

UNIVERSITY OF IOANNINA

SCHOOL OF SOCIAL SCIENCES

PSYCHOLOGY DEPARTMENT

COURSES' OUTLINES

Important Notice for Erasmus students:

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

Face-to-face tutorials are offered 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.

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1st Semester

Developmental Psychology I: Infancy and Early Childhood

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ008	SEMESTER	1
COURSE TITLE	Developmental Psychology I: Infancy and Early Childhood		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General		
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		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The goal of this course is to present a comprehensive overview of contemporary developmental psychology and to familiarize the students with:</p> <ol style="list-style-type: none"> 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?

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

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

(3) 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

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face to face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching, communication with students	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Δραστηριότητα</p>	<p>Φόρτος Εργασίας Εξαμήνου</p>
	Lectures	39
	Literature review	33
	Assignments	35
	Exercises	15
	Exams	3
Total	125	
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>A written exam that includes: Open questions Comparison questions Critical assessment questions</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- 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.</p>
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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

Cognitive Psychology I

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ010	SEMESTER	1st
COURSE TITLE	COGNITIVE PSYCHOLOGY I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures and oral presentation assignments	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
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		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The course 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.</p> <p>Upon successful completion of the course, students will have acquired:</p> <ul style="list-style-type: none"> • 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?

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

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

(3) 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

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the learning process through the electronic platform e-course Power point presentation Communication with students via email	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	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 <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Written exams (70%) that include: <ul style="list-style-type: none"> – 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%)	

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- Matlin, M.W. & Farmer, T.A. (2019). Γνωστική Ψυχολογία. Εκδόσεις Τζιόλα.
- Goldstein, B.E. (2018). (N. 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

History and epistemology of psychology

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYY006	SEMESTER	1 st
COURSE TITLE	History and epistemology of psychology		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>In this course students will be able to:</p> <ol style="list-style-type: none"> 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,

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

(3) SYLLABUS

<p>Outline:</p> <ul style="list-style-type: none"> • 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.
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(4) TEACHING and LEARNING METHODS - EVALUATION

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

<p>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.</p> <p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</p>	Δραστηριότητα	Φόρτος Εργασίας Εξαμήνου
	Lectures	39
	Literature review	55
	Writing assignment/assignments	13
	Exercises	15
	Exams	3
	Total	125
<p>STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>A written final exam that includes: Open questions Comparison questions Critical assessment questions</p>	

(5) 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 γίνεσθαι 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: Αρχιτέλαγος

Τζανάκη, Δ. (2016). Ιστορία της [Μη]Κανονικότητας. Αθήνα: Ασίνη.

- Related academic journals:

History of Psychology
History & Philosophy of Psychology
Philosophical Psychology
Theory & Psychology

Clinical Psychology I: Orientations and Principles of Psychopathology

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ009	SEMESTER	1st
COURSE TITLE	CLINICAL PSYCHOLOGY I: ORIENTATIONS AND PRINCIPLES OF PSYCHOPATHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures and oral presentation assignments	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
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/enrol/index.php?id=2436		

Research Methods in Psychology: Quantitative Methods

COURSE OUTLINE

(1) GENERAL

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 <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and oral presentation assignments		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
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		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The course 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.</p> <p>Upon successful completion of the course, students will have acquired:</p>

- 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?

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

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

(3) 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

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to face</p>	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Support of the learning process through the electronic platform e-course Power point presentation Communication with students via email</p>	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	<p>Lectures</p>	<p>39</p>
	<p>Study and analysis of bibliography</p>	<p>20</p>
	<p>Writing and presentation of individual or group project</p>	<p>40</p>
	<p>Individual study time</p>	<p>26</p>
	<p>Course total (25 workload hours per credit)</p>	<p>125</p>
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Written exams (70%) that include:</p> <ul style="list-style-type: none"> - 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 <p>II. Oral presentation of projects or written assignments (30%)</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> • Bryman, A. (2017). Μέθοδοι Κοινωνικής Έρευνας. Αθήνα, Gutenberg
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- 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

Foreign Language - English I

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΞΓ101	SEMESTER	1 st
COURSE TITLE	Foreign Language - English I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Foreign language Specialised general knowledge, skills development		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, in English		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=1943		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Upon successful completion of the course students are expected to:</p> <ul style="list-style-type: none"> • Have enriched their knowledge in basic concepts of Psychology

- Have developed the language skills (reading, writing, speaking and listening) and expanded their general vocabulary, as well as specialised terminology in the discipline of Psychology.
- Be able to comprehend English texts of medium difficulty, including articles in scientific journals in relation to their field of study
- Have developed their ability to draw inferences from texts in a critical manner
- Have developed their critical and creative thinking skills, through multimodal texts in the field of Psychology.

This course, along with the course “Foreign Language-English II”, aim at equipping students with sufficient knowledge of the English language that will help them in their undergraduate and postgraduate studies, as well as their future professional career. A further aim is the development of critical, creative thinking and cooperative 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?

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

Defining Psychology / Basic concepts of Psychology / Vocabulary enrichment, language use (written and oral) / 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

(3) SYLLABUS

Course description

Lectures and videos (listening comprehension) / Critical reading and comprehension of texts related to the discipline of Psychology (e.g. identifying main arguments, author’s stance) / Development of speaking skills, with a view to promoting active participation in a wide range of academic circumstances, such as lectures, seminars, presentations and scientific conferences. / Development of academic writing skills (writing academic texts, presentations, papers, etc.) / Development of listening skills (e.g. taking notes from lectures) / Vocabulary development (in the discipline of Psychology and academia, in general) / Grammar skills (to the extent it is necessary) / Reading, comprehending and analysing articles in scientific journals / Reading, listening to and understanding a scientific lecture.

Course content

Defining Social Sciences / What is Psychology? / Brief history of Psychology / Branches of Psychology / Psychology settings / Theories of Psychology / Living things – characteristics / What is behaviour? / Language and culture / Human institutions / Biological and psychological needs / Research articles in Psychology / Identifying the elements of a research article / Research methodology / Quantitative and qualitative research methodology / Using case studies / Using questionnaires / Using interviews /

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face, distance learning if necessary, providing students with help and guidance during office hours</p>	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching and learning process / use of ICT to communicate with students (email, Ecourse platform, MS-Teams) / supporting the teaching and learning process via the Ecourse platform and MS-Teams.</p>	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	<p>Lectures</p>	<p>39</p>
	<p>Self-study</p>	<p>58</p>
	<p>Study and analysis bibliography</p>	<p>25</p>
	<p>Final examination</p>	<p>3</p>
	<p>Course total</p>	<p>125</p>
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Active student participation during lectures / final written examination / multiple choice questions, filling in activities/short-answer questions</p> <p><u>Evaluation methods</u></p> <p>a) Initial diagnostic evaluation in order to assess the students' language level and help organize the teaching process.</p> <p>b) Formative assessment during the semester in order to monitor student performance and provide feedback in relation to the teaching and learning process.</p> <p>c) Summative assessment with the aim of evaluating student learning at the end of the semester.</p> <p>Evaluation is conducted in the English language. Evaluation criteria are presented and explained in the first lecture and are uploaded on the asynchronous education platform</p>	

	(Ecourse platform) (http://ecourse.uoi.gr/course/view.php?id=1943)
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Short J. (2010). English for Psychology in Higher Education Studies. Reading, UK: Garnet Publishing.
- Poulou, M. S. (2019). Emotion Knowledge and Social and Emotional Competence: A Preliminary Study of Preschool and First Grade Greek Students. *Hellenic Journal of Psychology*, Vol. 16, pp. 22-42.
- Campbell, C. (2012). English for Academic Study: Vocabulary. Garnet Education.
- Slaght, J. and Pallant, A. (2012). English for Academic Study - Reading & Writing Sourcebook: Garnet Education.
- Slaght, J. (2012). English for Academic Study: Reading - Course Book: Garnet Education.
- Pallant, A. (2009). English for Academic Study: Writing - Course Book: Garnet Education.
- VandenBos, G. R. (2007). *APA dictionary of psychology*: Washington, D.C.: American Psychological Association.
- Salkind, N. J. (2008). *Encyclopedia of educational psychology*: Thousand Oaks, CA: Sage Publications.
- Langdrige, D. and Taylor, S. (eds) (2007). *Critical readings in social psychology*: Maidenhead, England: Open University Press.
- Damon, W., and Lerner, R. M. (2006). *Handbook of child psychology*: Hoboken, New Jersey: Wiley.

- Related academic journals:

- APA Dictionary of Psychology. [<https://dictionary.apa.org/>]
- Hellenic Journal of Psychology. [<https://pseve.org/publications/journal/>]

2nd Semester

Developmental Psychology II: Childhood and Adolescence

COURSE OUTLINE

(1) 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 <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General		
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		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>The goal of this course is to present a comprehensive overview of contemporary developmental psychology and to familiarize the students with:</p> <ol style="list-style-type: none"> 1. the history of the developmental study of children and adolescents, 2. the multiple ways of understanding development,
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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

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

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

(3) 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

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to face</p>
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<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching, communication with students</p>											
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Δραστηριότητα</p> <table border="1"> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Literature review</td> <td>40</td> </tr> <tr> <td>Assignments</td> <td>31</td> </tr> <tr> <td>Exercises</td> <td>15</td> </tr> <tr> <td>Total</td> <td>125</td> </tr> </table>	Lectures	39	Literature review	40	Assignments	31	Exercises	15	Total	125	<p>Φόρτος Εργασίας Εξαμήνου</p>
Lectures	39											
Literature review	40											
Assignments	31											
Exercises	15											
Total	125											
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>A final written exam that includes:</p> <p>Open questions</p> <p>Comparison questions</p> <p>Critical assessment questions</p>											

(5) 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

Clinical Psychology II: Diagnostic Criteria

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ014	SEMESTER	2nd
COURSE TITLE	CLINICAL PSYCHOLOGY II: DIAGNOSTIC CRITERIA		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General		
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/enrol/index.php?id=2362		

Social Psychology I

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ012	SEMESTER	2 nd
COURSE TITLE	SOCIAL PSYCHOLOGY I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>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)</p>
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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?

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

- 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

(3) 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. Aggression 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.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	At the amphitheatre	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of power-point Use of e-course	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Practical Exercises	16
	Study of bibliography	36
	Independent study	34
	Course total	125
STUDENT PERFORMANCE EVALUATION		

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

<p>- <i>Suggested bibliography:</i></p> <ul style="list-style-type: none"> • Dickerson, D. (2012). <i>Social Psychology: Traditional and critical perspectives</i>. London: Pearson. • Hewstone, M. & Stroebe, W. (2007) <i>Εισαγωγή στην Κοινωνική Ψυχολογία</i>. Αθήνα: Εκδ. Παπαζήση. • Hogg, M.A. & Vaughan, G.M. (2010) <i>Κοινωνική Ψυχολογία</i>. Αθήνα: Guttenberg. • Sapsford, R. κ.α. (2006) <i>Η Θεωρία στην Κοινωνική Ψυχολογία</i>. Αθήνα: Μεταίχμιο. • Smith, J.R., Haslam, S.A. (2017). <i>Social Psychology: Revisiting the classic studies</i>. London: Sage. <p>- <i>Related academic journals:</i></p> <ul style="list-style-type: none"> • British Journal of Social Psychology. • European Journal of Social Psychology.
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Statistics I

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	Bachelor		
COURSE CODE	ΨYY011	SEMESTER	2nd
COURSE TITLE	Statistics I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
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=2106		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>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.</p>

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

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

(3) 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

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face
<i>Face-to-face, Distance learning, etc.</i>	

<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of .ppt slides Use of teaching platform Laboratory education</p>													
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="609 365 941 409">Activity</th> <th data-bbox="941 365 1272 409">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="609 409 941 448">Lectures</td> <td data-bbox="941 409 1272 448">39</td> </tr> <tr> <td data-bbox="609 448 941 486">Laboratory practices</td> <td data-bbox="941 448 1272 486">26</td> </tr> <tr> <td data-bbox="609 486 941 524">Study of bibliography</td> <td data-bbox="941 486 1272 524">21</td> </tr> <tr> <td data-bbox="609 524 941 562">Independent study</td> <td data-bbox="941 524 1272 562">39</td> </tr> <tr> <td data-bbox="609 562 941 600">Course total</td> <td data-bbox="941 562 1272 600">125</td> </tr> </tbody> </table>		Activity	Semester workload	Lectures	39	Laboratory practices	26	Study of bibliography	21	Independent study	39	Course total	125
Activity	Semester workload													
Lectures	39													
Laboratory practices	26													
Study of bibliography	21													
Independent study	39													
Course total	125													
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written final examination (multiple choice questions and exercises) Optional assignment</p>													

(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Καλαματιανού, Α. (2003). Κοινωνική Στατιστική. Μέθοδοι Μονοδιάστατης Ανάλυσης. Αθήνα: Παπαζήσης. • Andy Field Jeremy Miles Zoe Field, Ανακαλύπτοντας την Στατιστική με τη Χρήση της R. (μετάφραση - επιμέλεια Ι Ντζούφρας). Εκδόσεις Προπομπός, 2019 Περιστέρι. Κωδ. Ευδόξου 86195862 • Ρούσσος, Π. Α., & Τσαούσης, Γ. (2020). Στατιστική στις Επιστήμες της Συμπεριφοράς με τη χρήση του SPSS και του R . Αθήνα: Gutenberg . • Ντζούφρας Ι & Καρλής Δ (2015), ΕΙΣΑΓΩΓΗ ΣΤΟΝ ΠΡΟΓΡΑΜΜΑΤΙΣΜΟ ΚΑΙ ΣΤΗ ΣΤΑΤΙΣΤΙΚΗ ΑΝΑΛΥΣΗ ΜΕ R (e-book)

School Psychology

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ012	SEMESTER	2 nd
COURSE TITLE	SOCIAL PSYCHOLOGY I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>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.</p> <p>By the time that the course shall be completed, the students:</p>

- 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?

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

- 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

(3) 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

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

- 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.
- 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.
- Aggression and intergroup relations. Socio-biological explanations and situational perspectives on aggression. Intergroup perspectives: Realistic Conflict Theory, Social Identity Theory and Self-categorisation Theory.
- Images of the person in social psychology: the self as a “naïve scientist”. The roots of the social cognition perspective. Attribution theories.
-

(4) TEACHING and LEARNING METHODS – EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	At the amphitheatre	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of power-point Use of e-course	
<p style="text-align: center;">TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Lectures	39
	Practical Exercises	16
	Study of bibliography	36
	Independent study	34
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Written examination. Short questions and essay type of questions.	
	Course total	125

(5) 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: Gutenberg.
- 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.

Foreign Language - English II

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΞΓ201	SEMESTER	2 nd
COURSE TITLE	Foreign Language - English II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Foreign language Specialised general knowledge, skills development		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, in English		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=2093		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Upon successful completion of the course students are expected to:</p> <ul style="list-style-type: none"> • Have enriched their knowledge in basic and more advanced concepts of Psychology

- Have developed the language skills (reading, writing, speaking and listening) and expanded their general vocabulary, as well as specialised terminology in the discipline of Psychology.
- Be able to comprehend with greater ease English texts, including articles in scientific journals in relation to their field of study
- Have developed their ability to draw conclusions from scientific articles in a critical manner, compare and evaluate theories and research findings, evaluate the relevant literature
- Have developed their critical and creative thinking skills, through multimodal texts in the field of Psychology.

This course, along with the course “Foreign Language-English I”, aim at equipping students with sufficient knowledge of the English language that will help them in their undergraduate and postgraduate studies, as well as their future professional career. A further aim is the development of critical, creative thinking and cooperative 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?

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

Defining Psychology / Basic and more advanced concepts of Psychology / Text comprehension / Vocabulary development, language use (written and oral) in academic and scientific contexts / 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 / evaluating / development of academic writing / identifying main arguments in scientific texts

(3) SYLLABUS

Course description

Lectures and videos (listening comprehension) / Critical reading and comprehension of texts related to the discipline of Psychology (e.g. identifying main arguments, author's stance) / Development of speaking skills, with a view to promoting active participation in a wide range of academic circumstances, such as lectures, seminars, presentations and scientific conferences. / Development of academic writing skills (writing academic texts, presentations, papers, etc.) / Development of listening skills (e.g. taking notes from lectures) / Vocabulary development (in the discipline of Psychology and academia, in general) / Grammar skills (to the extent it is necessary) / Reading, comprehending and analysing articles in scientific journals / Reading, listening to and understanding a scientific lecture.

Course content

Vygotsky and Piaget / Memory / Mental disorders / Personality / Addictions / Research in Psychology / Critically reading and analyzing research articles in Psychology / Research methodology in Psychology / Developing and constructing a thesis

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face, distance learning if necessary, providing students with help and guidance during office hours	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and learning process / use of ICT to communicate with students (email, Ecourse platform, MS-Teams) / supporting the teaching and learning process via the Ecourse platform and MS-Teams.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Activity	Semester workload
<i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Lectures	39
	Self-study	58
	Study and analysis bibliography	25
	Final examination	3
	Course total	125

<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Active student participation during lectures / final written examination / multiple choice questions, filling in activities/short-answer questions)</p> <p><u>Evaluation methods</u></p> <p>a) Initial diagnostic evaluation in order to assess the students' language level and help organize the teaching process.</p> <p>b) Formative assessment during the semester in order to monitor student performance and provide feedback in relation to the teaching and learning process.</p> <p>c) Summative assessment with the aim of evaluating student learning at the end of the semester.</p> <p>Evaluation is conducted in the English language. Evaluation criteria are presented and explained in the first lecture and are uploaded on the asynchronous education platform (Ecourse platform) (http://ecourse.uoi.gr/course/view.php?id=1943)</p>
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(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <ul style="list-style-type: none"> • Χουντουμάδη, Α., & Πατεράκη, Λ. (2008). Λεξικό Ψυχολογίας. Αθήνα: Εκδόσεις Τόπος & Α. Χουντουμάδη και Λ. Πατεράκη • Short J. (2010). English for Psychology in Higher Education Studies. Reading, UK: Garnet Publishing. • Poulou, M. S. (2019). Emotion Knowledge and Social and Emotional Competence: A Preliminary Study of Preschool and First Grade Greek Students. Hellenic Journal of Psychology, Vol. 16, pp. 22-42. • Campbell, C. (2012). English for Academic Study: Vocabulary. Garnet Education. • Slaght, J. and Pallant, A. (2012). English for Academic Study - Reading & Writing Sourcebook: Garnet Education. • Slaght, J. (2012). English for Academic Study: Reading - Course Book: Garnet Education. • Pallant, A. (2009). English for Academic Study: Writing - Course Book: Garnet Education. • VandenBos, G. R. (2007). APA dictionary of psychology: Washington, D.C.: American Psychological Association. • Salkind, N. J. (2008). Encyclopedia of educational psychology: Thousand Oaks, CA: Sage Publications. • Langdrige, D. and Taylor, S. (eds) (2007). Critical readings in social psychology: Maidenhead, England: Open University Press. • Damon, W., and Lerner, R. M. (2006). Handbook of child psychology: Hoboken, New Jersey: Wiley. <p>- <i>Related academic journals:</i></p> <ul style="list-style-type: none"> • APA Dictionary of Psychology. [https://dictionary.apa.org/] • Hellenic Journal of Psychology. [https://pseve.org/publications/journal/]
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3rd Semester

Educational Psychology

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Psychology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΨΥΥ015	SEMESTER	3rd
COURSE TITLE	EDUCATIONAL PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES AND PRESENTATION OF PAPERS - DISCUSSION IN GROUPS, CLASSROOM DISCUSSIONS (PERSONAL CONTRIBUTION)	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>This course is a compulsory one for students of the Psychology Department and it offers basic background knowledge in educational psychology. The course syllabus aims to introduce students to topics of educational psychology and to offer an understanding of basic theoretical approaches and concepts of this particular</p>

branch of psychology.

The course initially focuses on conceptualizing the discipline and presenting key contemporary perspectives of the discipline of Educational Psychology mainly with respect to learning and teaching.

Basic theories of cognitive, psychosocial, and moral development are presented. The mastery of the developmental pathway of the individual with a focus on all stages up to adolescence, will provide students with a theoretical basis for understanding pupils' behaviour and will allow them to adopt specific forms of intervention. It will also allow them to adapt teaching appropriately and in line with the cognitive level of pupils, and their stage of psychosocial and moral development.

In addition, the curriculum covers the issue of pupils with special needs, offering students familiarity with the most common forms of disorders (developmental disorders) and speech problems in school. Information is offered on ways of dealing with and supporting these pupils. In addition, the curriculum focuses on presenting the impact of individual (gender) and social factors on learning and the role of the self (Harter's theory).

Furthermore, basic learning theories are discussed to give students an overall picture of the ways in which learning takes place in the classroom along with an explanation of how specific forms of behaviour are acquired (behaviourism and sociocognitive theory).

In addition, basic concepts of cognitive psychology are briefly presented, with a main focus on constructivism and its applications to learning. Finally, students become familiar with the topic of motivation with a focus on basic theories but also on factors that influence motivation (e.g. anxiety, interest, locus of control, learned helplessness, etc.)

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

- Have mastered an understanding of the subject matter of educational psychology and be able to distinguish Educational Psychology from the other psychology disciplines
- Have an understanding of the key concepts and theoretical approaches of the field of educational psychology
- Be able to present, discuss, and distinguish the stages of development as described within different

theoretical approaches, understand at which age stage children with specific achievements are, and describe ways in which teachers can adapt their teaching appropriately depending on the characteristics of different developmental stages

- Be able to recognise children with special needs and discuss educational and intervention issues
- Understand the importance of social factors in learning and their mediation when it comes to the effectiveness of teaching and pupils' achievement (with reference to personal experience and through the experiences of others)
- Analyze and synthesize the elements of learning theories, behaviorism, sociocognitive theory, constructivism, with reference to specific examples, and discuss the advantages and disadvantages of each approach as well as ways of reinforcing specific forms of learning on a case-by-case basis (with reference to personal experience and through the experiences of others)
- To critically compare learning theories and the theories presented within this course and evaluate their contribution to learning based on the learner's overall experience (with reference to personal experience and through the experiences of others)
- Be able to identify and distinguish motivational theories and apply them in a proficient manner to examples and cases in the context of teaching, and be able to discuss factors that influence motivation and their importance for 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

<i>the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</i>	<i>Others...</i>
<ul style="list-style-type: none"> - Working independently - Team work (students collaborate on group projects and presentations during lectures) - Criticism and self-criticism (in the context of discussions and relevant issues in relation to previous students' knowledge and experience and within the context of the scientific texts they have studied. They are also asked to reflect on their own attitudes and behaviours in the context of theories relating to past or contemporary situations and attitudes) - Decision-making (in the context of situations presented as examples within each theoretical approach. Decision-making and presentation related to interventions or behaviours relevant to the role of the teacher) - Free, creative, and inductive thinking and reasoning (through the development of thought pathways linking the theory to experience and the real world - case studies, examples, etc.) 	

(3) SYLLABUS

<p>The course focuses on the following topics:</p> <ul style="list-style-type: none"> - Definition and scope of Educational Psychology - Cognitive development - Psychosocial and moral development - Gender and cultural dimensions in learning - Pupils with special needs - Theories of learning and practical applications (Behaviourism, social cognitive learning, behavioural theories and teaching). - Motivation and learning

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Use of ICT in communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i>	Activity	Semester workload
	Attendance of lectures	39
	Study & analysis of the literature	30

<p>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</p>	Group Work in the Classroom	13
	Independent study	40
	Exams	3
	Course total	125
<p>STUDENT PERFORMANCE EVALUATION</p> <p>Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>Students will be assessed as follows.</p> <p>1. Final Written Examination, 80%-100% of the total grade. The 20% variation refers to the students' choice to complete an assignment. The final exam includes the the entire syllabus. (Students will be assessed by means of a multiple-choice test and short-answer questions).</p> <p>2. Submission of an optional assignment (up to 20%). The assignment may be an individual or a group assignment (up to three students). It will concern the study and presentation of a scientific article or book chapter from the contemporary international literature. The scientific text will be selected by the student based on their interests and its subject matter will relate to the topics of the course.</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>- Elliot, S., Kratochwill, T, Cook, J. & Travers, J. (2008). <i>Εκπαιδευτική Ψυχολογία</i>. Αθήνα: Gutenberg.</p> <p>- Fontana, D. (1996). <i>Ψυχολογία για εκπαιδευτικούς</i>. Αθήνα: Σαββάλας.</p> <p>- Foulin, J. & Mouchon, S. (2002). <i>Εκπαιδευτική Ψυχολογία</i>. Αθήνα: Μεταίχμιο.</p> <p>- Santrock, J. (2008). <i>Educational Psychology</i>. NY: McGraw-Hill</p> <p>- Slavin, R. (2007). <i>Εκπαιδευτική Ψυχολογία</i>. Αθήνα: Μεταίχμιο.</p> <p>- Woolfolk, A. (2007). <i>Εκπαιδευτική Ψυχολογία</i>. Αθήνα: Έλλην.</p> <p>- Related academic journals:</p> <p>- Yearbook of the Psychological Society of Northern Greece</p> <p>- Psychology (The journal of the Hellenic Psychological Society)</p> <p>- Educational Psychology (there is a range of scientific journals relating to educational psychology with a similar but not identical title e.g. Learning and Instruction, Frontline Learning Research, Motivation etc.)</p>
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- *Further education*

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- Barkley, R. (2015). *Attention-Deficit Hyperactivity Disorder Fourth Edition. A Handbook for Diagnosis and Treatment*. UK: The Guilford Press.
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- 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.

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- Milienos, F. S., Rentzios, C., Catrysse, L., Gijbels, D., Mastrokourou, 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>
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- 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
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- 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.
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Cognitive Rehabilitation Software:

<https://www.ostracon.gr/product/proionta-ana-kategoria/noitiki-endynamosi/hasomed-rehacom-logismiko-gnostikisapokatastasis/>

Social Psychology II

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ016	SEMESTER	3 rd
COURSE TITLE	SOCIAL PSYCHOLOGY II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>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</p>

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?

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

- 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

(3) 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.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	At the amphitheatre	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of power-point Use of e-course	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Lectures	39
	Practical Exercises	16
	Study of bibliography	36
	Independent study	34
Course total	125	
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p>	Written examination. <u>Short questions and</u> essay type of questions.	

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

(5) 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.
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- 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.
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- 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*

Statistics II

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	Bachelor		
COURSE CODE	ΨYY Y003	SEMESTER	3rd
COURSE TITLE	Statistics II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	2	5	
	1		
	3		
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/index.php?id=1979		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>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</p>

<p>coefficient, the techniques of regression analysis and analysis of variance, and the contingency table analysis will be studied.</p> <p>Upon successful completion of the course students are expected to be able to:</p> <ul style="list-style-type: none"> • 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. 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information, with the use of the necessary technology • Decision-making • Working independently • Team work 																			

(3) SYLLABUS

<ul style="list-style-type: none"> • 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).
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS	Use of .ppt slides Use of teaching platform

<p>TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Laboratory education													
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="609 293 940 331">Activity</th> <th data-bbox="940 293 1276 331">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="609 331 940 369">Lectures</td> <td data-bbox="940 331 1276 369">39</td> </tr> <tr> <td data-bbox="609 369 940 407">Laboratory practices</td> <td data-bbox="940 369 1276 407">26</td> </tr> <tr> <td data-bbox="609 407 940 445">Assignments</td> <td data-bbox="940 407 1276 445">21</td> </tr> <tr> <td data-bbox="609 445 940 483">Independent study</td> <td data-bbox="940 445 1276 483">39</td> </tr> <tr> <td data-bbox="609 483 940 521">Course total</td> <td data-bbox="940 483 1276 521">125</td> </tr> </tbody> </table>		Activity	Semester workload	Lectures	39	Laboratory practices	26	Assignments	21	Independent study	39	Course total	125
Activity	Semester workload													
Lectures	39													
Laboratory practices	26													
Assignments	21													
Independent study	39													
Course total	125													
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Written final examination (multiple choice questions and exercises)													

(5) ATTACHED BIBLIOGRAPHY

- Καλαματιανού, Α. (2003). Κοινωνική Στατιστική. Μέθοδοι Μονοδιάστατης Ανάλυσης. Αθήνα: Παπαζήσης.
- Andy Field Jeremy Miles Zoe Field, Ανακαλύπτοντας την Στατιστική με τη Χρήση της R. (μετάφραση - επιμέλεια Ι Ντζούφρας). Εκδόσεις Προπομπός, 2019 Περιστερί. Κωδ. Ευδόξου 86195862
- Ρούσσοσ, Π. Λ., & Τσαούσης, Γ. (2020). Στατιστική στις Επιστήμες της Συμπεριφοράς με τη χρήση του SPSS και του R . Αθήνα: Gutenberg .
- Ντζούφρας Ι & Καρλής Δ (2015), ΕΙΣΑΓΩΓΗ ΣΤΟΝ ΠΡΟΓΡΑΜΜΑΤΙΣΜΟ ΚΑΙ ΣΤΗ ΣΤΑΤΙΣΤΙΚΗ ΑΝΑΛΥΣΗ ΜΕ R (e-book)

Biopsychology

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΨYE029	SEMESTER	3rd
COURSE TITLE	BIOPSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p><i>After the end of the courses students will have acquired knowledge and understanding of the following:</i></p> <ul style="list-style-type: none"> ➤ <i>the basic physiology and anatomy of the nerve cell,</i> ➤ <i>the way in which the brain is organized anatomically and functionally,</i> ➤ <i>the stages of brain development from embryonic to adult life,</i> ➤ <i>the biological substrate of common mental functions</i>

- 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	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...

- 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, etc
- Autonomous work
- Demonstration of social, professional and moral responsibility and sensitivity
- Express of criticism and self-criticism
- Promotion of free, creative and inductive thinking

(3) 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

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Class- Amphitheater	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>Use of power point e-cources</i>	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Activity	Semester workload
	Lectures	39
	Laboratory practice	16
	Study and analysis of bibliography	30
	Study	40

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	125
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> • <i>Written Exercise with short-answer questions and Multiple choice questions</i> • <i>Public presentation</i> 	

(5) ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Kolb, B. & Whishaw, I. (2018). <i>Αρχές Νευροψυχολογίας του Ανθρώπου</i>. Αθήνα: Gutenberg 2. Neil, M.G. (2011). <i>Νευροψυχολογία. Εγκέφαλος και Συμπεριφορά</i>. Αθήνα: Έλλην. 3. Pinel, P.J. (2011). <i>Βιοψυχολογία</i>. Αθήνα: Έλλην. 4. Stevens, L. & Robin, I. (2012). <i>Ψυχιατρική. Έγχρωμο εικονογραφημένο εγχειρίδιο</i>. Αθήνα: Παρισιάνου
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Child Adolescence Psychopathology

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE016	SEMESTER	3rd
COURSE TITLE	CHILD ADOLESCENCE PSYCHOPATHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		2	5
Applied/Laboratory Practice		1	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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://slt.uoi.gr/files/%CE%9D%CE%A0%CE%A3_03%2006%202019_ENGLISH.pdf		

Counselling Psychology

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCE		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE004	SEMESTER	3th
COURSE TITLE	COUNSELLING PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	5
LABORATORY EXERCISES (CASE PRESENTATIONS)		1	
TOTAL WEEKLY COURSE HOURS		3	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialized general knowledge, skills development</i>	GENERAL KNOWLEDGE		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>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.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes PERSOA</i>
<p>Upon successful completion of the course, students are expected to:</p> <ul style="list-style-type: none"> • 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?

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

Search, 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.

(3) 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.

(4) TEACHING and LEARNING METHODS - EVALUATION

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

(5) 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

1. *Journal of Counseling Psychology*
2. *European Journal of Counselling and Psychotherapy*
3. *Counseling Psychology Quarterly*
4. *Psychology and Psychotherapy: Theory, Research and Practice*
5. *The Counseling Psychologist*

Research Methods in Psychology: Qualitative Methods of Research and Analysis

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE048	SEMESTER	3rd
COURSE TITLE	RESEARCH METHODS IN PSYCHOLOGY: QUALITATIVE METHODS OF RESEARCH AND ANALYSIS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>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</p>
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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?

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

- 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

(3) 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

- xi. The epistemological foundations of the qualitative methods of research in psychology: (a) realism; (b) phenomenology; (c) social constructionism; and (d) methodological pluralism.

- xii. Designing qualitative research in psychology: Main principles, ethics, reflexivity, formulating research questions.
- xiii. Collecting qualitative data in psychology: Interviews, participant observation, Diaries, Focus Groups.
- xiv. Content Analysis
- xv. Thematic Analysis
- xvi. Grounded Theory
- xvii. Interpretative phenomenological analysis
- xviii. Narrative analysis

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	At the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of power-point Use of e-course	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study of analytic / research bibliography	20
	Practical analytic exercises	13
	Study of theoretical literature	26
	Independent study	24
	Exams	3
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	Written examination. Theoretical questions. Questions involving analysis.	

<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- 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

Cognitive and Educational Psychology Issues: Self-Regulation – Self-Regulated Learning

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE015	SEMESTER	3rd
COURSE TITLE	COGNITIVE AND EDUCATIONAL PSYCHOLOGY ISSUES: SELF REGULATION – SELF-REGULATED LEARNING		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	2	4	
Laboratory exercises	1		
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skills development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, with personal study and preparation of work and exams in English		
COURSE WEBSITE (URL)	https://ecedu.uoi.gr/course-outlines-2020-2021/?lang=en		

Developmental Study of Play and Imagination

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE013	SEMESTER	3rd
COURSE TITLE	Developmental study of play and imagination		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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=1932		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>In this course students will be able to:</p> <ol style="list-style-type: none"> 1. understand and uses various conceptualizations of play, pretense and imagination, 2. identify and discuss major theories on play and imagination, from multiple disciplines (psychology, sociology, anthropology, ethology, philosophy), 3. formulate developmental questions and methodological designs for the study of play and
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imagination, 4. to reflect critically and implement playfulness and imagination on practical issues.	
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
Autonomous thinking Reflection and critical thinking Respect for diversity and cultural issues	

(3) SYLLABUS

Outline: <ul style="list-style-type: none"> • Introduction to major theories and concepts on play and imagination, • Epistemological and methodological issues on play and imagination study, • Play, imagination and gender, race and disability, • Cultural and social development of play and imagination.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art</i>	Δραστηριότητα	Φόρτος Εργασίας Εξαμήνου
	Lectures	20
	Literature review	30
	Assignments	50
	Total	100

<p><i>workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Methodological exercises in the classroom</p> <p>Written final exam which includes</p> <p>Open questions</p> <p>Comparison questions</p> <p>Critical Review Questions</p> <p>Written assignment</p>

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Albrecht, G.L., Seelman, K.D., & Bury, M. (2019). Εγχειρίδιο σπουδών στην αναπηρία. Αθήνα: Πεδίο.

Αυγητίδου, Σ. (2001). Το Παιχνίδι: Σύγχρονες ερευνητικές και διδακτικές προσεγγίσεις. Αθήνα: Τυπωθήτο/Δαρδανός.

Bruner, J. S., Jolly, A., & Sylva, K. (1976). Play - its role in development and evolution. Harmondsworth, United Kingdom: Penguin.

Bryman, A. (2017). Μέθοδοι κοινωνική έρευνας. Αθήνα: Gutenberg.

Christensen, P. M., & James, A. (2017). *Research with children: Perspectives and practices*. Abingdon, Oxon: Routledge.

Caillois, R. (2001). Τα παιχνίδια και οι άνθρωποι. Αθήνα: Εκδόσεις του Εικοστού Πρώτου.

Corsaro, W. (1997). The sociology of childhood. Thousand Oaks, CA: Pine Forge Press.

Fleer, M. (2014). Theorising play in the early years. United Kingdom: Cambridge University Press.

Fraser, S. (2009). Doing research with children and young people. London: SAGE.

Freud, S. (2011). Ο ποιητής και η φαντασίωση. Αθήνα: Πλέθρον

Garvey, C. (1977). Play. Cambridge, MA: Harvard University Press.

Greene, S. & Hogan, D. (2005). Researching Children's Experience: Approaches and Methods. London: Sage.

Hamayon, R. (2016). Why we play: An anthropological study. Chicago: HAU Books.

Hammersley, M., Flewitt, R., & Clark, A. (2013). Understanding research with children and young people. London: Sage.

Hedegaard, M., & Fler, M. (2013). *Play learning and children's development*. United Kingdom: Cambridge University Press.

Ingold, T. (2016). *Η αντίληψη του περιβάλλοντος*. Αθήνα: Αλεξάνδρεια.

James, A., Jenks C., & Prout, A. (1998). *Theorizing Childhood*. Cambridge: Polity Press.

Kearney, R. (1998). *The wake of imagination: Ideas of creativity in Western culture*. London: Routledge.

Κουγιουμουτζάκης, Γ. (2016). *Το συν- της συγκίνησης: Ψυχολογία εμβρύων, βρεφών και νηπίων*: Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.

Mertens, D. M. (2009). *Έρευνα και αξιολόγηση στην εκπαίδευση και την ψυχολογία*. Αθήνα: Μεταίχμιο.

O'Reilly, M., & Dogra, N. (2017). *Interviewing children and young people for research*. Los Angeles: Sage.

Piaget, J. (1951). *Play, dreams and imitation in childhood*. New York, NY: Routledge.

Reddy, V. (2019). *Πώς τα βρέφη γνωρίζουν τον νου*. Αθήνα: Παπαζήσης.

Singer, D. & Singer, J. (2005). *Imagination and Play in the Electronic Age*. Cambridge, Ma: Harvard University Press.

Singer, D. G., & Singer, J. L. (1990). *The house of make-believe: Children's play and the developing imagination*. Cambridge, Mass: Harvard University Press.

Sharman, C., Cross, W., & Vennis, D. (2007). *Observing children and young people*. London: Continuum.

Taylor, M. (2013). *The Oxford Handbook of the Development of Imagination*. New York: Oxford University Press.

Tisdall, E. K. M., Davis, J. M., & Gallagher, M. (2009). *Researching with children and young people: Research design, methods, and analysis*. Los Angeles: SAGE.

Van Langenhove, L., Harré, R., & Smith, J. (1995). *Rethinking methods in psychology*. London: Sage.

Χουιζίνγκα, Γ. (2010). *Ο άνθρωπος και το παιχνίδι*. Αθήνα: Γνώση.

- *Related academic journals:*

Child Psychology

British Journal of Developmental Psychology

Developmental Psychology

European Journal of Developmental Psychology

Methods in Psychology

Theory & Psychology

Contemporary Topics in Cognitive Psychology

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE060	SEMESTER	3rd
COURSE TITLE	Contemporary topics in Cognitive Psychology		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		2	5
Laboratory exercises (case presentations)		1	
weekly lesson hours		3	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	-		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The course presents the executive functions that control and regulate goal-directed behavior with an emphasis on inhibitory control and cognitive flexibility. The aim of the course is to delve into current research in the field of Cognitive Psychology concerning the</p>

relationship of these cognitive skills with: i) intelligence and ii) language skills. The challenges that children may face in the school context are discussed when any of the above abilities do not follow typical development. The role of cognitive processes that appear to contribute to students' academic performance is mentioned. Ways to improve executive functions in various contexts are presented. At the end of this course students should have a good understanding of the current research data surrounding executive functions.

General Competences

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

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology
 Criticism and self-criticism
 Project planning and management
 Production of free, creative and inductive thinking
 Working independently
 Team work (students in groups undertake the study of scientific articles in the field of cognitive psychology and create ppt)

(3) SYLLABUS

- Theoretical and conceptual framework
- Neurological basis and cognitive development
- Evaluation of executive functions
- Executive functions and intelligence
- Executive functions and language skills
- Executive dysfunctions in developmental disorders
- The effect of executive functions on academic performance
- Interventions to improve executive functions in the school classroom
- Interventions to improve executive functions in everyday life

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	<i>Face-to-face</i>
<i>Face-to-face, Distance learning, etc.</i>	

<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Learning process support through the electronic e-course platform Power point presentation, Communicating with students electronically</p>	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	<p>Lectures</p>	<p>39</p>
	<p>Literature study & analysis</p>	<p>26</p>
	<p>Writing and presenting individual work</p>	<p>15</p>
	<p>Writing and presenting group work</p>	<p>15</p>
	<p>Independent study (25 load hours of work per credit unit)</p>	<p>30</p>
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Written final exam (70%) which includes: - Multiple choice questions II. Oral presentation of individual work (15%) III. Oral presentation of group work (15%)</p>	
<p>Course total 125</p>		

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Goldstein, B. E. (2018). *Cognitive psychology: Connecting Mind, research and everyday experience*. Athens: Gutenberg.

Matlin, M. W. & Farmer, T. A. (2019). *Cognitive Psychology*. Athens: Tziola.

-Indicative bibliography for studying the topics that will be presented

1. Diamond, A. (2013). Executive functions. *Annual review of psychology*, 64, 135.
2. Salehinejad, M. A., Ghanavati, E., Rashid, M. H. A., & Nitsche, M. A. (2021). Hot and cold executive functions in the brain: A prefrontal-cingular network. *Brain and Neuroscience Advances*, 5, <https://doi.org/10.1177%2F23982128211007769>
3. Ahmed, S. F., Skibbe, L. E., McRoy, K., Tatar, B. H., Scharphorn, L. (2022). Strategies, recommendations, and validation of remote executive function tasks for use with young children. *Early Childhood Research Quarterly*, 60, 336–347. <https://doi.org/10.1016/j.ecresq.2022.03.002>
4. Makris, N., Tachmatzidis, D., Demetriou, A., & Spanoudis, G. (2017). Mapping the evolving core of intelligence: Changing relations between executive control, reasoning, language, and awareness. *Intelligence*, 62, 12-30. <http://dx.doi.org/10.1016/j.intell.2017.01.006>
5. Blankenship, T. L., Slough, M. A., Calkins, S. D., Deater-Deckard, K., Kim-Spoon, J., & Bell, M. A. (2019). Attention and executive functioning in infancy: Links to childhood executive function and reading achievement. *Developmental Science*, 22(6), e12824. doi:10.1111/desc.1282
6. Gentil-Gutiérrez, A., Santamaría-Peláez, M., Mínguez-Mínguez, L. A., González-Santos, J., Fernández-Solana, J., & González-Bernal, J. J. (2022). Executive Functions in Children and Adolescents with Autism Spectrum Disorder, Grade 1 and 2, vs. Neurotypical Development: A School View. *International Journal of Environmental Research and Public Health*, 19(13), 7987. <https://doi.org/10.3390/ijerph19137987>
7. Demetriou, A., Makris, N., Tachmatzidis, D., Kazi, S., & Spanoudis, G. (2019). Decomposing the influence of mental processes on academic performance. *Intelligence*, 77, 101404. <https://doi.org/10.1016/j.intell.2019.101404>
8. Pasqualotto, A., Mazzoni, N., Bentenuto, A., Mulè, A., Benso, F., & Venuti, P. (2021). Effects of cognitive training programs on executive function in children and adolescents with Autism Spectrum Disorder: A systematic review. *Brain sciences*, 11(10), 1280. <https://doi.org/10.3390/brainsci11101280>
9. Camuñas, N., Mavrou, I., Vaíllo, M., & Martínez, R. M. (2022). An executive function training programme to promote behavioural and emotional control of children and adolescents in foster care in Spain. *Trends in Neuroscience and Education*, 100175. <https://doi.org/10.1016/j.tine.2022.100175>

- Συναφή επιστημονικά περιοδικά:

Cognitive Psychology

Trends in Cognitive Sciences

Journal of Experimental Psychology: Learning, Memory & Cognition
Consciousness & Cognition

Quarterly Journal of Experimental Psychology

4th Semester

Cognitive Psychology II

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ017	SEMESTER	4th
COURSE TITLE	COGNITIVE PSYCHOLOGY II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures and oral presentation assignments	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The course 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.</p> <p>Upon successful completion of the course, students will have acquired:</p> <ul style="list-style-type: none"> • 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?

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

- 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

(3) 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

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to face													
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Support of the learning process through the electronic platform e-course</p> <p>Power point presentation</p> <p>Communication with students via email</p>													
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Writing and presentation of individual or group project</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Individual study time</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Course total (25 workload hours per credit)</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	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
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<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Written exams (70%) that include:</p> <ul style="list-style-type: none"> – multiple choice questionnaire – examples of applying the acquired conceptual and theoretical knowledge and skills in both everyday life and research – comparative evaluation of theories <p>II. Oral presentation of projects (30%)</p>													

(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <ul style="list-style-type: none"> - 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

Introduction to Neuropsychology

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ002	SEMESTER	4TH
COURSE TITLE	INTRODUCTION TO NEUROPSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Weekly teaching hours		3	5 POINTS
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
PREREQUISITE COURSES:	none		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>This course provides an introduction to the science and practice of neuropsychology, including the anatomic and functional organization of the CNS, and the understanding of its relationship with cognitive, emotional and psychological processes. An emphasis is placed on the description and analysis of neurocognitive disorders and syndromes resulting after CNS</p>

insult, as is illustrated in clinical cases.

Upon successful completion of the course, students will have acquired:

- Knowledge about the historical origins and future directions of neuropsychology
- An understanding of the central nervous system’s anatomy and function and its relation with cognitive and psychological processes.
- An overview of neuroscientific approaches in understanding cognitive and psychological processes (i.e., memory, language, executive cognition)
- An understanding of the distinct behavioral symptomatology resulting after brain injury
- The ability to formulate diagnostic hypothesis
- Knowledge about the neuropsychological assessment of higher cognitive functions
- Understanding of the role of the neuropsychologist in the treatment of neurocognitive disorders

General Competences

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

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

- Working independently
- Working in an interdisciplinary environment
- Production of new research ideas
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism

(3) SYLLABUS

This course provides a comprehensive introduction to the scientific field of Neuropsychology. Students are presented with a brief history of the discipline and a description of methods and procedures (clinical and research) applied in neuropsychology. The basic neuroanatomy, organization and principles of function of the human brain are presented. The anatomy and functions of the human lobes are illustrated. Neuroscientific approaches to understanding cognitive, psychological and emotional processes are discussed and disorders and syndromes resulting after an insult to the CNS (i.e., aphasia, amnesia) are described and illustrated through clinical cases.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face- to-face
<i>Face-to-face, Distance learning, etc.</i>	

<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>The course includes lectures that will be displayed through PowerPoint, case studies, and video use. Study material will be provided through e-course.</p>																							
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="608 365 940 405">Activity</th> <th data-bbox="940 365 1272 405">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="608 405 940 445">Lectures</td> <td data-bbox="940 405 1272 445">40</td> </tr> <tr> <td data-bbox="608 445 940 512">Study and analysis of bibliography</td> <td data-bbox="940 445 1272 512">60</td> </tr> <tr> <td data-bbox="608 512 940 553">Non-directed study</td> <td data-bbox="940 512 1272 553">20</td> </tr> <tr> <td data-bbox="608 553 940 593">Exams</td> <td data-bbox="940 553 1272 593">5</td> </tr> <tr> <td data-bbox="608 593 940 633"></td> <td data-bbox="940 593 1272 633"></td> </tr> <tr> <td data-bbox="608 633 940 674"></td> <td data-bbox="940 633 1272 674"></td> </tr> <tr> <td data-bbox="608 674 940 714"></td> <td data-bbox="940 674 1272 714"></td> </tr> <tr> <td data-bbox="608 714 940 754"></td> <td data-bbox="940 714 1272 754"></td> </tr> <tr> <td data-bbox="608 754 940 795"></td> <td data-bbox="940 754 1272 795"></td> </tr> <tr> <td data-bbox="608 795 940 835">Course total</td> <td data-bbox="940 795 1272 835">125</td> </tr> </tbody> </table>		Activity	Semester workload	Lectures	40	Study and analysis of bibliography	60	Non-directed study	20	Exams	5											Course total	125
Activity	Semester workload																							
Lectures	40																							
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Exams	5																							
Course total	125																							
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation: Greek (Erasmus students will be evaluated in English)</p> <p>Evaluation procedure: Students will be evaluated through a written exam at the end of the semester. The written exam will include multiple choice questions, fill-in the gaps sentences and short-answer open questions.</p>																							

(5) ATTACHED BIBLIOGRAPHY

<p>Suggested Bibliography:</p> <ul style="list-style-type: none"> • Martin, G. N. (2006). Human Neuropsychology (2nd edition). UK: Pearson • Darby, D., & Walsh, K.W. (2005). Walsh's neuropsychology: A clinical approach (5th ed.). Edinburgh: Churchill Livingstone. • Kolb, B., & Whishaw, I. (2022). Fundamentals of Human Neuropsychology (8th ed). United States: Macmillan Learning <p>- Relevant scientific journals:</p>
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- Neuropsychology
- Journal of Neuropsychology
- Archives of Clinical Neuropsychology
- Journal of the International Neuropsychological Society
- Neuropsychologia
- Neuroimage
- Neuropsychology Review

Work and Organizational Psychology

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE001	SEMESTER	4th
COURSE TITLE	WORK AND ORGANIZATIONAL PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>	Optional Compulsory		
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
PREREQUISITE COURSES:	NO		
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/view.php?id=2351		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>Work plays a central role in people's lives, occupying a significant percentage of their day and influencing their short-term and long-term goals. Work and Organizational Psychology, one of the applied fields of psychology, concerns the scientific study of mental processes and behavior of people in relation to their work environment, an environment that is constantly changing, as it influences and is influenced by social and technological development. In this</p>

context of constant change, Work and Organizational Psychology aims to develop and apply psychological concepts and theories to issues faced by individuals, groups and organizations. It deals mainly with the development of organizations and the improvement of the quality of working life, helping for example with the development of fair and equal processes within organizations, the creation of job roles that offer satisfaction and are interesting, the decision-making processes for personnel selection and with reducing stress. This course is designed to provide an introduction to the core topics of Work and Organizational Psychology, including important theories and research in the field, as well as practical applications for solving problems related to work.

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

1. understand and evaluate the fundamental concepts of the field of Work and Organizational Psychology,
2. understand and evaluate critical organizational processes,
3. discuss how research and practice in Work and Organizational Psychology operate at different levels (individual, group, organizational, wider society);
4. explain the challenges faced by employees in modern work environments;
5. critically summarize theory and contemporary research in key areas of Work and Organizational 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?

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

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

(3) SYLLABUS

The main themes of the course include:

1. The field of Work and Organizational Psychology in Greece and the world - historical development, research methods and the role of the field in social dialogue
2. Individual differences and psychometric evaluation - Intelligence, personality, abilities, and skills
3. Prejudice, stereotypes and cognitive biases at work
4. Motives and theory of work motivation

5. Positive attitudes and behaviors at work
6. Counterproductive attitudes and behaviours at work
7. Mental health at work
8. Group dynamics - Conflict and collaboration
9. Leadership
10. Organisational culture and change - Voice and silence
11. Ethics, justice and trust - Decision making
12. Employee recruitment, selection and assessment - Job performance
13. The present and future of work - Green behaviours at work

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Use of ICT in communication with students Support using e-course electronic platform	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	30
	Practical exercises	13
	Essay writing	15
	Studying for exams	25
	Exams	3
	Course total (25 hours of work equal one ECTS)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	<p>I. Final Exam (60%) consisting of:</p> <ul style="list-style-type: none"> - Multiple choice questions - Short-answer questions - Open-ended questions - Problem solving questions <p>II. Group Written Work (Essay) (40%)</p>	

<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Vakola, M., & Nikolaou, I. (2019). *Organizational psychology and behavior*. Rossili. (In Greek)

Robbins, S. P., & Judge, T. A. (2018). *Organizational behavior*. Kritiki. (In Greek - translated edition of Organizational Behavior)

Greenberg, J., & Baron, R. A. (2013). *Organizational psychology and behavior*. Gutenberg. (In Greek - translated edition of Behavior in organizations)

Chmiel, N., Fraccaroli, F., & Sverke, M. (Eds.). (2017). *An introduction to work and organizational psychology*. Wiley.

- Related academic journals:

European Journal of Work and Organizational Psychology

International Journal of Selection and Assessment

International Review of I/O Psychology

Journal of Applied Psychology

Journal of Leadership and Organizational

Journal of Occupational and Organizational Psychology

Journal of Organizational Behavior

Organizational Psychology Review

Writing Scientific Articles

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ023	SEMESTER	4th
COURSE TITLE	WRITING SCIENTIFIC ARTICLES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES AND ESSAYS	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Upon successful completion of the course, students are expected to be aware of:</p> <ul style="list-style-type: none"> • 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.
<p><i>General Capabilities</i></p> <p><i>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?</i></p> <p><i>Search, analyze and synthesize data and information, using the necessary technologies</i></p> <p style="text-align: right;"><i>Project design and management</i> <i>Respect for diversity and multiculturalism</i></p>

<i>Adapt to new situations</i> <i>Decision making</i> <i>Autonomous work</i> <i>Teamwork</i> <i>Work in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Producing new research ideas</i>	<i>Respect for the natural environment</i> <i>Demonstration of social, professional and moral responsibility and gender sensitivity</i> <i>Exercise of criticism and self-criticism</i> <i>Promote free, creative and inductive thinking</i> <i>Other ...</i>
Autonomous work and teamwork, promoting free, creative and inductive thinking, search, analyze and synthesize data and information.	

(3) SYLLABUS

<p>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:</p> <ul style="list-style-type: none"> • 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).
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(4) 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 <i>Use of ICT Teaching, Laboratory Education, Communication with Students</i>	<ul style="list-style-type: none"> • Use of ICT in teaching (e-course educational platform, power point presentations, audiovisual material). • Use of ICT in Student Communication (e-mail). 	
TEACHING ORGANIZATION <i>Describe in detail the way and methods of teaching.</i> <i>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;</i> <i>The student's study hours for each learning activity and the hours of non-guided study according to the ECTS principles</i>	Activity	Semester Workload
	Lectures	39
	Study and analysis of bibliography	25
	Writing and presenting individual or group work	38
	Self-study	23
		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	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	

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.	

(5) SUGGESTED BIBLIOGRAPHY

<p>- <i>Suggested Bibliography:</i></p> <ul style="list-style-type: none"> • Ζαφειρόπουλος, Κ. (2015). <i>Πώς γίνεται μια επιστημονική εργασία</i>; Εκδόσεις Κριτική, Αθήνα. • Λατινόπουλος, Π. (2010). <i>Τα πρώτα βήματα στην έρευνα</i>. Εκδόσεις Κριτική, Αθήνα. • Κυριαζόπουλος, Π., & Σαμαντά, Ε. (2011). <i>Μεθοδολογία έρευνας εκπόνησης διπλωματικών εργασιών</i>. Εκδόσεις Σύγχρονη Εκδοτική, Αθήνα. • Χαλικιάς, Μ., & Σαμαντά, Ε. (2016). <i>Εισαγωγή στη μεθοδολογία εκπόνησης επιστημονικών εργασιών</i>. Εκδόσεις Σύγχρονη Εκδοτική, Αθήνα. <p>-<i>Relevant Scientific Journals:</i></p> <ul style="list-style-type: none"> • <i>Psychological Methods</i> • <i>Journal of Methods and Measurement in the Social Sciences</i> • <i>Applied Psychological Measurement</i> • <i>Ψυχολογία</i> • <i>Επετηρίδα της Ψυχολογικής Εταιρείας Βορείου Ελλάδος</i>

Developmental Psychology and Social Change

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ022	SEMESTER	4th
COURSE TITLE	Developmental Psychology and Social Change		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<i>special background</i>		
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		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 								
<p>In this course students will be able to:</p> <ul style="list-style-type: none"> • 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. 								
<p>General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>		<i>Showing social, professional and ethical responsibility and</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>							
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>							
<i>Decision-making</i>	<i>Respect for the natural environment</i>							
	<i>Showing social, professional and ethical responsibility and</i>							

<i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
Autonomous thinking Reflection and critical thinking Respect for diversity and cultural issues	

(3) SYLLABUS

Outline: <ul style="list-style-type: none"> • 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 • Developmental Psychology and social change
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Δραστηριότητα	Φόρτος Εργασίας Εξαμήνου
	Lectures	40
	Literature review	37
	Assignments	15
	Preparation of exams	30
	Exercises	3
	Total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	Written exams in Greek/English, short-answer questions	

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

(5) 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, Α. (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. Ndongiri (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

Psychology of Motivation

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE046	SEMESTER	4th
COURSE TITLE	PSYCHOLOGY OF MOTIVATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		2	4
Laboratory exercises		1	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (with personal study and preparation of work and exams in English)		
COURSE WEBSITE (URL)	https://ecedu.uoi.gr/course-outlines-2020-2021/?lang=en		

Psychology of Thought

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE051	SEMESTER	4th
COURSE TITLE	PSYCHOLOGY OF THOUGHT		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
lectures		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<i>special background</i>		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (with personal study and preparation of assignments and exams in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>This course covers the basic cognitive processes of thinking and in particular, its connection to intelligence, meditation, representation and concept formation, problem solving,</p>

creativity, and the cultivation of thought. Upon successful completion of this course, students are expected to have acquired:

- basic knowledge of the Psychology of Thought and its connection with the other branches 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 to present a research project from the above thematic units,
- the ability to carry out an international bibliographic review in scientific journals and Psychology of Thought topics using the University libraries and internet sources,
- 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?

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

Search, 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

(3) SYLLABUS

- Introductory part: Definition of thought. Thought and intelligence. The study of thought.
- Meditation: Definition. Insightful learning. Cognitive style. Induction. Production.
- Representation: Concept formation. Shapes. Scripts. Cognitive maps. The development of representation. Modes of representation. Representation and repetition strategies. The development of shapes.
- Problem Solving: Definition. Learning through trial and error. Tendency to learn. Lateral thinking. Brainstorm. Theories of problem solving. Problem solving and artificial intelligence: The role of strategies. Analogical thinking.
- Creativity: Definition. Study methods. Creative thinking. The creative person. Cultivating creativity. Cultivating creativity at school. The development of creative thinking.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face to face		
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of <i>ICT</i> in Teaching, in Laboratory Education, in Communication with students: • Use of power-point for teaching. • Use of the e-course to provide educational material to students.		
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>	
	Lectures	26	
	Laboratory exercises	13	
	Hours of study for the preparation of laboratory exercises	30	
	Hours of unguided study	31	
Course total	100		
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>IV. Written final exam (70%) which includes: - Multiple choice questions V. Oral presentation of individual work (15%) VI. Oral presentation of group work (15%)</p>		

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <ul style="list-style-type: none"> • Costaridou-Euklidis, A. (2011). Psychology of Thought. Athens: Pedio.

• Sternberg, R. J. (2012). (Ed. G. Xanthakou & M. Kaila). Cognitive psychology. Athens: Diadrasi

- *Related academic journals:*

- Cognitive Psychology
- Consciousness & Cognition
- Journal of Experimental Psychology: Learning, Memory & Cognition
- Memory & Cognition

Psychology of Individual Differences

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΨYE033	SEMESTER	4th
COURSE TITLE	PSYCHOLOGY OF INDIVIDUAL DIFFERENCES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>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</p>

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?

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

- 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.

(3) 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.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Class-Face to face</p>	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of power point, videos Use of ICT in teaching- e-class</p>	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</p>	<p>Activity</p>	<p>Semester workload</p>
	<p>Lectures</p>	<p>39</p>
	<p>Individual work/essays</p>	<p>20</p>
	<p>Study/exams</p>	<p>41</p>
	<p>Preparation for exams</p>	<p>22</p>
	<p>Exams</p>	<p>3</p>
	<p></p>	<p></p>
	<p>Course total</p>	<p>125</p>
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p>	<ul style="list-style-type: none"> ➤ Written Exams with short-answer questions and Multiple-choice questions (80%) ➤ Written Essay/report (20%) (criteria accessible to students: Pass, Merit, Distinction) 	

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

(5) ATTACHED BIBLIOGRAPHY

Suggested Reference:

1. Chamorro-Premuzic Tomas: Προσωπικότητα Και Ατομικές Διαφορές (Επιμέλεια Μπεζεβέγκης Η.), Εκδόσεις Gutenberg, 2013
2. Maltby J. , Day L., Macaskil A.: Personality, Individual Differences and Intelligence, Pearson; 3 edition, 2013
3. Cooper C.: Individual Differences and Personality, Routledge; 3 edition, 2010.
4. Pervin A. Lawrence, Cervone Daniel: Θεωρίες Προσωπικότητας: Έρευνα Και Εφαρμογές (Επιμέλεια Μπρούζος Α., Γουναροπούλου Α.), 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>

Theory and Applications of School Psychology

COURSE OUTLINE

(1) GENERAL

ΣΧΟΛΗ	ΚΟΙΝΩΝΙΚΩΝ ΕΠΙΣΤΗΜΩΝ		
ΤΜΗΜΑ	ΨΥΧΟΛΟΓΙΑΣ		
ΕΠΙΠΕΔΟ ΣΠΟΥΔΩΝ	ΠΡΟΠΤΥΧΙΑΚΟ		
ΚΩΔΙΚΟΣ ΜΑΘΗΜΑΤΟΣ	ΨΥΕ003	ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ	4 th
ΤΙΤΛΟΣ ΜΑΘΗΜΑΤΟΣ	THEORY AND APPLICATIONS OF SCHOOL PSYCHOLOGY		
ΑΥΤΟΤΕΛΕΙΣ ΔΙΔΑΚΤΙΚΕΣ ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ <i>σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων</i>	ΕΒΔΟΜΑΔΙΑΙΕΣ ΩΡΕΣ ΔΙΔΑΣΚΑΛΙΑΣ	ΠΙΣΤΩΤΙΚΕΣ ΜΟΝΑΔΕΣ	
ΔΙΑΛΕΞΕΙΣ ΚΑΙ ΕΡΓΑΣΙΕΣ	3	5	
<i>Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο (δ).</i>			
ΤΥΠΟΣ ΜΑΘΗΜΑΤΟΣ <i>γενικού υποβάθρου, ειδικού υποβάθρου, ειδίκευσης γενικών γνώσεων, ανάπτυξης δεξιοτήτων</i>	ΕΙΔΙΚΟΥ ΥΠΟΒΑΘΡΟΥ		
ΠΡΟΑΠΑΙΤΟΥΜΕΝΑ ΜΑΘΗΜΑΤΑ:			
ΓΛΩΣΣΑ ΔΙΔΑΣΚΑΛΙΑΣ και ΕΞΕΤΑΣΕΩΝ:	Greek		
ΤΟ ΜΑΘΗΜΑ ΠΡΟΣΦΕΡΕΤΑΙ ΣΕ ΦΟΙΤΗΤΕΣ ERASMUS	Όχι		
ΗΛΕΚΤΡΟΝΙΚΗ ΣΕΛΙΔΑ ΜΑΘΗΜΑΤΟΣ (URL)	http://ecourse.uoi.gr/course/view.php?id=2000		

(2) ΜΑΘΗΣΙΑΚΑ ΑΠΟΤΕΛΕΣΜΑΤΑ

<p>Μαθησιακά Αποτελέσματα <i>Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος.</i></p> <p><i>Συμβουλευτείτε το Παράρτημα Α</i></p> <ul style="list-style-type: none"> • <i>Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με το Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης</i> • <i>Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης και το Παράρτημα Β</i>
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- *Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων*

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.

Γενικές Ικανότητες

Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα;

<i>Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών</i>	<i>Σχεδιασμός και διαχείριση έργων</i>
<i>Προσαρμογή σε νέες καταστάσεις</i>	<i>Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα</i>
<i>Λήψη αποφάσεων</i>	<i>Σεβασμός στο φυσικό περιβάλλον</i>
<i>Αυτόνομη εργασία</i>	<i>Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου</i>
<i>Ομαδική εργασία</i>	<i>Άσκηση κριτικής και αυτοκριτικής</i>
<i>Εργασία σε διεθνές περιβάλλον</i>	<i>Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης</i>
<i>Εργασία σε διεπιστημονικό περιβάλλον</i>	<i>.....</i>
<i>Παράγωγή νέων ερευνητικών ιδεών</i>	<i>Άλλες...</i>
	<i>.....</i>

- 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)

(3) ΠΕΡΙΕΧΟΜΕΝΟ ΜΑΘΗΜΑΤΟΣ

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).

(4) ΔΙΔΑΚΤΙΚΕΣ και ΜΑΘΗΣΙΑΚΕΣ ΜΕΘΟΔΟΙ - ΑΞΙΟΛΟΓΗΣΗ

<p>ΤΡΟΠΟΣ ΠΑΡΑΔΟΣΗΣ Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.</p>	<p>Πρόσωπο με πρόσωπο διδασκαλία</p>																					
<p>ΧΡΗΣΗ ΤΕΧΝΟΛΟΓΙΩΝ ΠΛΗΡΟΦΟΡΙΑΣ ΚΑΙ ΕΠΙΚΟΙΝΩΝΙΩΝ Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές</p>	<ul style="list-style-type: none"> IT in teaching (educational platform e-course, power point presentations, visua;-acoustic material). IT in student communication (e-mail). 																					
<p>ΟΡΓΑΝΩΣΗ ΔΙΔΑΣΚΑΛΙΑΣ Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας. Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ.</p> <p>Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης σύμφωνα με τις αρχές του ECTS</p>	<table border="1"> <thead> <tr> <th data-bbox="606 869 933 931">Δραστηριότητα</th> <th data-bbox="941 869 1276 931">Φόρτος Εργασίας Εξαμήνου</th> </tr> </thead> <tbody> <tr> <td data-bbox="606 931 941 969">Διαλέξεις</td> <td data-bbox="941 931 1276 969">39</td> </tr> <tr> <td data-bbox="606 969 941 1039">Μελέτη και ανάλυση της βιβλιογραφίας</td> <td data-bbox="941 969 1276 1039">30</td> </tr> <tr> <td data-bbox="606 1039 941 1115">Ομαδική εργασία στην τάξη</td> <td data-bbox="941 1039 1276 1115">13</td> </tr> <tr> <td data-bbox="606 1115 941 1153">Αυτοτελής μελέτη</td> <td data-bbox="941 1115 1276 1153">40</td> </tr> <tr> <td data-bbox="606 1153 941 1191">Εξετάσεις</td> <td data-bbox="941 1153 1276 1191">3</td> </tr> <tr> <td data-bbox="606 1191 941 1229"></td> <td data-bbox="941 1191 1276 1229"></td> </tr> <tr> <td data-bbox="606 1229 941 1267"></td> <td data-bbox="941 1229 1276 1267"></td> </tr> <tr> <td data-bbox="606 1267 941 1305"></td> <td data-bbox="941 1267 1276 1305"></td> </tr> <tr> <td data-bbox="606 1305 941 1375">Σύνολο Μαθήματος</td> <td data-bbox="941 1305 1276 1375">125</td> </tr> </tbody> </table>	Δραστηριότητα	Φόρτος Εργασίας Εξαμήνου	Διαλέξεις	39	Μελέτη και ανάλυση της βιβλιογραφίας	30	Ομαδική εργασία στην τάξη	13	Αυτοτελής μελέτη	40	Εξετάσεις	3							Σύνολο Μαθήματος	125	
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<p>ΑΞΙΟΛΟΓΗΣΗ ΦΟΙΤΗΤΩΝ Περιγραφή της διαδικασίας αξιολόγησης</p> <p>Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική</p>	<p>1. Final exam (80%-100% of total score): Student evaluation via multiple choice questions.</p> <p>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.</p>																					

Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες	
Αναφέρονται προσδιορισμένα αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές.	ρητά κριτήρια

(5) ΣΥΝΙΣΤΩΜΕΝΗ-ΒΙΒΛΙΟΓΡΑΦΙΑ

<p><i>-Suggested Bibliography :</i></p> <p>Hatzichristou, C. (Ed. and Coauthor) (2011b). <i>Social and emotional learning in school: Program for the promotion of mental health and learning in the school community</i> (Educational material for teachers and students of Grades K-2: Conceptual framework and classroom activities). Athens, Greece: Typothito (in Greek).</p> <p>Hatzichristou, C. (Ed. and Coauthor) (2011c). <i>Social and emotional learning in school: Program for the promotion of mental health and learning in the school community</i> (Educational material for teachers and students of Grades 3-6: Conceptual framework and classroom activities). Athens, Greece: Typothito (in Greek).</p> <p>Hatzichristou, C. (Ed. and Coauthor) (2011d). <i>Social and emotional learning in school: Program for the promotion of mental health and learning in the school community</i> (Educational material for teachers and students of secondary education: Conceptual framework and classroom activities). Athens, Greece: Typothito (in Greek).</p> <p><i>-Relevant Scientific Journals:</i></p> <ul style="list-style-type: none"> • <i>Journal of School Psychology</i> • <i>Journal of Applied School Psychology</i> • <i>School Psychology International</i> • <i>School Psychology</i> • <i>School Psychology Review</i> • <i>Hellenic Journal of Psychology [Psychologia]</i>
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First and Second Language Acquisition

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE059	SEMESTER	4 th
COURSE TITLE	FIRST AND SECOND LANGUAGE ACQUISITION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in Greek)		
COURSE WEBSITE (URL)	https://philology.uoi.gr/en/studies/undergraduate-studies/		

5th Semester

Theories of Personality

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCE		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYY004	SEMESTER	5 th
COURSE TITLE	THEORIES OF PERSONALITY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES AND ASSIGNMENTS	3	5	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialized general knowledge, skills development</i>	GENERAL KNOWLEDGE		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>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.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Upon successful completion of the course, students are expected to:</p> <ul style="list-style-type: none"> • 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	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...

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.

(3) 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

(4) TEACHING and LEARNING METHODS - EVALUATION

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

<i>education, communication with students</i>		
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	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
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Evaluation Methods:</p> <ol style="list-style-type: none"> 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%) 	

(5) ATTACHED BIBLIOGRAPHY

<p><i>Bibliography</i></p> <p><i>Pervin A. L., Cervone D. (2013). Θεωρίες προσωπικότητας, Έρευνα και Εφαρμογές. Αθήνα: Gutenberg.</i></p> <p><i>2. Chamorro-Premuzic, T. (2013). Προσωπικότητα και ατομικές διαφορές. Αθήνα: Gutenberg.</i></p> <p><i>Journals</i></p> <p><i>Personality and Individual Differences</i></p> <ol style="list-style-type: none"> <i>2. Journal of Personality and Social Psychology</i> <i>3. Individual Differences</i> <i>4. Journal of Personality Assessment</i>

Psychological-Neuropsychological Assessment

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE009	SEMESTER	5TH
COURSE TITLE	PSYCHOLOGICAL-NEUROPSYCHOLOGICAL ASSESSMENT		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		2	
Laboratory exercises		1	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		3	5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
<p>Upon successful completion of the course, students will have acquired knowledge of basic principles and practices for the use of psychometric and neuropsychological procedures for a psychological/neuropsychological diagnostic evaluation. More specifically, it is expected that students</p> <ul style="list-style-type: none"> will be familiar with the principles of the psychometric theory will know the characteristics, appropriateness criteria and limitations that apply

- for the use of psychometric procedures and tests and relevant ethical issues
- will be familiar with the most widely used scales and tests for the assessment of intellectual ability, personality and psychopathology
 - comprehend the administration and evaluation process of psychological and neuropsychological tests
 - will be trained to administer psychological and neuropsychological procedures and interpret relevant data
 - will comprehend conceptual issues related to psychological/neuropsychological assessment and interpretation

General Competences

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

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

- Working independently
- Team work
- Adapting to new situations
- Decision-making
- Working in an interdisciplinary environment
- Production of new research ideas
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

This course aims to introduce students to the principles and practice of psychological/neuropsychological assessment.

- Concept and nature of psychological diagnosis
- Basic principles of psychometry. Utility and limitations of psychological tests.
- Ethical issues and implications of psychological and neuropsychological assessment
- Assessment of intelligence (practice, administration, interpretation)
- Assessment of personality and psychopathology (practice, administration, interpretation)
- Goals and methods of neuropsychological assessment
- Widely used neuropsychological tests (practice, administration, interpretation)
- Interpretation of psychological and neuropsychological data
- Integration and report of psychological and neuropsychological findings

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face- to-face																					
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	The course includes lectures that will be displayed through PowerPoint, case studies, and video use. Study material will be provided through e-course.																					
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="609 472 940 510">Activity</th> <th data-bbox="940 472 1272 510">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="609 510 940 548">Lectures</td> <td data-bbox="940 510 1272 548">26</td> </tr> <tr> <td data-bbox="609 548 940 586">laboratory practice</td> <td data-bbox="940 548 1272 586">13</td> </tr> <tr> <td data-bbox="609 586 940 658">Study for the laboratory exercises</td> <td data-bbox="940 586 1272 658">30</td> </tr> <tr> <td data-bbox="609 658 940 730">Study and analysis of bibliography</td> <td data-bbox="940 658 1272 730">43</td> </tr> <tr> <td data-bbox="609 730 940 768">Non-directed study</td> <td data-bbox="940 730 1272 768">10</td> </tr> <tr> <td data-bbox="609 768 940 806">Exams</td> <td data-bbox="940 768 1272 806">3</td> </tr> <tr> <td data-bbox="609 806 940 844"></td> <td data-bbox="940 806 1272 844"></td> </tr> <tr> <td data-bbox="609 844 940 882"></td> <td data-bbox="940 844 1272 882"></td> </tr> <tr> <td data-bbox="609 882 940 920">Course total</td> <td data-bbox="940 882 1272 920">125</td> </tr> </tbody> </table>		Activity	Semester workload	Lectures	26	laboratory practice	13	Study for the laboratory exercises	30	Study and analysis of bibliography	43	Non-directed study	10	Exams	3					Course total	125
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<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation: Greek (Erasmus students will be evaluated in English)</p> <p>Methods of evaluation: Students will be evaluated through a written exam at the end of the semester. The written exam will include multiple choice questions, fill-in the gaps sentences and short-answer open questions.</p> <p>Additionally there will be a group work assignment on the administration of psychometric procedures. The assignment (consisting of 2 or 3 people) is optional and will receive up to 2 grades which will be added to the final grade of the written exam.</p>																					

(5) ATTACHED BIBLIOGRAPHY

<p>Suggested Bibliography:</p> <ul style="list-style-type: none"> • Kosmidis, M. (2008). Clinical Neuropsychological Assessment. Athens: Parisianou (Greek) • Lezak, M. (2012). Neuropsychological Assessment. Athens: Gotsis • Mellon, R. (2010). Clinical Psychometrics. Athens: Pedio. (Greek)
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- Wright, A. J. (2020). Conducting psychological assessment: A guide for practitioners. John Wiley & Sons.
- Hodges J. (2017). Cognitive Assessment for Clinicians (3 ed.) Oxford: University Press

Psychology of Communication and Mass Media

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE005	SEMESTER	5 th
COURSE TITLE	PSYCHOLOGY OF COMMUNICATION AND MASS MEDIA		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>This course offers to the students a comprehensive overview of Psychology of Communication and Mass Media. Upon completion, the students:</p> <ul style="list-style-type: none"> - 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?

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

- Working independently
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) 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.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	At the amphitheatre
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory</i>	Use of power-point Use of e-course

<i>education, communication with students</i>																					
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Practical Exercises</td> <td>16</td> </tr> <tr> <td>Study of bibliography</td> <td>36</td> </tr> <tr> <td>Independent study</td> <td>34</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>125</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	39	Practical Exercises	16	Study of bibliography	36	Independent study	34									Course total	125
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<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written examination. Short questions and essay type of questions.</p>																				

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <ul style="list-style-type: none"> • Χρηστάκης, Ν. (2016). <i>Ψυχοκοινωνιολογία των Μαζικών Επικοινωνιών</i>. Αθήνα: Gutenberg. • Marchand, P. κ.α. (2009). <i>Κοινωνική Ψυχολογία των Μ.Μ.Ε.</i> Αθήνα: Πεδίο. <p>- <i>Related academic journals:</i></p> <ul style="list-style-type: none"> • Discourse, Context and Media • International Journal of Communication • Journal of Media Psychology • Media Psychology
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Intercultural Communication

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE052	SEMESTER	5 th
COURSE TITLE	INTERCULTURAL COMMUNICATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		Optional	
		Compulsory	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<i>Special background</i>		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	ecourse		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i>
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- *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:

- understand the fundamental concepts and principles of communication between people of different social and cultural backgrounds,
- distinguish social, cultural and historical characteristics of cultures and cultural subgroups around the world,
- analyze and compare the communicative behavior (verbal and non-verbal) of different cultural groups
- identify cultural values and sociocultural diversity of structures and of identities as tools to improve intercultural communication
- cultivate strategies to break down stereotypes and invest in cultural diversity.
- 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
- 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
- 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?

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

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

(3) 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 interpreting. 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.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In Classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of slides, audiovisual material. Support of the learning process through electronic e-class platform Email Course Website	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study</i>	Activity	Semester workload
	Lectures	39
	Team/Individual assignments	37
	Study and analysis of bibliography	20
	Personal Study	26
	Exams	3
	Course total	125

<i>according to the principles of the ECTS</i>	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Final Examination(60%) consisting of:</p> <ul style="list-style-type: none"> - Multiple choice questions - Short-answer questions - Open-ended questions - Essay / problem solving questions <p>II. Presentation of Group / Personal project (40%)</p> <p>Specifically-defined evaluation criteria are given, and they are accessible to students in course</p>

(5) 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., Volčić, Z. & Gallois, C. (2018). *Εισαγωγή στη διαπολιτισμική επικοινωνία*. Αθήνα: Gutenberg.
- (8)** Lustig, M. W. & Koester, J. (2013). *Intercultural Competence: Interpersonal 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

Issues in Educational Psychology II

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΨYE014	SEMESTER	5 th
COURSE TITLE	Issues in Educational Psychology II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES, ESSAYS	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>The 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</p>
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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?

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

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.

(3) 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.

(4) TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD	Face-to-face teaching
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Face to face, Distance Learning, etc.		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT Teaching, Laboratory Education, Communication with Students</i>	<ul style="list-style-type: none"> • Use of ICT in teaching (e-course educational platform, power point presentations, audiovisual material). • Use of ICT in Student Communication (e-mail). 	
TEACHING ORGANIZATION <i>Describe in detail the way and methods of teaching.</i> <i>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;</i> <i>The student's study hours for each learning activity and the hours of non-guided study according to the ECTS principles</i>	Activity	Semester Workload
	Lectures	39
	Study and analysis of bibliography	15
	Writing and presenting individual or group work	10
	Self-study	33
	Examination	3
	Total Course	100
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.	<p>Evaluation methods:</p> <ol style="list-style-type: none"> 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. 	

(4) SUGGESTED BIBLIOGRAPHY

<p>- <i>Suggested Bibliography:</i></p> <ul style="list-style-type: none"> • Μακρή-Μπότσαρη, Ε. (2010). <i>Θυμός, επιθετικότητα, εκφοβισμός: Θεωρητικές προσεγγίσεις και πρακτικές διαχείρισης</i>. Εκδόσεις Παπαζήση. • Fontana, D. (1996). <i>Ψυχολογία για Εκπαιδευτικούς</i>. Εκδόσεις Σαββάλας. • Ψάλτη, Α., Κασάπη, Στ., & Δεληγιάννη-Κουϊμτζή, Β. (2012). <i>Ο εκφοβισμός στα ελληνικά σχολεία: ερευνητικά δεδομένα και προτάσεις για παρεμβάσεις</i>. Εκδόσεις Gutenberg.
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- 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.

-Relevant 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)

Health Psychology

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ017	SEMESTER	5 th
COURSE TITLE	HEALTH PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES AND ESSAYS	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Following the successful completion of the course, students are expected:</p> <ul style="list-style-type: none"> • 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?

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

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

(3) 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.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (in class)
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<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students</p>	<p>Use of ICT in teaching (e-course, power point presentations, audiovisual material) and communication with students.</p>																							
<p>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.</p> <p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</p>	<table border="1"> <thead> <tr> <th data-bbox="608 365 940 405">Activity</th> <th data-bbox="940 365 1270 405">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="608 405 940 443">Lectures</td> <td data-bbox="940 405 1270 443">39</td> </tr> <tr> <td data-bbox="608 443 940 512">Study & analysis of bibliography</td> <td data-bbox="940 443 1270 512">26</td> </tr> <tr> <td data-bbox="608 512 940 584">Essay writing & presenting</td> <td data-bbox="940 512 1270 584">20</td> </tr> <tr> <td data-bbox="608 584 940 622">Study independently</td> <td data-bbox="940 584 1270 622">40</td> </tr> <tr> <td data-bbox="608 622 940 660"></td> <td data-bbox="940 622 1270 660"></td> </tr> <tr> <td data-bbox="608 660 940 698"></td> <td data-bbox="940 660 1270 698"></td> </tr> <tr> <td data-bbox="608 698 940 736"></td> <td data-bbox="940 698 1270 736"></td> </tr> <tr> <td data-bbox="608 736 940 775"></td> <td data-bbox="940 736 1270 775"></td> </tr> <tr> <td data-bbox="608 775 940 813"></td> <td data-bbox="940 775 1270 813"></td> </tr> <tr> <td data-bbox="608 813 940 851">Course total</td> <td data-bbox="940 813 1270 851">125</td> </tr> </tbody> </table>		Activity	Semester workload	Lectures	39	Study & analysis of bibliography	26	Essay writing & presenting	20	Study independently	40											Course total	125
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<p>EVALUATION OF STUDENTS Description of the evaluation process</p> <p>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</p> <p>Certainly identified evaluation criteria are stated and if and where they are accessible by the students.</p>	<p>Evaluation methods:</p> <ol style="list-style-type: none"> 1. Final written examination (70%) (multiple choice questionnaires, short-answer questions, open-ended questions) 2. Written Assignment (optional) and Oral Presentation (30%) <p>Assessment language: Greek</p> <p>Evaluation criteria are stated at the first lecture. They are also available at the course website.</p>																							

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ol style="list-style-type: none"> 1. DiMatteo M.R. & Martin L.E. (2011). <i>Introduction to Health Psychology</i>. Publisher: PEDIO A.E. 2. Karademas E.Ch. (2005). <i>Health Psychology</i>. Publisher: G. DARDANOS - K. DARDANOS O.E. 3. Ogden J. (2016). <i>Health Psychology</i>. Publisher: PARISIANOU. <p>- Related academic journals:</p> <ol style="list-style-type: none"> 1. International Journal of Clinical and Health Psychology
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2. Health Psychology
3. Health Psychology Bulletin
4. Behavioral Neuroscience
5. Health Psychology and Behavioral Medicine

Advanced Methods of Quantitative Data Analysis

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	Bachelor		
COURSE CODE	ΨYE006	SEMESTER	5 th
COURSE TITLE	Advanced Methods of Quantitative Data Analysis		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		2	5
Laboratory practices		1	
		3	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(1) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>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.</p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Use statistical software such as SPSS and R

<ul style="list-style-type: none"> • 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. 																		
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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<i>Working in an interdisciplinary environment</i>	<i>.....</i>																	
<i>Production of new research ideas</i>	<i>Others...</i>																	
	<i>.....</i>																	
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information, with the use of the necessary technology • Decision-making • Working independently • Team work 																		

(2) SYLLABUS

<ul style="list-style-type: none"> • 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

(3) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of .ppt slides and PC	
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and</i></p>	<p>Activity</p>	<p>Semester workload</p>
	Lectures	39
	Laboratory practices	26
	Study of bibliography	39

<i>analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Independent study	21
	Course total	125
<p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>		
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written work Essay/Report Public Presentation</p>	

(4) ATTACHED BIBLIOGRAPHY

Clinical Ethics

COURSE OUTLINE

(5) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE012	SEMESTER	5 th
COURSE TITLE	Clinical Ethics		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Background		
PREREQUISITE COURSES:			
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/enrol/index.php?id=2437		

Positive Psychology

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE040	SEMESTER	5 th
COURSE TITLE	POSITIVE PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		Optional	
		Compulsory	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
PREREQUISITE COURSES:	NO		
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/view.php?id=3450		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Positive Psychology is one of the newest fields of Psychology. The aim of the course is to introduce students to the basic principles, theory and methods of the field. The course deals with concepts related to positive thinking, positive emotions, resilience, happiness, hope, and optimism. The goal is for students to familiarize themselves with the growing body of research data on creating, maintaining and developing positive individuals, relationships, organizations and communities. Interventions and applications of positive psychology in the</p>

real world with a focus on work and education will also be discussed. The course contains a significant number of experiential exercises aimed at the personal development and reflection of students.

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

1. understand and evaluate the fundamental concepts of the field of Positive Psychology,
2. understand and evaluate the scientific approach adopted by the field of Positive Psychology and compare it with intuitive methods,
3. discuss the role of positive emotions, thoughts, attitudes and behaviors in daily life;
4. understand the role and importance of positive psychological interventions,
5. discuss the application of theoretical knowledge and findings of Positive Psychology to work and education;
6. reflect on the application of theoretical knowledge and findings of Positive Psychology in their personal and professional lives.

General Competences

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

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

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Team work
- Working in an international environment
- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism

(3) SYLLABUS

The main themes of the course include:

1. History of Positive Psychology
2. Positive emotions
3. Happiness, eudemonic and subjective well-being, flourish
4. Optimism, attribution styles, hope and curiosity
5. Resilience, posttraumatic growth, positive ageing
6. Love and friendship
7. Gratitude, forgiveness and acceptance
8. Empathy, compassion, altruism and heroism
9. Transcendence and spirituality - Mindfulness
10. Flow, pleasure
11. Humor

- 12. Positive Psychology interventions
- 13. Positive Psychology interventions at work

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Use of ICT in communication with students Support using e-course electronic platform	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	20
	Practical exercises	5
	Essay writing	15
	Studying for exams	18
	Exams	3
	Course total (25 hours of work equal one ECTS)	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>I. Final Exam (60%) consisting of:</p> <ul style="list-style-type: none"> - Multiple choice questions - Short-answer questions - Open-ended questions - Problem solving questions <p>II. Group Written Work (Essay) (40%)</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Hefferon, K. & Boniwell, I. (2019). *Positive psychology: Theory, research and applications*. Gutenberg. (In Greek - translated edition of Positive psychology: Theory, research and applications)

Stalikas, A., & Mytskidou, P. (Eds.). (2011). *Introduction to positive psychology*. Topos. (In Greek)

Proctor, C. (Ed.) (2017). *Positive psychology interventions in practice*. Springer.

Furlong, M. J., Gilman, R., & Huebner, E. S. (Eds.). (2021). *Positive psychology in schools*. Papazisis. (In Greek – translated edition of Handbook of positive psychology in schools)

Parks, A. C., & Schueller, S. M. (Eds.) (2014). *The Wiley Blackwell handbook of positive psychological interventions*. Wiley.

Dickerson, D. (2012). *Social psychology: traditional and critical perspectives*. Kritiki. (In Greek - translated edition of Social psychology: traditional and critical perspectives)

Hewstone, M. & Stroebe, W. (2007). *Introduction to social psychology*. Papazisis. (In Greek - translated edition of Introduction to social psychology)

Hogg, M. A. & Vaughan, G. M. (2010). *Social psychology*. Gutenberg. (In Greek - translated edition of Social Psychology)

- *Related academic journals:*

HUMOR: International Journal of Humor Research
International Journal of Applied Positive Psychology
Mindfulness
Journal of Happiness Studies
Journal of Positive Psychology
Journal of Well-Being Assessment

School Community: Counselling and Consultation

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	Bachelor		
COURSE CODE	ΨYE010	SEMESTER	5 th
COURSE TITLE	School Community: Counselling and Consultation		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		2	5
Laboratory practices		1	
		3	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>After successfully attending and completing the course, students are expected to:</p> <ul style="list-style-type: none"> • Understand the importance of counseling in the school community and the role of the school psychologist. • Identify counseling methods and levels of counseling intervention. • Discuss models of counseling interventions in the school community

- Implement psychological interventions and group counseling with children and adolescents.
- Refer to the types of crises in the school community and apply general principles of counseling and intervention.

General Competences

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

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

- Autonomous work.
- Group work (students discuss weekly readings in groups).
- Criticism and self-criticism (discussion of lecture-related thematic issues in relation to previous knowledge and experience of the students but also in the context of the scientific texts they have studied).
- Decision-making (in the context of situations presented as examples in each theoretical approach. Decision-making and presentation in the group regarding the intervention or the role of the school psychologist)

(3) SYLLABUS

The main thematic axes of the course include:

- Current trends in School Psychology and counseling in the school community: the role of the school psychologist.
- Counseling methods. Levels of counseling intervention: Individual, group, system.
- Counseling process: Stages, skills, implementation.
- Definition and conceptual approaches of consultation in the school community.
- Theoretical approaches and models of consultation in the context of schools.
- Consultation: Dimensions, characteristics, and stages
- Training of professional consultants.
- Group counseling with children and adolescents
- The role of counseling in crisis management: Objectives, general principles and intervention in crisis situations. The role of the school psychologist.
- The Greek experience from the implementation of mental health consultation services in school.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face
<i>Face-to-face, Distance learning, etc.</i>	

<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of .ppt slides and PC													
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="609 365 940 405">Activity</th> <th data-bbox="940 365 1270 405">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="609 405 940 445">Lectures</td> <td data-bbox="940 405 1270 445">39</td> </tr> <tr> <td data-bbox="609 445 940 486">Laboratory practices</td> <td data-bbox="940 445 1270 486">26</td> </tr> <tr> <td data-bbox="609 486 940 526">Study of bibliography</td> <td data-bbox="940 486 1270 526">39</td> </tr> <tr> <td data-bbox="609 526 940 566">Independent study</td> <td data-bbox="940 526 1270 566">21</td> </tr> <tr> <td data-bbox="609 566 940 595">Course total</td> <td data-bbox="940 566 1270 595">125</td> </tr> </tbody> </table>		Activity	Semester workload	Lectures	39	Laboratory practices	26	Study of bibliography	39	Independent study	21	Course total	125
Activity	Semester workload													
Lectures	39													
Laboratory practices	26													
Study of bibliography	39													
Independent study	21													
Course total	125													
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Students will be assessed as described below:</p> <ul style="list-style-type: none"> - Final written exam, 80%-100% of the total score. The course material for the final exam consists of the lectures and the given readings. A combined assessment form will be used consisting of multiple-choice questions and one open-ended question for written consideration. - Optional assignment (up to 20%): The assignment can be individual or group (up to three students). The assignment will focus on the study and presentation of a scientific article or book chapter from the recent international literature. The scientific text will be chosen by the student, based on his/her interests and the thematic sections of the course. 													

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>Brouzos, A. (2009). The teacher as a counseling operator: A humanistic approach. Dardanos Publishing</p> <p>Hatzichristou, C. (2011). School Psychology. Typothito.</p> <p>Hatzichristou, C. (2014). Counseling in the School Community. Typothito.</p> <p>Kougioumtzis, G. (2019). Teacher Mentoring and Dimensions of Applied School Psychology and Counseling. Grigori Publishing.</p> <p>Kourkoutas, E. (2017). School Counseling and interventions for children with disorders. Pedio.</p>
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- *Related academic journals:*

Journal of School Psychology

Journal of Applied School Psychology

School Psychology International

School Psychology

School Psychology Review

Contemporary School Psychology

Journal of School and Educational Psychology

Laboratory of Qualitative Research and Data Analysis

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE049	SEMESTER	5th
COURSE TITLE	LABORATORY OF QUALITATIVE RESEARCH AND DATA ANALYSIS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge Skills development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>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</p>

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?

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

- 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

(3) 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

- xix. Introduction to the aims, the demands and the content of the course.
- xx. 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.
- xxi. Thematic Analysis
 - Introduction to the method of thematic analysis
 - Epistemology, theory and applications
- xxii. Interpretative Phenomenological Analysis
 - Introduction of Phenomenology / Hermeneutics
 - Theory and key scholars
- xxiii. Biographical and Narrative Analysis: Main themes
 - Introduction to these methods
 - Theoretical and epistemological differences
 - Interview methods
 - Contributions to psychology
- xxiv. Grounded Theory
 - Introduction and theoretical background
 - Method of analysis
 - A step-by-step guide to the analysis
- xxv. Ethnographic Research – Participatory Action Research
 - Introduction – theoretical issues
 - Data collection
 - Data presentation
- xxvi. 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
- xxvii. Workshop exercises
- xxviii. Unfolding analyses
- xxix. Closing: Discussing research projects

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	At the classroom / laboratory
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<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of power-point Use of PC Use of e-course</p>																							
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="608 365 940 405">Activity</th> <th data-bbox="940 365 1270 405">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="608 405 940 443">Lectures</td> <td data-bbox="940 405 1270 443">39</td> </tr> <tr> <td data-bbox="608 443 940 481">Workshops</td> <td data-bbox="940 443 1270 481">20</td> </tr> <tr> <td data-bbox="608 481 940 519">Practical exercises</td> <td data-bbox="940 481 1270 519">13</td> </tr> <tr> <td data-bbox="608 519 940 557">Project</td> <td data-bbox="940 519 1270 557">26</td> </tr> <tr> <td data-bbox="608 557 940 624">Study of bibliography and course material</td> <td data-bbox="940 557 1270 624">24</td> </tr> <tr> <td data-bbox="608 624 940 663">EXAMS</td> <td data-bbox="940 624 1270 663">3</td> </tr> <tr> <td data-bbox="608 663 940 701"></td> <td data-bbox="940 663 1270 701"></td> </tr> <tr> <td data-bbox="608 701 940 739"></td> <td data-bbox="940 701 1270 739"></td> </tr> <tr> <td data-bbox="608 739 940 777"></td> <td data-bbox="940 739 1270 777"></td> </tr> <tr> <td data-bbox="608 777 940 815">Course total</td> <td data-bbox="940 777 1270 815">125</td> </tr> </tbody> </table>		Activity	Semester workload	Lectures	39	Workshops	20	Practical exercises	13	Project	26	Study of bibliography and course material	24	EXAMS	3							Course total	125
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(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> • Flick, U. (2017). <i>Εισαγωγή στην Ποιοτική Έρευνα</i>. Αθήνα: Προπομπός. • Τσιώλης, Γ. (2014). <i>Μέθοδοι και Τεχνικές Ανάλυσης στην Ποιοτική Έρευνα</i>. Αθήνα: Κριτική. • Willig, C. (2015). <i>Ποιοτικές Μέθοδοι Έρευνας στην Ψυχολογία: Εισαγωγή</i>. Αθήνα: Gutenberg. • Ίσαρη, Φ. & Μαλικιώση-Λοϊζου, Μ. (2018). <i>Ποιοτική Έρευνα στη Συμβουλευτική</i>. 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

6th Semester

Political Psychology

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ005	SEMESTER	6 th
COURSE TITLE	POLITICAL PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>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,</p>

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?

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

- 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

(3) 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

- xxx. The foundations of political psychology
- xxxi. The history of political psychology
- xxxii. Situational explanations of political action / behaviour and decision making in groups
- xxxiii. Individualistic explanations of political action / behaviour: personality, beliefs, cognitive processes
- xxxiv. Emotion, affect, politics and biopolitics
- xxxv. Electoral behaviour
- xxxvi. Collective movements
- xxxvii. The psychology of political communication, mass media and political rhetoric
- xxxviii. Political psychology, nation-state, nationalism

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	At the amphitheatre	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of power-point Use of e-course	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Practical Exercises	16
	Study of bibliography	36
	Independent study	34
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination,</i>	Written examination. Short questions and essay type of questions.	

<p><i>public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	
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(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <ul style="list-style-type: none"> • Χρυσοχόου, Ξ. & Ιατρίδης, Τ. (Επιμ.) (2013). <i>Όψεις της Ηγεμονίας στις Φιλελεύθερες Κοινωνίες</i>. Αθήνα: Πεδίο. • Deconchy, J.P. & Dru, V. (2011). <i>Ο Αυταρχισμός</i>. Αθήνα: Πεδίο. • Moser, H. (1999). <i>Εισαγωγή στην Πολιτική Ψυχολογία: Σύγχρονες τάσεις στη διεθνή έρευνα</i>. Αθήνα: Παπαζήσης. • Cottam, M.L. (2015). <i>Introduction to Political Psychology</i>. London: Routledge. • Houghton, D.P. (2015). <i>Political Psychology: Situations, Individuals and Cases</i>. London: Routledge. • Tileaga, C. (2013). <i>Political Psychology: Critical Perspectives</i>. Cambridge: Cambridge University Press. <p>- <i>Related academic journals:</i></p> <ul style="list-style-type: none"> • Journal of Social and Political Psychology • Political Psychology

Schools of Psychotherapy

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ018	SEMESTER	6 th
COURSE TITLE	Schools of Psychotherapy		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

Social Psychology of Intergroup Relations: Prejudice, Racism

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ020	SEMESTER	6 th
COURSE TITLE	SOCIAL PSYCHOLOGY OF INTERGROUP RELATIONS: PREJUDICE, RACISM		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>This 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</p>

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?

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

- 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

(3) 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.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	At the amphitheatre	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of power-point Use of e-course	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	Lectures	39
	Practical Exercises	16
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	Independent study	34
Course total		125
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Written examination. Short questions and essay type of questions.	

(5) 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.
- Χρυσόχου, 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

Developing Brain and Neurodevelopmental Disorders

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	6 th		
COURSE CODE	ΨΥΕ042	SEMESTER	6 th
COURSE TITLE	DEVELOPING BRAIN AND NEURODEVELOPMENTAL DISORDERS		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	Special Background		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

(2) LEARNING OUTCOMES

Learning outcomes
<p>This course introduces students to the field of brain development and its relation with typical and atypical behaviour.</p> <p>Upon successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> • Comprehend the neural development (developmental changes in the brain's structure and function) as the basis of psychological and cognitive development • Be familiar with the effects of brain insult in early childhood • Understand the pathophysiological mechanisms involved in neurodevelopmental disorders and the environmental effects on brain development and behavior and specific neurodevelopmental syndromes and their neuropsychological profile • Know the neurodevelopmental disorders and their neuropsychological profiles.
General Competences
<p>Ability to work autonomously and in teams, in an interdisciplinary team, ability to generate new research ideas, to design and manage projects and to appreciate diversity and multiculturalism</p>

(3) SYLLABUS

<ol style="list-style-type: none"> 1. Neural characteristics of development. Development of functions. Environmental effects on brain development. Development of functional asymmetry. 2. Vulnerability and Plasticity of the Developing Brain. Effects of brain insult/trauma in early childhood 3. Neurodevelopmental disorders (categories, characteristics, diagnosis -DSM-V) 4. Neuropsychology of selected developmental disorders

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to Face mode of delivery	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in Course Teaching and in Communication with Students	
TEACHING METHODS	Activity	Semester workload
	Lectures	100
	Written assignments	20
	Exams	5
	Course Total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	At the end of the semester students will be evaluated through written exams, that will contribute 100% of the grade on the course. A written assignment and presentation in class during the semester may be optional and may add up to 1 point to the final grade of the exams.	

(5) ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Κωνσταντίνου, Μ., & Κοσμίδου, Μ. (2011). Νευροψυχολογία των μαθησιακών διαταραχών. Αθήνα: Εκδόσεις Παρισιάνου Α. Ε. 2. Λάζαρος Τριάρχου. (2006). Αναπτυξιακά σύνδρομα στην ειδική αγωγή. Εκδόσεις Πανεπιστημίου Μακεδονίας (Κωδικός Βιβλίου στον Εύδοξο: 4549) 3. American Psychiatric Association (2022). The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR). VA, United States

Psychodynamic Approaches to Health and Illness

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE026	SEMESTER	6 th
COURSE TITLE	PSYCHODYNAMIC APPROACHES TO HEALTH AND ILLNESS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES AND ESSAYS		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Following the successful completion of the course, students are expected:</p> <ul style="list-style-type: none"> • 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?

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

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

(3) 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.

(4) TEACHING and LEARNING METHODS - EVALUATION

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

<i>education, communication with students</i>																					
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Study & analysis of bibliography</td> <td>20</td> </tr> <tr> <td>Essay writing & presenting</td> <td>16</td> </tr> <tr> <td>Study independently</td> <td>25</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>100</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	39	Study & analysis of bibliography	20	Essay writing & presenting	16	Study independently	25									Course total	100
	Activity	Semester workload																			
	Lectures	39																			
	Study & analysis of bibliography	20																			
	Essay writing & presenting	16																			
	Study independently	25																			
Course total	100																				
<p>EVALUATION OF STUDENTS</p> <p>Description of the evaluation process</p> <p>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</p> <p>Certainly identified evaluation criteria are stated and if and where they are accessible by the students.</p>	<p>Evaluation methods:</p> <p>3. Final written examination (70%) (multiple choice questionnaires, short-answer questions, open-ended questions)</p> <p>4. Written Assignment (optional) and Oral Presentation (30%)</p> <p>Assessment language: Greek</p> <p>Evaluation criteria are stated at the first lecture. They are also available at the course website.</p>																				

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <ol style="list-style-type: none"> 1. Graeme T.J. (2001). <i>Psychosomatic medicine and contemporary psychoanalysis</i>. Publisher: Kastaniotis, Greece. 2. Dumet N. (2011). <i>Clinical study of psychosomatic disorders (Clinique des troubles psychosomatiques)</i>. Publisher: Gutenberg, Greece. 3. Kreisler L. (2001). <i>Contemporary psychoanalysis of infant and child (Le nouvel enfant du desordre psychosomatique)</i>. Publisher: Kastaniotis, Greece. 4. Duberstein P.R. & Masling J.M. (2007). <i>Psychodynamic perspectives on sickness and health</i>. Publisher: Tipothito/Dardanos, Greece. <p>- <i>Related academic journals:</i></p>

1. Psychosomatic Medicine
2. Psychosomatics
3. Journal of Psychosomatic Research
4. International Journal of Psychoanalysis

Statistical Methods with Applications in Psychometrics

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	Bachelor		
COURSE CODE	ΨΥΕ007	SEMESTER	6th
COURSE TITLE	Statistical Methods with Applications in Psychometrics		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	2	5	
Laboratory practices	1		
	3		
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
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=2088		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>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.</p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Use statistical software such as SPSS and R

- Use questionnaire relevance and reliability indices (e.g., Cronbach's α), 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	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...

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

(3) SYLLABUS

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

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of .ppt slides and PC	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i>	Activity	Semester workload
	Lectures	39
	Laboratory practices	26
	Assignments	21

<i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Independent study	39
	Course total	125
<p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>		
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written work Essay/Report Public Presentation</p>	

(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Andy Field Jeremy Miles Zoe Field, Ανακαλύπτοντας την Στατιστική με τη Χρήση της R. (μετάφραση - επιμέλεια Ι Ντζούφρας). Εκδόσεις Προπομπός, 2019 Περιστέρι. Κωδ. Ευδόξου 86195862 • Ρούσσοι, Π. Λ., & Τσαούσης, Γ. (2020). Στατιστική στις Επιστήμες της Συμπεριφοράς με τη χρήση του SPSS και του R . Αθήνα: Gutenberg . • Ντζούφρας Ι & Καρλής Δ (2015), ΕΙΣΑΓΩΓΗ ΣΤΟΝ ΠΡΟΓΡΑΜΜΑΤΙΣΜΟ ΚΑΙ ΣΤΗ ΣΤΑΤΙΣΤΙΚΗ ΑΝΑΛΥΣΗ ΜΕ R (e-book)

Occupational Health Psychology

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE055	SEMESTER	6 th
COURSE TITLE	OCCUPATIONAL HEALTH PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>	Optional Compulsory		
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
PREREQUISITE COURSES:	NO		
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/view.php?id=3572		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>Occupational Health Psychology is a rapidly growing field in psychology. It focuses on the application of psychology to protect and promote the safety, health and well-being of employees. Occupational Health Psychology is mainly concerned with improving the quality of working life and preventing occupational stress, illness and injury at work. This course is an introduction to Occupational Health Psychology and offers the relevant theoretical</p>
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background, as well as a range of research and practical skills related to research and interventions in the field of work, safety and health in order to familiarize students with the concepts of employee exposure to risks while working and promoting health at work. Issues such as occupational stress, occupational safety, fatigue, workplace violence, and strategies for preventing and managing health and safety in contemporary workplaces will be addressed. Particular emphasis will be placed on studying interventions.

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

1. understand and evaluate the fundamental concepts of the field of Occupational Health Psychology and the broader field of Occupational Health and Safety;
2. discuss the interdisciplinary nature of prevention and management of occupational health issues;
3. critically evaluate psychological research on interventions in the field of Occupational Health Psychology;
4. explain how the study of Occupational Health Psychology relates to the problems of daily life and their own experiences;
5. understand and evaluate how Occupational Health Psychology can improve the psychological and physical well-being of people at work, with an emphasis on prevention;
6. produce effective and ethical research designs.

General Competences

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

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

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism

(3) SYLLABUS

The main themes of the course include:

14. The field of Occupational Health Psychology in Greece and the world - historical development, research methods, synergies with institutions and other professions
15. Theoretical models
16. Work related interventions - Planning, implementation and evaluation
17. Psychosocial risks

18. Violence and aggression at work
19. Work stress, burnout, depression and anxiety
20. Physical health at work
21. Work-life balance
22. Dangerous and demanding work - Dangerous occupations
23. Health and safety at work
24. Social and organizational support - Safety climate and the role of leadership
25. Stress coping strategies, wellness programs and wellbeing

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Use of ICT in communication with students Support using e-course electronic platform	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	38
	Practical exercises	5
	Essay writing	20
	Studying for exams	20
	Exams	3
	Course total (25 hours of work equal one ECTS)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	I. Final Exam (50%) consisting of: - Open-ended questions - Problem solving questions II. Group Written Work (Proposal) (40%) III. Oral Group Presentation of Proposal (10%)	

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Vakola, M., & Nikolaou, I. (2019). *Organizational psychology and behavior*. Rossili. (In Greek)

Robbins, S. P., & Judge, T. A. (2018). *Organizational behavior*. Kritiki. (In Greek - translated edition of Organizational Behavior)

Greenberg, J., & Baron, R. A. (2013). *Organizational psychology and behavior*. Gutenberg. (In Greek - translated edition of Behavior in organizations)

Clarke, S., Probst, T. M., Guldenmund, F., & Passmore, J. (Eds.). (2015). *The Wiley Blackwell handbook of the psychology of occupational safety and workplace health*. Wiley.

Christensen, M., Saksvik, P. O., & Karanika-Murray, M. (Eds.). (2017). *The positive side of occupational health psychology*. Springer.

Houdmont, J., & Leka, S. (Eds.). (2010). *Contemporary occupational health psychology: Global perspectives on research and practice, volume 1*. Wiley.

Houdmont, J., Leka, S., & Sinclair, R. R. (Eds.). (2012). *Contemporary occupational health psychology: Global perspectives on research and practice, volume 2*. Wiley.

Leka, S., & Sinclair, R. R. (Eds.). (2014). *Contemporary occupational health psychology: Global perspectives on research and practice, volume 3*. Wiley.

Hughes, P. & Ferrett, E. (2022). *Introduction to health and safety at work: For the NEBOSH National General Certificate in Occupational Health and Safety*. Πασχαλίδης.

- Related academic journals:

Journal of Applied Psychology
Journal of Occupational Health Psychology
Occupational Health Science
Scandinavian Journal of Work, Environment & Health
Work & Stress

Cognitive Behavioural Approaches

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCE		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE008	SEMESTER	6th
COURSE TITLE	COGNITIVE BEHAVIOURAL APPROACHES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialized general knowledge, skills development</i>	SPECIALIZATION: GENERAL KNOWLEDGE		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>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.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>This course enables students to develop the following skills:</p> <ul style="list-style-type: none"> • 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?

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

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
- 9.

(3) 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.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	IN PERSON
USE OF INFORMATION AND COMMUNICATIONS	Use power-point for teaching. Use video for teaching.

<p>TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of the Ecourse to provide educational material to students</p>	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	<p>Attendance of lectures</p>	<p>39</p>
	<p>Study and analysis of books and articles</p>	<p>31</p>
	<p>Design – assignment preparation (research project)</p>	<p>52</p>
	<p>Examination</p>	<p>3</p>
	<p>Course total</p>	<p>125</p>
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple-choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>1. Written final examination which includes:</p> <ul style="list-style-type: none"> • Development questions • Multiple choice questions • Critical evaluation questions <p>2. Assignment design and preparation (research project)</p>	

(5) ATTACHED BIBLIOGRAPHY

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

Psychophysiology 1

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE035	SEMESTER	6 th
COURSE TITLE	PSYCHOPHYSIOLOGY 1		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES AND ASSIGNMENTS	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>With the successful completion of the course should acknowledge and understand:</p> <ol style="list-style-type: none"> 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

<p>the brain</p> <p>6. the neurobiology and anatomy of sensory systems</p> <p>7. the neurobiology of basic function for organism sustainability and the association of the brain with other systems of the human body.</p> <p>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</p>																		
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> <tr> <td></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>		<i>Production of free, creative and inductive thinking</i>		<i>.....</i>		<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																	
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																	
<i>Decision-making</i>	<i>Respect for the natural environment</i>																	
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																	
<i>Team work</i>	<i>Criticism and self-criticism</i>																	
	<i>Production of free, creative and inductive thinking</i>																	
	<i>.....</i>																	
	<i>Others...</i>																	
	<i>.....</i>																	
<p>Application of critical and self-critical thinking skills</p> <p>Working in an international environment</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p> <p>Promotion of free, creative and inductive thinking</p>																		

(3) SYLLABUS

<p>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</p> <ol style="list-style-type: none"> 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) .
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(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face teaching	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of power-point in teaching Use of “e-course” for supplying educational material to students	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	Lectures	39
	Study and analysis of literature	61
	Course total	100
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Final written exam that includes:</p> <p>Questions of written elaboration</p> <p>Questions of comparison</p> <p>Questions of critical assessment</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested Bibliography:</i></p> <ul style="list-style-type: none"> - 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

Systemic Family Theory

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE041	SEMESTER	6th
COURSE TITLE	SYSTEMIC FAMILY THEORY (<i>SYSTEMIC APPROACH OF THE FAMILY</i>)		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	2	4	
Tutorials	1		
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://ecedu.uoi.gr/wp-content/uploads/2020/11/ptn-os-2020-21-perigrammata-mathimatou-en.pdf		

7th Semester

Discourse-Analytic Social Psychology

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ018	SEMESTER	7th
COURSE TITLE	DISCOURSE-ANALYTIC SOCIAL PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>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</p>

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?

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

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

(3) 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

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	At a classroom
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory</i>	Use of power-point Use of e-course

<i>education, communication with students</i>																	
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Study of bibliography</td> <td>20</td> </tr> <tr> <td>Practical exercises</td> <td>13</td> </tr> <tr> <td>Independent study</td> <td>26</td> </tr> <tr> <td>Essay writing</td> <td>24</td> </tr> <tr> <td>Exams</td> <td>3</td> </tr> <tr> <td>Course total</td> <td>125</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	39	Study of bibliography	20	Practical exercises	13	Independent study	26	Essay writing	24	Exams	3	Course total	125
	Activity	Semester workload															
	Lectures	39															
	Study of bibliography	20															
	Practical exercises	13															
	Independent study	26															
	Essay writing	24															
	Exams	3															
	Course total	125															
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> - Written examination: Short questions, essay type of questions, empirical analysis questions. (60% of the total mark) - Essay / Report (40% of the total mark) 																

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <ul style="list-style-type: none"> • 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 Potter, J. & Wetherell, M.: «Λόγος και Κοινωνική Ψυχολογία» (σελ. 57-86).
- «Από τις αναπαραστάσεις στα ρεπερτόρια» (Κεφ. 7) 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*

Neuropsychology of Aging

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES			
COURSE CODE	ΨYE056	SEMESTER	7 th
COURSE TITLE	NEUROPSYCHOLOGY OF AGING		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	Special Background		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

(2) LEARNING OUTCOMES

Learning outcomes
<p>This course is designed to introduce students to the neuropsychological processes in normal and pathological aging and their biological substrates. Students will acquire knowledge and abilities to contribute to successful aging but also to diagnosis, management and treatment of age-associated neurocognitive disorders.</p> <p>Upon successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> • Understand the impact of healthy and pathological ageing on cognitive and psychological functioning. • Administer appropriate neuropsychological procedures and methods for the evaluation of cognitive and psychological processes in clinical practice and research with elderly persons. • Identify the neuropsychological profiles of common age-associated neurocognitive disorders. • Understand the psychosocial and lifestyle factors that are associated with cognitive changes • Design and apply interventions that promote healthy aging and contribute to the neuropsychological rehabilitation of age-associated cognitive disorders.
General Competences
<p>Ability to work autonomously and in teams, in an interdisciplinary team, ability to generate new research ideas, to design and manage projects and to appreciate diversity and multiculturality</p>

(3) SYLLABUS

<p>This course offers a detailed overview of the neuropsychological approaches and theories in the field of aging. A detailed description of the cognitive and psychological changes in normal and pathological aging will be provided. An emphasis is placed on the application of appropriate neuropsychological procedures for the early detection of pathological aging and</p>

for repeated neuropsychological assessments (longitudinally). Students will learn to identify the neuropsychological profiles of the most common age-associated neurocognitive and neurodegenerative disorders, such as those due to Alzheimer's and Parkinson's disease. The course will end with a focus on non-pharmacological interventions that promote healthy/successful cognitive aging and neuropsychological rehabilitation approaches in dementia syndromes.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to Face mode of delivery	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in Course Teaching and in Communication with Students	
TEACHING METHODS	Activity	Semester workload
	Lectures	100
	Studying	20
	Exams	5
	Course Total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	At the end of the semester students will be evaluated through written exams (multiple-choice and open-ended questions), that will contribute 100% of the grade on the course. A written assignment and presentation in class during the semester may be optional and may add up to 1 point to the final grade of the exams.	

(5) ATTACHED BIBLIOGRAPHY

Course Bibliography (Eudoxus):

1. Book [77111679]: Βασικές αρχές νευροψυχολογίας του ανθρώπου, Kolb B. & Wishaw I (επιμ. Γιακουμάκη Σ, Καστελλάκης Α) Εκδόσεις Gutenberg
2. Book [59363839]: Νευροψυχολογία. Εγκέφαλος και Συμπεριφορά, Martin Neil G. Εκδόσεις ΙΩΝ

Other suggested bibliography:

3. Bush, S. S. Yochim, B. P. (2022). A Handbook of Geriatric Neuropsychology: Practice Essentials, Studies on Neuropsychology, Neurology, and Cognition. New York: Routledge.
4. McPherson, S., & Koltai, D. (2018). A practical guide to geriatric neuropsychology. Oxford University Press.

Psychodynamic Approaches to Counselling and Psychotherapy

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE034	SEMESTER	7 th
COURSE TITLE	PSYCHODYNAMIC APPROACHES TO COUNSELLING AND PSYCHOTHERAPY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES AND ESSAYS		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Following the successful completion of the course, students are expected:</p> <ul style="list-style-type: none"> • 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?

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

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

(3) 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.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (in class)
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<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching (e-course, power point presentations, audiovisual material) and communication with students.</p>																							
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="608 365 940 405">Activity</th> <th data-bbox="940 365 1270 405">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="608 405 940 445">Lectures</td> <td data-bbox="940 405 1270 445">39</td> </tr> <tr> <td data-bbox="608 445 940 512">Study & analysis of bibliography</td> <td data-bbox="940 445 1270 512">26</td> </tr> <tr> <td data-bbox="608 512 940 584">Essay writing & presenting</td> <td data-bbox="940 512 1270 584">20</td> </tr> <tr> <td data-bbox="608 584 940 624">Study independently</td> <td data-bbox="940 584 1270 624">40</td> </tr> <tr> <td data-bbox="608 624 940 665"></td> <td data-bbox="940 624 1270 665"></td> </tr> <tr> <td data-bbox="608 665 940 705"></td> <td data-bbox="940 665 1270 705"></td> </tr> <tr> <td data-bbox="608 705 940 745"></td> <td data-bbox="940 705 1270 745"></td> </tr> <tr> <td data-bbox="608 745 940 786"></td> <td data-bbox="940 745 1270 786"></td> </tr> <tr> <td data-bbox="608 786 940 826"></td> <td data-bbox="940 786 1270 826"></td> </tr> <tr> <td data-bbox="608 826 940 866">Course total</td> <td data-bbox="940 826 1270 866">125</td> </tr> </tbody> </table>		Activity	Semester workload	Lectures	39	Study & analysis of bibliography	26	Essay writing & presenting	20	Study independently	40											Course total	125
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Course total	125																							
<p>EVALUATION OF STUDENTS Description of the evaluation process</p> <p>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</p> <p>Certainly identified evaluation criteria are stated and if and where they are accessible by the students.</p>	<p>Evaluation methods:</p> <ol style="list-style-type: none"> Final written examination (70%) (multiple choice questionnaires, short-answer questions, open-ended questions) Written Assignment (optional) and Oral Presentation (30%) <p>Assessment language: Greek</p> <p>Evaluation criteria are stated at the first lecture. They are also available at the course website.</p>																							

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <ol style="list-style-type: none"> Gabbard G.O. (2010). <i>Long-term Psychodynamic Psychotherapy</i>. MOTIBO PUBLISHING A.E. Bateman A., Holmes, J. (2007). <i>Introduction to Psychoanalysis</i>. Publisher: KASTANIOTIS. <p>- <i>Related academic journals:</i></p> <ol style="list-style-type: none"> Psychoanalytic Psychotherapy
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6. International Journal of Psychoanalysis
7. Journal of the American Psychoanalytic Association
8. Psychodynamic Practice

Sport and Exercise Psychology

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΨΥΕ011	SEMESTER	7 th
COURSE TITLE	Sport and Exercise Psychology		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES, ESSAYS	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>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.</p>

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?

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

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.

(3) 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.

(4) TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD Face to face, Distance Learning, etc.	Face-to-face teaching	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT Teaching, Laboratory Education, Communication with Students</i>	<ul style="list-style-type: none"> • Use of ICT in teaching (e-course educational platform, power point presentations, audiovisual material). • Use of ICT in Student Communication (e-mail). 	
TEACHING ORGANIZATION <i>Describe in detail the way and methods of teaching.</i> <i>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;</i> <i>The student's study hours for each learning activity and the hours of non-guided study according to the ECTS principles</i>	Activity	Semester Workload
	Lectures	39
	Study and analysis of bibliography	20
	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.	

(5) SUGGESTED BIBLIOGRAPHY

<p>- <i>Suggested Bibliography:</i></p> <ul style="list-style-type: none"> • Weinberg, R., & Gould, D. (2018). <i>Ψυχολογία του αθλητισμού και της άσκησης</i>. Εκδόσεις Broken Hill Πασχαλίδης, Κύπρος. • Cox, R. (2018). <i>Αθλητική Ψυχολογία: Έννοιες και εφαρμογές</i>. Εκδόσεις Παρισιάνου, Αθήνα.
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- 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

-Relevant scientific journals:

- *Journal of Sport and Exercise Psychology*
- *Sport Psychologist*
- *Journal of Applied Sport Psychology*
- *International Journal of Sport and Exercise Psychology*

Applications of Work and Organizational Psychology

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE057	SEMESTER	7 th
COURSE TITLE	APPLICATIONS OF WORK AND ORGANIZATIONAL PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		Optional	
		Compulsory	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
PREREQUISITE COURSES:	NO		
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/view.php?id=3573		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>In this course we will study the application of the findings of Work and Organizational Psychology in solving practical problems of modern organizations at the individual, group and organizational levels. The aim is to analyze applications of research aiming at developing teams, leaders and organizations. Practical issues will be studied such as designing procedures for selecting the most suitable employees, identifying training and</p>
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development needs, the optimization of the quality of the daily work environment, the management of conflicts and reducing turnover rates. Students will be trained in how they can advise employers and policy makers on their priorities and how they can help employees achieve a better quality of working life using the scientific method. The aim of the course is to both deepen the understanding of concepts related to Work and Organizational Psychology and enhance skills related to evaluation of the results of the practical applications of its methods.

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

1. summarize recent developments in research and theory in Work and Organizational Psychology;
2. critically evaluate the contribution of the theories and findings of Work and Organizational Psychology to addressing work and organizational problems;
3. understand and critically evaluate methods used in research studies;
4. apply theoretical knowledge to suggest solutions to work and organizational problems,
5. apply theoretical knowledge to propose policy and guidelines;
6. study and evaluate the work, organizational and professional context and use this knowledge to solve problems and produce policy and guideline proposals.

General Competences

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

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

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Working independently
- Team work
- Working in an international 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

(3) SYLLABUS

The main themes of the course include:

26. Work analysis and design
27. Practical insights into personnel selection
28. Employee training and development - Talent management
29. Organisational development - Developing leaders and leadership

30. Effective teams
31. Telework
32. Creating inclusive organisations
33. Preventing unethical behaviour - Promoting green behaviours
34. Feedback, Coaching and Mentoring
35. Psychosocial risks assessment
36. Reducing turnover
37. Conflict management
38. Organisational interventions

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Use of ICT in communication with students Support using e-course electronic platform	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	30
	Practical exercises	13
	Essay writing	15
	Studying for exams	25
	Exams	3
	Course total (25 hours of work equal one ECTS)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	<p>I. Final Exam (60%) consisting of:</p> <ul style="list-style-type: none"> - Multiple choice questions - Short-answer questions - Open-ended questions - Problem solving questions <p>II. Group Written Work (Proposal) (40%)</p>	

<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Vakola, M., & Nikolaou, I. (2019). *Organizational psychology and behavior*. Rossili. (In Greek)

Robbins, S. P., & Judge, T. A. (2018). *Organizational behavior*. Kritiki. (In Greek - translated edition of Organizational Behavior)

Greenberg, J., & Baron, R. A. (2013). *Organizational psychology and behavior*. Gutenberg. (In Greek - translated edition of Behavior in organizations)

Leonard, H. S., Lewis, R., Freedman, A. M., & Passmore, J. (Eds.). (2013). *The Wiley-Blackwell handbook of the psychology of leadership, change, and organizational development*. Wiley.

Karananika-Murray, M., & Biron, C. (Eds.) (2015). *Derailed organizational interventions for stress and well-being*. Springer.

Salas, E., Rico, R., & Passmore, J. (Eds.). (2020). *The Wiley Blackwell handbook of the psychology of team working and collaborative processes*. Wiley.

Goldstein, H. W., Pulakos, E. D., Passmore, J., & Semedo, C. (Eds.). (2017). *The Wiley Blackwell handbook of the psychology of recruitment, selection and employee retention*. Wiley.

Wiley.

- Related academic journals:

Academy of Management Review

European Journal of Work and Organizational Psychology

Group and Organization Management

International Journal of Selection and Assessment

International Review of I/O Psychology

Journal of Applied Psychology

Journal of Leadership and Organizational

Journal of Occupational and Organizational Psychology

Journal of Organizational Behavior

Organizational Psychology Review

The Leadership Quarterly

Psychology of Middle and Third Age

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE050	SEMESTER	7th
COURSE TITLE	PSYCHOLOGY OF MIDDLE AND THIRD AGE		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	general background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	-		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The main objective of the course is the in-depth literature research and the study of issues concerning the typical development of individuals in middle and late adulthood with an emphasis on bio-physical, cognitive, social-emotional development and personality development. Specifically, the purpose of the course is to acquire specialized knowledge in</p>

order for students to delve into the psychology of middle-aged and elderly people in the light of theories that focus on the interaction of endogenous and exogenous factors in each age period under study. In particular, after completing the course, students are expected to:

- Understand traditional and contemporary theories of aging,
- Recognize the relevant myths and prejudices regarding the mid-life crisis and the marginalization of the elderly,
- Deepen their knowledge in relation to social policy and modern good practices for the provision of psychosocial care for the elderly,
- Examine in depth particular situations in late adult life that are related to changes in the psychological functions of individuals, such as depression, dementia, chronic diseases as well as existential issues such as death anxiety, the meaning of life, etc.

General Competences

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

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

- Respect for the diversity and multiculturalism of psychological development issues
- Acquiring abilities and skills for searching, analyzing and synthesizing knowledge and information
- Production of free, creative and inductive thinking

(3) SYLLABUS

1. Introduction to the Cognitive Object of the Course
2. Classic and Modern Theories of Lifelong Development with an emphasis on Middle Age
3. Classical and Modern Theories of Lifelong Development with an Emphasis on Late Adulthood
4. Stress, Mental Pressure and Chronic Diseases
5. Biosomatic changes
6. Approaches to Cognitive Development in Middle Adulthood
7. Elderly personality (theories of personality development, dynamism, disengagement, self-emotion, self-acceptance)
8. Elderly personality types and disorders
9. Parenthood and Family Life Dynamics
10. Attrition or Development in Late Adulthood?
11. Normal Cognitive Decline and Neurocognitive Disorders in Late Adulthood
12. Psychopathology of old age (depression, senile dementia)
13. Treatment and prevention of psychopathology

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p><i>Face-to-face</i></p>															
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of powerpoint and video for the course presentations. Learning process support through the e-class electronic platform Communicating with students electronically</p>															
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="609 472 940 510">Activity</th> <th data-bbox="940 472 1272 510">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="609 510 940 548">Lectures</td> <td data-bbox="940 510 1272 548">39</td> </tr> <tr> <td data-bbox="609 548 940 586">Literature study</td> <td data-bbox="940 548 1272 586">19</td> </tr> <tr> <td data-bbox="609 586 940 624">Independent study</td> <td data-bbox="940 586 1272 624">22</td> </tr> <tr> <td data-bbox="609 624 940 732">Writing and presenting work</td> <td data-bbox="940 624 1272 732">20</td> </tr> <tr> <td data-bbox="609 732 940 770"></td> <td data-bbox="940 732 1272 770"></td> </tr> <tr> <td data-bbox="609 770 940 808">Course total</td> <td data-bbox="940 770 1272 808">100</td> </tr> </tbody> </table>		Activity	Semester workload	Lectures	39	Literature study	19	Independent study	22	Writing and presenting work	20			Course total	100
Activity	Semester workload															
Lectures	39															
Literature study	19															
Independent study	22															
Writing and presenting work	20															
Course total	100															
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The evaluation of the students is done in the Greek language and includes the following criteria:</p> <ol style="list-style-type: none"> 1. Final written exam (80%) which will include a combination of short development questions, case study, and/or true-false questions. 2. Oral presentation of work in the classroom based on a scientific article (20%) 															

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Feldman, R.S (2010). Developmental Psychology: Lifelong Development (Ed. Ilias G. Bezevegis). Athens: Gutenberg [Eudoxus code: 86057171]
- Pagoropoulou, A. (2019). Psychology of old age. Athens: Gutenberg [Eudoxus code: 86192917]

-Indicative bibliography for studying the topics that will be presented

Annele, U., Satu, K. J., & Timo, E. S. (2019). Definitions of successful ageing: a brief review of a multidimensional concept. *Acta Bio Medica: Atenei Parmensis*, 90(2), 359.

Amarya, S., Singh, K., & Sabharwal, M. (2018). Ageing process and physiological changes. In *Gerontology*. IntechOpen.

Strikwerda-Brown, C., Grilli, M. D., Andrews-Hanna, J., & Irish, M. (2019). "All is not lost" — Rethinking the nature of memory and the self in dementia. *Ageing research reviews*, 54, 100932.

Community Clinical Psychology

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE047	SEMESTER	7 th
COURSE TITLE	COMMUNITY CLINICAL PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES AND ASSIGNMENTS	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>With the successful completion of the course:</p> <ol style="list-style-type: none"> 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	
<i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Independent Assignment
 Application of critical and self-critical thinking skills
 Respecting cultural differences and multiculturalism
 Promotion of free, creative and inductive thinking

(3) 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

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of power-point in teaching Use of “e-course” for supplying educational material to students

<i>Use of ICT in teaching, laboratory education, communication with students</i>		
<p>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.</p> <p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</p>	Activity	Semester workload
	Lectures	39
	Study and analysis of literature	20
	Practical exercises	15
	Study and write-up of assignment	11
	Preparation of exams	40
	EXAMS	
Course total	125	
<p>STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>Final written exam that includes:</p> <p>Questions of written elaboration Questions of comparison Questions of critical assessment</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested Bibliography:</p> <p>Levine, M., Perkins, D. D., & Perkins, D. V. (2005). Principles of community psychology: Perspectives and applications (3rd ed.). New York: Oxford University Press.</p> <p>Μεντίνης, Μ. (2013). Επανορίζοντας το κοινωνικό. Αθήνα: Επίκεντρο.</p> <p>Moritsugu, J. (2009). Community Psychology (4th ed.). Allyn & Bacon, Inc.</p> <p>Scott, V.C., & Wolfe, S.M. (2015). Community psychology: Foundations for practice. Los Angeles: Sage.</p> <p>Nelson, G.B., & Prilleltensky, I. (2010). Community psychology: in pursuit of liberation and well-being. Basingstoke, UK: Palgrave Macmillan.</p> <p>Rappaport, J., & Seidman, E. (2000). Handbook of community psychology. New York: Kluwer Academic/Plenum.</p>

Στυλιανίδης, Σ. (2014). Σύγχρονα θέματα κοινωνικής και κοινοτικής ψυχιατρικής. Αθήνα: Τόπος
Τσαμπαρλή, Α., & Κουνενού, Κ.Ε. (2013). Θέματα κοινοτικής κλινικής ψυχολογίας. Αθήνα: Παπαζήσης.

-Journals:

American Journal of Community Psychology

Australian Community Psychologist

Adult Psychopathology

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Psychology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΨYE037	SEMESTER	7th
COURSE TITLE	Adult Psychopathology		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES AND LABORATORY EXERCISES (DISCUSSION OF CASE STUDIES)	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (study of relevant literature and article write-up in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>This course offers an introduction to the basic concepts and practices concerning the understanding and diagnosis of mental disorders in adults. In particular, the prevailing definitions of mental disorder and deviant behaviour and the criteria for distinguishing between normal and abnormal behaviour are analysed.</p>

Procedures for diagnosis and assessment are described and a critical evaluation of the diagnosis as institutional practice along with the ethical issues involved are discussed. The classification systems for mental disorders are presented and the main diagnostic categories according to the DSM-V are analysed. It also presents the main psychological approaches (cognitive, behavioural, psychodynamic, family-systemic, socio-cultural) which contribute to the understanding and treatment of mental disorders.

By the end of the course, students are expected to:

- have an understanding of contemporary psychological approaches and the basic systems of diagnosis and classification of adult mental disorders
- be familiar with the ethical issues and basic ethical principles governing the management of adult mental disorders
- have acquired a basic knowledge of adult mental disorders and their aetiological mechanisms
- be able to distinguish between typical and deviant behaviour
- have acquired a comprehensive knowledge of the available therapeutic approaches for the intervention and treatment of mental disorders

General Competences

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

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

- Search for, analysis and synthesis of data and information, using the necessary technologies
- Working independently
- Team work
- Working in an international environment
- Project planning and management
- Respect for diversity and multiculturalism
- Critical thinking
- Demonstrating social, professional, ethical responsibility, and sensitivity to gender issues

(3) SYLLABUS

Key topics:

1. Introduction to Deviant Behaviour-Psychopathology
2. Contemporary theoretical approaches to psychopathology
3. Ethical Practice in Clinical Psychopathology
4. The DSM-5 system of classification of mental disorders
5. Anxiety disorders
6. Disorders associated with traumatic and stressful situations
7. Mood disorders

- 8. Schizophrenia and other psychotic personality disorders
- 9. Personality disorders
- 10. Somatoform disorders
- 11. Eating disorders
- 12. Sexual disorders
- 13. Substance use disorders
- 14. Neurological disorders

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Use of ICT in communication with students Support of the learning process through the e-course platform (posting of course material: notes, lecture slides, activities, etc.)	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Activity	Semester workload
<i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Attendance of lectures	39
	Study & analysis of the literature	25
	Write-up and presentation of individual or group assignment	25
	Independent study	11
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	A written final examination including: Short answer questions. Essays. Comparison questions.	
<i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>		

<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- *Bennett, P. (2010). Κλινική Ψυχολογία και Ψυχοπαθολογία (Επιμέλεια: Α. Καλαντζή-Αζίζι, Γ. Ευσταθίου). Αθήνα: Πεδίο.*
- *Getzfeld, A. (2009). Βασικά Στοιχεία Ψυχοπαθολογίας (Επιμέλεια: Λ. Μεσσήνης). Πάτρα: Gotsis.*
- *Kring, A.M., Davison, G.C., Neale, J.M., & Johnson, S.L. (2010). Ψυχοπαθολογία (Επιμέλεια: Ε. Αυδή, Π. Ρούσση). Αθήνα: Gutenberg.*
- *Ουλής, Π. (2010). Εγχειρίδιο Κλινικής Ψυχοπαθολογίας. Αθήνα: Βήτα Ιατρικές Εκδόσεις.*
- *Schacter, D.L., Gilbert, D.T., & Wegner, D.M. (2012). Ψυχολογία (Επιμέλεια: Σ. Βοσνιάδου). Αθήνα: Gutenberg.*
- *Χριστοπούλου, Α. (2008). Εισαγωγή στην Ψυχοπαθολογία του Ενήλικα. Αθήνα: Τόπος.*

- Related academic journals:

*Journal of Abnormal Psychology,
Journal of Consulting and Clinical Psychology,
Clinical Psychology Review,
Annual Review of Clinical Psychology,
Journal of Clinical Psychology,
Psychological Medicine, etc.*

Practicum Placement

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Psychology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΠΑ001	SEMESTER	7th or 8th
COURSE TITLE	Practicum Placement		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
SUPERVISED PRACTICUM IN ORGANISATIONS OF APPLIED PSYCHOLOGY	200 HOURS IN TOTAL WITHIN 2 MONTHS	8	
SEMINAR IN PREPARATION FOR THE PRACTICAL TRAINING	10 HOURS IN TOTAL	4	
COMPILATION OF AN ACTIVITY REPORT (PRACTICUM BOOK)	90 HOURS IN TOTAL		
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	COMPULSORY COURSES (90ECTS) OPTIONAL COMPULSORY PSYCHOLOGY COURSES (80ECTS)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://psychology.uoi.gr/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
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Upon completion of the practicum, students are expected to be able to:

- understand the scientific and professional dimensions of the science of psychology and demonstrate an understanding of the association between theoretical knowledge and practice
- determine the role of the psychologist within professional contexts in relation to and in comparison with other professionals in the field
- understand the importance of collaboration between professionals
- acquire a deep understanding of the professional and ethical principles in clinical practice such as issues of confidentiality etc.
- use their theoretical knowledge, training, and education in the practical applications of 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?

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

- Practical application of knowledge
- Adaptation to new situations
- Decision-making
- Working independently
- Teamwork
- Showing social, professional, and ethical responsibility and sensitivity to gender issues
- Production of free, creative, and inductive thinking

(3) SYLLABUS

The purpose of the practicum is to familiarize students with the areas of professional activity of psychologists within real contexts and working conditions prior to obtaining their degree. It includes three teaching activities:

- attendance of a 10-hour Preparation Seminar,
- supervised practicum in an organisation of applied psychology of at least 200 hours over a period of two months, and
- preparation of a report on the work undertaken (Practicum Book).

The supervised training will be carried out in any public or private sector setting providing services related to applied areas of psychology (with the exception of private psychologists' offices and students' workplaces), such as psychiatric clinics, medicoeducational centres, mental health centres, centres for the treatment of psychiatric conditions, prevention centres, special education centres, school settings, etc., provided that supervision will be offered by a qualified psychologist within the setting.

The students will have the opportunity to observe and be involved in activities which fall within the duties and responsibilities of practitioner psychologists (e.g., history taking, psychological assessment, counselling sessions, multidisciplinary team meetings, etc.). The practicum is carried out under the supervision of a psychologist employed by the organisation and an academic supervisor who is a faculty member within the department of psychology (DEP/EDIP). It may be paid under co-funded programmes or unpaid. The selection of students for paid practicums will be made upon application and in accordance with defined academic criteria. The practicum will be evaluated by the academic supervisor with a qualitative rating of 'successful' or 'unsuccessful' which is not taken into account in the overall degree grade but is a prerequisite for obtaining the degree and is recorded in the Diploma Supplement.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face to face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in communication with students	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, practicums, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	Seminar	10
	Practicum	200
	Assignment writing	90
	Course Total	300
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory</i></p>	<p>The assessment of students is carried out based on the following deliverables:</p> <ul style="list-style-type: none"> - Practicum Book - Digital Assessment of the practicum book by the student - Digital Assessment of the student by the supervisor of the host organisation - Digital evaluation of the student by the academic supervisor <p>Assessment Method: Written Assignment (Formative, Conclusive)</p>	

<i>work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Language of Assessment: Greek. The assessment criteria are communicated to the students during the introductory seminar and are available online on the Psychology Department's website.
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(5) ATTACHED BIBLIOGRAPHY

<i>- Suggested bibliography:</i> <i>- Related academic journals:</i>

8th Semester

Experimental Investigation of Cognitive Processes

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE021	SEMESTER	8th
COURSE TITLE	EXPERIMENTAL INVESTIGATION OF COGNITIVE PROCESSES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures and oral presentation of written assignments	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>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.</p> <p>Upon successful completion of the specific course, students will have acquired:</p> <ul style="list-style-type: none"> • 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?

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

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

(3) 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.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to face (or distance learning under pandemic conditions)</p>	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>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</p>	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	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
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Written research essay (50%), oral presentation/examination of the essay (10%)</p> <p>II. Final Oral Exams (40%)</p>	

(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <ul style="list-style-type: none"> - Christensen, L. B. (2007). Η πειραματική μέθοδος στην επιστημονική έρευνα. Παπαζήσης. - Goldstein, B.E. (2018). (N. Μακρής, Επιμ.). Γνωστική Ψυχολογία. Αθήνα, Gutenberg. - Matlin, M.W. & Farmer, T.A. (2019). Γνωστική Ψυχολογία. Εκδόσεις Τζιόλα.
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- 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

Stress and Coping Strategies: Stress at School

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΨYE025	SEMESTER	8th
COURSE TITLE	Stress and Coping Strategies: Stress at School		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES, ESSAYS		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>The 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",</p>

"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?

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

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.

(3) 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

(4) TEACHING AND LEARNING METHODS - EVALUATION

<p>DELIVERY METHOD Face to face, Distance Learning, etc.</p>	Face-to-face teaching	
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT Teaching, Laboratory Education, Communication with Students</i></p>	<ul style="list-style-type: none"> • Use of ICT in teaching (e-course educational platform, power point presentations, audiovisual material). • Use of ICT in Student Communication (e-mail). 	
<p>TEACHING ORGANIZATION <i>Describe in detail the way and methods of teaching.</i> <i>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;</i> <i>The student's study hours for each learning activity and the hours of non-guided study according to the ECTS principles</i></p>	<p>Activity</p>	<p>Semester Workload</p>
	Lectures	39
	Study and analysis of bibliography	15
	Writing and presenting individual or group work	10
	Self-study	33
	Examination	3
Total Course		100
<p>EVALUATION OF STUDENTS Description of the evaluation process</p> <p>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</p> <p>Certainly identified evaluation criteria are stated and if and where they are accessible by the students.</p>	<p>Evaluation methods:</p> <ol style="list-style-type: none"> 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. 	

(5) 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

-Relevant 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)

Emotion and motivation

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΨΥΕ024	SEMESTER	8th
COURSE TITLE	Emotion and motivation		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES, ESSAYS	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The course 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</p>

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?

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

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.

(3) SYLLABUS

The main themes of the course include:

- Emotions
 - The development of emotions
 - The emotional process
 - Brain mechanisms of emotions
 - Functions and effects of emotion on cognitive processes
 - Physical changes, facial expressions
 - Individual 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.

(4) TEACHING AND LEARNING METHODS - EVALUATION

<p>DELIVERY METHOD Face to face, Distance Learning, etc.</p>	Face-to-face teaching	
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT Teaching, Laboratory Education, Communication with Students</i></p>	<ul style="list-style-type: none"> • Use of ICT in teaching (e-course educational platform, power point presentations, audiovisual material). • Use of ICT in Student Communication (e-mail). 	
<p>TEACHING ORGANIZATION <i>Describe in detail the way and methods of teaching.</i> <i>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;</i> <i>The student's study hours for each learning activity and the hours of non-guided study according to the ECTS principles</i></p>	<p>Activity</p>	<p>Semester Workload</p>
	Lectures	39
	Study and analysis of bibliography	15
	Writing and presenting individual or group work	10
	Self-study	33
	Examination	3
Total Course		100
<p>EVALUATION OF STUDENTS Description of the evaluation process</p> <p>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</p> <p>Certainly identified evaluation criteria are stated and if and where they are accessible by the students.</p>	<p>Evaluation methods:</p> <ol style="list-style-type: none"> 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. 	

(5) 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»).

-Relevant scientific journals:

- Educational Psychology
- School Psychology review
- Επετηρίδα της Ψυχολογικής Εταιρείας Βορείου Ελλάδος
- Ψυχολογία (Το περιοδικό της Ελληνικής Ψυχολογικής Εταιρείας).

Group Processes: Crowd, Collective Action

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE058	SEMESTER	8th
COURSE TITLE	GROUP PROCESSES: CROWD, COLLECTIVE ACTION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>This course offers to the students a general overview of the history of social psychological thinking on group process and, more specifically, on the question of the crowd and collective action. The course has a dual aim: (a) Provide the students relevant knowledge regarding the basic theoretical and research dimensions of these topics within the historical time. (b) to train students in critical social scientific thinking through the comparative presentation and discussion of these topics in conjunction with the social and political</p>

context of the times within which they were formulated. After the completion of the course:

- Shall have a conceptual understanding of these different social psychological approaches.
- Shall be in a position to compare and reflect on the advantages and disadvantages of these perspectives.
- Shall be in a position to locate these perspectives within the wider historical, political and social context.
- Shall be in a position to formulate initial, tentative interpretations of relevant contemporary events aligning these interpretations with these theoretical frameworks.

General Competences

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

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

- Working independently
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) 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

- The origins of the academic discourse on the dangers of the revolted crowd: Taine and the historiography of the French Revolution. Cyclical perspectives of history and the discourse of cultural decline.
- The criminal crowd: Sighele and the development of criminology in Italy.
- Colonialism and criminal anthropology in France.
- Crowd psychology: LeBon and the medical discourse on psychopathology and hypnotic suggestion in France.
- Disavowing the 'group mind' and the disappearance of the social in north-american social psychology.

- Groups and the moral panic on deindividuation.
- Understanding crowds and collective action through social identity theory and the theory of self-categorisation
- Politics of representation: crowds, social decadence and subject positions.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	At the amphitheatre	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of power-point Use of e-course	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	Lectures	39
	Practical exercises	16
	Study of bibliography	46
	Independent study	24
	Course total	125
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Written examination. Short questions and essay type of questions.	

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- Κανέττι, Ε. (1971). *Μάζα και Εξουσία*. Αθήνα: Ηριδανός.
- Παπαστάμου, Σ. (2008). Η ψυχολογία των μαζών και ο Gustave Le Bon. Στο Σ. Παπαστάμου κ.α. *Εισαγωγή στην Κοινωνική Ψυχολογία: Η παράδοση, Τόμος Β΄*. Αθήνα: Πεδίο.
- Προδρομίτης, Γ. (2008). Η ανακάλυψη του «κοινού» και η εφεύρεση της «κοινής γνώμης» από τον Gabriel Tarde. Στο Σ. Παπαστάμου κ.α. *Εισαγωγή στην Κοινωνική Ψυχολογία: Η παράδοση, Τόμος Β΄*. Αθήνα: Πεδίο.
- Bozatzis, N. & Teliou, C. (2018). Constructing cultural pathology: The December 2008 upheaval in the Greek Press. In B. Wagoner, F.M. Moghaddam, J. Vaalsiner (Eds). *The Psychology of Radical Social Change: From rage to revolution*. Cambridge: Cambridge University Press.
- Hogg, M.A. & Tindale, S. (Επιμ.) (2016). *Εγχειρίδιο Κοινωνικής Ψυχολογίας: Διεργασίες ομάδας*. Αθήνα: Gutenberg.
- Le Bon, G. (2004). *Ψυχολογία των Μαζών*. Αθήνα: Ζήτρος.
- Van Ginneken, J. (1992). *Crowds, Psychology, & Politics, 1871-1899*. Cambridge: Cambridge University Press.
- Wagoner, B., Moghaddam, F.M. & Vaalsiner, J. (Eds). (2018). *The Psychology of Radical Social Change: From rage to revolution*. Cambridge: Cambridge University Press.

- *Related academic journals:*

- *British Journal of Social Psychology*
- *European Journal of Social Psychology*
- *Group Processes and Intergroup Relations*
- *Social Movement Studies*

Psycholinguistics

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE043	SEMESTER	8 th
COURSE TITLE	PSYCHOLINGUISTICS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures and exercises	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<i>Specialized knowledge</i>		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	ecourse		

Language and Communication

COURSE OUTLINE

(2) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE053	SEMESTER	8 th
COURSE TITLE	LANGUAGE AND COMMUNICATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		Optional Compulsory	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<i>special background</i>		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	ecourse		

(3) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i>
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- *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?

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

- Adapting to new situations
- 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

(4) 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.

(5) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In Classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of slides, audiovisual material. Support of the learning process through electronic e-class platform Email Course Website	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Team/Individual assignments	23
	Study & analysis of bibliography	20
	Personal Study	15
	Exams	3
	Course total	100

<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>. Written examination at the end of the semester which includes (70%):</p> <ul style="list-style-type: none"> - multiple choice questionnaires - short-answer questions - open-ended questions <p>II. Presentation of Group/individual Work (30%)</p>
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(6) 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: Έσσοπτρον
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:*

Psychophysiology 2

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE036	SEMESTER	8th
COURSE TITLE	PSYCHOPHYSIOLOGY 2		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES AND ASSIGNMENTS	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>With the successful completion of the course should acknowledge and understand:</p> <ol style="list-style-type: none"> 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

<p>4. The basic neurobiological underpinnings of common Neuropsychiatric disorders</p> <p>5. The application of psychophysiological knowledge in the therapy of clinical cases</p> <p>Finally, the students should be able to:</p> <ol style="list-style-type: none"> Understand the basic conclusions derived from research that is published in scientific journals such as the ones presented in section (5). Recognize basic changes in brain functions which are present in common clinical conditions 																		
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> <tr> <td></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>		<i>Production of free, creative and inductive thinking</i>			<i>Others...</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																	
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																	
<i>Decision-making</i>	<i>Respect for the natural environment</i>																	
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																	
<i>Team work</i>	<i>Criticism and self-criticism</i>																	
	<i>Production of free, creative and inductive thinking</i>																	
																	
	<i>Others...</i>																	
																	
<p>Application of critical and self-critical thinking skills</p> <p>Working in an international environment</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p> <p>Promotion of free, creative and inductive thinking</p>																		

(3) SYLLABUS

<p>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:</p> <ol style="list-style-type: none"> Learning objectives – Basic functional topographical anatomy of the brain/ basic principles of neurotransmission Lateralization of the brain Neurobiological Substrates- Psychophysiology of Learning and Memory Neurobiological Substrates- Psychophysiology of Linguistic Function Neurobiological Substrates- Psychophysiology of Emotions- Emotional and “Social Brain” Neurobiological Substrates- Psychophysiology of Attention and Consciousness Neurobiological Substrates- Psychophysiology of Addiction– Mechanism of Action of Addictive Substances Brain Plasticity-Rehabilitation of Brain Function in Adult Life Neuropsychiatric disorders (Parkinson’s Disease, Tourette Syndrome, Multiple Sclerosis, Epilepsy, Headache) Psychiatric Disorders (Depression, Schizophrenia, Psychosomatic Symptoms) Examination of Mental Function in Clinical Practice
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12. Biological non-pharmacological therapies (Electroconvulsive Therapy – Transcranial Magnetic Stimulation)
13. Psychotherapy as a form of Biological Therapy (brain training)

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of power-point in teaching Use of “e-course” for supplying educational material to students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of literature	61
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Final written exam that includes: Questions of written elaboration Questions of comparison Questions of critical assessment	

(5) ATTACHED BIBLIOGRAPHY

- *Suggested Bibliography:*

- Fundamentals of Human Neuropsychology Kolb B. & Wishaw I
- Biological Psychology, Alexio 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

Mind and Brain

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE030	SEMESTER	8^o
COURSE TITLE	MIND AND BRAIN		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<i>special background</i>		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (with personal study and preparation of assignments and exams in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>After completing the course, students will have acquired knowledge and understanding of:</p> <ul style="list-style-type: none"> ➤ what is the mind and what is the brain, what is consciousness, what are the levels of consciousness and its disorders (drowsiness, confusion of consciousness, coma) and how it is assessed ➤ for the cognitive function and in which areas of the brain it takes place and in particular for the associative cortex, the prefrontal associative cortex, parietal-temporal-occipital

associative cortex, parietal associative cortex, frontal associative cortex and the damage to them.

- on the neuroanatomy and neurobiology of perception, attention and consciousness and the role they play in decision making
- the neuroanatomy of language, language development from infancy to old age and linguistic disorders (types of aphasia)
- the plasticity of the brain, for the degeneration of neurons, neuronal regeneration and reorganization and the recovery of mind function after brain damage
- on the neuroanatomy of memory, the synaptic mechanisms of learning and memory and the various species amnesia and reversible and irreversible memory disorders
- for brain disorders (the various types of agnosia, apraxia and types of dementia) and mental disorders (schizophrenia, depression, addiction, obsessive-compulsive disorder, personality disorders)
- on the biological and psychological basis of Social perception (autism spectrum disorders, the theory of Mind, emotions and face recognition)

Also, after the end of the course, students should have developed the following skills: ➤ to be able to read and understand the new research data concerning the functioning of the brain

- to be able to explain to non-specialists the functioning of the brain, its neuroanatomy and neurobiology cognitive functions and their disorders
- the neurobiology of mental functions and mental disorders and the most effective interventions
- to recognize the usefulness of diagnostic tools, such as neuropsychological tests in combination with basic imaging methods of brain function
- to be able to interpret the symptoms of cerebral and mental disorders based on the subject their neuroanatomical and neurobiological substrate and to evaluate their effectiveness pharmaceutical and non-pharmacological interventions in the taught brain injuries and mental disorders

General Competences

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

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

Search, analysis and synthesis of data and information concerning brain function and human behavior – psychopathology with the aim of greater autonomy in their work as psychologists and the generation of new research ideas

- Making decisions and working in an interdisciplinary environment that includes collaboration with psychiatrists- neurobiologists, speech therapists, occupational therapists
- Autonomous work
- Demonstration of social, professional and ethical responsibility and sensitivity

- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking

(3) SYLLABUS

- Brain: structure and function
- Cognitive function and in which areas of the brain it takes place, specifically the function of the following cortical areas: prefrontal associative cortex, parietal-temporal-occipital associative cortex, frontal associative cortex
- Epigenetic factors
- The role of experience in shaping the brain,
- Neuroanatomy and neurobiology of perception, attention (types of attention) and consciousness and the role that play in decision-making,
- Neuroanatomy of language, pleurisy, language development from infancy to old age, language disorders (Aphasia of Broca's type, Wernicke's, naming, conduction, global aphasia), causes of language disorders, diagnosis,
- Plasticity of the brain, developmental phases of the nervous system, the postnatal development of the brain in humans, the effect of experiences on the brain, brain plasticity in adults and the elderly, the causes of brain damage, and what diseases they cause (epilepsy, Huntington's disease, multiple sclerosis),
- Neuroanatomy of memory and learning, recognition of objects and their position in space, synaptic mechanisms of learning and memory, types of amnesia (Korsakoff syndrome, post-concussive amnesia), mnemonics disorders (reversible and irreversible dementias, Alzheimer's disease, vascular dementia, frontotemporal dementia, progressive supranuclear palsy, mixed dementia, Parkinson's disease), scales for the evaluation of memory disorders
- mental disorders (schizophrenia, mood disorders, depression, mania, addiction and reward circuits of the brain, obsessive-compulsive disorder, personality disorders)
- Neurobiological background of Specific Language Disorder
- Neurobiological background of Mathematical Thinking and Numeracy
- Neurobiological basis of autism spectrum disorders
- Brain paralysis

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power-point use Use of e-courses	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching,</i>	Activity	Semester workload
	Lectures	39
	Literature study & analysis	20
	Writing and presentation of individual work	10
	Writing and presenting group work	10
	Self-study	21

<p><i>educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>		
	Course total	100
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>VII. Written final exam (70%) which includes: - Multiple choice questions</p> <p>VIII. Oral presentation of individual work (15%)</p> <p>IX. Oral presentation of group work (15%)</p>	

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- Kandel, E., & Schwartz, J. (2005). Neuroscience and Behavior. Crete: University Publications
- Kolb B. & Whishaw, I. Q. (2018). Basic principles of human neuropsychology. Athens: Gutenberg
- Neil, M.G. (2011). Neuropsychology. Brain and Behavior. Athens: Greece.

Therapeutic Properties of Interpersonal Relationships

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Psychology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΨYE061	SEMESTER	8th
COURSE TITLE	Therapeutic Properties of Interpersonal Relationships		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		2	5
Workshop/seminar activities		1	
		3	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>After successful completion and attendance of the course, students are expected to:</p> <ul style="list-style-type: none"> - Be familiar with attachment theory - Have knowledge of the research and assessment methods employed in the study of attachment - Understand individual differences in attachment and their impact on mental health

- Recognise the characteristics of relationships, in the light of attachment theory, that promote mental and physical health and quality of life
- Be familiar with methods and techniques to promote secure attachment
- Be familiar with interventions that improve the quality of interpersonal relationships
- Be able to critically study and review the relevant literature and draw conclusions

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

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

- Search for, analyse and synthesise data and information, using the necessary technologies
- Teamwork (ability to work effectively with others in a team, but also be able to work independently and take responsibility for their own learning with appropriate support)
- Time management
- Respect for diversity and multiculturalism
- Exercising criticism and self-criticism
- Promoting free, creative and deductive thinking

(3) SYLLABUS

This course focuses on the positive/therapeutic properties of interpersonal relationships and their role in mental and physical health and quality of life, mainly through the lens of attachment theory.

Indicative course content:

- Attachment theory across the lifespan: the effects of secure attachment on mental and physical health
- Interventions to promote secure attachment
- Social support, mental health, and quality of life
- Parenting, fostering, and adoption: parenting interventions to strengthen secure attachments and effects on children and parents
- Peer relationships, mental health, quality of life
- Marriage and romantic relationships
- Attachment in clinical practice and the quality of the psychotherapeutic relationship
- Interpersonal relationships in professional contexts (e.g., supervisory relationship, leader-follower relationship)

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching Use of ICT in communication with students Support of the learning process through the e-course platform (posting of course material: notes, lecture slides, activities, etc.)	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Attendance of lectures	39
	Study & analysis of the literature	31
	Group Projects	22
	Independent study	21
	Exams	3
Course total	125	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	1. Written final examination (70%) including: - Open-ended questions (short answer questions and/or written essays). - Multiple-choice questions 2. Optional assignment (30%)	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Kafetsios, K. (2005). *Attachment, Emotion, and Interpersonal Relationships*. Typothito (in Greek)
- Hendrick, C. E., & Hendrick, S. S. (2000). *Close relationships: A sourcebook*. Sage
- Cassidy, J. & Shaver, P.R. (2018). *Handbook of Attachment, Third Edition: Theory, Research, and Clinical Applications*. The Guilford Press

- Mikulincer, M., & Shaver P.R. (2017). *Attachment in Adulthood, Second Edition: Structure, Dynamics, and Change*. The Guilford Press

- *Related academic journals:*

- Personal Relationships
- Journal of Social and Personal Relationships
- Journal of Social and Clinical Psychology
- Journal of Relationships Research
- Interpersona: An International Journal on Personal Relationships
- Attachment & Human Development