξεις».
- Οι λέξεις ως πράξεις: η θεωρία των γλωσσικών πράξεων. Στο Potter, J. & Wetherell, M.: «Λόγος και Κοινωνική Ψυχολογία» (σελ. 34-39).
- Harold Garfinkel: Τι είναι η εθνομεθοδολογία; Στο Κ.Θ. Καλφόπουλος (Επιμ.) «Η Ποιοτική παράδοση στις κοινωνικές επιστήμες»
- «Πράττοντας» ομιλία: εθνομεθοδολογία. Στο Potter, J. & Wetherell, M.: «Λόγος και Κοινωνική Ψυχολογία» (σελ. 39-46).
- Felix Diaz: Κατηγορικά σύνολα και κατηγορικά συνδεδεμένες δραστηριότητες: Η ταυτότητα από τη σκοπιά των συμμετεχόντων. Στο Μποζατζής, Ν. & Δραγώνα, Θ. *«Κοινωνική Ψυχολογία: Η στροφή στο λόγο».* (95-112)
- «Κίνητρα και κατηγορίες υπαγωγής». Στο Potter, J. & Wetherell, M.: «Λόγος και Κοινωνική Ψυχολογία» (σελ. 178-186).
- «Ανάλυση συνομιλίας και λογοδοτήσεις». Στο Potter, J. & Wetherell, M.: «Λόγος και Κοινωνική Ψυχολογία» (σελ. 120-135).
- «Οι στάσεις, οι αξιολογήσεις και η συνομιλία», στο Wetherell, M. «Ταυτότητες, Ομάδες και Κοινωνικά Ζητήματα» (σελ. 224-232)
- Charles Antaki: «Η ανάλυση συνομιλίας και η στροφή στον λόγο στην κοινωνική ψυχολογία». Στο Μποζατζής, Ν. & Δραγώνα, Θ. (Επιμ.) *«Κοινωνική Ψυχολογία: Η στροφή στο λόγο».*
- «Ξεδιπλώνοντας την ανάλυση λόγου» (Κεφ. 2). Στο Στο Potter, J. & Wetherell, M.: «Λόγος και Κοινωνική Ψυχολογία» (σελ. 57-86).
- «Από τις αναπαραστάσεις στα ρεπερτόρια» (Κεφ. 7) Στο Στο Potter, J. & Wetherell, M.: «Λόγος και Κοινωνική Ψυχολογία» (σελ. 193-217).
- «Αναπαραστάσεις εν δράσει». Στο Wetherell, M. «Ταυτότητες, Ομάδες και Κοινωνικά Ζητήματα» (σελ. 235-244)
- Derek Edwards & Jonathan Potter: «Λογοψυχολογία και ψυχικές καταστάσεις». Στο Μποζατζής, Ν. & Δραγώνα, Θ. (Επιμ.) *«Κοινωνική Ψυχολογία: Η στροφή στο λόγο».*
- «Λογοψυχολογία». Στο Louise Phillips & Marianne Jorgensen: «Ανάλυση Λόγου: Θεωρία και μέθοδος»
- Michael Billig «Η διαδικασία της σκέψης ως επιχειρηματολογική διαδικασία»
- Νίκος Μποζατζής «Αναδεικνύοντας διεργασίες ιδεολογικής αναπαραγωγής: Ψευδής συνείδηση και ιδεολογικά διλήμματα»
- Nigel Edley: «Η κριτική λογοψυχολογία και η μελέτη του ανδρισμού». Στο Μποζατζής, Ν. & Δραγώνα, Θ. (Επιμ.) *«Κοινωνική Ψυχολογία: Η στροφή στο λόγο»*
- Νίκος Μποζατζής: «Η στροφή στον λόγο στην κοινωνική ψυχολογία: Τέσσερις κομβικές διαμάχες. Στο Μποζατζής, Ν. & Δραγώνα, Θ. (Επιμ.) *«Κοινωνική Ψυχολογία: Η στροφή στο λόγο».*
- Μποζατζής, Ν. & Δραγώνα, Θ. (Επιμ.) (2011) *Κοινωνική Ψυχολογία: Η στροφή στο λόγο.* Αθήνα: Μεταίχμιο
- Σαββάκης, Μ. (2013). Μικροκοινωνιολογία και Ποιοτική Έρευνα: Θεωρητικά παραδείγματα και εμπειρικές εφαρμογές. Αθήνα: Κριτική.
- Potter, J. & Wetherell, M. (2009) *Λόγος και Κοινωνική Ψυχολογία.* Αθήνα: Μεταίχμιο

- *Related academic journals:*

- *Critical Discourse Studies*
- *Discourse and Society*
- *Qualitative Research in Psychology*
- *Research on Language and Social Interaction*

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	ΨΥΕ048	**SEMESTER**	3rd 5th 7th

COURSE TITLE	RESEARCH METHODS IN PSYCHOLOGY: QUALITATIVE METHODS OF RESEARCH AND ANALYSIS

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A*   • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   • *Guidelines for writing Learning Outcomes*
This course offers a general introduction to the qualitative methods of research and data analysis in psychology. It aims (a) at familiarising the students with the distinctive epistemological assumptions underlying qualitative research in social sciences, in general, and in psychology in particular; (b) at familiarising the students with the ways in which research questions are formulated in qualitative research in psychology; (c) at familiarising students with the 'technology' of the diverse qualitative methods of collecting data in psychology; (d) at the theoretical familiarisation of the students with the different methods of analysing qualitative data in psychological research.   By the time that the course shall be completed, the students: - Shall have an adequate knowledge of the epistemological positions informing the qualitative research methods in psychology.   - Shall have adequate skills in formulating research questions for qualitative research in psychology.   - Shall have an introductory, theoretical, understanding of the methodological 'tool-kits' of the distinctive qualitative methods of research in psychology.   - Shall have acquired introductory skills in understanding and analysing qualitative data by means of the different analytic approaches used in psychology.
General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?
Search for, analysis and synthesis of data and information, with the use of the necessary technology   *Project planning and management*   *Adapting to new situations*   *Respect for difference and multiculturalism*   *Decision-making*   *Respect for the natural environment*   *Working independently*   *Showing social, professional and ethical responsibility and sensitivity to gender issues*   *Team work*   *Criticism and self-criticism*   *Working in an international environment*   *Production of free, creative and inductive thinking*   *Working in an interdisciplinary environment*   *……*   *Production of new research ideas*   *Others…*   *……..*
- Working independently   - Search for, analysis and synthesis of data and information, with the use of the necessary technology   - Criticism and self-criticism   - Production of free, creative and inductive thinking

SYLLABUS

The present course aims at an introductory familiarisation of the students with the theoretical background, the design and the main analytic logics underpinning the qualitative methods of research in psychology.   LECTURE TOPICS

xxxi.	The epistemological foundations of the qualitative methods of research in psychology: (a) realism; (b) phenomenology; (c) social constructionism; and (d) methodological pluralism.
xxxii.	Designing qualitative research in psychology: Main principles, ethics, reflexivity, formulating research questions.
xxxiii.	Collecting qualitative data in psychology: Interviews, participant observation, Diaries, Focus Groups.
xxxiv.	Content Analysis
xxxv.	Thematic Analysis
xxxvi.	Grounded Theory
xxxvii.	Interpretative phenomenological analysis
xxxviii.	Narrative analysis

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	At the classroom
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of power-point Use of e-course
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><td>***Activity***</td><td>***Semester workload***</td></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Study of analytic / research bibliography</td><td>13</td></tr><tr><td>Practical analytic exercises</td><td>13</td></tr><tr><td>Study of theoretical literature</td><td>21</td></tr><tr><td>Independent study</td><td>34</td></tr><tr><td></td><td></td></tr><tr><td>Course total</td><td>***120***</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written examination. Theoretical questions. Questions involving analysis.

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
- Ιωσηφίδης, Θ. & Σπυριδάκης, Μ. (Επιμ.). *Ποιοτική Κοινωνική Έρευνα: Μεθοδολογικές προσεγγίσεις και ανάλυση δεδομένων*. Αθήνα: Κριτική.
- Τσιώλης, Γ. (2014). *Μέθοδοι και Τεχνικές Ανάλυσης στην Ποιοτική Έρευνα*. Αθήνα: Κριτική.
- Willig, C. (2015). *Ποιοτικές Μέθοδοι Έρευνας στην Ψυχολογία: Εισαγωγή*. Αθήνα: Gutenberg.

- *Related academic journals:*
- Qualitative Research in Psychology

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ001	SEMESTER	3rd 5th 7th
COURSE TITLE	ORGANISATIONAL PSYCHOLOGY		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General Background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.
Consult Appendix A
• *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
• *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
• *Guidelines for writing Learning Outcomes*

This course offers to the students a comprehensive overview of Organisational Psychology. Its broader aims include: (a) familiarising the students with landmark developments in the history of organisational psychology; (b) familiarising the students with the way in which organisational psychology defines its main and particular topics of research interests; (c) leading students to understand the more general logic that binds together these research topics as components of the same discipline; (d) leading students to understand the ways in which social psychologists, traditionally, frame their research questions; (e) leading students to understand the basic methodological choices available to organisational psychologists for addressing these questions; (f) familiarise, at an introductory level, the students with contemporary critical treatments of the topical and methodological choices that comprise the organisational psychology mainstream; (g) familiarise, at an introductory level, the students, with environments and organisational processes through case studies. Upon the completion of the course the students:
- Shall have an introductory knowledge of the historical roots of the discipline of organisational psychology.
- Shall be able to identify the main research topics in the discipline of organisational psychology.
- Shall comprehend the more general social and political importance of main organisational psychological findings.
- Shall be familiarised, at an introductory level, with critical, reflexive positions advanced by contemporary organisational psychologists regarding theoretical and methodological issues in organisational psychology.

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

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

- Working independently
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Respect for the natural environment
- Criticism and self-criticism
- Production of free, creative and inductive thinking

SYLLABUS

LECTURE TOPICS
- Theory in organisational psychology: A historical perspective
- The concepts of "structure" and "culture" of organisation's as nodal points in theory and empirical research within organisational psychology.
- Types of leadership, types of consensus and productivity of organisations.
- Processes of change and resistance to change within organisations: Theory and research.
- Issues of justice, participation and socio-political context of organisations.
- Case studies.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	At the amphitheatre
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of power-point Use of e-course

| **TEACHING METHODS**
 The manner and methods of teaching are described in detail.
 Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.
 The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS |

Activity	Semester workload
Lectures	39
Practical Exercises	16
Study of bibliography	36
Independent study	34
Course total	**125**

| **STUDENT PERFORMANCE EVALUATION**
 Description of the evaluation procedure
 Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other
 Specifically-defined evaluation criteria are given, and if and where they are accessible to students. | Written examination. Short questions and essay type of questions. |

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
- Βακόλα, Μ., & Νικολάου, Ι. (2011). *Οργανωσιακή ψυχολογία και συμπεριφορά*. Αθήνα: Rossili.
- Greenberg, J., & Baron, R.A. (2013). *Οργανωσιακή ψυχολογία και συμπεριφορά*. Αθήνα: Gutenberg.
- Robbins, S.P., & Judge, T.A. (2011). *Οργανωσιακή συμπεριφορά: Βασικές έννοιες και σύγχρονες προσεγγίσεις*. Αθήνα: Κριτική.

- *Related academic journals:*
- *European Journal of Work & Organizational Psychology*

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	Bachelor		
COURSE CODE	**PSY E006**	**SEMESTER**	**3rd, 5th, 7th**
COURSE TITLE	**ADVANCED METHODS OF QUANTITATIVE DATA ANALYSIS**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	2	5
Laboratory practices	1	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialised general knowledge
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
In this course students are expected to become familiar with the use of statistical methods and packages, that are useful in psychometrics and in the analysis of data that are derived from the field of social sciences. Upon successful completion of the course, students will be able to: • Use statistical software such as SPSS and R • Perform statistical analysis using regression analysis methods (multiple linear regression), analysis of variance (one-way, two-way), decision trees, generalized linear models and survival analysis.

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

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

• Search for, analysis and synthesis of data and information, with the use of the necessary technology • Decision-making • Working independently • Team work

SYLLABUS

• Introduction to the use of statistical software (e.g., SPSS, R) • Regression analysis (Multiple Linear Regression) • One-way Analysis Of Variance (one-way ANOVA) • Two-way Analysis Of Variance (two-way ANOVA) • Decision trees • Generalized Linear Models • Survival Analysis

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS	Use of .ppt slides and PC

TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*		
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	**Activity**	**Semester workload**
	Lectures	39
	Laboratory practices	26
	Study of bibliography	26
	Independent study	39
	Course total	**130**
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written work Essay/Report Public Presentation	

ATTACHED BIBLIOGRAPHY

Γναρδέλλης, Χ. (2009). Ανάλυση δεδομένων με το PASW Statistics 17.0. Παπαζήσης, ΑΘΗΝΑ.
Δαφέρμος, Β. (2011). Κοινωνική Στατιστική και Μεθοδολογία Έρευνας με το SPSS (2η έκδοση). Ζήτη, ΘΕΣ/ΚΗ.
Κατσής, Α., Σιδερίδης, Γ., & Εμβαλωτής, Α. (2010). Στατιστικές Μέθοδοι στις Κοινωνικές Επιστήμες. Αθήνα: Τόπος.
Ρούσσος, Π. Λ., & Τσαούσης, Γ. (2011). Στατιστική στις Επιστήμες της Συμπεριφοράς με τη χρήση του SPSS. Αθήνα: Τόπος.

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	**ΨΥΕ010** SEMESTER 3-5-7th
COURSE TITLE	**SCHOOL PSYCHOLOGY COUNSELING AND CONSULTATION**

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
ΔΙΑΛΕΞΕΙΣ ΚΑΙ ΕΡΓΑΣΙΕΣ	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	ΕΙΔΙΚΟΥ ΥΠΟΒΑΘΡΟΥ
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Όχι
COURSE WEBSITE (URL)	http://ecourse.uoi.gr

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*

Μετά την επιτυχή ολοκλήρωση και παρακολούθηση του μαθήματος οι φοιτητές/τριες αναμένεται να:
- Γνωρίζουν τη σημασία της συμβουλευτικής στη σχολική κοινότητα και το ρόλο του σχολικού ψυχολόγου.
- Αναγνωρίζουν τις μεθόδους συμβουλευτικής και τα επίπεδα συμβουλευτικής παρέμβασης.
- Συζητούν για μοντέλα συμβουλευτικών παρεμβάσεων στη σχολική κοινότητα
- Είναι σε θέση να εφαρμόσουν ψυχολογικές παρεμβάσεις και ομαδική συμβουλευτική με παιδιά και εφήβους.
- Αναφέρονται στα είδη κρίσεων στη σχολική κοινότητα και εφαρμόζουν γενικές αρχές συμβουλευτικής και παρέμβασης για αυτές.

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

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

- Αυτόνομη εργασία.
- Ομαδική εργασία (οι φοιτητές συζητούν σε ομάδες στο πλαίσιο της 3ης ώρας παράδοσης, ώρα φροντιστηρίου σχετικά επιστημονικά κείμενα).
- Άσκηση κριτικής και αυτοκριτικής (στο πλαίσιο της συζήτησης και των σχετικών, κατά θεματική, ζητημάτων σε σχέση με την προηγούμενη γνώση και την εμπειρία των φοιτητών αλλά και στο πλαίσιο των επιστημονικών κειμένων που έχουν μελετήσει).
- Λήψη αποφάσεων (στο πλαίσιο καταστάσεων που παρουσιάζονται ως παραδείγματα σε κάθε θεωρητική προσέγγιση. Λήψη απόφασης και παρουσίαση της όσον αφορά στην παρέμβασης ή στη συμπεριφορά που αφορά στο ρόλο του σχολικού ψυχολόγου)

SYLLABUS

Οι κύριοι θεματικοί άξονες του μαθήματος περιλαμβάνουν:
- Σύγχρονες εξελίξεις στη Σχολική Ψυχολογία και στη συμβουλευτική στη σχολική κοινότητα: ο ρόλος του σχολικού ψυχολόγου.
- Μέθοδοι συμβουλευτικής. Επίπεδα συμβουλευτικής παρέμβασης: Άτομο, ομάδα, σύστημα.
- Συμβουλευτική διαδικασία: Στάδια, δεξιότητες, θέματα πρακτικής εφαρμογής.
- Ορισμός και εννοιολογικές προσεγγίσεις της ψυχολογικής διαλεκτικής συμβουλευτικής στη σχολική κοινότητα.
- Θεωρητικές προσεγγίσεις και μοντέλα διαλεκτικής συμβουλευτικής στο σχολικό περιβάλλον

- Διαλεκτική συμβουλευτική: Διαστάσεις, χαρακτηριστικά και στάδια
- Η Εκπαίδευση επαγγελματιών συμβούλων.
- Ομαδική συμβουλευτική με παιδιά και εφήβους
- Ο ρόλος της συμβουλευτικής στη διαχείρισης κρίσεων: Στόχοι, γενικές αρχές και παρέμβασης σε καταστάσεις κρίσεων. Ο ρόλος του σχολικού ψυχολόγου.
- Η ελληνική εμπειρία από την εφαρμογή σχολικών συμβουλευτικών υπηρεσιών στο σχολείο.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Πρόσωπο με πρόσωπο διδασκαλία
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	• Χρήση Τ.Π.Ε. στη Διδασκαλία (εκπαιδευτική πλατφόρμα e-course, παρουσιάσεις power point, οπτικοακουστικό υλικό). • Χρήση Τ.Π.Ε στην Επικοινωνία με τους Φοιτητές (e-mail).

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	**Δραστηριότητα**	**Φόρτος Εργασίας Εξαμήνου**
	Attendance of lectures	39
	Study and analysis of books and articles	30
	Teamwork	13
	Indepent study	40
	Examination	3
	Course total workload	**125**

| **STUDENT PERFORMANCE EVALUATION**
Description of the evaluation procedure
Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other
Specifically-defined evaluation criteria are given, and if and where they are accessible to students. | Η αξιολόγηση των φοιτητών θα γίνει ως εξής.
1. Τελική Γραπτή εξέταση, 80%-100% της συνολικής βαθμολογίας. Η τελική εξέταση θα αφορά στο σύνολο της διδακτέας ύλης.
(Η αξιολόγηση των φοιτητών θα γίνει με δοκιμασία πολλαπλής επιλογής και ερωτήσεις σύντομης ανάπτυξης)
2. Κατάθεση προαιρετικής εργασίας (έως 20%): Η εργασία μπορεί να είναι ατομική ή και ομαδική (μέχρι τρεις φοιτητές). Η εργασία θα αφορά στη μελέτη και παρουσίαση ενός επιστημονικού άρθρου ή κεφαλαίου βιβλίου από τη σύγχρονη διεθνή βιβλιογραφία. Το επιστημονικό κείμενο θα το επιλέξει ο φοιτητής/τρια, με βάση τα ενδιαφέροντα του/της και η θεματική του θα ακολουθεί τις θεματικές του μαθήματος. |

ATTACHED BIBLIOGRAPHY

-*Προτεινόμενη Βιβλιογραφία :*
- Χατζηχρήστου, Χ. (2011). Σχολική Ψυχολογία. Εκδόσεις Τυπωθήτω, Αθήνα
- Χατζηχρήστου, Χ (2014). Συμβουλευτική στη Σχολική Κοινότητα. Εκδόσεις Τυπωθήτω, Αθήνα

-*Συναφή επιστημονικά περιοδικά:*
- *Journal of School Psychology*
- *Journal of Applied School Psychology*
- *School Psychology International*
- *School Psychology*
- *School Psychology Review*

SCHOOL	SOCIAL SCIENCE		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ004	SEMESTER	3th, 5th ,7th
COURSE TITLE	COUNCELING PSYCHOLOGY		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
LECTURES	2	5
LABORATORY EXERCISES (CASE PRESENTATIONS)	1	
TOTAL WEEKLY COURSE HOURS	3	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialized general knowledge, skills development*	GENERAL KNOWLEDGE
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competencies of an appropriate level, which the students will acquire with the successful completion of the course, are described. *Consult Appendix A*   *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   *Guidelines for writing Learning Outcomes PERSOA*
Upon successful completion of the course, students are expected to: - To know the subject, scope, objectives and relationship of Counseling Psychology with related disciplines.   - Recognize the types and stages of counseling work, understand and apply the basic skills of counseling in communication.   - Understand the importance of the counselling-therapeutic relationship and the factors that underlie it.   - Have basic knowledge related to the main psychotherapeutic approaches in counseling.   - Understand the role of the personal development of the counseling psychologist and the supervision in the counseling work.

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

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

Search, analysis and synthesis of data and information using the necessary technologies, application of knowledge in practice, decision making, autonomous work, group work, work in an interdisciplinary environment, promotion of free, creative and inductive thinking, the practice of critical thinking and self-criticism, respect for diversity and multiculturalism, demonstration of social, professional and moral responsibility and sensitivity to gender issues.

SYLLABUS

The course aims to introduce the scientific field of Counseling Psychology and work and the acquaintance with the leading schools of psychotherapy. Emphasis is placed on the meaning and significance of the counselling relationship, the role and function of empathy, as well as the factors that act as aids. Examples of counselling and experiential exercises are used to connect the theoretical concepts with the counselling practice. The main topics of the course include:
• Introduction to Counseling Psychology: Historical development, subject and scope, similarities and differences with related disciplines, types of counselling.
• Personal development, self-knowledge and interpersonal relationships.

- Basic counselling skills in therapeutic communication.
- Counselor-client relationship: Characteristics of counsellor, honest and transfer relationship, therapeutic alliance.
- Psychotherapeutic approaches to counselling work: Existential-humanistic, psychodynamic-psychoanalytic, cognitive-behavioural, systemic-family and modern schools of psychotherapy.
- Objectives, stages and supervision of counselling
- The role of the Counseling Psychologist: Prevention and promotion of mental health, interventions and ethics of the profession, research perspectives.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	IN-PERSON
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use power-point for teaching. Use the video for teaching. Use of the Ecourse to provide educational material to students

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	**Activity**	**Semester workload**
	Attendance of lectures	39
	Study and analysis of books and articles	26
		20
	Personal Study	3
	Course total	**125**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Methods: 1. Final Written exam (70%) (Multiple choice test, short development questions using examples of application of concepts and theories) 2. Preparation and Oral Presentation of Optional Assignment (30%)

ATTACHED BIBLIOGRAPHY

Bibliography
1. Μαλικιώση – Λοΐζου, Μ. (2018). Συμβουλευτική Ψυχολογία. Αθήνα: Πεδίο.
2. Corey, G. (2005). Θεωρία και Πρακτική της Συμβουλευτικής και της Ψυχοθεραπείας. Αθήνα: Έλλην.
3. McLeod, J. (2005). Εισαγωγή στη Συμβουλευτική. Αθήνα: Μεταίχμιο.

Journals
4. Journal of Counseling Psychology
5. European Journal of Counselling and Psychotherapy
6. Counseling Psychology Quarterly
7. Psychology and Psychotherapy: Theory, Research and Practice
8. *The Counseling Psychologist*

GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΨΥΕ034

COURSE CODE	ΨΥΕ034	SEMESTER	3th, 5th or 7th
COURSE TITLE	PSYCHODYNAMIC APPROACHES TO COUNSELLING AND PSYCHOTHERAPY		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
LECTURES AND ESSAYS	3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	SPECIAL BACKGROUND
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://ecourse.uoi.gr

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.
Consult Appendix A
• *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
• *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
• *Guidelines for writing Learning Outcomes*

Following the successful completion of the course, students are expected:
• To be familiar with the main principles and procedures of psychodynamic psychotherapy.
• To understand main concepts of psychoanalytic theory in clinical practice.
• To recognize the factors involved in symptom (neurotic) formation and therapeutic change.
• To be able to create a psychodynamic case formulation.

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

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology, working independently, team work, working in an interdisciplinary environment, respect for difference and multiculturalism, criticism and self-criticism, production of free, creative and inductive thinking.

SYLLABUS

The course aims to introduce students to theoretical concepts and applications of psychodynamic psychotherapy. Therapeutic procedures are described, main therapeutic techniques are presented and the factors involved in psychic change are examined. Emphasis is given on the therapeutic relationship, the psychodynamic understanding of personality and the psychological processes involved in the neurotic symptom formation. Clinical cases are discussed to enhance understanding of theory applications in practice. The main topics covered include:
• Counselling, psychotherapy and psychoanalysis.
• Psychoanalysis as a personality theory: Development, structure and functions of the psychic apparatus.
• Psychoanalysis as an intervention: Basic principles and clinical findings of outcome studies.
• Therapeutic context and relationship, empathy, transference and countertransference.
• Diagnostic interview, psychodynamic understanding and case formulation.
• Therapy stages, psychological processing and therapeutic techniques.
• Topics of special interest, research prospects and applications.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face (in class)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching (e-course, power point presentations, audiovisual material) and communication with students.

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Activity	Semester workload
	Lectures	39
	Study & analysis of bibliography	26
	Essay writing & presenting	20
	Study independently	40
	Course total	**125**

EVALUATION OF STUDENTS Description of the evaluation process Assessment Language, Assessment Methods, Formulation or Conclusion, Multiple Choice Test, Short Response Questions, Test Questions, Problem Solving, Written Work, Reporting / Reporting, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other Certainly identified evaluation criteria are stated and if and where they are accessible by the students**.**	Evaluation methods: 1. Final written examination (70%) (multiple choice questionnaires, short-answer questions, open-ended questions) 2. Written Assignment (optional) and Oral Presentation (30%) Assessment language: Greek Evaluation criteria are stated at the first lecture. They are also available at the course website.

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
  1. Gabbard G.O. (2010). *Long-term Psychodynamic Psychotherapy.* MOTIBO PUBLISHING A.E.
  2. Bateman A., Holmes, J. (2007). *Introduction to Psychoanalysis.* Publisher: KASTANIOTIS.

- *Related academic journals:*
  1. Psychoanalytic Psychotherapy
  2. International Journal of Psychoanalysis
  3. Journal of the American Psychoanalytic Association
  4. Psychodynamic Practice

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ005	SEMESTER	4th 6th 8th
COURSE TITLE	PSYCHOLOGY OF COMMUNICATION AND MASS MEDIA		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special Background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
This course offers to the students a comprehensive overview of Psychology of Communication and Mass Media. Upon completion, the students: - Shall have comprehended and be in a position to reflect and discuss basic approaches to the Psychology of communication and mass media. - Shall be in a position to juxtapose critically these different perspectives - Shall be in a position to articulate, using such theories, tentative frames of theoretical explanations of contemporary and common events pertaining to communication phenomena and mass media.

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

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

SYLLABUS

- This course offers to the students an introductory orientation in the discipline of the Psychology of Communication with an emphasis on mass media. It provides a context, this discipline is defined in conjunction with relevant sub-disciplines of psychology, sociology, systemic theory, linguistics as well as cultural studies. Nodal themes of theoretical and empirical advances are discussed. The lectures present and discuss critically the following topics: - Relevant psychological theories. - Psychological processes involved and used to explain the influence exerted by mass media to their audiences. - Contemporary research in these fields.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	At the amphitheatre

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of power-point Use of e-course	

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	**Activity**	**Semester workload**
	Lectures	39
	Practical Exercises	16
	Study of bibliography	36
	Independent study	34
	Course total	**125**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written examination. Short questions and essay type of questions.

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
    - Χρηστάκης, Ν. (2016). *Ψυχοκοινωνιολογία των Μαζικών Επικοινωνιών*. Αθήνα: Gutenberg.
    - Marchand, P. κ.α. (2009). *Κοινωνική Ψυχολογία των Μ.Μ.Ε.* Αθήνα: Πεδίο.

- *Related academic journals:*
    - Discourse, Context and Media
    - International Journal of Communication
    - Journal of Media Psychology
    - Media Psychology

GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	**Ψ7Ε017**	**SEMESTER**	**3th, 5ᵗʰ or 7ᵗʰ**

COURSE TITLE	**HEALTH PSYCHOLOGY**

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
LECTURES AND ESSAYS	3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	GENERAL BACKGROUND
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://ecourse.uoi.gr

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.
Consult Appendix A
• *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
• *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
• *Guidelines for writing Learning Outcomes*

Following the successful completion of the course, students are expected:
- To determine the relationship between biological, psychological and social factors in health and illness.
- To comprehend the psychological processes and social factors involved in health as well as in the manifestation and course of illness.
- To recognize salient psychosocial needs of patients with chronic and/or terminal disease as well as forms of psychological interventions.
- To obtain basic knowledge on topics of special interest, including the relationship among patient, family and health professionals, caregiving emotional burden, mourning, grief and loss, promotion of health and health-related quality of life, research in the field of health psychology.

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

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology, working independently, team work, working in an interdisciplinary environment, respect for difference and multiculturalism, criticism and self-criticism, production of free, creative and inductive thinking.

SYLLABUS

The course aims to introduce students to the field of health psychology και get them familiar with the interconnection of biological, psychological and social factors in health and illness. Emphasis is given on health prevention and promotion as well as on issues concerning chronic and terminal illness, communication and relationship among patient, family and health professionals. Clinical cases are discussed to enhance understanding of theory applications in practice. The main topics covered include:
- Health and illness: Cartesian dualism and the biopsychosocial model of health.
- Health psychology: Objectives and applications.
- Social-cognitive models of health: Health beliefs and behaviours.
- Personality, emotions and health: emotion regulation, coping strategies και defense mechanisms, social support, main issues of psychoneuroimmunology.
- Psychological issues in chronic and terminal illness and care.

- The role of the Health Psychologist: Prevention and promotion of health, assessment, counseling and support, research prospects.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face (in class)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching (e-course, power point presentations, audiovisual material) and communication with students.

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		

Activity	*Semester workload*
Lectures	39
Study & analysis of bibliography	26
Essay writing & presenting	20
Study independently	40
Course total	*125*

EVALUATION OF STUDENTS Description of the evaluation process Assessment Language, Assessment Methods, Formulation or Conclusion, Multiple Choice Test, Short Response Questions, Test Questions, Problem Solving, Written Work, Reporting / Reporting, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other Certainly identified evaluation criteria are stated and if and where they are accessible by the students**.**	Evaluation methods: 1. Final written examination (70%) (multiple choice questionnaires, short-answer questions, open-ended questions) 2. Written Assignment (optional) and Oral Presentation (30%) Assessment language: Greek Evaluation criteria are stated at the first lecture. They are also available at the course website.

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
1. DiMatteo M.R. & Martin L.E. (2011). Introduction to Health Psychology. Publisher: PEDIO A.E.
2. Karademas E.Ch. (2005). Health Psychology. Publisher: G. DARDANOS - K. DARDANOS O.E.
3. Ogden J. (2016). Health Psychology. Publisher: PARISIANOU.

- *Related academic journals:*
4. International Journal of Clinical and Health Psychology
5. Health Psychology
6. Health Psychology Bulletin
7. Behavioral Neuroscience
8. Health Psychology and Behavioral Medicine

GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**PSYE009**	**SEMESTER**	3th, 5th or 7th
COURSE TITLE	**PSYCHOLOGICAL - NEUROPSYCHOLOGICAL ASSESSMENT**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
GROUP ORAL PRESENTATIONS	1	10 POINTS
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A*   *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   *Guidelines for writing Learning Outcomes*
Neuropsychological assessment is an integral part of the neurological diagnosis, while at the same time establishes the basic principles about the rehabilitation protocols implemented in neurological patients. In addition, through psychological as well as neuropsychological assessment a clinician can monitor the course of the disease, and therefore, the interdisciplinary team can appropriately formulate the treatment plan tailored to patients' needs. The course will focus on diagnostic methods applied in both clinical context and research protocols. In addition, the basic tools for assessing patients with neurological diseases will be presented, with a special focus on those that have been adapted to Greek population. After course's completion students will have been taught the following modules: ✓ The basic principles of neuropsychological evaluation ✓ The framework of the neuropsychological evaluation, ethics and basic principles of psychometry ✓ The basic tools of neuropsychological assessment and cognitive functions being measured ✓ Training in the administration of neuropsychological tests, especially those that have been adapted in Greek population ✓ Training in neuropsychological tests' adaptation to the Greek population
General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

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

The current course aims at providing basic theoretical knowledge through the use of psychometric tools adapted in Greek population as well as hands-on training with students during lectures.

SYLLABUS

Table 1 presents courses' topics per week. Each weekly session will consist 1) a 2-hour theoretical lecture and 2) a laboratory session where case studies about psychological and neuropsychological assessment in adulthood will be presented.
Week   Topics 1th   Basic principles of psychometry: use and limitations 2nd   Objectives of neuropsychological assessment: Clinical settings in which they are administered – ethics standards

3rd	Basic psychometric tools: a. assessment of intelligence b. neuropsychological tests c. projective tests d. psychological tests
4th	Selection of appropriate tools for assessing cognitive functions- memory, attention, language
5th	Selection of appropriate tools for assessing cognitive functions- executive functions, visuospatial function
6th	Tests measuring Emotional Functionality-Mind Theory-Creativity
7th	Choosing the appropriate tools for assessing psychological disorders
8th	Presentation of neuropsychological tests: in which populations are being administered - purpose of evaluation – which tests are used in clinical settings in Greece
9th	Demonstration of the neuropsychological tools that have been adapted to the Greek population
10th	Neuropsychological report: Interpretation
11th	Writing a report on basic neuropsychological tests
12th	Application of widely administered tests in clinical practice-data from the Greek population
13th	Neuropsychological deficits and their use in evaluating rehabilitation protocols

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face- to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	The course includes lectures that will be displayed through PowerPoint, case studies, video use as well as the use of the Kahoot application (online quiz presentation, online selection of the answer that is considered correct, presentation of the selected answers in the form of diagrams and presentation of the correct answer) in order to increase the active participation of students in lectures.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>3</td></tr><tr><td>Students' oral presentations</td><td>1</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>Course total</td><td></td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Students will be assessed through a written multiple-choice exam. The written exam will include 20 multiple choice questions (4 answers, one of them correct), whereas each question is graded with 5 points. During the workshop there will be a group work (presentation of a published paper from the Greek or English language literature). The assignment (consisting of 2 or 3 people) is optional and will receive +1 grade which will be added to the final grade of the written exam. Each assignment will include a PowerPoint presentation which includes 12-15 slides lasting 20-minutes duration.

ATTACHED BIBLIOGRAPHY

✓ Kosmidis, M. (2008). Clinical Neuropsychological Assessment. Athens: Parisianou
✓ Lezak, M. (2012). Neuropsychological Assessment. Athens: Gotsis
✓ Kolb, B., & Whishaw, I. (2018). Basic Principles of Human Neuropsychology. Athens: Gutenberg

GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	**ΨΥΕ022**

COURSE CODE	**ΨΥΕ022**	**SEMESTER**	4th, 6th, 8th
COURSE TITLE	**DEVELOPMENTAL PSYCHOLOGY AND SOCIAL CHANGE**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	*special background*
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=2102

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
In this course students will be able to: • understand and discuss the history, major approaches and concepts of post-colonial, decolonial and feminist theory, • use and implement critically the above approaches on issues pertaining to epistemic violence, silencing, social marginalization and exclusion, • reflect and discuss on the historical and theoretical formulations of development, the figure of the child and their ideological uses, • formulate developmental questions, methodological and applied approaches regarding unequal power relations, marginalization, exclusion and social change.
General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

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

Autonomous thinking Reflection and critical thinking Respect for diversity and cultural issues

SYLLABUS

Outline: • Decolonial theories and practice • Feminist theories and approaches (black, intersectional, and third-world approaches) • Critical discussion of eurocentrism • Epistemic silencing • Critique of development • History and ideological uses of the figure of the child • Social marginalization, inequality and racism • Working towards social change

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching, communication with students
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	*(see table below)*

Δραστηριότητα	Φόρτος Εργασίας Εξαμήνου
Lectures	25
Literature review	30
Assignments	50
Exercises	20
Total	**125**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written exams in Greek/English, short-answer questions

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Adams, G., Dobles, I., Gomez, L., Kurtiş, T., Molina, L. (2015). Decolonizing Psychological Science: Introduction to the Special Thematic Section. **Journal of Social and Political Psychology**, North America, 3(1), 213-238.

Αθανασίου, A. (2006). Φεμινιστική θεωρία και πολιτισμική κριτική. Αθήνα: Νήσος.

Anzaldúa, G. E. (2012). Borderlands/La Frontera: The New Mestiza. San Francisco: Aunt Lute Books.

Collins, P.H. (1986). Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought. *Social Problems*, Vol. 33, No. 6, 14-32.

Collins, P.H. (2000). Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment. NY: Routledge.

Fanon, F. (1982). Της γης οι κολασμένοι. Αθήνα: Κάλβος.

Fanon, F. (2008). Black skins, white masks. London: Get Political.

Ghassan Hage (2016). État de siège: A dying domesticating colonialism? *American Ethnologist*, 43(1), 38–49.

Hudis, P. (2017). Φρανς Φανόν. Αθήνα: Οξύ.

Lee, N. (2013). Childhood and Biopolitics - Climate Change, Life Processes and Human Futures. Hampshire: Palgrave Macmillan.

Lorde, A. (1984). Sister Outsider: Essays and Speeches. Berkley, CA: Crossing Press.

Lugones, M. (2007). Heterosexualism and the Colonial / Modern Gender System. *Hypatia,* 22(1), 186-209.

Maldonado-Torres, N. (2007). On the Coloniality Of Being. *Cultural Studies*, 21(2-3), 240-270.

Mignolo, W. D. (2000). Local history/global designs: Coloniality, subaltern knowledges and border thinking. Princeton University Press.

Miller, P. H., & Scholnick, E. K. (2000). *Toward a feminist developmental psychology*. New York: Routledge.

Mohanty, C. T. (1984). Under Western Eyes, Feminist Scholarship and Colonial Discourses. *Boundary 2*, 12(3), 333-358.

Pillay, S. R. (2017). Cracking the fortress: can we really decolonize psychology? *South African Journal of Psychology*, 47(2), 135–140.

Pohlhaus, G. (2011). Relational Knowing and Epistemic Injustice: Toward a Theory of Willful Hermeneutical Ignorance. *Hypatia*, 27(4), 715–735.

Suárez-Krabbe, J. (2014). Pluriversalizing Europe: challenging belonging, revisiting history, disrupting homogeneity. *Postcolonial Studies*, 17(2), 155-172.

Suárez-Krabbe, J. (2017). The Conditions that Make a Difference: Decolonial Historical Realism and the Decolonization of Knowledge and Education. In M. Cross, & A. Ndofirepi (Eds.), Knowledge and Change in the African Universities (Vol. 1, pp. 59-80). Rotterdam: Brill

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271-286.

Young, R. (2003). Μεταποικιακή θεωρία. Αθήνα: Πατάκης.

- *Related academic journals:*
Feminism & Psychology

Feminist Theory in Feminism & Psychology
Horizontes Decoloniales / Decolonial Horizons
Journal of Social & Political Psychology
Postcolonial Studies
Theory & Psychology

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΨΥΕ053	**SEMESTER**	4th, 6th, 8th
COURSE TITLE	LANGUAGE AND COMMUNICATION

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	Optional Compulsory	

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	*special background*
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	ecourse

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.
Consult Appendix A
- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course aims to present a variety of methodological approaches (related to pragmatics, sociolinguistics, text linguistics and discourse analysis) to researching the relationship between language and communication. This course will help students understand communication problems that might occur so that they will be able to:
- Distinguish and analyze specific aspects of human communication in relation to other communication systems and codes.
- Perceive communication both as an exchange of information and messages, and as a social action.
- Understand the importance of communication settings (contextual, cultural and interpersonal knowledge) to conceptualize, understand and manage situations of communication.
- Consciously use sociopragmatic techniques (speech acts, conversational implicatures, linguistic politeness) to Improve communication effectiveness.
- Critically examine and analyze the structure and function of text genres as means of understanding and constructing meaning via specific forms of communication such as spontaneous conversations, narratives, advertisements, texts of mass culture, political and journalistic discourse.
-Evaluate the importance of collecting spontaneous and authentic speech data for experimental research and analysis.
- Understand the ways in which the use of language in everyday communication situations contributes to the identity construction.

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

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

- Adapting to new situations
- Working independently
- Team work
- Working in an international environment
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Search for, analysis and synthesis of data and information, with the use of the necessary technology

SYLLABUS

1) Semiotic systems and communication codes. Language as communication. Semantics and communication. Communication models. Communication context. Verbal / Non-verbal communication. Body Language. Active hearing. Interpersonal communication. Small group communication. Negative communication roles. Symmetrical/complementary interaction/ communication. Interview.
2) Speech acts. Speech acts and intercultural communication. Conversation Analysis. Deixis and communication.
3) Cooperative principle. Conversational implicatures. Linguistic politeness. Humor discourse.
4) Oral and written speech. Standards of textuality (cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality).
5) Identity Construction in Conversational Narratives. Representations of sociolinguistic diversity (e.g. gender, age, social class, ethnicity) in mass culture texts and the reproduction of (language) ideologies.
6) Communication in healthcare (Linguistic / cultural barriers, Communication Skills, Behavior, Therapeutic communication, Time Management, Relationship Formation, Empathy)
7) Language and social relations, linguistic diversity, bilingual conversations, interlanguage and identities.
8) Language and identity. Language attitudes/stereotypes and prejudices. Taboo words and sociolinguistic identities.
9) Child and adolescent language.
10) Digital language: Social media.
11) Speech of the media: Press, television, advertising.
12 Corpora and speech acts.
13) Language ideology.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In Classroom
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of slides, audiovisual material. Support of the learning process through electronic e-class platform Email Course Website

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Activity	*Semester workload*
	Lectures	39
	Team/Individual assignments	23
	Study & analysis of bibliography	20
	Personal Study	15
	Exams	3
	Course total	*100*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	. Written examination at the end of the semester which includes (70%): - multiple choice questionnaires - short-answer questions - open-ended questions II. Presentation of Group/individual Work (30%)

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
1. Αρχάκης, Α. & Τσάκωνα, Β. (2011). Ταυτότητες, Αφηγήσεις και Γλωσσική Εκπαίδευση. Αθήνα: Πατάκης.
2. Αρχάκης, Α. & Κονδύλη, Μ. (2004). Εισαγωγή σε ζητήματα Κοινωνιογλωσσολογίας, Αθήνα: Νήσος.
3. Γεωργαλίδου, Μ., Σηφιανού, Μ. & Τσάκωνα Β. (2014). Ανάλυση λόγου: Θεωρία και εφαρμογές, Αθήνα: Νήσος.
4. Κανάκης, Κ. (2007). Εισαγωγή στην πραγματολογία. Γνωστικές και κοινωνικές όψεις της γλωσσικής χρήσης. Αθήνα: Εκδόσεις του Εικοστού Πρώτου.
5. Μπέλλα, Σπ. (2015). Πραγματολογία. Από τη γλωσσική επικοινωνία στη γλωσσική διδασκαλία. Αθήνα: Gutenberg.
6. Πολίτης, Π. (επιμ). (2008). Ο Λόγος της Μαζικής Επικοινωνίας. Το Ελληνικό Παράδειγμα. Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών.
7. Σελλά-Μάζη, Ε. (2001). Διγλωσσία και κοινωνία. Η κοινωνιογλωσσική πλευρά της διγλωσσίας: Η ελληνική πραγματικότητα. Αθήνα: Προσκήνιο.
8. Canagarajah, S. (2017) The Routledge Handbook of Migration and Language
9. De Vito, A. J. (2004) Ανθρώπινη Επικοινωνία, εκδ. Ελλην
10. Fairclough, N. (2015). Language and Power (3η έκδοση). London: Routledge.

11. Pease, A. (2011). Η Γλώσσα του Σώματος. Αθήνα: Έσοπτρον

11. Piasecki, M. (2008). Η τέχνη της επικοινωνίας στο χώρο της υγείας: ένας πρακτικός οδηγός, εκδ. Παπασωτηρίου

12. Schiffrin, D., Tannen, D. & Hamilton, H. E. (Eds) (2001). The Handbook of Discourse Analysis. Malden, MA: Blackwell.

13. Watzlawick, P., Bavelas, J.B., & Jackson D.D. (2004). Ανθρώπινη επικοινωνία και οι επιδράσεις της στη συμπεριφορά. Αθήνα: Ελληνικά Γράμματα

14. Wooffitt, R. (2005). Conversation Analysis and Discourse Analysis. London: Sage.

15. Van Dijk, T.A. (2008). Discourse and power. New York: Palgrave Macmillan.

- *Related academic journals:*

GENERAL

SCHOOL	SOCIAL SCIENCE
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE		**SEMESTER**	4th, 6th, 8th

COURSE TITLE	**COGNITIVE BEHAVIOURAL APPROACHES**

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*		**WEEKLY TEACHING HOURS**	**CREDITS**
	LECTURES	3	3
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			

COURSE TYPE *general background, special background, specialized general knowledge, skills development*	SPECIALIZATION: GENERAL KNOWLEDGE
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competencies of an appropriate level, which the students will acquire with the successful completion of the course, are described. *Consult Appendix A*   • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   • *Guidelines for writing Learning Outcomes*
This course enables students to develop the following skills: • To delve into issues related to the behavioural and cognitive approach, to their historical development and the present   • To prepare literature reviews in the field of Cognitive-Behavioral Psychology   • To get acquainted with the methodological approaches of behaviourism and the cognitive view of normal and pathological behaviour   • To use theoretical principles of the cognitive-behavioural approach of psychology for the understanding and interpretation of pathological behaviours and to understand the appropriate methods of dealing with them with this approach

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

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

1. Application of theoretical knowledge in practice   2. Search, analysis and synthesis of data and information, using the necessary technologies   3. Autonomous work   4. Teamwork   5. Respect for diversity and multiculturalism   6. Demonstration of social, professional and moral responsibility and sensitivity to gender issues   7. Exercise of critical thinking and self-criticism   8. Promotion of free, creative and inductive thinking

SYLLABUS

In this module, students will become familiar with the study of behaviour through models developed by precursors (Ivan Pavlov) and proponents of the behavioural approach (Watson, Skinner) and mental disorders' therapeutic approaches.   The cognitive approaches of mental disorders and modifying dysfunctional cognitive patterns will also be developed. The convergence of behaviourism with cognitive researchers-therapists that led to modern cognitive-behavioural approaches to health and mental disorders will also be covered.

At the same time, students will become acquainted with key concepts of the currents covered in the course, such as factor learning, desensitization, reinforcement, social learning, learned helplessness and the stages of Piaget's cognitive development.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	IN PERSON
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use power-point for teaching. Use video for teaching. Use of the Ecourse to provide educational material to students

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Activity	Semester workload
	Attendance of lectures	39
	Study and analysis of books and articles	31
	Design – assignment preparation (research project)	52
	Examination	3
	Course total	**125**

STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure
Language of evaluation, methods of evaluation, summative or conclusive, multiple-choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.
	1. Written final examination which includes:
	    • Development questions
	    • Multiple choice questions
	    • Critical evaluation questions
	2. Assignment design and preparation (research project)

ATTACHED BIBLIOGRAPHY

McGuire J., Building W.(2000) Cognitive-Behavioural approaches. An introduction to theory and research Liverpool, M. Jane Furniss HMIP.

SCHOOL	SOCIAL SCIENCE
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΨΥΕ003

		SEMESTER	3-5-7th
COURSE TITLE	**THEORY AND PRACTICE OF SCHOOL PSYCHOLOGY**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*		**WEEKLY TEACHING HOURS**	**CREDITS**
	LECTURES AND ESSAYS	3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			

COURSE TYPE *general background, special background, specialized general knowledge, skills development*	SPECIALIZATION: GENERAL KNOWLEDGE
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Όχι
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=2000

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competencies of an appropriate level, which the students will acquire with the successful completion of the course, are described. *Consult Appendix A*   *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   *Guidelines for writing Learning Outcomes*
Upon successful completion and attendance of the course, students are expected to: • understand the content of the field of school psychology and the role of the school psychologist. • refer to system-wide intervention programs, in order to deal with crises and promote students' mental health. • be able to discuss the importance of social and emotional education programs at school.

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

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

- Individual work. - Teamwork (students discuss in groups during the 3-hour course). - Exercising criticism and self-criticism (in the context of discussion and related thematic issues related to students' prior knowledge and experience). - Decision-making (in situations presented as examples in any theoretical approach. Decision-making and presentation of intervention or behavior related to the role of the school psychologist)

SYLLABUS

The main themes of the course include: • The field of school psychology and the specialization of school psychologist. • The role of the school psychologist. • School intervention programs: design, structure, implementation and evaluation. • System level intervention programs. • Crisis intervention programs. • Intervention programs to promote students' mental health. •Social and emotional education in school (communication skills; recognition, expression and management of emotions; self-perception; anxiety management; social competence-social skills; conflict resolution process; acceptance of diversity).

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Πρόσωπο με πρόσωπο διδασκαλία

	Face-to-face, Distance learning, etc.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	• IT in teaching (educational platform e-course, power point presentations, visua;-acoustic material). • IT in student communication (e-mail).	

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	**Activity**	**Semester workload**
	Διαλέξεις	39
	Μελέτη και ανάλυση της βιβλιογραφίας	30
	Ομαδική εργασία στην τάξη	13
	Αυτοτελής μελέτη	40
	Εξετάσεις	3
	Σύνολο Μαθήματος	**125**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple-choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	1. Final exam (80%-100% of total score): Student evaluation via multiple choice questions. 2. Optional essay (up to 20%): Essay can be individual or team work (up to three students). The work will focus on the study and presentation of a subject from the contemporary international literature, following the course objectives. The scientific articles and book chapters The scientific text will be chosen by the student based on his / her interests and his / her subject will follow the subject of his / her course.

ATTACHED BIBLIOGRAPHY

-Suggested Bibliography :
Hatzichristou, C. (Ed. and Coauthor) (2011b). *Social and emotional learning in school: Program for the promotion of mental health and learning in the school community* (Educational material for teachers and students of Grades K-2: Conceptual framework and classroom activities). Athens, Greece: Typothito (in Greek).
Hatzichristou, C. (Ed. and Coauthor) (2011c). *Social and emotional learning in school: Program for the promotion of mental health and learning in the school community* (Educational material for teachers and students of Grades 3-6: Conceptual framework and classroom activities). Athens, Greece: Typothito (in Greek).
Hatzichristou, C. (Ed. and Coauthor) (2011d). *Social and emotional learning in school: Program for the promotion of mental health and learning in the school community* (Educational material for teachers and students of secondary education: Conceptual framework and classroom activities). Athens, Greece: Typothito (in Greek).

-Relevant Scientific Journals:
• *Journal of School Psychology*
• *Journal of Applied School Psychology*
• *School Psychology International*
• *School Psychology*
• *School Psychology Review*
• *Hellenic Journal of Psychology [Psychologia]*

GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	**ΨΥΕ020**	**SEMESTER**	**4th, 6th 8th**

COURSE TITLE	**SOCIAL PSYCHOLOGY OF INTERGROUP RELATIONS: PREJUDICE, RACISM**

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialised general knowledge
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/enrol/index.php?id=793

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A*   • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   • *Guidelines for writing Learning Outcomes*

his course offers to the students a comprehensive overview of the social psychological approaches to intergroup relations, focusing, specifically, on prejudice and racism. Its aim is twofold: (a) to offer relevant to these perspectives knowledge on their theoretical and empirical dimensions; (b) to train the students in critical scientific thinking through the comparative presentation of these perspectives and through the examination of the social and political context within which they were articulated. By the time that the course shall be completed, the students:
- Shall have a conceptual understanding of these different social psychological perspectives.
- Shall be able to compare and reflect on the advantages and disadvantages of these perspectives.
- Shall be able to locate these perspectives in their wider, political and social context.
- Shall be able to formulate tentative interpretations of relevant, contemporary events, aligning them with these theoretical frames of reference.

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

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

- Working independently
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

SYLLABUS

- Introduction: "Race" and psychology. The doctrine of scientific racism. Psychological perspectives in 19th and early 20th C. and scientific racism. "Race" psychology.
- Psychodynamic perspectives or itineraries in the 'psychological depths' of prejudice: Freud. Le Bon. Heirs to Freud: Reich, Fromm. The concept of 'authoritarian personality' (Adorno et al.) The concept of 'unconscious pleasure' (Melanie Klein). Critical appraisal of the psychodynamic approaches to prejudice and racism.
- Gordon Allport's classic approach to the "Nature of Prejudice". The 'contact hypothesis'.
- Social cognition: Categorisation, stereotypes and prejudice.

- Social Identity Theory.
- Self-categorisation Theory.
- The rhetorical / ideological approach to prejudice.
- Discourse analytic perspectives on prejudice and racism.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	At the amphitheatre
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of power-point Use of e-course

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Activity	Semester workload
	Lectures	39
	Practical Exercises	16
	Study of bibliography	36
	Independent study	34
	Course total	**125**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written examination. Short questions and essay type of questions.

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
- Billig, M. (1976) *Social Psychology and Intergroup Relations*. London: Academic Press.
- Billig, M., Condor, S., Edwards, D., Gane, M., Middleton, D. & Radley, A. (1988). Προκατάληψη και Ανεκτικότητα. Στο *Ideological Dilemmas: a Social Psychology of Everyday Thinking*. Λονδίνο: Sage.
- Brown, R. (2007) Σχέσεις μεταξύ των ομάδων. Στο M. Hewstone & W. Stroebe *Εισαγωγή στην Κοινωνική Ψυχολογία*. Αθήνα: Παπαζήση.
- Brown, R. (2010). *Prejudice: Its social psychology*. London: Wiley-Blackwell.
- Campbell, D.T. (1990) Στερεότυπα και αντίληψη των διαφορών μεταξύ των ομάδων. Στο Σ. Παπαστάμου (Επιμ.) *Διομαδικές Σχέσεις*. Αθήνα: Οδυσσέας.
- Hogg, M.A. & Vaughan, G.M (2010) Προκατάληψη και διακρίσεις (Κεφ. 10) και Διομαδική συμπεριφορά (Κεφ. 11). Στο M.A. Hogg & G.M. Vaughan *Κοινωνική Ψυχολογία*. Αθήνα: Gutenberg.
- Hopkins, N. & Reicher, S. (2011) Μια κοινωνική ψυχολογία της κατασκευής κατηγοριών. Στο Ν. Μποζατζής & Θ.Δραγώνα (Επιμ.) *Κοινωνική Ψυχολογία: Η στροφή στον λόγο*. Αθήνα: Μεταίχμιο.
- Milner, D. (1990) Φυλετική προκατάληψη. Στο Σ. Παπαστάμου (Επιμ.) *Διομαδικές Σχέσεις*. Αθήνα: Οδυσσέας.
- Potter, J. & Wetherell, M. (2009). *Λόγος και Κοινωνική Ψυχολογία*. Αθήνα: Μεταίχμιο.
- Reicher, S. (2016) Η ψυχολογία της δυναμικής του πλήθους. Στο M. Hogg & S. Tindale (Επιμ.) *Εγχειρίδιο Κοινωνικής Ψυχολογίας: Διεργασίες ομάδας*. Αθήνα: Gutenberg
- Richards, G. (2012) *"Race", Racism and Psychology: Towards a Reflexive Theory*. London: Routledge.
- Wetherell, M. (2005) Ομαδική σύγκρουση και η κοινωνική ψυχολογία του ρατσισμού. Στο M. Wetherell (Επιμ.) *Ταυτότητες, Ομάδες και Κοινωνικά Ζητήματα*. Αθήνα: Μεταίχμιο.
- Χρυσοχόου, Ξ. (2011) *Η Πολυπολιτισμική Πραγματικότητα: Οι κοινωνιοψυχολογικοί προσδιορισμοί της πολιτισμικής πολλαπλότητας*. Αθήνα: Πεδίο
- Smith, P.B. & Bond, M.H. (2011) *Διαπολιτισμική Κοινωνική Ψυχολογία*. Αθήνα: Gutenberg

- *Related academic journals:*
- *British Journal of Social Psychology*
- *Group Processes and Intergroup Relations*
- *Journal of Community and Applied Social Psychology*

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΨΥΕ030	SEMESTER	4th, 6th, 8th
COURSE TITLE	MIND and BRAIN		

INDEPENDENT TEACHING ACTIVITIES _if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits_	WEEKLY TEACHING HOURS	CREDITS
Lectures	3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE _general background, special background, specialised general knowledge, skills development_	Special background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	**Greek**
IS THE COURSE OFFERED TO ERASMUS STUDENTS	**YES**
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. _Consult Appendix A_   _Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area_   _Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B_   _Guidelines for writing Learning Outcomes_

After the end of the courses students will have acquired knowledge and understanding of the following:

➢ _what is the mind and what is the brain, what is consciousness, which are the levels of consciousness and its disorders (drowsiness, blurring of consciousness, coma) and how it is evaluated_

➢ _the cognitive function and in which areas of the brain it takes place and in particular for the associative cortex, the prefrontal associative cortex, the parietal-temporal-occipital cortical cortex, the coronary associative cortex, the frontal associative cortex and their deficits_

➢ _the neuroanatomy and neurobiology of perception, attention and consciousness and their role in decision making_

➢ _neuroanatomy of the language, language development from infancy to old age and language disorders (types of aphasia)_

➢ _the plasticity of the brain, the degeneration of neurons, the neural regeneration and reorganization and the recovery of the mind function after brain damage_

➢ _the neuroanatomy of memory, the synaptic mechanisms of learning and memory and the various types of amnesia and memory disorders, reversible and irreversible_

➢ _brain disorders (types of agnosia, apraxia and dementia) and mental disorders (schizophrenia, depression, addiction, obsessive-compulsive disorder, personality disorders)_

➢ _biological and psychological basis of Social Perception (Autism Spectrum Disorders, the theory of Mind, Emotions and Face Recognition)._

Also after the end of the courses the students should have developed the following skills:

• _be able to read and understand new research data on brain function_

• _be able to explain to the non-specialists the brain function, the neuroanatomy and the neurobiology of cognitive functions and their disorders_

• _know the neurobiology of mental functions and their disorders and the most effective interventions for their management_

• _be able to recognize the usefulness of diagnostic tools, such as neuropsychological tests in combination with basic imaging methods of brain function_

• _be able to interpret the symptoms of brain and mental disorders based on their underlying neuroanatomical and neurobiological background and evaluate the effectiveness of pharmacological and non-pharmacological interventions for the brain damages and mental disorders of the lesson._

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology	_Project planning and management_
	Respect for difference and multiculturalism
	Respect for the natural environment
Adapting to new situations	_Showing social, professional and ethical responsibility and sensitivity to gender issues_
Decision-making	
Working independently	_Criticism and self-criticism_

Team work	Production of free, creative and inductive thinking
Working in an international environment	……
Working in an interdisciplinary environment	Others…
Production of new research ideas	…….

- ➢ Investigate, analyze and synthesize data and information related to brain function and human behavior - psychopathology in order to acquire greater autonomy in their work as psychologists and to the create innovative research ideas
- ➢ Decision making and interdisciplinary collaboration with other specialists, as psychiatrists, neurobiologists, speech therapists, occupational therapists etch
- ➢ Autonomous work
- ➢ Demonstration of social, professional and moral responsibility and sensitivity
- ➢ Express of criticism and self-criticism
- ➢ Promotion of free, creative and inductive thinking

SYLLABUS

- ➢ Brain and behavior, neuroscience, historical background, areas of the brain specialized for different functions
- ➢ cognitive function and in which areas of the brain it takes place, specifically the function of the: associative cortex, prefrontal associative cortex, parietal-temporal-occipital associative cortex, coronary associative cortex, frontal associative cortex
- ➢ what is the mind and which are its functions (thought, imagination, memory, will, feeling) and how responsible they are for the cognitive and mental processes such as perception, experience of pain, beliefs, desire, feeling, intention. What is consciousness and which are its disorders (drowsiness, blurred consciousness, coma)
- ➢ neuroanatomy and neurobiology of perception, attention (types of attention) and consciousness and their role in decision making, the scales for the assessment of attention and consciousness (Glasgow scale, scale of drug suppression)
- ➢ neuroanatomy of the language, pleurisy, language development from infancy to old age, language disorders (types of aphasia: Broca, Wernicke, naming, conductivity, universal), causes of language disorders, diagnosis, scales of assessment (Boston Diagnostic Aphasia Examination, Boston Naming), interventions
- ➢ brain plasticity, developmental phases of the nervous system, postnatal brain development in humans, the effect of experiences on the brain, brain plasticity in adults and elderly, the causes of brain damage and its disorders (epilepsy, Huntington's disease Multiple Sclerosis)
- ➢ neuronal degeneration, neuronal regeneration and reorganization and recovery of mind function after brain damage, therapy of nervous system damage and presentation of case studies
- ➢ neuroanatomy of memory and learning, recognition of objects and their place in space, synaptic mechanisms of learning and memory, types of amnesia (Korsakoff syndrome, amnesia after concussion), memory disorders (reversible and irreversible dementia, Alzheimer's disease, dementia with Lewy bodies, vascular dementia, frontotemporal dementia, progressive hyponuclear palsy, mixed dementia, Parkinson's disease), scales for the assessment of memory disorders (Mini Mental State Examination, Pyramids and Palm Trees, the Montreal Cognitive Assessment)
- ➢ brain damages, types of agnosia (agnosia of persons, objects, fingers, visual, auditory, morbidity agnosia), types of apraxia (constructive, ideomotor, ideal, movement, executive agnosia),
- ➢ mental disorders (schizophrenia, mood disorders, depression, mania, addiction and the reward circuits of the brain, obsessive-compulsive disorder, personality disorders)
- ➢ biological and psychological basis of Social perception (autism spectrum disorders, Mind theory, emotions and face recognition)
- ➢ hormones and sex development, neural mechanisms of sexual behavior, sexual orientation, hormones and brain
- ➢ Imaging and stimulation methods of the living human brain (CT, MRI, fMRI, PET, transcranial magnetic stimulation)

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	**Class- A**mphitheater	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	*Use of power point* *e-cources*	
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	**Activity**	**Semester workload**
	Lectures	**39**
	Laboratory practice	16
	Study and analysis of bibliography	31
	Study	34
	Course total	**120**
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure*	➢ *Written Exercise with short-answer questions and*	

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	*Multiple choice questions* ➢ *Public presentation*

ATTACHED BIBLIOGRAPHY

- Kandel, E., & Schwartz, J. (2005). Νευροεπιστήμη και Συμπεριφορά. Κρήτη: Πανεπιστημιακές εκδόσεις
- Kolb, B. & Whishaw, I. (2018). Αρχές Νευροψυχολογίας του Ανθρώπου. Αθήνα: Gutenberg
- Neil, M.G. (2011). Νευροψυχολογία. Εγκέφαλος και Συμπεριφορά. Αθήνα: Έλλην.
- Martin G.N. (2010). Νευροψυχολογία: Εγκέφαλος και συμπεριφορά. Αθήνα: Παρίκος.
- Pinel, P.J. (2011). *Βιοψυχολογία*. Αθήνα: Έλλην.
- *Stevens, L. & Robin, I. (2012). Ψυχιατρική. Έγχρωμο εικονογραφημένο εγχειρίδιο. Αθήνα: Παρισιάνου*

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ021	SEMESTER	4th, 6th, 8th
COURSE TITLE	EXPERIMENTAL INVESTIGATION OF COGNITIVE PROCESSES		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
Lectures and oral presentation of written assignments	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Skills Development
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (English is used for instruction and examination for Erasmus students)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/index.php?categoryid=107

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A*   • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   • *Guidelines for writing Learning Outcomes*

This course aims at familiarizing students with the experimental investigation of basic cognitive processes, such as perception, attention learning and memory, through the presentation and designing of classical experiments, as well as the study and critical review of original scientific publications.

Upon successful completion of the specific course, students will have acquired:
- basic knowledge of conducting experiments in the field of Cognitive Psychology
- basic knowledge of understanding and critical evaluation of empirical and theoretical data from the field of Cognitive Psychology, as well as basic skills of conducting experimental work in the above field
- the ability of cooperating with their fellow-students to present an experimental research design
- the ability to carry out international literature review in scientific journals and on topics relevant to the experimental investigation of cognitive processes
- basic research skills
- the ability to work independently or in groups
- the ability to communicate their work to an audience
- knowledge acquisition skills required for continuing their studies with a great degree of autonomy

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

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Decision-making
Working independently
Teamwork
Production of new research ideas
Production of free, creative, and inductive thinking

SYLLABUS

This course aims at familiarizing students with the experimental investigation of basic cognitive processes, such as perception, attention learning and memory, through the presentation and designing of classical experiments that

have enriched our knowledge on cognitive processes. More specifically, students will become familiar with the collection, description, and explanation of experimental data from the field of Cognitive Psychology, as well as with the writing of relevant scientific papers. Furthermore, students will develop a deep understanding of the experimental procedure by experiencing the role of the experimental participant. Finally, the course will have students read, present, and comment on relevant original scientific publications, with the aim to familiarize them with the experimental investigation of cognitive processes as well as with the evaluation and critique of the specific publications.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to face (or distance learning under pandemic conditions)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Support of the learning process through the electronic platform e-course Power point presentation Use of software for running experiments Communication with students via email

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Activity	**Semester workload**
	Lectures	39
	Study and analysis of bibliography	26
	Writing and presentation of individual or group project	30
	Individual study time	30
	Course total (25 workload hours per credit)	**125**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	I. Written research essay (50%), oral presentation/examination of the essay (10%) II. Final Oral Exams (40%)

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
    - Christensen, L. B. (2007). Η πειραματική μέθοδος στην επιστημονική έρευνα. Παπαζήσης.
    - Goldstein, B.E. (2018). (Ν. Μακρής, Επιμ.). Γνωστική Ψυχολογία. Αθήνα, Gutenberg.
    - Matlin, M.W. & Farmer, T.A. (2019). Γνωστική Ψυχολογία. Εκδόσεις Τζιόλα.
    - Sarris, V., & Reiss, V. (2009). Μεθοδολογία Έρευνας & Πειραματική Ψυχολογία. Σύγχρονη Εκδοτική.
    - Shaughnessy, J., Zechmeister, E. & Zechmeister, J. (2018). Ε. Ζιώρη (Επιμ.). Ερευνητικές Μέθοδοι στην Ψυχολογία. Αθήνα, Gutenberg.
    - Sternberg, R.J. (2011). Γνωστική Ψυχολογία. Διάδραση.

- *Related academic journals:*
    - Cognitive Psychology
    - Trends In Cognitive Sciences
    - Memory & Cognition
    - Journal of Experimental Psychology: Learning, Memory & Cognition
    - Consciousness & Cognition
    - Quarterly Journal of Experimental Psychology

SCHOOL	School of Social Sciences
ACADEMIC UNIT	Department of Psychology
LEVEL OF STUDIES	Bachelor
COURSE CODE	PSYE007	**SEMESTER**	4th, 6th, 8th
COURSE TITLE	**STATISTICAL METHODS WITH APPLICATIONS IN PSYCHOMETRY**

INDEPENDENT TEACHING ACTIVITIES _if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits_	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	2	5
Laboratory practices	1	
	3	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE _general background, special background, specialised general knowledge, skills development_	Specialised general knowledge
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. _Consult Appendix A_   • _Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area_   • _Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B_   • _Guidelines for writing Learning Outcomes_
In this course students are expected to become familiar with the use of statistical methods and packages, that are useful in psychometrics and in the analysis of data that are derived from the field of social sciences.   Upon successful completion of the course, students will be able to: • Use statistical software such as SPSS and R   • Use questionnaire relevance and reliability indices (e.g., Cronbach's a), Factor Analysis, Correspondence Analysis, Cluster Analysis, Principal Component Analysis, Structural Equation Models (eg Path Analysis), Item Response Theory.
General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?
Search for, analysis and synthesis of data and information, with the use of the necessary technology   _Adapting to new situations_   _Decision-making_   _Working independently_   _Team work_   _Working in an international environment_   _Working in an interdisciplinary environment_   _Production of new research ideas_   _Project planning and management_   _Respect for difference and multiculturalism_   _Respect for the natural environment_   _Showing social, professional and ethical responsibility and sensitivity to gender issues_   _Criticism and self-criticism_   _Production of free, creative and inductive thinking_   _......_   _Others…_   _......._
• Search for, analysis and synthesis of data and information, with the use of the necessary technology   • Decision-making   • Working independently   • Team work

SYLLABUS

• Introduction to the use of statistical software (e.g., SPSS, R)   • Correlation coefficients   • Reliability of Questionnaires (reliability indices e.g., Cronbach's a)   • Factor Analysis   • Correspondence Analysis   • Cluster Analysis   • Principal Component Analysis   • Structural Equation Models, e.g., Path Analysis   • Item Response Theory

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of .ppt slides and PC

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	**Activity**	**Semester workload**
	Lectures	39
	Laboratory practices	26
	Study of bibliogdraphy	26
	Independent study	39
	Course total	**130**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written work Essay/Report Public Presentation

ATTACHED BIBLIOGRAPHY

Γναρδέλλης, Χ. (2009). Ανάλυση δεδομένων με το PASW Statistics 17.0. Παπαζήσης, ΑΘΗΝΑ.
Δαφέρμος, Β. (2011). Κοινωνική Στατιστική και Μεθοδολογία Έρευνας με το SPSS (2η έκδοση). Ζήτη, ΘΕΣ/ΚΗ.
Κατσής, Α., Σιδερίδης, Γ., & Εμβαλωτής, Α. (2010). Στατιστικές Μέθοδοι στις Κοινωνικές Επιστήμες. Αθήνα: Τόπος.
Ρούσσος, Π. Λ., & Τσαούσης, Γ. (2011). Στατιστική στις Επιστήμες της Συμπεριφοράς με τη χρήση του SPSS. Αθήνα: Τόπος.

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΨΥΕ025	SEMESTER	4-6-8th
COURSE TITLE	STRESS AND COPING STRATEGIES-STRESS AT SCHOOL		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
LECTURES, ESSAYS	3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	http://ecourse.uoi.gr

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
The purpose of the course is to familiarize students with the existing theoretical approaches of the concept of stress and coping. Initially, the term stress is conceptualized and is distinguished from the term anxiety. Initial theoretical approaches are presented: "general adaptation syndrome", "fight or flight reaction", "inverted U theory", "eu-stress and distress". Subsequently, modern theoretical approaches for stress and coping are presented, such as the "model of mechanistic approach", "the transactional model of stress and coping", "primary and secondary appraisal". Factors affecting how to deal with a stressful situation and issues related to stress and coping in childhood and adolescence are also presented. The course content also covers the issues of test anxiety, psychological hardiness and academic hardiness. Finally, issues related to burnout and teacher stress are presented. Upon completion of the course the students will be able to: • Recognize the conceptual meaning of the terms stress, coping strategies and stressors. • Discuss the role of specific factors that influence how to deal with stressful situations. • Have proven knowledge and understanding of stress and coping related issues. • Discuss stress in transition phases, test anxiety, work stress and teacher burnout. • Refer to the concept of psychological and academic hardiness as a protective factor that can help a person to deal successfully with stressful situations. • They are aware for the basic psychometric tools/questionnaires used to assess stress and coping.
General Capabilities *Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below) in which of them is the course intended?*

Search, analyze and synthesize data and information, using the necessary technologies	*Project design and management*
Adapt to new situations	*Respect for diversity and multiculturalism*
Decision making	*Respect for the natural environment*
Autonomous work	*Demonstration of social, professional and moral responsibility and gender sensitivity*
Teamwork	*Exercise of criticism and self-criticism*
Work in an international environment	*Promote free, creative and inductive thinking*
Working in an interdisciplinary environment	*......*
Producing new research ideas	*Other ...*
	....

Autonomous work, teamwork (students in groups undertake to study and discuss on scientific texts from the field of stress and coping), criticism (students critically approach groups of scientific articles from the field of stress, coping, test anxiety, psychological hardiness, academic hardiness, burnout), promoting free, creative and inductive thinking.

SYLLABUS

The main themes of the course include: • Theoretical approaches for stress and coping - Stress and cognitive appraisal process.

- Stress and coping: the role of personal characteristics, the role of family, age and gender differences, the role of social support, characteristics of stressor.
- Stress management process (primary and secondary appraisal, problem-focused and emotion-focused strategies, personal and social resources for effective stress management).
- Stress and coping in childhood and adolescent.
- Stress at school: ways of coping at the individual level and ways of coping with the school context and the classroom.
- Transition stress (in preschool, from elementary school to high school)
- Test anxiety (definition, effects on learning and performance).
- Psychological hardiness and academic hardiness
- Teachers' stress, coping strategies and burnout

TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD **Face to face, Distance Learning, etc.**	Face-to-face teaching
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT Teaching, Laboratory Education, Communication with Students*	• Use of ICT in teaching (e-course educational platform, power point presentations, audiovisual material). • Use of ICT in Student Communication (e-mail).

TEACHING ORGANIZATION		
Describe in detail the way and methods of teaching. *Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Bibliography, Tutorial, Practice (Placement), Clinical Exercise, Art Workshop, Interactive Teaching, Educational Visits, Project Work, It; / RTI & gt; The student's study hours for each learning activity and the hours of non-guided study according to the ECTS principles*	**Activity**	**Semester Workload**
	Lectures	39
	Study and analysis of bibliography	25
	Writing and presenting individual or group work	20
	Self-study	38
	Examination	3
	Total Course	**125**

EVALUATION OF STUDENTS	
Description of the evaluation process Assessment Language, Assessment Methods, Formulation or Conclusion, Multiple Choice Test, Short Response Questions, Test Questions, Problem Solving, Written Work, Reporting / Reporting, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other Certainly identified evaluation criteria are stated and if and where they are accessible by the students**.**	Evaluation methods: 1. Final Written Examination (80%-100%): At the end of the course, examinations will be given on the whole subject of the lesson (Multiple Choice Test, Short Growth Questions Using Examples of Concepts and Theories) 2. Preparation and Oral Presentation of Optional Work (20%): The work can be individual or group (up to two students). The work will concern the study and presentation of a foreign language article, which will be chosen by the student, based on his / her interests and according to the themes presented during the course.

SUGGESTED BIBLIOGRAPHY

- *Suggested Bibliography:*
- DiMatteo, R.M., & Martin, L.R. (2011). *Εισαγωγή στην ψυχολογία της υγείας.* Αθήνα: Πεδίο**.** (κεφ. 9 "Ψυχολογικές διεργασίες, στρες και ασθένεια" & κεφ. 10 "Η διαχείριση του στρες: Ο ρόλος των ψυχολογικών διεργασιών στη διατήρηση της υγείας").
- Fontana, D. (1996). Ψυχολογία για Εκπαιδευτικούς. Εκδόσεις Σαββάλας (κεφ. 14 «Η προσωπικότητα, οι ιδιότητες και το στρες του δασκάλου»
- Schacter, D., Gilbert, D., & Wegner, D. (2012). Ψυχολογία. Εκδόσεις Gutenberg, Αθήνα (κεφ. 15 «Στρες και Υγεία».
- Αντωνίου, Α. (2010). Στρες, προσωπική ανάπτυξη και ευημερία. Εκδόσεις Παπαζήση

-Relevantr scientific journals:
- Educational Psychology
- School Psychology review
- Anxiety, stress and coping
- Stress and Health
- Education
- Επετηρίδα της Ψυχολογικής Εταιρείας Βορείου Ελλάδος
- Ψυχολογία (Το περιοδικό της Ελληνικής Ψυχολογικής Εταιρείας)

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ023	SEMESTER	4th, 6th or 8th
COURSE TITLE	WRITING SCIENTIFIC ARTICLES		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
LECTURES AND ESSAYS	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	SPECIAL BACKGROUND
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://ecourse.uoi.gr

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*

Upon successful completion of the course, students are expected to be aware of:
- Searching and indexing psychology literature.
- Determining the research problem, stating the aim and the hypotheses of a research paper.
- Writing and formatting scientific articles as well as references and in-text citations according to the American Psychological Association (APA) style.
- Academic language and writing style.
- Ethics in research and publications.
- Writing and presenting a research proposal.

General Capabilities
Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below) in which of them is the course intended?

Search, analyze and synthesize data and information, using the necessary technologies	*Project design and management*
	Respect for diversity and multiculturalism
	Respect for the natural environment
Adapt to new situations	*Demonstration of social, professional and moral responsibility and gender sensitivity*
Decision making	
Autonomous work	*Exercise of criticism and self-criticism*
Teamwork	*Promote free, creative and inductive thinking*
Work in an international environment	......
Working in an interdisciplinary environment	*Other ...*
Producing new research ideas	....

Autonomous work and teamwork, promoting free, creative and inductive thinking, search, analyze and synthesize data and information.

SYLLABUS

The course aims to familiarize students with academic writing in accordance with the APA style guidelines as well as to help them apply the knowledge acquired into writing a research proposal. The main areas covered include the following:
- Types of scientific texts and basic principles of academic writing in psychology.
- Searching and indexing literature.
- The research problem – subject, the purpose and the hypotheses of a study.
- Methodology and instruments adopted to investigate a subject.
- Writing research proposals.
- Writing and formatting scientific articles in APA style: a) title, abstract and keywords, b) literature review, evaluation και use of sources, c) methods, d) results, e) discussion and f) references.
- Ethics in research (e.g. intellectual property and plagiarism) and publications (e.g. authorship).

TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD **Face to face, Distance Learning, etc.**	Face-to-face teaching Note: To attain the course aims, the number of students that choose the course should not exceed forty (40).
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT Teaching, Laboratory Education, Communication with Students*	• Use of ICT in teaching (e-course educational platform, power point presentations, audiovisual material). • Use of ICT in Student Communication (e-mail).

TEACHING ORGANIZATION
Describe in detail the way and methods of teaching.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Bibliography, Tutorial, Practice (Placement), Clinical Exercise, Art Workshop, Interactive Teaching, Educational Visits, Project Work, It; / RTI & gt;
The student's study hours for each learning activity and the hours of non-guided study according to the ECTS principles

Activity	Semester Workload
Lectures	39
Study and analysis of bibliography	25
Writing and presenting individual or group work	38
Self-study	23
Total Course	**125**

| **EVALUATION OF STUDENTS**
Description of the evaluation process
Assessment Language, Assessment Methods, Formulation or Conclusion, Multiple Choice Test, Short Response Questions, Test Questions, Problem Solving, Written Work, Reporting / Reporting, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other
Certainly identified evaluation criteria are stated and if and where they are accessible by the students**.** | Assessment methods:
1. Final Written Examination (50%) (Multiple Choice Test, Short Growth Questions)
2. Written Assignment and Oral Presentation (50%)
Assessment language: Greek
Evaluation criteria are stated at the first lecture and they are also available at course website |

SUGGESTED BIBLIOGRAPHY

- *Suggested Bibliography:*
• Ζαφειρόπουλος, Κ. (2015). *Πώς γίνεται μια επιστημονική εργασία;* Εκδόσεις Κριτική, Αθήνα.
• Λατινόπουλος, Π. (2010). *Τα πρώτα βήματα στην έρευνα.* Εκδόσεις Κριτική, Αθήνα.
• Κυριαζόπουλος, Π., & Σαμαντά, Ε. (2011). *Μεθοδολογία έρευνας εκπόνησης διπλωματικών εργασιών.* Εκδόσεις Σύγχρονη Εκδοτική, Αθήνα.
• Χαλικιάς, Μ., & Σαμαντά, Ε. (2016*). Εισαγωγή στη μεθοδολογία εκπόνησης επιστημονικών εργασιών.* Εκδόσεις Σύγχρονη Εκδοτική, Αθήνα.

-*Relevant Scientific Journals:*
• *Psychological Methods*
• *Journal of Methods and Measurement in the Social Sciences*
• *Applied Psychological Measurement*
• *Ψυχολογία*
• *Επετηρίδα της Ψυχολογικής Εταιρείας Βορείου Ελλάδος*

SCHOOL	School of Social Sciences
ACADEMIC UNIT	Department of Psychology
LEVEL OF STUDIES	Undergraduate
COURSE CODE	ΨΥΕ024	**SEMESTER**	4-6-8th
COURSE TITLE	**EMOTION AND MOTIVATION**

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
LECTURES, ESSAYS	3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	http://ecourse.uoi.gr

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A*   *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   *Guidelines for writing Learning Outcomes*
The course content aims at understanding the basic theoretical approaches of emotions. The term is initially conceptualized, and examples of emotions are given. The process of emotions is described, the brain mechanisms that govern emotions are analyzed, and the effects of emotions on cognitive function are discussed. In addition, the course content covers the issue of individual differences in the development of emotionality. Information on childhood emotions and pathology is also offered.
The second part of the course focuses on motivation. The conceptualization of the term, the biological and physiological basis of motivation, are presented. The basic theories of motivation in educational settings are developed in detail so that students get an overall picture of the role of motivation in student learning and performance.
Upon completion of the course the students will be able to: - Be able to present the basic theoretical approaches of emotions.   - Be able to discuss and raise issues related to emotion and their role in human behavior and pathology.   - Recognize the importance of individual differences in the development of emotions and their effect on cognitive functions.   - Have a basic understanding of motivation theories.   - Have become familiar with the applications of motivation theories in education.
General Capabilities
Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below) in which of them is the course intended?
Search, analyze and synthesize data and information, using the necessary technologies *Adapt to new situations* *Decision making* *Autonomous work* *Teamwork* *Work in an international environment* *Working in an interdisciplinary environment* *Producing new research ideas*	*Project design and management* *Respect for diversity and multiculturalism* *Respect for the natural environment* *Demonstration of social, professional and moral responsibility and gender sensitivity* *Exercise of criticism and self-criticism* *Promote free, creative and inductive thinking* *......* *Other ...* *.......*
Autonomous work, teamwork (students in groups undertake to study and discuss on scientific texts from the field of emotions and motivation), criticism (students critically approach groups of scientific articles from the field of emotions and motivation), promoting free, creative and inductive thinking.

SYLLABUS

The main themes of the course include: Emotions   -The development of emotions -The emotional process

-**B**rain mechanisms of emotions
-**F**unctions and effects of emotion on cognitive processes
-**P**hysical changes, facial expressions
-**I**ndividual differences in emotional development, feelings and cognitive appraisal
-Emotions and pathology
- Motivation (introduction, causes of behavior and motivation, biological and physiological basis of motivation).
- Motivation Theories: Psychoanalytic Motivation Theory, Behavioral Motivation Theories.
- Motivation in education: expectation-value theory, attribution theory, socio-cognitive theory, goals and goal orientation, intrinsic-extrinsic motivation.

TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD **Face to face, Distance Learning, etc.**	Face-to-face teaching
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT Teaching, Laboratory Education, Communication with Students*	• Use of ICT in teaching (e-course educational platform, power point presentations, audiovisual material). • Use of ICT in Student Communication (e-mail).

TEACHING ORGANIZATION *Describe in detail the way and methods of teaching.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Bibliography, Tutorial, Practice (Placement), Clinical Exercise, Art Workshop, Interactive Teaching, Educational Visits, Project Work, lt; / RTI & gt;* *The student's study hours for each learning activity and the hours of non-guided study according to the ECTS principles*	**Activity**	**Semester Workload**
	Lectures	39
	Study and analysis of bibliography	25
	Writing and presenting individual or group work	18
	Self-study	40
	Examination	3
	Total Course	**125**

EVALUATION OF STUDENTS Description of the evaluation process Assessment Language, Assessment Methods, Formulation or Conclusion, Multiple Choice Test, Short Response Questions, Test Questions, Problem Solving, Written Work, Reporting / Reporting, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other Certainly identified evaluation criteria are stated and if and where they are accessible by the students**.**	Evaluation methods: 1. Final Written Examination (80%-100%): At the end of the course, examinations will be given on the whole subject of the lesson (Multiple Choice Test, Short Growth Questions Using Examples of Concepts and Theories) 2. Preparation and Oral Presentation of Optional Work (20%): The work can be individual or group (up to two students). The work will concern the study and presentation of a foreign language article, which will be chosen by the student, based on his / her interests and according to the themes presented during the course.

SUGGESTED BIBLIOGRAPHY

- *Suggested Bibliography:*
- *Schunk, D., Pintrich, P., & Meece, J. (2010). Τα κίνητρα στην εκπαίδευση. Εκδόσεις Gutenberg, Αθήνα.*
- *Κωσταρίδου-Ευκλείδη, Α. (2011). Ψυχολογία Κινήτρων. Εκδόσεις Πεδίο, Αθήνα.*
- *Oatley, K., & Jenkins, J. (2004). Συγκίνηση: ερμηνείες και κατανόηση. Εκδόσεις Παπαζήση, Αθήνα.*
- *Βοσνιάδου, Σ. 2005). Εισαγωγή στην Ψυχολογία. Εκδόσεις Gutenberg Αθήνα. (κεφ 9 «Επεκτείνοντας τα όρια της γνωστικής ψυχολογίας: κίνητρα, συναισθήματα, συγκίνηση».*

-*Relevantr scientific journals:*
- Educational Psychology
- School Psychology review
- Επετηρίδα της Ψυχολογικής Εταιρείας Βορείου Ελλάδος
- Ψυχολογία (Το περιοδικό της Ελληνικής Ψυχολογικής Εταιρείας).

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΨΥΕ026 **SEMESTER** 4th, 6th or 8th
COURSE TITLE	**PSYCHODYNAMIC APPROACHES TO HEALTH AND ILLNESS**

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
LECTURES AND ESSAYS	3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	SPECIAL BACKGROUND
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://ecourse.uoi.gr

LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Following the successful completion of the course, students are expected:
- To be familiar with the main concepts and processes in psycho-emotional development and psychosomatics as described by major psychoanalytic schools/theories.
- To understand the connection of psycho-emotional development and early relations with psychosomatic health and illness.
- To recognize the intrapsychic processes involved in symptom (somatic) formation and to interpret health-related behaviours.

General Competences

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

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology, working independently, team work, working in an interdisciplinary environment, respect for difference and multiculturalism, criticism and self-criticism, production of free, creative and inductive thinking.

SYLLABUS

The course aims to introduce students to the major psychoanalytic theories with regard to health psychology and physical illness. It focuses on the psychodynamic factors involved in health-related behaviours, the somatic symptom formation and its symbolic representations. Clinical cases are discussed to enhance understanding of theory applications in practice. The main topics covered include:
- The origins of psychoanalysis in the work of Sigmund Freud, the study of conversion phenomena and actual neuroses.
- Psycho-emotional development, symbolic function and the psychosomatic problematic: Object-relations in the theory of Melanie Klein, mother-infant relationship in the work of Donald Winnicott and Wilfred Bion.
- Paris Psychosomatic School and contemporary psychodynamic aspects of health.
- Topics of special interest, research prospects and clinical applications to health psychology.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face (in class)

	Face-to-face, Distance learning, etc.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*		Use of ICT in teaching (e-course, power point presentations, audiovisual material) and communication with students.

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	*Activity*	*Semester workload*
	Lectures	39
	Study & analysis of bibliography	26
	Essay writing & presenting	20
	Study independently	40
	Course total	**125**

EVALUATION OF STUDENTS Description of the evaluation process Assessment Language, Assessment Methods, Formulation or Conclusion, Multiple Choice Test, Short Response Questions, Test Questions, Problem Solving, Written Work, Reporting / Reporting, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other Certainly identified evaluation criteria are stated and if and where they are accessible by the students**.**	Evaluation methods: 3. Final written examination (70%) (multiple choice questionnaires, short-answer questions, open-ended questions) 4. Written Assignment (optional) and Oral Presentation (30%) Assessment language: Greek Evaluation criteria are stated at the first lecture. They are also available at the course website.

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
1. Graeme T.J. (2001). Psychosomatic medicine and contemporary psychoanalysis. Publisher: Kastaniotis, Greece.
2. Dumet N. (2011). Clinical study of psychosomatic disorders (Clinique des troubles psychosomatiques). Publisher: Gutenberg, Greece.
3. Kreisler L. (2001). Contemporary psychoanalysis of infant and child (Le nouvel enfant du desordre psychosomatique). Publisher: Kastaniotis, Greece.
4. Duberstein P.R. & Masling J.M. (2007). Psychodynamic perspectives on sickness and health. Publisher: Tipothito/Dardanos, Greece.

- *Related academic journals:*
5. Psychosomatic Medicine
6. Psychosomatics
7. Journal of Psychosomatic Research
8. International Journal of Psychoanalysis

GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	Undergraduate
COURSE CODE	**ΨΥΕ033**

COURSE CODE	**ΨΥΕ033**		**SEMESTER**	**4th, 6th, 8th**
COURSE TITLE	**PSYCHOLOGY OF INDIVIDUAL DIFFERENCES**			

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	**3**	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialised general knowledge
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	**Greek**
IS THE COURSE OFFERED TO ERASMUS STUDENTS	**YES**
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.* *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
This course aims to describe and interpret individual differences on the basis of characteristics, such as personality, intelligence, special abilities, school performance, professional skills etc. The study of individual differences covers three fields: differences between Individuals (interpersonal), differences between groups (intergroup) and differences between characteristics of the individual (intra-personal). Students become familiar with the theories and research findings of the psychology of individual differences, as they have great theoretical and practical importance in many fields and especially in education, vocational guidance and clinical practice. After the successful completion of the course the students will: ➢ have the appropriate knowledge in order to understand individual differences between people and their specific types (Levels 1 & 2: Knowledge & Understanding) ➢ know the basic theories for the development, organization, and taxonomy of personality (Levels 1 & 2: Knowledge & Understanding) ➢ know the basic tests/scales for the assessment of intelligence and personality, as well as of different types of behavior (Levels 1, 2, 3 & 5: Knowledge & Understanding, Application, Composition) ➢ recognize the theoretical and practical value of individual differences in many fields of human life, especially, in education, vocational guidance and clinical practice (Levels 1, 2, 3 & 5: Knowledge & Understanding, Application, Composition)
General Competences *Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

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

➢ Application of knowledge in practice
➢ Search, analysis and synthesis of data and information, using the necessary technologies
➢ Autonomous work
➢ Teamwork
➢ Production of innovative research ideas
➢ Respect for diversity and multiculturalism
➢ Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues

> Criticism and self-criticism
> Production of free, creative, and inductive thinking.

SYLLABUS

The course presents the historical development and the basic concepts of the Psychology of Individual Differences. There follows a detailed description of the three types of individual differences: Interpersonal, intra-personal and inter-group differences. The course also presents many theories of intelligence (Guilford Theory, Vernon Theory, Piaget Theory), as well as methods for the assessment of the intelligence and its correlation with the educational and financial level of people and their school performance.

Emphasis is placed on a) the description of the personality based on individual differences, b) the types of personalities and c) the assessment of personality (projection tests, questionnaires, etc.). The course also discusses methodological and theoretical issues regarding the taxonomy of personality, as well as issues about differences in specific abilities and intra-individual differences, as well as their evaluation.

In addition, there is an extensive presentation of differences between groups (e.g., based on gender and age) both in terms of mental and individual abilities as well as in terms of personality. Finally, references are made to the individuals with major deviations (mental retardation, giftedness) and their special educational needs.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	**Class-Face to face**
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of power point, videos Use of ICT in teaching- e-class

TEACHING METHODS		
The manner and methods of teaching are described in detail.	*Activity*	*Semester workload*
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.	Lectures	**39**
	Individual work/essays	20
	Study/exams	41
The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS		
	Course total	**100**

STUDENT PERFORMANCE EVALUATION	
Description of the evaluation procedure *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	> Written Exams with short-answer questions and Multiple-choice questions (80%) > Written Essay/report (20%) (criteria accessible to students: Pass, Merit, Distinction)

ATTACHED BIBLIOGRAPHY

Suggested Reference:
1. Chamorro-PremuzicTomas: Προσωπικότητα Και Ατομικές Διαφορές (Επιμέλεια Μπεζεβέγκης Η.), Εκδόσεις Gutenberg, 2013
2. Maltby J. , DayL., Macaskil A.: Personality, Individual Differences and Intelligence, Pearson; 3 edition, 2013
3. Cooper C.:Individual Differences andPersonality, Routledge; 3 edition, 2010.
4. PervinA. Lawrence, CervoneDaniel: Θεωρίες Προσωπικότητας: Έρευνα ΚαιΕφαρμογές (Επιμέλεια ΜπρούζοςΑ., ΓουναροπούλουΑ.), Εκδ. Gutenberg, 2013.
5. Chamorro-Premuzic Tomas: Personality and Individual Differences. BPS Blackwell; 3 edition, 2016
6. Asendorpf, J. B., Borkenau, P., Ostendorf, F. & Van Aken, M. A. G. (2001). Carving personality description at its joints: confirmation of three replicable personality prototypes for both children and adults. European Journal of Personality, 15(3), 169–198.
7. Gerlach, M., Farb, B., Revelle, W., &Amaral, L. A. N. (2018). A robust data-driven approach identifies four personality types across four large data sets. Nature Human Behaviour, 1.

Suggested Journals:
1. Personality and Individual Differences
https://www.journals.elsevier.com/personality-and-individual-differences
2. Journal of Individual Differences
https://us.hogrefe.com/products/journals/journal-of-individual-differences
3. Individual Differences Research
https://www.scimagojr.com/journalsearch.php?q=11700154395&tip=sid
4. Learning and Individual Differences
https://www.journals.elsevier.com/learning-and-individual-difference

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ050	SEMESTER	4th, 6th, 8th
COURSE TITLE	PSYCHOLOGY IN MIDDLE AND LATE ADULTHOOD		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
LECTURES	3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (with independed study and handing in of essay written in English)
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
This course focuses on development from middle to late adulthood. In particular, the aim of this course is the acquirement of specific knowledge related to all levels of development (physical, cognitive, socio-emotional, and personality) during middle to late adulthood. Furthermore, this course aims to extent our understanding of variations in development according to gender and culture. *On completion of the course, it is expected that students have an understanding of several concepts:* • *Understand traditional and contemporary theories of adulthood development with emphasis on cognitive and socio-emotional development in middle and late adulthood,* • *Identified and understand the "crisis of middle adulthood",* • *Understand the process involved in personality development,* • *Recognize individual and ages differences across the adulthood development,* • *Become familiar with special issues, such as cognitive impairment, depression on late life, existential anxiety, and fear of death, in middle and late adulthood.* • *Recognize the importance of social, demographic, and economic factors in psychosocial wellbeing and happiness on the late life period.*
General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?
Search for, analysis and synthesis of data and information, with the use of the necessary technology　　*Project planning and management* *Adapting to new situations*　　*Respect for difference and multiculturalism* *Decision-making*　　*Respect for the natural environment* *Working independently*　　*Showing social, professional and ethical responsibility and sensitivity to gender issues* *Team work*　　*Criticism and self-criticism* *Working in an international environment*　　*Production of free, creative and inductive thinking* *Working in an interdisciplinary environment*　　*......* *Production of new research ideas*　　*Others…* 　　*.......*

- Respect for difference and multiculturalism
- Search, analyze, and synthesize data and information with the use of suitable technology
- Production of new research ideas
- Production of free, creative, and inductive thinking
- Show social, professional, and ethical responsibility and sensitivity to gender issues
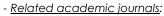- Reflection and self-reflection

SYLLABUS

- Introduction
- Traditional and contemporary theories of lifelong development I: Middle Adulthood
- Traditional and contemporary theories of lifelong development II: Late Adulthood
- Stress, health, and chronic diseases
- Risk and resilience factors associated with human development
- Cognitive development in middle and late adulthood
- Social development and personality development in middle and late adulthood
- Parenting and family dynamics
- Physiological and cognitive deficits, and neurocognitive disorders in late life
- Special issues in late life: depression, loss, death in certain age levels, coping with death, and bereavement
- Evidence-based psychosocial interventions

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face in class teaching
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching Slides and video demonstrations, course notes and other educational material relevant to human development can be assessed at the course webpage using the UoI electronic platform Face-to-face communication with students can be arranged by appointment, and/or students can be communicating with the lecturer via e-mail.

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	**Activity**	**Semester workload**
	Lectures aiming at activating students for course participation	39
	Independed study of relevant literature	50
	Independed study for voluntary assignment	30
	Course total	*119 hours*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Student evaluation is in Greek as well as in English (for Erasmus students) I. Final written examination (100% of final grade) which includes: - Elaborative questioning, Multiple-choice questions, - Short-answer questions, Open-ended questions. II. Voluntary additional essay (bonus up to 20%) Evaluation criteria are accessible to students via the website of the course on the UoI e-course platform.

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
- Baltes, P, (1987) Theoretical propositions of life span developmental psychology: on the dynamics between growth & decline. Journal of Developmental Psychology, 23, 611-626
- Carstensen, L.L. et al. (1999). Taking time seriously. A theory of socioemotional selectivity. American Psychologists, 54(3):165-81.
- De Paula Couto M.C., Koller, S.H., Novo, R. (2011). Stressful Life Events and Psychological Well being in a Brazilian Sample of Older Persons: The Role of Resilience. Ageing international, 36(4), 492-505.
- Germine, T.L., ,Duchaine, B., Nakayama, K. (2011). Where cognitive development and aging meet: Face learning ability peaks after age 30. Cognition, 118(2), 201-210.
- Hall, S., Petkova, H., Tsouros, A.D., Costantini, M, Higginson, I.J. (2011). Palliative Care for Old People: best practices. Retrieved from World Health Organization website: http://apps.who.int/iris/bitstream/10665/107290/1/e95052.pdf.
- Karel, M. J., Gatz, M., & Smyer, M. A. (2012). Aging and mental health in the decade ahead: What psychologists need to know. American Psychologist, 67(3), 184-198.
- Kokkinaki, T., & Vitalaki, E. (2013b). Comparing spontaneous imitation in grandmother-infant interaction: A three generation family study. International Journal of Aging & Human Development, 77(2), 77-105.
- Levinson, J.D. (1986). A Conception of Adult Development, American Psychologists, 41(1), 3-13.
- Neugarten, B.L. (1968). Middle age and aging. Chicago: University of Chicago Press.
- Papadopoulos, D. (2020). Sociodemographic Factors' Association with Community-Dwelling Older Adults' Psychosocial Wellbeing: The Greek Context. Psychology, 11(2), 340-363. doi:10.4236/psych.2020.112022
- Papadopoulos, D. (2020) The Role of Well-Being, Spirituality, and Religiosity for Successful Aging in Late Life: A Brief Review. Advances in Aging Research, 9(2), 23-31. doi:10.4236/aar.2020.92003
- Smith, R. (2000). A good death. BMJ, 15(320), 129-130.

- Related academic journals:
- *International Journal of Aging and Human Development*
- *Advances in Aging Research*
- *Journal of Aging and Mental Health*
- *European Journal of Developmental Psychology Journal*
- *The Gerontologists*
- *Journal of Applied Developmental Psychology*
- *Developmental Psychology*

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	Undergraduate
COURSE CODE	ΨΥΕ005	**SEMESTER**	4ᵒ, 6ᵒ, 8ᵒ
COURSE TITLE	**PSYCHOLOGY OF THOUGHT**

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	2	
Laboratory Exercises (Presentations of articles and discussion, psychological tests and questionnaires, Collection of research data)	1	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	3	4

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	**Greek**
IS THE COURSE OFFERED TO ERASMUS STUDENTS	**YES** (under personal study and preparation of assignments and examinations in English language)
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*

This course covers the basic cognitive processes of thought and particularly its connection with intelligence, meditation, representation and the formation of concepts, problem solving, creativity, and the cultivation of thought.

Students after the successful completion of this course are expected to have acquired:
• basic knowledge on the Psychology of Thought and its connection with other disciplines of Psychology,
• basic knowledge of understanding and critical consideration of empirical and theoretical data related to the above cognitive processes,
• the ability to collaborate with their fellow students in order to present a research project correlated with the above topics,
• the ability to conduct international literature reviews in scientific journals and topics in Psychology of Thought using University libraries and internet resources,
• problem solving skills and basic research skills.

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

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

• Search, analysis and synthesis of data and information, using the necessary technologies
• Adaptation to new situations
• Teamwork
• Autonomous work
• Respect for diversity and multiculturalism
• Promotion of free, creative and inductive thinking

SYLLABUS

• Introduction: Definition of thought. Thought and intelligence. The study of thought.
• Meditation: Definition. Insightful learning. Cognitive style. Inductive though. Productive though.

- Representation: Formation of concepts. Shapes. Scenarios. Cognitive maps. The development of representation. Ways of representation. Representation and repetition strategies. The development of shapes.
- Problem solving: Definition. Learning through the method of trial and error. Tendency to learn. Indirect thought. Brainstorming. Theories for problem solving. Problem solving and artificial intelligence: The role of strategies. Proportional thinking.
- Creativity: Definition. Study methods. Creative thinking. The creative person. Cultivation of creativity. Cultivating creativity in school. The development of creative thinking.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching, Use of power point laboratory education, communication with students e-cources

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Activity	*Semester workload*
	Lectures	**26**
	Laboratory practice	**13**
	Study and analysis of bibliography	**30**
	Study	**51**
	Course total	**120**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	➢ *Evaluation Methods:* ➢ *Written exam (70% of the total score) which includes: Multiple Choice Test & Short Answer Questions* ➢ *Two (2) Laboratory Group Assignments: Oral presentation of an article (20% of the total score) and Collection of research data (10% of the total score)*

ATTACHED BIBLIOGRAPHY

- *Kostaridou-Euclides, A. (2011). Cognitive Psychology: From the representation of knowledge to mood and action. Athens: Pedio.*
- *Kostaridou-Euclides, A. (2011). Psychology of Thought. Athens: Pedio.*
- *Samartzi, S. (1995). Introduction to cognitive functions. Athens: Papazisis.*
- *Eysenck, M. W. (2010). Basic Principles of Cognitive Psychology. (Ed. E. Vasilaki). Athens: Gutenberg.*
- *Herrmann, D. J., Yoder, C. Y., Gruneberg, M., & Payne, D. G. (2010). Applied cognitive psychology (Ed. S. Samartzi & A. Vataki). Athens: Pedio.*
- *Schacter, D. L., Gilbert, D. T., Nock, M. K., & Wegner, D. M. (2018, ppm). Psychology. Athens: Utopia.*
- *Sternberg, R. J. (2012). (Edited by G. Xanthakou & M. Kaila). Cognitive psychology. Athens: Interaction.*

Relative Journals:
➢ American Psychologist
➢ Cognitive Psychology
➢ Consciousness & Cognition
➢ Hellenic Journal of Psychology
➢ Journal of Applied Psychology
➢ Journal of Experimental Psychology: Learning, Memory & Cognition
➢ Memory & Cognition

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΨΥΕ035	**SEMESTER**	**4th, 6th, 8th**
COURSE TITLE	**PSYCHOPHYSIOLOGY 1**

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
LECTURES AND ASSIGNMENTS	3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	SPECIAL BACKGROUND
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*

With the successful completion of the course should acknowledge and understand:
1. The History of human brain study and the evolutionary process
2. the basic function and anatomy of human nervous system
3. the basic research and clinical methods for studying brain function.
4. regional and functional anatomy of the brain
5. the effects (and mechanisms of action) of hormones and psychoactive substances on the brain
6. the neurobiology and anatomy of sensory systems
7. the neurobiology of basic function for organism sustainability and the association of the brain with other systems of the human body.

Finally, students should be able to understand the basic research findings published in the scientific journal which referred to the section (5) of the current

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

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

Application of critical and self-critical thinking skills
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Promotion of free, creative and inductive thinking

SYLLABUS

The goal of the current course is on the introduction of basic principles, theoretical approaches and practices of the field of psychophysiology. The lectures have the following content
1. Learning Objectives – Historical review of the study of brain function
2. Evolution of human brain. Human brain and other species brains
3. Neurons – Synapse Neurotransmitters-
4. From Neurotransmitters to integrated brain function. Physiology of basic neurotransmitting circuits/systems of the brain

5. regional and functional anatomy of the brain (Brain stem – Midbrain))
6. regional and functional anatomy of the brain (Mesolimbic system - Cortex)
7. Functional categorization of Nervous System – The autonomic nervous system "Flight or Fight" response
8. Brain Imaging and function Imaging in clinical practice
9. Basic neurophysiology of Movement and Sensory systems
10. Sensory systems
11. Brain and basic body function (Circadian rhythm, sleep, hunger, sexual behavior, temperature regulation)
12. Effects on the brain and mechanisms of actions of hormones and psychotropic drugs and medications
13. The association of CNS with other systems of the body (endocrine, reproductive, immune system, gastro-intestinal, cardiovascular etc) .

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face teaching
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of power-point in teaching Use of "e-course" for supplying educational material to students
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><td>*Activity*</td><td>*Semester workload*</td></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Study and analysis of literature</td><td>81</td></tr><tr><td></td><td></td></tr><tr><td>Course total</td><td>*120*</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Final written exam that includes: Questions of written elaboration Questions of comparison Questions of critical assessment

ATTACHED BIBLIOGRAPHY

- *Suggested Bibliography:*
 - Fundamentals of Human Neuropsychology Kolb B. & Whishaw I
- Biological Psychology, Aleixo Paul, Baillon Murray,
-Psychophysiology, G. Papadatos
- Biological Psychology, James W. Kalat
- Brain and Behavior, Garrett B- Hough G.

Journals:
- Neuroscience and Biobehavioral Reviews
- Neuropsychology Review
- Biological Psychology
- Neuropsychology
- Biological Psychiatry
- Translational Psychiatry
- Psychophysiology
- Behavioral and Brain Sciences

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ036	SEMESTER	4th, 6th, 8th
COURSE TITLE	PSYCHOPHYSIOLOGY 2		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
LECTURES AND ASSIGNMENTS	3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	SPECIAL BACKGROUND
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A*   *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   *Guidelines for writing Learning Outcomes*

With the successful completion of the course should acknowledge and understand:
1. The concept of "laterality" in brain function
2. The neurophysiological and anatomical substrates of Learning-Memory, of Language, of Emotions, of Social Cognition, of the ability of Attentional Concentration and of Addictive Behaviours
3. Brain Plasticity and the potential of rehabilitation of brain dysfunctions in adult life
4. The basic neurobiological underpinnings of common Neuropsychiatric disorders
5. The application of psychophysiological knowledge in the therapy of clinical cases

Finally, the students should be able to:
1. Understand the basic conclusions derived from research that is published in scientific journals such as the ones presented in section (5).
2. Recognize basic changes in brain functions which are present in common clinical conditions

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

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

Application of critical and self-critical thinking skills
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Promotion of free, creative and inductive thinking

SYLLABUS

The goal of the current course is on the introduction of basic principles, theoretical approaches and practices of the field of psychophysiology. The lectures have the following content: 1. Learning objectives – Basic functional topographical anatomy of the brain/ basic principles of neurotransmission 2. Lateralization of the brain 3. Neurobiological Substrates- Psychophysiology of Learning and Memory

4. Neurobiological Substrates- Psychophysiology of Linguistic Function
5. Neurobiological Substrates- Psychophysiology of Emotions- Emotional and "Social Brain"
6. Neurobiological Substrates- Psychophysiology of Attention and Consciousness
7. Neurobiological Substrates- Psychophysiology of Addiction– Mechanism of Action of Addictive Substances
8. Brain Plasticity-Rehabilitation of Brain Function in Adult Life
9. Neuropsychiatric disorders (Parkinson's Disease, Tourette Syndrome, Multiple Sclerosis, Epilepsy, Headache)
10. Psychiatric Disorders (Depression, Schizophrenia, Psychosomatic Symptoms)
11. Examination of Mental Function in Clinical Practice
12. Biological non-pharmacological therapies (Electroconvulsive Therapy – Transcranial Magnetic Stimulation)
13. Psychotherapy as a form of Biological Therapy (brain training)

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face teaching
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of power-point in teaching Use of "e-course" for supplying educational material to students

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	*Activity*	*Semester workload*
	Lectures	39
	Study and analysis of literature	81
	Course total	*120*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Final written exam that includes: Questions of written elaboration Questions of comparison Questions of critical assessment

ATTACHED BIBLIOGRAPHY

- *Suggested Bibliography:*
- Fundamentals of Human Neuropsychology Kolb B. & Whishaw I
- Biological Psychology, Aleixo Paul, Baillon Murray,
- Psychophysiology, G. Papadatos
- Biological Psychology, James W. Kalat
- Brain and Behavior, Garrett B- Hough G.

Journals:
- Neuroscience and Biobehavioral Reviews
- Neuropsychology Review
- Biological Psychology
- Neuropsychology
- Biological Psychiatry
- Translational Psychiatry
- Psychophysiology
- Behavioral and Brain Sciences