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

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 *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*		**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures and oral presentation assignments		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (English is used for instruction and examination for Erasmus students)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/enrol/index.php?id=2436		

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

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

(2) LEARNING OUTCOMES

Learning outcomes *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.* *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
The course forms the basic course that covers concepts, theories and research findings from the discipline of Cognitive Psychology. More specifically, this course covers the cognitive processes of perception, attention, memory, reasoning, and problem solving. Upon successful completion of the course, students will have acquired: • basic knowledge in topics from the field of Cognitive Psychology and its relation to

other fields of psychology,
- basic knowledge of understanding and critical analysis of empirical and theoretical data related to the above cognitive processes
- the ability to cooperate with their classmates in order to present a research paper in any of the above-mentioned topics of Cognitive Psychology
- the ability to carry out literature review in journals and topics of Cognitive Psychology, by using the University Library as well as internet and electronic databases
- basic research skills
- the ability to work independently and in groups
- the ability to communicate their work to public audiences and
- knowledge acquisition skills required for continuing their studies with a high degree of autonomy

General Competences

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

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

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 *Face-to-face, Distance learning, etc.*	Face-to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	**Support of the learning process through the electronic platform e-course** **Power point presentation** **Communication with students via email**
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	***Activity*** / ***Semester workload*** Lectures: 39 Study and analysis of bibliography: 26 Writing and presentation of individual or group project: 30 Individual study time: 30 Course total (25 workload hours per credit): ***125***
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	I. Written exams (70%) that include: – multiple choice questionnaire – examples of applying the acquired conceptual and theoretical knowledge and skills in both everyday life and research – comparative evaluation of theories II. Oral presentation of projects (30%)

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

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

- Related academic journals:

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

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

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

(2) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

The goal of this course is to present a comprehensive overview of contemporary developmental psychology and to familiarize the students with:
1. the history of the developmental study of infants and children,
2. the multiple ways of understanding development,
3. the formulation of developmental research questions and the design of methodological

protocols,
4. the major issues, tasks and milestones of human development,
5. major developmental theories,
6. critical reflection and discussion of theoretical and research issues in the study of infant and early childhood development.

General Competences

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

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

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

(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

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Face to face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use of ICT in teaching,
communication with students</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td>
<table>
<tr><th>Δραστηριότητα</th><th>Φόρτος Εργασίας Εξαμήνου</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Literature review</td><td>33</td></tr>
<tr><td>Assignments</td><td>35</td></tr>
<tr><td>Exercises</td><td>15</td></tr>
<tr><td>Exams</td><td>3</td></tr>
<tr><td>Total</td><td>125</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td><td>A written exam that includes:
Open questions
Comparison questions
Critical assessment questions</td></tr>
</table>

(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.
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. & Bremmer, 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

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**	1st
COURSE TITLE	Foreign Language - English I		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	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

Learning outcomes

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

Consult Appendix A

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

Upon successful completion of the course students are expected to:

- 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?

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…*
	…….

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

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

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td><td>Active student participation during lectures / final written examination / multiple choice questions, filling in activities/short-answer questions

<u>Evaluation methods</u>
a) Initial diagnostic evaluation in order to assess the students' language level and help organize the teaching process.
b) Formative assessment during the semester in order to monitor student performance and provide feedback in relation to the teaching and learning process.
c) Summative assessment with the aim of evaluating student learning at the end of the semester.

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</td></tr>
</table>

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

(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.
- Langdridge, 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/

History and epistemology of psychology

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**ΨΥΥ006**	**SEMESTER**	**1st**
COURSE TITLE	History and epistemology of psychology		

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

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

(2) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

In this course students will be able to:
1. understand and uses various conceptualizations of the history of psychology,
2. identify and discuss major theoretical schools of psychology and of epistemology of psychology,

3. identify major social, political and economical factors that created the conditions of possibility for the emergence of scientific psychology,
4. to reflect critically and discuss scientific psychology as a social science and its role on subjectivization.

General Competences

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

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

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

(3) SYLLABUS

Outline:

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

(4) TEACHING and LEARNING METHODS - EVALUATION

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

TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	A written final exam that includes: Open questions Comparison questions Critical assessment questions

Δραστηριότητα	***Φόρτος Εργασίας Εξαμήνου***
Lectures	39
Literature review	55
Writing assignment/assignments	13
Exercises	15
Exams	3
Total	**125**

(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 γίγνεσθαι της ψυχολογίας. Αθήνα: Gutenberg.

Hergenhahn, B.R. (2008). Εισαγωγή στην ιστορία της ψυχολογίας. Αθήνα: Α.Α. Λιβάνη.

Hollis, M. (2005). Φιλοσοφία των κοινωνικών επιστημών. Αθήνα: Κριτική.

Jansz, J. & van Drunen, P. (2004). A social history of psychology. UK: Blackwell Publishing.

Rose, N. (1996). Inventing Our Selves: Psychology, Power and Personhood. Cambridge: Cambridge University Press.

Shorter, E. (2009). Ιστορία της ψυχιατρικής. Αθήνα: Αρχιπέλαγος

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

- Related academic journals:

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

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background, 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)	http://ecourse.uoi.gr/course/view.php?id=638

(2) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

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

- basic knowledge of methodological tools used in the different branches of Psychology
- basic knowledge of understanding, evaluation and critical analysis of empirical and theoretical issues from the field of Psychology and the broader field of Social Sciences
- the ability to cooperate with their classmates in order to present a research design from any

field of Psychology
- the ability to carry out literature review, by using the University Library as well as internet and electronic databases
- problem solving and basic research skills
- the ability to work independently and in groups
- the ability to communicate their work to public audiences and
- knowledge acquisition skills required for continuing their studies with a high degree of autonomy
- digital skills

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
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
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-Representative sample
- Research hypothesis
- Validity and reliability
- Observation
- Questionnaires. Validity and reliability of questionnaires. Ways of designing questionnaires. Question types. Pilot study.
- Experiments: types of experimental designs (one-way, factorial, between-subjects, within-subjects, mixed)
- Variable types. Experimental design. Conducting experiments.
- Presenting and manipulating research data
- Writing up a scientific paper

The course includes:

- weekly two-hour lectures (Instructor: E. Ziori)
- weekly one-hour lab section, whereas students are familiarized with the application of the lectures' material (Instructor: E. Ziori)
- weekly 1.5-hour lab sections, where students are presented with some of the topics of the course while having the chance to have some hands-on experience with the relevant material (Instructor: S. Kamtsios)

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Face-to face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Support of the learning process through the electronic platform e-course
Power point presentation
Communication with students via email</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>33</td></tr>
<tr><td>Labs</td><td>33</td></tr>
<tr><td>Lab exercises</td><td>20</td></tr>
<tr><td>Individual study time</td><td>36</td></tr>
<tr><td>Exams</td><td>3</td></tr>
<tr><td>Course total (25 workload hours per credit)</td><td>125</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td><td>I. Written exams (60%) that include:
– questions that involve describing, analysing, and producing specific research design examples
– multiple choice questions
– open-ended questions
II. Lab exercises (40%)</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Shaughnessy, J., Zechmeister, E. & Zechmeister, J. (2018). Ε. Ζιώρη (Επιμ). *Ερευνητικές Μέθοδοι στην Ψυχολογία*. Αθήνα, Gutenberg.

Bryman, A. (2017). *Μέθοδοι Κοινωνικής Έρευνας*. 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

2nd Semester

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (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

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

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

(2) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

The goal of this course is to present a comprehensive overview of contemporary developmental psychology and to familiarize the students with:
1. the history of the developmental study of children and adolescents,

2. the multiple ways of understanding development,
3. the formulation of developmental research questions and the design of methodological protocols,
4. the major issues, tasks and milestones of human development,
5. major developmental theories,
6. critical reflection and discussion of theoretical and research issues in the study of infant and early childhood development

General Competences

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

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

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

(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

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Face to face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use of ICT in teaching,
communication with students</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td><table><tr><th>Δραστηριότητα</th><th>Φόρτος Εργασίας Εξαμήνου</th></tr><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></td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td><td>A final written exam that includes:
Open questions
Comparison questions
Critical assessment questions</td></tr>
</table>

(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. & Bremmer, 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

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**	2nd
COURSE TITLE	Foreign Language - English II		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	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

Learning outcomes

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

Consult Appendix A

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

Upon successful completion of the course students are expected to:

- 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?

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…*
	…….

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 αnd constructing a thesis

(4) TEACHING and LEARNING METHODS - EVALUATION

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

Activity	***Semester workload***
Lectures	**39**
Self-study	**58**
Study and analysis bibliography	**25**
Final examination	**3**
Course total	***125***

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Active student participation during lectures / final written examination / multiple choice questions, filling in activities/short-answer questions) <u>Evaluation methods</u> a) Initial diagnostic evaluation in order to assess the students' language level and help organize the teaching process. b) Formative assessment during the semester in order to monitor student performance and provide feedback in relation to the teaching and learning process. c) Summative assessment with the aim of evaluating student learning at the end of the semester. 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)

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- 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.
- Langdridge, 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/

School Psychology I: Introduction and Theory

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**ΨΥΥ001**	**SEMESTER**	**2nd**
COURSE TITLE	SCHOOL PSYCHOLOGY I: INTRODUCTION AND THEORY		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	GENERAL BACKGROUND & SPECIALISED GENERAL KNOWLEDGE
PREREQUISITE COURSES:	NO
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=1461

(2) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Students are expected to achieve the following learning outcomes, which also correspond to the purpose of the course:

- develop a basic understanding of the history and professional issues related to school psychology (multicultural school psychology, prevention and promotion of mental health at school and in the family, response to intervention, children's rights approach, social justice framework, crisis management).

- acquire basic knowledge about the conditions, dimensions of the role and principles of the profession of school psychologist, in accordance with contemporary technological developments and international professional standards.
- get to know and be able to distinguish the different models for the provision of school psychological services.
- understand the complex way of assessing with evidence-based instruments the mental abilities of individuals, their behavior and their personality.
- acquire basic knowledge about self-report scales and scales for assessing the child's behavior by significant others.
- acquire basic knowledge of psychological interventions at school at primary, secondary, tertiary prevention and system level.
- get acquainted with the concepts of counseling and consultation and become familiar with basic skills for effective application.
- Acquire knowledge about interventions for students with learning difficulties, with particular emphasis on the school psychologist's role in their design and implementation.
- get acquainted with the basic principles of crisis management in the school community at the level of prevention and intervention.
- acquire knowledge on the basic principles of professional ethics related to the dimensions of the scientific and clinical work of psychologists
- be able to describe the role and specialty of the school psychologist based on the Greek and international situation.
- get to know the future guidelines and perspectives of the field of School Psychology, as they emerge based on the specific evolutionary phases that the field has gone through so far (internationalization of School Psychology, Social Justice, Positive Psychology).

General Competences

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

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

Adapting to new situations
Decision-making
Autonomous work
Teamwork

Working in an international environment
Working in an interdisciplinary environment
Project planning and management
Respect for diversity and multiculturalism
Demonstrate social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Promoting free, creative and inductive thinking
Showing social, professional and ethical responsibility and sensitivity to gender issues

(3) SYLLABUS

The following syllabus outlines the teaching modules per weekly instructions:

Week 1

Introduction to School Psychology

- Historical and contemporary developments in School Psychology
- Conceptual framework
- Linking theory-research-education and intervention
- The systemic approach in School Psychology
- Current trends in School Psychology
- The concept of Positive Psychology in education: basic principles and applications
- The dimensions of the role of the school psychologist in Greece and abroad

Week 2

Education and training of school psychologists & institutional framework of the profession

- The international situation in the education and training of school psychologists
- The Greek experience and training providers in School Psychology
- The concept of evidence-based interventions
- Legislative framework for the provision of school psychological services at international level
- Legislative framework for the provision of school psychological services in Greece
- License to practice the profession of school psychologist
- Scientific societies & professional associations

Week 3

Mental health services for children and adolescents: The role of the school psychologist in Greek mental health services

- Organization and operation of mental health services for children and adolescents at international level
- Models of mental health services for children and adolescents
- Models of effective provision of psychological services in school contexts
- Structures for the provision of school psychological services in the Greek educational system
- The role and duties of the school psychologist in Greece
- The concept and dimensions of interdisciplinarity in the school community

Week 4

Intercultural School Psychology topics

- Concept of interculturality and related definitions
- Intercultural competence and counselling skills
- Levels of diversity
- Basic principles and features of intercultural school psychology
- Intercultural education and practice in school psychology

Week 5

Psychodiagnostic assessment of children and adolescents A: Introduction, assessment of cognitive skills and personality, assessment of behavior, learning skills

- Basic concepts for the psychodiagnostic assessment of children and adolescents
- Reliability and validity of measurements
- Standardization of scales
- International classification systems for disorders
- Assessment of cognitive skills (Wechsler, Stanford-Binet, Kaufman, Raven matrices, Gesell developmental charts)
- Personality assessment (self-report questionnaires, projection tests)
- Evaluation of behavior
- Assessment of learning ability (AthenaTest, exploratory scales for Learning Disabilities)
- Curriculum-based evaluation
- Writing a psychological report
- Special issues related to the assessment of children and adolescents

Week 6

Counseling at school

- Definition of the concept
- The counselling process
- Stages of counseling
- Counseling skills
- Creating the consultant-consultee relationship
- The provision of mental health consultation services via telecommunications

Week 7

Mental health consultation

- Definition of the concept
- Conceptual approaches
- Basic dimensions of mental health consultation
- Stages of the consultation process
- Models of providing consultation in the school community

- Multicultural consultation skills
- Training in consultation

Week 8

Crisis management in the school community

- Introduction and definition of crisis
- Crisis taxonomy
- Responses of children and adolescents to crisis situations
- Stages of crisis management
- General principles and objectives of counselling
- General principles and objectives of crisis intervention
- Crisis management teams in the school community
- The role of the school psychologist in crisis management interventions

Week 9

Theoretical approaches for psychological interventions in children and adolescents

- Basic principles for psychological interventions in children and adolescents
- The psychodynamic approach
- The humanitarian approach
- The behavioral approach
- The cognitive approach
- The eco-systemic approach
- Training in the acquisition of social skills
- Short-term interventions
- Play therapy
- Basic principles of sessions with children

Week 10

Learning support interventions

- Definition of learning disabilities
- Etiology of learning difficulties
- Learning Disabilities Classification Systems
- Assessment of learning difficulties
- Learning support interventions and effectiveness assessment

Week 11

Intervention programs at school: general principles

- Conceptual framework
- Models for the provision of mental health services and the implementation of programs at school
- Levels of prevention and intervention in the school community

- Structure and effectiveness of prevention and intervention programs
- System-level interventions

Week 12

School intervention programs: applications

- Primary and secondary prevention programs: Social and emotional education programs, violence and aggression prevention programs, health education programs, learning support programmes, crisis support programmes;
- Programs of parental involvement and promotion of the school-family relationship
- System-level intervention programs (Comer's model, the "School of the 21st Century", the "School of the Future", schools as "caring communities")

Week 13

Future directions and in School Psychology

- Directions for the future of School Psychology
- Perspectives on the development of School Psychology
- Prospects for the development of the applications of Positive Psychology in the field of education
- School Psychology through the prism of social justice
- The concept of globalization of School Psychology
- Course closure/assessment

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Face-to-face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>e-course, tedX videos, pptx,</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>26</td></tr>
<tr><td>Interactive teaching</td><td>13</td></tr>
<tr><td>Study and analysis of bibliography</td><td>50</td></tr>
<tr><td>Essay writing</td><td>37</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></td><td></td></tr>
<tr><td>Course total</td><td>125</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure</td><td>The attendance of the courses is optional, according to the regulations of the Department, however, students are encouraged to attend and participate in the lectures. Notes</td></tr>
</table>

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	and supporting material in digital form will be distributed to students, which will be available on the course website in the e-course. In case of distance learning due to extraordinary circumstances, provision has been made for the transfer of teaching materials and activities to network communication platforms (MSTeams). The assessment of students includes participation in the compulsory written examination at the end of the semester. Specifically, they are asked to answer open-ended, multiple and binomial choice questions (true/false) related to the modules of the course. The scoring scale ranges from one (1) to ten (10). In addition, students have the option to submit an individual or group written assignment (2-3 persons), which consists of a bibliographic review of a topic related to the topics that will be developed during the courses (e.g., presentation of an evidence-based intervention program). This work can be presented in the auditorium, after consultation and guidance from the instructor. The use of bibliography is determined according to APA-7 writing style standards, up to 5,000 words, including citations. In case of student collaboration (up to a maximum of three), the scope of the work is increased with the expansion of the topic and the grade is assigned to each student separately, after the passages that each one has elaborated have been clearly defined in the text. On the website of the course, specific instructions for the writing of the essay are uploaded on the e-course site. The predetermined delivery date is the day of the written examination of the course (sending by e-mail to the instructor's mailbox). The grade of the specific assignments (out of 2) will work cumulatively to the grade of the written examination (with the only condition being a grade of 5 and above).

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Brock, S. E., Sandoval J., & Lewis, S. (2005). *Διαχείριση κρίσεων στο σχολείο. Εγχειρίδιο για τη δημιουργία ομάδων διαχείρισης κρίσεων στο σχολείο* (Επιμέλεια Χ. Χατζηχρήστου. Μετάφραση Ε. Θεοχαράκη). Εκδόσεις Τυπωθήτω.

Doll B., Zucker S. & Brehm K. (2009). *Σχολικές τάξεις που προάγουν την ψυχική ανθεκτικότητα* (Επιμέλεια Χ. Χατζηχρήστου. Μετάφραση Ε. Θεοχαράκη). Εκδόσεις Τυπωθήτω.

Henderson, N., & Milstein, M. (2008). *Σχολεία που προάγουν την ψυχική ανθεκτικότητα: Πώς μπορεί να γίνει πραγματικότητα για τους μαθητές και τους εκπαιδευτικούς* (Επιμέλεια Χ. Χατζηχρήστου. Μετάφραση Β. Βασσαρά). Εκδόσεις Τυπωθήτω.

Ζαφειροπούλου, Μ. & Καλαντζή-Αζίζι, Α. (επ.) (2011). *Προσαρμογή στο σχολείο: Πρόληψη και αντιμετώπιση δυσκολιών.* Πεδίο.

Ματσόπουλος, Α. (επ.) (2011). *Από την ευαλωτότητα στην ψυχική ανθεκτικότητα: Εφαρμογές στο σχολικό πλαίσιο και στην οικογένεια.* Εκδόσεις Παπαζήση.

Χατζηχρήστου, Χ. (επιμ.). (2011α). *Κοινωνική και Συναισθηματική Αγωγή στο Σχολείο: Πρόγραμμα για την Προαγωγή της Ψυχικής Υγείας και της Μάθησης στη Σχολική Κοινότητα. Εκπαιδευτικό υλικό για εκπαιδευτικούς και μαθητές προσχολικής και πρώτης σχολικής ηλικίας, .* Εκδόσεις Τυπωθήτω.

Χατζηχρήστου, Χ. (επιμ.). (2011β). *Κοινωνική και Συναισθηματική Αγωγή στο Σχολείο: Πρόγραμμα για την Προαγωγή της Ψυχικής Υγείας και της Μάθησης στη Σχολική Κοινότητα. Εκπαιδευτικό υλικό για εκπαιδευτικούς και μαθητές της πρωτοβάθμιας εκπαίδευσης.* Εκδόσεις Τυπωθήτω.

Χατζηχρήστου, Χ. (επιμ.). (2011γ). *Κοινωνική και Συναισθηματική Αγωγή στο Σχολείο: Πρόγραμμα για την Προαγωγή της Ψυχικής Υγείας και της Μάθησης στη Σχολική Κοινότητα. Εκπαιδευτικό υλικό για εκπαιδευτικούς και μαθητές της δευτεροβάθμιας εκπαίδευσης.* Εκδόσεις Τυπωθήτω.

Χατζηχρήστου, Χ., Κατή, Αθ., Λυκιτσάκου, Κ., Λαμπροπούλου, Α., Δημητροπούλου, Π., Υφαντή, Θ., Λιανός, Π., Μπακοπούλου, Α., & Γεωργουλέας, Γ. (2012). *Διαχείριση κρίσεων στη σχολική κοινότητα*. Εκδόσεις Τυπωθήτω.

Χατζηχρήστου, Χ., Υφαντή, Θ., Λιανός, Π., Στασινού, Β., & Αθανασίου, Δ. (2017). *Ψυχοκοινωνική υποστήριξη παιδιών προσφύγων στη σχολική κοινότητα*. Εκδόσεις Τυπωθήτω.

Χατζηχρήστου, Χ. (2015). *Πρόληψη και Προαγωγή της Ψυχικής Υγείας στο Σχολείο και στην Οικογένεια*. Εκδόσεις Gutenberg.

- *Related academic journals:*

Canadian Journal of School Psychology
Contemporary School Psychology
International Journal of Emotional Education
International Journal of School and Educational Psychology
Journal of Applied School Psychology
Journal of School Psychology
Psychology in the Schools
School Psychology International
School Psychology International

School Psychology Quarterly

School Psychology Review

Social Psychology I

COURSE OUTLINE

(1) GENERAL

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

(2) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

This course offers a general introduction to the discipline of social psychology. It aims at (a) familiarising the students with landmark developments in the history of social psychology; (b) familiarising the students with the way in which social psychology defines its main and particular topics of research interests; (c) leading students to understand the more general logic that binds together these research topics as components of the same discipline; (d)

leading students to understand the ways in which social psychologists, traditionally, frame their research questions; (e) leading students to understand the traditional methodological predilection of social psychologists for experimentation; and (f) familiarise, at an introductory level, the students with contemporary critical treatments of the topical and methodological choices that comprise the social psychological mainstream.

By the time that the course shall be completed, the students:

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

General Competences

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

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

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

(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. Historiography of social psychology
ii. Social influence.
iii. Group processes.
iv. Interpersonal relations. Attraction.
v. Friendsocial behaviour.
vi. Aggresssion.

(4) TEACHING and LEARNING METHODS - EVALUATION

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

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

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

(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: Guttenberg.
- Sapsford, R. κ.α. (2006) *Η Θεωρία στην Κοινωνική Ψυχολογία*. Αθήνα: Μεταίχμιο.
- Smith, J.R., Haslam, S.A. (2017). *Social Psychology: Revisiting the classic studies*. London: Sage.

- Related academic journals:

- British Journal of Social Psychology.
- European Journal of Social Psychology.

Statistics I

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	Bachelor		
COURSE CODE	ΨΥΥ011	**SEMESTER**	**2nd**
COURSE TITLE	Statistics I		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=2106

(2) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

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

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

• Calculate and interpret the basic descriptive statistic measures

• Understand the concept of probability and calculate the probability of contingencies • Comprehend the basic sampling methods

• Understand the meaning of the distribution of a random variable and calculate relative probabilities.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
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)

• 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, Distance learning, etc.*	Face to face

<table>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use of .ppt slides
Use of teaching platform
Laboratory education</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td><table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Laboratory practices</td><td>26</td></tr><tr><td>Study of bibliography</td><td>21</td></tr><tr><td>Independent study</td><td>39</td></tr><tr><td>Course total</td><td>125</td></tr></table></td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td><td>Written final examination (multiple choice questions and exercises)
Optional assignment</td></tr>
</table>

(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 Περιστέρι. 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)

3rd Semester

Educational Psychology

COURSE OUTLINE

(1) GENERAL

School	Social Sciences		
Department	Psychology		
Level of Studies	Undergraduate		
Course Code	ΨΥΥ015	**ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ**	**3rd**
Course Title	**Educational Psychology**		

Independent Teaching Activites *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**Weekly Teaching Hours**	**Credits**
LECTURES AND PRESENTATION OF PAPERS - DISCUSSION IN GROUPS, CLASSROOM DISCUSSIONS (PERSONAL CONTRIBUTION)	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

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

Learning Outcomes

Learning Outcomes

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

Consult Appendix A

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

The course is a compulsory course for students in the psychology department and is a basic knowledge course in educational psychology.

The syllabus of the course aims to introduce students to topics in educational psychology and to provide them with an understanding of basic theoretical approaches and concepts of this particular section of psychology.

The course initially focuses on the conceptualization of the field and the presentation of basic contemporary perspectives of the field of Educational Psychology mainly in terms of learning and teaching.

Basic theories of cognitive, psychosocial and ethical development are presented. The mastery of the developmental trajectory of the individual, focusing on the stages up to adolescence, will provide students with a theoretical basis for understanding student behaviour and adopting forms of intervention, as well as for the appropriate adaptation of teaching according to the students' cognitive level, as well as the stage of psychosocial and moral development they are at.

In addition, the curriculum covers the issue of students with special needs, offering students familiarity with the most common forms of disorders (developmental disorders) in school. Information is offered on ways of dealing with and supporting these students. The curriculum also focuses on individual differences.

Furthermore, basic learning theories are developed to give students an overall picture of the ways of learning in the classroom and the acquisition of specific behaviours (behaviorism and sociocognitive theory).

Cognitive theory of learning, constructivism theory, and their applications to learning as well as peer learning are also presented. Finally, students become familiar with dimensions of individual differences.

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

- Have mastered an understanding of the subject of Educational Psychology and be able to distinguish it from other fields of Psychology.
- present an understanding of the key concepts and theoretical approaches in the field of educational psychology.
- present, elaborate, distinguish the stages of development presented in different theoretical approaches and understand at which age stage children with specific achievements are, and to describe ways in which a teacher can appropriately adapt his/her teaching according to the characteristics of each stage.

- *Be able to distinguish children with special needs and discuss educational and intervention issues.*
- *To understand the importance of social variables in learning and their mediation on teaching effectiveness and student achievement (with reference to personal experience and through the experiences of others).*
- *Analyse and synthesise the elements of learning theories, behaviorism, sociocognitive theory, constructivism, cognitive theory with reference to specific examples and discuss comparative advantages and disadvantages and ways of enhancing specific forms of learning as appropriate (with reference to personal experience and through the experiences of others).*
- *Critically compare learning theories and reflect on the whole range of theories presented in the course and evaluate their contribution to learning based on the overall experience of the learner's world (with reference to personal experience and through the experiences of others).*
- *Be able to recognise the benefits of peer learning and the importance of using it in classroom learning.*
- *To discuss main issues of individual differences*

General Competences

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

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

- *Working independently*
- *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.)*

Syllabus

Το μάθημα The course focuses on the following topics:

- Definitions and subject of Educational Psychology
- Teachers and Teaching
- Cognitive development
- Psychosocial and moral development
- Behavioral learning theory
- Cognitive learning theory
- Social learning theory – constructivism
- Peer learning
- Individual differences and special educational needs and disability

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc*	Face – to - face
USE OF INFORMATION AND COMMUNICATIONS *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching Use of ICT in communication with students Email communication with students
ΟΡΓΑΝΩΣΗ ΔΙΔΑΣΚΑΛΙΑΣ **TEACHING METHODS** *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.*	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure*	Students will be assessed as follows. 1. Final Written Examination, 80%-100% of the total grade. The 20% variation refers to the students' choice to

Activity	*Semester workload*
Lectures	39
Study & analysis of the literature	30
Group Work in the Classroom	13
Independent study	40
Exams	3
Course total	***125***

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

Attached Bibliography

Suggested bibliography:

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- Slavin, R. (2007). *Εκπαιδευτική Ψυχολογία*. Μεταίχμιο.
- Woolfolk, A. (2007). *Εκπαιδευτική Ψυχολογία*.Έλλην.

- Suggested academic journals:

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

Additional Literature

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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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Büchel, C., & Sommer, M. (2004). What Causes Stuttering? *PLoS Biology*, *2*(2), e46. https://doi.org/10.1371/journal.pbio.0020046

Christensen, D. L., Maenner, M. J., Bilder, D., Constantino, J. N., Daniels, J., Durkin, M. S., Fitzgerald, R. T., Kurzius-Spencer, M., Pettygrove, S. D., Robinson, C., Shenouda, J., White, T., Zahorodny, W., Pazol, K., & Dietz, P. (2019). Prevalence and Characteristics of Autism Spectrum Disorder Among Children Aged 4 Years — Early Autism and Developmental Disabilities Monitoring Network, Seven Sites, United States, 2010, 2012, and 2014. *MMWR. Surveillance Summaries*, *68*(2), 1–19. https://doi.org/10.15585/mmwr.ss6802a1

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

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

Social Psychology II

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ016	**SEMESTER**	**3rd**
COURSE TITLE	SOCIAL PSYCHOLOGY II		

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

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

(2) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

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

that the course shall be completed, the students:

- Shall be able to acknowledge the conceptual, epistemological limits of the 'traditional' thematic areas and approaches in social psychology.
- Shall have an introductory knowledge of alternative approaches in the discipline of social psychology.
- Shall be able to propose, basic, research designs in this direction.

General Competences

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

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

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

(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

i. Self and identity
ii. Performance
iii. Attitudes
iv. Stereotypes and prejudice
v. Intergroup relations

(4) TEACHING and LEARNING METHODS - EVALUATION

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

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

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Aronson, E., Wilson, T.D., Sommers, S.R. (2019) *Κοινωνική Ψυχολογία, 10η έκδοση*. Εκδ. Τζιόλας.
- Augoustinos, M. κ.α. (2014). *Social Cognition*. Sage.
- Dickerson, D. (2021). *Κοινωνική Ψυχολογία. Παραδοσιακές και κριτικές προσεγγίσεις*. Εκδ. Κριτική.
- Hewstone, M. & Stroebe, W., Jonas, K. (2020) *Εισαγωγή στην Κοινωνική Ψυχολογία*. Εκδ. Παπαζήση.
- Hogg, M.A. & Vaughan, G.M. (2023) *Κοινωνική Ψυχολογία*. Εκδ. Guttenberg.
- Sapsford, R., Still, A., Miell, D., Stevens, R., Wetherell, M. (2006) *Η Θεωρία στην Κοινωνική Ψυχολογία*. Μεταίχμιο

- Wetherell, M. (Επιμ.) (2005) *Ταυτότητες, Ομάδες και Κοινωνικά Ζητήματα*. Μεταίχμιο

- *British Journal of Social Psychology*
- *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	ΨΥΥ003	**SEMESTER**	**3rd**
COURSE TITLE	Statistics II		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/index.php?id=1979

(2) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

This course is an introductory course in the concepts of Inferential Statistics and Data Analysis. The course material will help students to comprehend the basic techniques of inferential statistics, the concept of hypothesis testing and parameter estimation. The theory of confidence intervals will be studied, the basic criteria for hypothesis testing for the mean and the variance of random variables. Also, the concept of linear correlation

coefficient, the techniques of regression analysis and analysis of variance, and the contingency table analysis will be studied.
Upon successful completion of the course students are expected to be able to:
• Comprehend the utility of the inferential statistics methods
• Perform hypothesis tests for the mean and the variance of random variables
• Perform hypothesis tests regarding the dependence between two distinct random variables
• Perform data analysis using linear regression and analysis of variance.

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
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)
- 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).

(4) TEACHING and LEARNING METHODS - EVALUATION

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

<table>
<tr><td>TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Laboratory education</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td><table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Laboratory practices</td><td>26</td></tr><tr><td>Assignments</td><td>21</td></tr><tr><td>Independent study</td><td>39</td></tr><tr><td>Course total</td><td>125</td></tr></table></td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td><td>Written final examination (multiple choice questions and exercises)</td></tr>
</table>

(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 Περιστέρι. 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	**ΨΥΥ029**	**SEMESTER**	**3rd**
COURSE TITLE	**BIOPSYCHOLOGY**		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	SPECIAL BACKGROUND
PREREQUISITE COURSES:	none
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	
COURSE WEBSITE (URL)	TO BE COMPLETED

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Upon successful completion of the course, students will be familiar with basic biological concepts, processes and functions of the human central nervous system. They will acquire knowledge and understanding of the anatomy of the human CNS, its functional organization and will be able to describe the neural conduction and synaptic transmission. Finally, students will know the biological substrates of the sensory and motor systems.

General Competences

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

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

- Working independently
- Working in an interdisciplinary environment
- Production of new research ideas
- Working in an international environment
- Production of free, creative and inductive thinking
- Criticism and self-criticism

3. SYLLABUS

➢ Biopsychology: Definion and Divisions. History/ Origins of Biopsychology/theories on the relations of biology and psychology.

➢ Brain and the evolution of the species.

➢ Anatomy of the Nervous System. Functional organization of the human brain.

➢ Cells of the Nervous System. Neural conduction and synaptic transmission

➢ Cerebral Development in Humans and the role of the environment. Neuroplasticity of the Brain

➢ Methods of recording of brain structure and function. Research Methods In Biopsychology

➢ Lateralization and the Split-Brain

➢ Biological substrates of the sensory and motor systems

- The visual system
- The Auditory System
- Chemical Senses: the olfactory and gustatory system
- The Sensorimotor System

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face- to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	The course includes lectures that will be displayed through PowerPoint, case studies, and video use. Study material will be provided through e-course.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	

Activity	***Semester workload***
Lectures	40
Study and analysis of bibliography	60
non-directed study	20
Exams	5
Course total	**125**

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

5. ATTACHED BIBLIOGRAPHY

Suggested Bibliography:

- Biological Psychology, (14th edition) 2023. James Kalat
- Biopsychology (11th edition) 2021. Pinel and Barnes
- Brain and Behavior, Garrett B- Hough G

- Relevant scientific journals:

- Neuropsychology
- Journal of Neuropsychology
- Archives of Clinical Neuropsychology
- Journal of the International Neuropsychological Society
- Neuropsychologia
- Neuroimage
- Neuropsychology Review

Counselling Psychology

COURSE OUTLINE

(6) GENERAL

SCHOOL	SOCIAL SCIENCE		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**ΨΥΕ004**	**SEMESTER**	**3th**
COURSE TITLE	COUNSELLING PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*		**WEEKLY TEACHING HOURS**	**CREDITS**
LECTURES		2	5
LABORATORY EXERCISES (CASE PRESENTATIONS)		1	
TOTAL WEEKLY COURSE HOURS		3	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	GENERAL KNOWLEDGE		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/		

(7) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Upon successful completion of the course, students are expected to:

- To know the subject, scope, objectives and relationship of Counselling Psychology with related disciplines.
- Have basic knowledge of the basic approaches in Counselling Psychology.
- Recognize the main dimensions of the counselling procedure.
- Understand and apply the basic counselling skills in human communication.
- Understand the importance of the counselling-therapeutic relationship and the factors that underlie it.
- Understand the role of the personal development of the counselling psychologist and the supervision in the counselling practice.
- Understand the basic issues of ethics in the practice of counseling.
- Link theoretical concepts to counseling practice to some extent.

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
- Working in an interdisciplinary environment
- Production of new research ideas
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Reflexivity

(8) SYLLABUS

The Counselling Psychology course is consisted of two units:

Section A: Basic dimensions of the counselling procedure and process

• Introduction to Counselling Psychology: Historical development, definitions, object and fields of application
• Counsellor - client relationship: The counselling psychologist as a person and a professional, the characteristics of the effective counsellor, models of common factors, personal development, supervision.
• The counselling procedure: The contract, the request, the goals, the alliance, the stages
• Basic counselling skills
• Ethical issues in counselling practice
• The contribution to the prevention and promotion of mental health, interventions and research perspectives.
• Counselling environments: face to face and online counselling procedures

Section B: Theory, practice and counselling skills of the basic approaches in Counselling Psychology

• Counselling and Psychoanalytic/Psychodynamic approach
• The contribution of existential / Gestalt approaches to Counselling
• The contribution of the Person-centered approach to Counselling
• Systemic counselling
• Constructivist and constructionist approaches to Counselling
• Synthetic/eclectic/pluralistic Counselling models

(9) TEACHING and LEARNING METHODS - EVALUATION

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

The manner and methods of teaching are described in detail. *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><td>Lectures</td><td>39</td></tr><tr><td>Exercises connecting theory to practice</td><td>16</td></tr><tr><td>Case studies</td><td>15</td></tr><tr><td>Literature review</td><td>20</td></tr><tr><td>Self -directed study</td><td>35</td></tr><tr><td>Course total</td><td>125</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	**Final Written exam:** • Multiple choice questions • Short questions • Short development questions • Questions using examples of application of concepts, theories and techniques/skills. Language of evaluation: Greek

(10) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Malikiosi-Loizou, M. (2018). Counselling Psychology. Athens: Pedio
Corey, G. (2005). Theory and Practice of Counselling and Psychotherapy. Athens: Ellin.
McLeod, J. (2005). Introduction to Counselling. Athens: Metaihmio.

-- Related academic journals:
Journal of Counseling Psychology
European Journal of Counselling and Psychotherapy
Counseling Psychology Quarterly
The Counseling Psychologist

Developmental Study of Play and Imagination

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**ΨΥΕ013**	**SEMESTER**	**3d**
COURSE TITLE	Developmental study of play and imagination		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	special background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=1932

(2) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

In this course students will be able to:
1. understand and uses various conceptualizations of 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

imagination,
4. to reflect critically and implement playfulness and imagination on practical issues.

General Competences

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

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

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

(3) SYLLABUS

Outline:

- 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 *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching, communication with students
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art*	

Δραστηριότητα	***Φόρτος Εργασίας Εξαμήνου***
Lectures	20
Literature review	30
Assignments	50
Total	**100**

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

(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 παιγνίδια 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., & Fleer, 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

Executive Functions

COURSE OUTLINE

(11) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ060	**SEMESTER**	3rd
COURSE TITLE	EXECUTIVE FUNCTIONS		
INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*		**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	special background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	-		
COURSE WEBSITE (URL)	-		

(12) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

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

- Know the executive functions that control and regulate goal-directed behavior with an emphasis on working memory, inhibitory control, and cognitive flexibility.
- Have study the current research in the field of Cognitive Psychology concerning the relationship of executive functions with i) intelligence and ii) language skills.
- Understand the role of cognitive processes that appear to contribute to students' academic performance and the challenges that children may face in the school context when any of the above abilities do not follow typical development.

- Know the way to improve executive functions in various contexts.
- 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?

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
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)

(13) 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.

(14) TEACHING and LEARNING METHODS - EVALUATION

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

Activity	*Semester workload*
Lectures	39
Literature study & analysis	43
Independent study	40
Exams	3
Course total	***125***

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	I. Written final exam (100%) II. Optional oral presentation of projects (30%)

(15) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Ρούσσος, Λ. Π. (2011). *Γνωστική Ψυχολογία. Οι βασικές γνωστικές διεργασίες.* Αθήνα: Τόπος, Μοτίβο Εκδοτική.

Goldstein, B. E. (2018). (Ν. Μακρής, Επιμ.). *Γνωστική ψυχολογία: Σύνδεση Νου, έρευνας και καθημερινής ζωής.* Αθήνα: Gutenberg.

Martin, M. W & Farmer, T. A. (2019). (Α. Βατάκη, Ε. Ζιώρη, Επιμ.) *Γνωστική Ψυχολογία.* Αθήνα: Τζιόλα.

-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

-Related scientific journals:

Journal of Cognitive Psychology

Journal of Experimental Psychology: Learning, Memory & Cognition Consciousness

Quarterly Journal of Experimental Psychology

Journal of Intelligence

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	**ΨΥΕ048**	**SEMESTER**	**3rd**
COURSE TITLE	RESEARCH METHODS IN PSYCHOLOGY: QUALITATIVE METHODS OF RESEARCH AND ANALYSIS		

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

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

(2) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

This course offers a general introduction to the qualitative methods of research and data analysis in psychology. It aims (a) at familiarising the students with the distinctive epistemological assumptions underlying qualitative research in social sciences, in general, and in psychology in particular; (b) at familiarising the students with the ways in which

research questions are formulated in qualitative research in psychology; (c) at familiarising students with the 'technology' of the diverse qualitative methods of collecting data in psychology; (d) at the theoretical familiarisation of the students with the different methods of analysing qualitative data in psychological research.

By the time that the course shall be completed, the students:

- Shall have an adequate knowledge of the epistemological positions informing the qualitative research methods in psychology.
- Shall have adequate skills in formulating research questions for qualitative research in psychology.
- Shall have an introductory, theoretical, understanding of the methodological 'tool-kits' of the distinctive qualitative methods of research in psychology.
- Shall have acquired introductory skills in understanding and analysing qualitative data by means of the different analytic approaches used in psychology.

General Competences

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

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

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

(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

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

viii. Designing qualitative research in psychology: Main principles, ethics, reflexivity, formulating research questions.
ix. Collecting qualitative data in psychology: Interviews, participant observation, Diaries, Focus Groups.
x. Content Analysis
xi. Thematic Analysis
xii. Grounded Theory
xiii. Interpretative phenomenological analysis
xiv. Narrative analysis

(4) TEACHING and LEARNING METHODS - EVALUATION

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

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***

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

(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

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

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

(6) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

The course forms the basic course that covers concepts, theories, and research findings from the discipline of Cognitive Psychology. More specifically, this course covers the cognitive processes of perception, attention, memory, reasoning, and problem solving.

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

- basic knowledge in topics from the field of Cognitive Psychology and its relation to other fields of psychology,

- basic knowledge of understanding and critical analysis of empirical and theoretical data related to the above cognitive processes
- the ability to cooperate with their classmates in order to present a research paper in any of the above-mentioned topics of Cognitive Psychology
- the ability to carry out literature review in journals and topics of Cognitive Psychology, by using the University Library as well as internet and electronic databases
- basic research skills
- the ability to work independently and in groups
- the ability to communicate their work to public audiences and
- knowledge acquisition skills required for continuing their studies with a high degree of autonomy

General Competences

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

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

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

(7) 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

(8) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Face-to face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Support of the learning process through the electronic platform e-course
Power point presentation
Communication with students via email</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td><table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Study and analysis of bibliography</td><td>53</td></tr><tr><td>Individual study time</td><td>30</td></tr><tr><td>Exams</td><td>3</td></tr><tr><td>Course total (25 workload hours per credit)</td><td>125</td></tr></table></td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td><td>I. Written exams that include:
– multiple choice questions
– open-ended questions

II. Optional oral presentation of projects, which may add up to 3 points to the final grade.</td></tr>
</table>

(9) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Matlin, M.W. & Farmer, T.A. (2019). (Α. Βατάκη & Ε. Ζιώρη, Επιμ.). Γνωστική Ψυχολογία. Εκδόσεις Τζιόλα.
- Goldstein, B.E. (2018). (Ν. Μακρής, Επιμ.). Γνωστική Ψυχολογία. Αθήνα, Gutenberg.
- Kantowitz B., Roediger H., & Elmes D. (2023). (Α. Βατάκη, Ε. Ζιώρη, & Ε. Μασούρα, Επιμ.). Πειραματική 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

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	GENERAL BACKGROUND
PREREQUISITE COURSES:	none
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

This course 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 ephasis is placed on the description and analysis of neurocognitive disorders and syndromes resulting after CNS

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?

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

- Working independently
- 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, Distance learning, etc.*	Face- to-face

<table>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>The course includes lectures that will be displayed through PowerPoint, case studies, and video use.
Study material will be provided through e-course.</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td><table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>40</td></tr>
<tr><td>Study and analysis of bibliography</td><td>60</td></tr>
<tr><td>Non-directed study</td><td>20</td></tr>
<tr><td>Exams</td><td>5</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></td><td></td></tr>
<tr><td>Course total</td><td>125</td></tr>
</table></td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td><td>Language of evaluation: Greek (Erasmus students will be evaluated in Eglish)

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.</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

Suggested Bibliography:

- 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

- Relevant scientific journals:

- Neuropsychology
- Journal of Neuropsychology
- Archives of Clinical Neuropsychology
- Journal of the International Neuropsychological Society
- Neuropsychologia
- Neuroimage
- Neuropsychology Review

Clinical psychology of children and adolescents

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCE		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**ΨΥΕ016**	**SEMESTER**	**4th**
COURSE TITLE	CLINICAL PSYCHOLOGY OF CHILDREN AND ADOLESCENTS		

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

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

(2) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*

- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes PERSOA*

Upon successful completion of the course, students are expected to:
- understand and describe the characteristics that distinguish normal from abnormal behaviour, classification, diagnosis, and comorbidity of disorders in children and adolescents
- recognise the symptoms, aetiology, course and outcome of disorders commonly found in childhood and adolescence
- recognise the complex relationships between biological, psychological and social factors involved in the development and maintenance of problem behaviours
- be familiar with the therapeutic approaches to the most common disorders of childhood and adolescence so that they are able to make the appropriate referrals to mental health professionals
- be familiar with the main methods of prevention and intervention for childhood and adolescent disorders
- apply the systems for understanding and diagnosing the problematic behaviour that children and adolescents may exhibit to case studies
- apply the basic principles of evidence-based therapeutic interventions to case studies

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…*
	…….

- Working independently
- Team work
- Work in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Production of free, creative and inductive thinking
- Criticism and self-criticism
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues

(3) SYLLABUS

This course focuses on the distinction between normal and deviant behaviour and on the presentation of the current classification systems of childhood and adolescent mental disorders.
In particular, the classification systems of mental disorders, the basic DSM-5 diagnostic categories, and current theoretical approaches in child and adolescent clinical psychology are presented. Emphasis is placed on understanding the clinical presentation, as well as psychological and neurobiological theories of the etiopathogenesis of these disorders. Therapeutic approaches used for the treatment of childhood and adolescent mental disorders from the perspective of the clinical psychologist are also discussed. The aim of the course is to provide students with the opportunity to learn the basic principles in the diagnosis, assessment and understanding of child and adolescent behaviour and mental health/illness. Also, to understand the psychological and social challenges faced by children and adolescents and the methods of prevention and treatment of psychological problems in childhood and adolescence.
Indicative topics:

1. Introduction to Clinical Psychology of Children and Adolescents
2. Clinical Assessment, Diagnostic Classification Systems
3. Clinical interview and case formulation
4. Autistic spectrum disorders
5. Depression and suicidality
6. Anxiety disorders
7. Post-traumatic stress disorder
8. Obsessive-compulsive disorder
9. Behavioural disorders
10. Eating disorders
11. Attention deficit/hyperactivity disorder
12. Gender dysphoria
13. Sleep disorders

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	IN-PERSON
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use power-point for teaching. Use the video for teaching. Use of the Ecourse to provide educational material to students
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.*	

Activity	*Semester workload*
Attendance of lectures	26
Laboratory exercises	13
Study and analysis of books and articles	50
Personal study for exam preparation	33
Exams	3
Course total	**125**

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	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Methods: Final Written exam (100%) which may include: • Multiple choice questions • Short answer questions • Short (or long) essays • Case studies

(5) ATTACHED BIBLIOGRAPHY

- Indicative Bibliography

Cooper, M., Hooper, C., & Thompson, M. (2012). *Ψυχική υγεία παιδιών και εφήβων–Θεωρία και πράξη*. Επιμέλεια ελληνικής έκδοσης: Παπαδάτος Γ. επιστημονικές εκδόσεις: Παρισιανού.

Γκοτζαμάνης, Κ. (επ. εκδ.) (2015). *Διαγνωστικά κριτήρια από το DSM-5 TM.* Ιατρικές Εκδόσεις Λίτσας.

Καλαντζή-Αζίζι & Σοφιανοπούλου, Α. (2016). *Γνωσιακή-Συμπεριφοριστική Θεραπεία Παιδιών και Εφήβων.* Πεδίο.

Κούμουλα, Α., Κώτσης, Κ., & Σκλάβου, Κ. (2021). *Ψυχική Υγεία Παιδιών και Εφήβων.* Τόπος.

Κούμουλα, Α., & Σκλάβου, Κ. (2023). *Ψυχική Υγεία Παιδιών και Εφήβων*, *Τόμος Β.* Τόπος.

Σάντοκ, Τ. Μ., & Σάντοκ, Α. Β. (2020). Επιτομή Ψυχιατρική Παιδιών και Εφήβων. Ιατρικές Εκδόσεις Λίτσας.

Χριστιανόπουλος, Κ. (2013). *Κλινικό εγχειρίδιο ψυχιατρικής παιδιών και εφήβων*. Προμηθεύς

- Relevant Scientific Journals

Ψυχολογία
Clinical Child and Family Psychology Review
Child and Adolescent Mental Health
Child Psychiatry & Human Development
Clinical Child Psychology and Psychiatry
Infant Mental Health Journal
International Journal of Adolescence and Youth
Journal of Child Psychology and Psychiatry
Journal of Clinical Child & Adolescent Psychology

Cognitive Development

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ019	**SEMESTER**	**4th**
COURSE TITLE	COGNITIVE DEVELOPMENT		

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

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

(16) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

How does children's thinking develop? What are the high and low mental processes involved in and influencing children's thinking from the prenatal period to late adolescence? The course explores the above questions through key theories of cognitive development and focuses on the study of the development of basic cognitive abilities.

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

• Have understood the main psychological theories of cognitive development,
• Have understood the development of perception, language, memory, social intelligence, academic skills, problem solving, reasoning, intelligence as well as conceptual development.
• Have basic knowledge of the development of children's thinking to which all the mentioned cognitive abilities contribute.

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
- Criticism
- Production of free, creative, and inductive thinking
- Working independently
- Team work

(17) SYLLABUS

1 Introduction

2. Piaget's theory of development

3. Theories of information processing for development

4. Perceptual development

5. Language development

6. Memory development

7. Conceptual development

8. Development of social intelligence

9. Development of academic skills

10. Development of problem-solving skills

11. Intellectual development

12. Development of intelligence

13. Structure and architecture of cognitive abilities

(18) TEACHING and LEARNING METHODS - EVALUATION

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

Activity	*Semester workload*
Lectures	39
Literature study & analysis	21
Independent study (25 load hours of work per credit unit)	62
Exams	3
Course total	***125***

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	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written final exam (100%) including: - Multiple choice questions -Short questions

(19) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Siegler, R. & Wagner Alibali, M. (2022). *Η ανάπτυξη της σκέψης των παιδιών.* (μτφ. Κ. Γούλα & Ζ. Κουλεντιανού). Αθήνα: Gutenberg.
Ρούσσος, Λ. Π. (2011). *Γνωστική Ψυχολογία. Οι βασικές γνωστικές διεργασίες.* Αθήνα: Τόπος, Μοτίβο Εκδοτική.
Martin, M. W & Farmer, T. A. (2019). *Γνωστική Ψυχολογία*. Αθήνα: Τζιόλα.

- *Related academic journals:*

Journal of Cognitive Psychology

Journal of Experimental Psychology: Learning, Memory & Cognition Consciousness

Quarterly Journal of Experimental Psychology

Journal of Intelligence

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

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

(2) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

In this course students will be able to:

- understand and discuss the history, major approaches and concepts of post-colonial, decolonial and feminist theory,
- use and implement critically the above approaches on issues pertaining to epistemic violence, silencing, social marginalization and exclusion,
- reflect and discuss on the historical and theoretical formulations of development, the figure of the child and their ideological uses,
- formulate developmental questions, methodological and applied approaches regarding unequal power relations, marginalization, exclusion and social change.

General Competences

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

Search for, analysis and synthesis of data and *Project planning and management*

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

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

(3) SYLLABUS

Outline:

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

(4) TEACHING and LEARNING METHODS - EVALUATION

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

Δραστηριότητα	***Φόρτος Εργασίας Εξαμήνου***
Lectures	40
Literature review	37
Assignments	15
Preparation of exams	30
Exercises	3
Total	**125**

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. Ndofirepi (Eds.), Knowledge and Change in the African Universities (Vol. 1, pp. 59-80). Rotterdam: Brill

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

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

- Related academic journals:

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

Psychological Assessment

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ020	**SEMESTER**	4th
COURSE TITLE	PSYCHOLOGICAL ASSESSMENT		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	GENERAL BACKGROUND & SPECIALIZED GENERAL KNOWLEDGE
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=3790

(20) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Students are expected to achieve the following learning outcomes, which also correspond to the purpose of the course:

- Become familiar with the concepts and definitions of psychometrics and psychological assessment in clinical and educational contexts
- Understand the uses of psychometric tools in physical and digital form
- Identify factors and difficulties that affect the evaluation process
- Acquire knowledge on how to construct and weight a psychometric tool
- Know and understand how to interview and evaluate through observation

- Become familiar with the concepts of reliability and validity of measurements, in relation to the construction of tools
- Understand the basic social and ethical issues related to the evaluation process in general in psychological work
- Familiarize themselves with statistical analyses of test values, in relation to measurement results
- Familiarize with the tools and ways to assess the cognitive skills of children and adults
- Familiarize with the tools and ways of assessing (self-reporting, projective tests) the personality of mental skills of children and adults
- Familiarize with the concept and tools for measuring interests and values
- Understand in particular how to evaluate children and adolescents with special needs, such as learning difficulties, ADHD, behavioral problems, vision problems, hearing problems, motor disabilities
- To know the stages of writing a psychological report, to be able to reproduce a report after being given appropriate material and to understand how the results are delivered to the interested parties (patient, student, parents, relatives)
- Get acquainted with current trends in the field of psychological assessment, such as intercultural assessment, positive skills assessment and quality of life assessment

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…*
	…….

Adapting to new situations
Decision-making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Respect for diversity and multiculturalism
Demonstrate social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Promoting free, creative and inductive thinking

(21) SYLLABUS

The following syllabus outlines the teaching modules per weekly instructions:

Week 1

Psychometrics and psychological assessment

- Definition and importance of psychometrics
- History of psychological measurement
- Uses of tests: Classification, diagnosis and therapeutic planning, self-awareness, program evaluation, research
- Resources on psychometric tools
- The concept of psychological assessment
- Psychometric assessment and technology

Week 2

Social and ethical issues related to testing

- The role of the examiner
- Protection of personal privacy
- Confidentiality – trust
- The role of the psychologist in court cases
- The use of tests in minority groups
- Subjectivity in assessment
- Importance and challenges of psychological assessment

Week 3

Test standardization and construction

- The concept of standardization
- The process of constructing a test (objectives, sections, population, scoring methods, content, administration methods, adaptation of psychological tests, psychometric properties)
- The types of psychological tests
- Review of psychological tests
- The importance of item analysis: Item difficulty, differentiation item analysis, item correlation, Relationship models between items and attributes

Week 4

Psychometric properties of a test

- The concept of reliability in psychological measurement
- Measuring reliability
- Reliability as a concept of temporal stability
- Reliability of internal cohesion
- Reliability between raters
- Standard error of measurement
- Improving reliability
- Generalizability Theory
- The concept of validity in psychological measurement
- Theory of the study of validity
- Criterion validity
- Content validity
- Face validity
- Construct validity
- Convergent and discriminant validity
- The systematic error and its treatment
- Validity in clinical application

Week 5

Statistical analysis of tests

- Measures of central tendency
- Measures of variability
- Frequency distribution (normal, oblique)
- Statistical relationship between two distributions (correlation, regression, factor analysis, prerequisites for exploratory factor analysis)
- Conversion of raw scores (percentage value, standard values, normalized standard values)
- Measurement scales

Week 6

Interview and observation

- The clinical interview
- Structured and semi-structured interview techniques
- The evaluation of behavior through observation
- Interview and observation in the context of psychoeducational assessment
- Assessment based on Functional Behavior Analysis

Week 7

Cognitive assessment

- Conceptual definition of intelligence
- Theories of intelligence (univariate theory, Spearman's theory, Hurstone's theory of seven factors, Vernon's hierarchical theory, Guildford's three-dimensional organization of intelligence, Piaget's evolutionary theory, Sternberg's theory, Horn and Cattell's theory of flowing and crystallized cognition, Gardner's multiple intelligences)
- Intelligence scales and IQ: historical data, ethical use Wechsler's intelligence scales (WISC-III, WISC-IV, WISC-V, WAIS-IV)
- The Stanford-Binet Intelligence Scales (5th ed.)
- Raven's progressive matrices Intelligence in preschool age
- The predictive validity of tests for infants and preschoolers
- Intelligence scales for infants and toddlers (Bayley, WPPSI-III)

Week 8

Personality assessment with self-report questionnaires

- History of personality assessment
- Contemporary issues in the assessment of personality and psychopathology
- Construction of questionnaires based on content and empirical criterion solution [Minnesota Multiphasic Personality Inventory (MMPI), MMPI-2, MMPI-Adolescent (MMPI-A), MMPI-2-RF, Personality Assessment Inventory (PAI), Personality Inventory for Youth (PIY), Millon Clinical Multiaxial Inventory (MCMI)]
- Construction of questionnaires based on factor analysis [The Five Factor Model, The NEW Personality Inventory-Revised (NEO-PI-R) and the NEW Five Factor Inventory (NEO-FFI), HEXACO Personality Questionnaire (HEXACO-PI), Personality Traits Test (TEXAP), Alternative Factor Models, Sixteen Personality Questionnaire (16PF), Eysenck Personality Questionnaire (EPQ), Guildford-Zimmerman Temperament Survey (GZTS)] Construction of questionnaires based on personality theories [Edwards Personal Preference Schedule (EPPS), Personality Research Form (PRF), Jackson Personality Inventory-Revised (JPI-R), Myers-Briggs Type Indicator (MBTI), Beck Depression Inventory (BDI), Beck Depression Inventory II (BDI-II), Beck Youth Inventories II (BYI-II), Type A behavior assessment tools]
- Validity of personality questionnaires
- Misleading answers to personality questionnaires

Week 9

Personality assessment with projective tests

- Key features of projective techniques
- Types of projective techniques
- Associative techniques (Rorschach's Inkblot test, alternative approaches to the interpretation of Rorschach)
- Construction techniques [Interpretation and evaluation of the Thematic Apperception Test (TAT), Children's Apperception Test (CAT), Patte Noire (PN), Make-A-Picture Story Test (MAPS), Object Relations Test (ORT)) Modern construction techniques (Roberts Apperception Test for Children (RATC), Tell Me A Story Test (TEMAS), Fairy Tale Test (FTT)]
- Sentence completion techniques [Picture Frustration Study (P-F Study)] Story-filling tests [The Düss Myths]
- Expressive techniques [The House-Tree-Person Test (HTP), Kinetic Family Drawing, The Bender-Gestalt Visual-Motor Test]
- Play as a means of psychological evaluation - Projective gameplay techniques

- Review of projective techniques

Week 10
Measures of interests and values

- Interests and personality - Holland's model
- Recent developments in the construction of questionnaires [Strong Interest Inventory (SII)
- Jackson Vocational Interest Survey (JVIS)
- Self-Directed Search (SDS)
- Campbell Interest and Skill Survey (CISS)]
- The evaluation of values [Study of Values, Rokeach Value Survey]

Week 11
Assessment of people with disabilities

- The importance of psychoeducational assessment
- The process of diagnosis and differential diagnosis in mental retardation
- Initial – formative – final educational assessment
- Assessment of mental retardation
- Assessment of general and specific learning disabilities
- Assessment of ADHD
- AMD Adaptive Behavior Scale (ABS)
- Vineland Adaptive Behavior Scales
- Scales of Independent Behavior (SIB)
- Achenbach System of Empirically Based Assessment (ASEBA)
- Assessment of children with hearing impairments
- Assessment of visually impaired people
- Assessment of people with physical disabilities

Week 12
Reporting and announcing the results

- Case history
- Structure of the psychological report
- Conclusions and reference proposals
- Announcement of results in a counseling session
- Clinical examples

Week 13
Modern trends in psychological assessment

- Cooperative/Therapeutic Assessment (CTA) [The Therapeutic Assessment with Children (TA-C), Conflict Analysis Array]
- The concept of "culture" in intercultural assessment
- Psychometric tools for intercultural assessment
- Conditions relating to the study of intercultural differences
- Tools for the intercultural study in Positive Psychology
- Quality of Life Inventory (QOLI)
- Questionnaires assessing the quality of the marital relationship

(22) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory*	**e**-course, tedX videos, pptx,

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

Activity	*Semester workload*
Lectures	26
Interactive teaching	13
Study and analysis of bibliography	50
Essay writing	37
Course total	125

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	The attendance of the courses is optional, according to the regulations of the Department, however, students are encouraged to attend and participate in the lectures. In case of distance learning due to extraordinary circumstances, provision has been made for the transfer of teaching materials and activities to network communication platforms (MSTeams). The assessment of students includes participation in the compulsory written examination at the end of the semester. Specifically, they are asked to answer true/false, multiple choice and open-ended questions on topics related to the course units. The grades range from one (1) to ten (10), up to one decimal digit. The material to be examined is posted on e-course. In case of distance learning due to extraordinary circumstances, provision has been made for the creation of the examination material in Microsoft Forms and its posting through a network communication platform (MSTeams).

(23) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Koulakoglou, K. (2013). *Psychometry and psychological assessment* (3rd edition). Editions Pataki.

Konstantinou, M., Papageorgi, I., & Malegiannaki, A.Ch. (2022). *Psychometry in Education & Educational Psychology*. Gutenberg.

Wright, A. J. (2022). *Psychological Assessment: a clinical guide* (2nd edition). Gotsis.

- Related academic journals:

American Journal of Evaluation

Applied Psychological Measurement

Assessment (APA)

Assessment in Education: Principles, Policy & Practice

Educational Assessment, Evaluation and Accountability

European Journal of Psychological Assessment

Journal of Applied Psychology

Journal of Educational Measurement

Journal of Evaluation in Clinical Practice

Journal of Personality Assessment

Psychological Assessment

Psychological Methods

Psychological Review

Work and Organizational Psychology

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**ΨΥΕ001**	**SEMESTER**	**4th**
COURSE TITLE	**WORK AND ORGANIZATIONAL PSYCHOLOGY**		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	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

Learning outcomes

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

Consult Appendix A

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

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 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?

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
- 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 - Inteligence, 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

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Face-to-face teaching</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use of ICT in teaching
Use of ICT in communication with students
Support using e-course electronic platform</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Study and analysis of bibliography</td><td>30</td></tr>
<tr><td>Practical exercises</td><td>13</td></tr>
<tr><td>Essay writing</td><td>15</td></tr>
<tr><td>Studying for exams</td><td>25</td></tr>
<tr><td>Exams</td><td>3</td></tr>
<tr><td>Course total
(25 hours of work equal one ECTS)</td><td>125</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</td><td>I. Final Exam (60%) consisting of:
- Multiple choice questions
- Short-answer questions
- Open-ended questions
- Problem solving questions

II. Group Written Work (Essay) (40%)</td></tr>
</table>

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

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
Vakola, M., & Nikolaou, I. (2019). *Organizational psychology and behavior*. Rossili. (In Greek)
Robbins, S. P., & Judge, T. A. (2018). *Organizationl behavior*. Kritiki. (In Greek - translated edition of Organizational Behavior)
Greenberg, J., & Baron, R. A. (2013). *Organizationl 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

Scientific Writing

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**ΨΥΕ023**	**SEMESTER**	**4**
COURSE TITLE	**SCIENTIFIC WRITING**		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	SPECIAL BACKGROUND, SKILLS DEVELOPMENT
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

Learning outcomes

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

Consult Appendix A

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

Upon successful completion of the course, students are expected to be aware of:

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

General Capabilities

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

Search, analyze and synthesize data and information, using the necessary technologies
Adapt to new situations
Decision making
Autonomous work
Project design and management
Respect for diversity and multiculturalism
Respect for the natural environment
Demonstration of social, professional and moral responsibility and gender sensitivity
Exercise of criticism and self-criticism

Teamwork *Work in an international environment* *Working in an interdisciplinary environment* *Producing new research ideas*	*Promote free, creative and inductive thinking* *.....* *Other ...* *.....*
Autonomous work and teamwork, promoting free, creative and inductive thinking, search, analyze and synthesize data and information.	

(3) SYLLABUS

The course aims to familiarize students with scientific writing in accordance with the American Psychological Association (APA) latest guidelines as well as to help them apply knowledge and skills by writing a research proposal. The main areas covered include the following:

- Types of scientific texts and principles of academic writing in psychology.
- Searching and indexing literature.
- Determining the research problem – subject, the purpose and the hypotheses of a study.
- Methods and instruments to investigate a subject.
- Structure and writing research proposals.
- Structure, writing and formatting scientific papers 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 in publications (e.g., authorship).

Successful completion of the course is required for conducting a degree thesis in the fourth year of study.

(4) TEACHING AND LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY METHOD
Face to face, Distance Learning, etc.</td><td>Face-to-face teaching
Note: To attain the course aims, the number of students that choose the course should not exceed forty (40).</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES
Use of ICT Teaching, Laboratory Education, Communication with Students</td><td>• Use of ICT in teaching (e-course educational platform, power point presentations, audiovisual material).
• Use of ICT in Student Communication (e-mail).</td></tr>
<tr><td>TEACHING ORGANIZATION
Describe in detail the way and methods of teaching.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Bibliography, Tutorial, Practice (Placement), Clinical Exercise, Art Workshop, Interactive Teaching, Educational Visits, Project Work, It; / RTI & gt;
The student's study hours for each learning activity and the hours of non-guided study according to the ECTS principles</td><td><table><tr><th>Activity</th><th>Semester Workload</th></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Study and analysis of bibliography</td><td>25</td></tr><tr><td>Writing and presenting individual or group work</td><td>38</td></tr><tr><td>Independent Study</td><td>21</td></tr><tr><td>Final Examination</td><td>2</td></tr><tr><td>Total Course</td><td>125</td></tr></table></td></tr>
<tr><td>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.</td><td>Assessment methods:
1. Final Written Examination (50%) (Multiple Choice Test, Short Response Questions, Problem Solving)
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.</td></tr>
</table>

(4) SUGGESTED BIBLIOGRAPHY

- Suggested Bibliography:

- Ζαφειρόπουλος, Κ. (2015). Πώς γίνεται μια επιστημονική εργασία; Εκδόσεις Κριτική, Αθήνα.
- Λατινόπουλος, Π. (2010). Τα πρώτα βήματα στην έρευνα. Εκδόσεις Κριτική, Αθήνα.
- Κυριαζόπουλος, Π., & Σαμαντά, Ε. (2011). Μεθοδολογία έρευνας εκπόνησης διπλωματικών εργασιών. Εκδόσεις Σύγχρονη Εκδοτική, Αθήνα.
- Χαλικιάς, Μ., & Σαμαντά, Ε. (2016). Εισαγωγή στη μεθοδολογία εκπόνησης επιστημονικών εργασιών. Εκδόσεις Σύγχρονη Εκδοτική, Αθήνα.
- Σαρρής, Μ. (2023). Πώς γράφεται μία επιστημονική εργασία. Εκδόσεις Δίσιγμα.
- Αμερικανική Ψυχολογική Εταιρεία (2022). Οδηγός δημοσίευσης εργασιών - 7η Αμερικανική έκδοση. Εκδόσεις Κλειδάριθμος, Αθήνα.

-Relevant Scientific Journals:

- Psychological Methods
- Journal of Methods and Measurement in the Social Sciences
- Applied Psychological Measurement
- Ψυχολογία
- Επετηρίδα της Ψυχολογικής Εταιρείας Βορείου Ελλάδος

5th Semester

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Psychology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΨΥΥ004	**SEMESTER**	**5th**
COURSE TITLE	Theories of Personality and Individual Differences		
INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*		**WEEKLY TEACHING HOURS**	**CREDITS**
LECTURES AND LABORATORY EXERCISES		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

- *Guidelines for writing Learning Outcomes*

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

- understand personality through the lens of the main theories of personality psychology
- recognise the role of genetic, social and cultural factors in the formation and development of personality and individual differences
- interpret individual differences in thinking, emotion, motivation and behaviour
- be aware of the applications of personality theories in the measurement and assessment of personality
- have the necessary knowledge to understand individual differences
- recognise the theoretical and practical value of individual differences for many areas of human activity and, in particular, for education, vocational guidance, health, and counselling 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 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…*
	…….

- Application of knowledge in practice
- Search for, analysis and synthesis of data and information, using the necessary technologies
- Working independently
- Team work
- Respect for diversity and multiculturalism
- Criticism and self-criticism
- Demonstrating social, professional, ethical responsibility, and sensitivity to gender issues
- Production of free, creative and inductive thinking

(3) SYLLABUS

This course is the basic introductory course in psychological approaches to personality and individual differences. In particular, it presents classical and contemporary theories of personality formation and development, which explain individual differences in thinking, emotion, motivation and behaviour. In addition, the applications of the main theories to personality assessment and measurement are examined. The course also attempts to describe and interpret the differences that individuals exhibit in various characteristics, such as personality, intelligence, special abilities, school performance, vocational skills, etc. The study of individual

differences covers all three types: differences between individuals (interindividual differences), differences between groups (intergroup differences) and differences between characteristics within the same individual (intra-individual differences). Students become familiar with the theories and research findings of personality psychology and individual differences, as these are of enormous theoretical and practical importance in many fields, especially in education, vocational guidance, health, and counseling and clinical practice.
Indicative topics:

1. Introduction to personality theories and the psychology of individual differences: theoretical concepts and historical context, types of individual differences
2. Scientific study and assessment of personality
3. The biological (genetic) bases of personality
4. Biophysiological approaches to personality and individual differences
5. Theories of personality traits I: Allport, Eysenck & Cattell
6. Theories of Personality Traits II: The 5 Factor Model
7. Social and cultural factors in the formation and development of personality
8. Concept and structure of intelligence - Theories of intelligence
9. Measurement of intelligence
10. Emotional intelligence and creativity
11. Mood and motivation
12. Individual differences in health and illness
13. Personality Disorders - Revision

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	**Use of ICT in teaching** **Use of ICT in communication with students** **Use of power-point for teaching** **Use of video to present case-studies** **Support of the learning process through the e-course platform (posting of course material: notes, lecture slides, activities, etc.)**
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-*	

Activity	*Semester workload*
Attendance of lectures	39
Study & analysis of the literature	26
Writing & Presentation of Work	20
Individual study	40
Total	**125**
Course total	**125**

directed study according to the principles of the ECTS	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Assessment Methods: 1. Final Written examination (70%) (multiple choice questions, short answer questions, essays). 2. Optional assignment (30%).

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- BussM. D., & LarsenJ. R. (2020). *Ψυχολογία της προσωπικότητας: Πεδία γνώσης σχετικά με την ανθρώπινη φύση.*Εκδόσεις Παπαζήση
- Chamorro-Premuzic. T. (2013): *Προσωπικότητα και Ατομικές Διαφορές*. Gutenberg.
- Chamorro-Premuzic, T., Von Stumm, S., & Furnham, A. (Eds.). (2015). *The Wiley-Blackwell Handbook of Individual Differences*. John Wiley & Sons.
- Cooper C. (2021): *Individual Differences and Personality*, Routledge; 4th edition.
- Maltby, J. , Day,L., & Macaskil A. (2023): *Personality, Individual Differences and Intelligence*, Pearson; 5th edition.
- Pervin A. L., Cervone D. (2013). *Θεωρίες προσωπικότητας, Έρευνα και Εφαρμογές.* Gutenberg.

- Related academic journals:

1. Personality and Individual Differences
2. Journal of Personality and Social Psychology
3. Individual Differences
4. Journal of Personality Assessment
5. Journal of Individual Differences
6. Individual Differences Research
7. Learning and Individual Differences

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	**ΨΥΕ006**	**SEMESTER**	**5th**
COURSE TITLE	Advanced Methods of Quantitative Data Analysis		

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

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

(1) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

In this course students are expected to become familiar with the use of statistical methods and packages, that are useful in psychometrics and in the analysis of data that are derived from the field of social sciences.

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

• Use statistical software such as SPSS and R

• Perform statistical analysis using regression analysis methods (multiple linear regression), analysis of variance (one-way, two-way), decision trees, generalized linear models and survival analysis.

General Competences

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

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

(2) SYLLABUS

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

(3) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of .ppt slides and PC
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and*	

Activity	***Semester workload***
Lectures	39
Laboratory practices	26
Study of bibliography	39

<table>
<tr>
<td>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</td>
<td>
<table>
<tr><td>Independent study</td><td>21</td></tr>
<tr><td>Course total</td><td>125</td></tr>
</table>
</td>
</tr>
<tr>
<td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td>
<td>Written work
Essay/Report
Public Presentation</td>
</tr>
</table>

Clinical Ethics

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**ΨΥΕ012**	**SEMESTER**	**5th**
COURSE TITLE	**Clinical Ethics**		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General Background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (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

Current issues in Educational Psychology

(1) GENERAL

School	Social Sciences		
Department	Psychology		
Level of Studies	Undergraduate		
Course Code	**ΨΥΕ062**	**Semester**	5th
Course Title	Current issues in Educational Psychology		
Independent Teaching Activites *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*		**Weekly Teaching Hours**	**Credits**
LECTURES AND PRESENTATION OF PAPERS - DISCUSSION IN GROUPS, CLASSROOM DISCUSSIONS (PERSONAL CONTRIBUTION)		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
Course Type *general background, special background, specialised general knowledge, skills development*	Specific Background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

Learning Outcomes

Learning Outcomes

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

Consult Appendix A

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

The course is an elective course for students of the Department of Psychology and is a course focused on contemporary issues in educational psychology. A PREREQUISITE for enrollment in this course is enrollment and attendance of the compulsory course: "Educational Psychology". This prerequisite addresses the understanding of basic concepts and approaches in educational psychology.

The course syllabus aims to familiarize students with contemporary issues in educational psychology. It also aims to enhance students understanding of concepts, approaches and issues ithat currently dominate in the relevant literature.

The course focuses on theoretical approaches concerning motivation and students engagement with learning. The theoretical approaches are presented with reference to relevant examples and are followed by students' participation in the class drawing on their own experiences. Also, discussions and theoretical and practical tasks presented in the relevant handbook are used to enhance students 'hand on' experience. In particular, the concepts of 'engagement', 'intrinsic-external motivation', 'curiosity', 'interest' and 'motivational deficits' that weaken students' participation are discussed.

The teaching is focused on issues relevant to motivation for learning: specific theoretical approaches - central concepts of each approach. The concepts of 'self-efficacy', 'helplessness', 'goals', 'self-regulation' and 'self-perception' are developed. Also, in the context of emotional state and the role of emotions in learning, concepts related to "interest", "self-esteem", the relationship between emotion and learning, and exam anxiety are presented and discussed in detail.

The course also focuses on the management of learning in classrooms, giving students the opportunity to engage in scenarios of behavioural problems and their management. Issues of aggression and bullying are also presented. In addition, the student's understanding of learning and teaching is enriched by the presentation of the contemporary theory of Mentalising and Epistemic Trust which offers an understanding of the relational dimension of learning starting from early experiences.

Upon successful completion of the course the student should:

- Be able to have mastered the understanding of new theories related to Educational Psychology and be able to distinguish the basic concepts and theoretical approaches.
- Have an understanding of the basic concepts of engagement, motivation, internal-external motivation and psychological needs.

- - Be able to present, develop, comment on and identify, in specific contexts, dimensions of these theories and to describe ways in which a teacher can appropriately adapt his/her teaching according to students' motivation.
- - Be able to distinguish the differences between different approaches that focus on different dimensions that motivate students in learning and are self-motivated.
- *Relate different aspects of motivational theories to academic achievement.*
- *Understand different manifestations of emotion, emotion regulation and affect in learning and teaching by referring to and reflecting on personal experience. Distinguish the role of anxiety and stress in learning.*
- *Analyse, distinguish and understand elements relating to classroom management. Reflect on issues relating to students with behavioural difficulties.*
- *To understand in depth issues of aggression and bullying by reflecting on specific incidents and with reference to early experiences.*
- *To understand the key elements of mentalizing and epistemic trust theory in relation to learning.*

General Competences

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

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

- *Working independently*
- *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.)*

SYLLABUS

The course focuses on the following topics:

- Motivation and Engagement
- Motivation and Learning
- Interest, affect, anxiety, stress. Test anxiety
- Emotion and Learning
- Classroom management
- Aggression - Bullying
- Mentalizing and Epistemic Trust

Essay (indicatively-power point presentation)

Translation and critical presentation of any chapter from the book "Understanding Motivation and Emotion" (see Bibliography). Critical presentation of studies published in international journals. The studies should be focused on the content of the particular course (e.g. bullying, mentalizing, epistemic trust, stress, anxiety, classroom management).

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc*	Face – to - face
USE OF INFORMATION AND COMMUNICATIONS *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching Use of ICT in communication with students Email communication with students
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.*	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure*	Students will be assessed as follows. 1. Final Written Examination, 80%-100% of the total grade. The 20% variation refers to the students' choice to

Activity	***Semester workload***
Lectures	39
Study & analysis of the literature	30
Group Work in the Classroom	13
Independent study	40
Exams	3
Course total	***125***

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

Attached Bibliography

Suggested bibliography:

- O'Donnell, A., Reeve, J. & Smith, J. (2021). Εκπαιδευτική Ψυχολογία. Gutenberg
- Eggen, P., & Kauchak, D. (2017). Εκπαιδευτική Ψυχολογία. Νέοι ορίζοντες στη μάθηση και στη διδασκαλία. Κριτική.
- Elliot, S., Kratochwill, T, Cook, J. & Travers, J. (2008). *Εκπαιδευτική Ψυχολογία*. Gutenberg.
- Fontana, D. (1996). *Ψυχολογία για εκπαιδευτικούς*. Σαββάλας.
- Foulin, J. & Mouchon, S. (2002). *Εκπαιδευτική Ψυχολογία*. Μεταίχμιο.
- Long., M, Wood. C., Littleton. K., Passenger, T. & Sheehy, K. (2020). Η ψυχολογία της εκπαίδευσης. Πεδίο.
- Ormrod, J. E. (2020). Ψυχολογία της Μάθησης. Gutenberg (κυρίως το Κεφ. 14)
- Santrock, J. (2008). Εκπαιδευτική Ψυχολογία *Τζιόλα.*
- Schunk, D. Pintrich, P., & Meece, J. (2010) Τα κίνητρα στην Εκπαίδευση. Gutenberg
- Slavin, R. (2007). *Εκπαιδευτική Ψυχολογία*. Μεταίχμιο.
- Woolfolk, A. (2007). *Εκπαιδευτική Ψυχολογία*.Έλλην.

- Suggested academic journals:

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

Additional Literature

Efklides, A. & Metallidou, P. (2020). "Applying Metacognition and Self-Regulated Learning in the Classroom. In Oxford Research Encyclopedia of Education. Li-fang Zhang (Ed.). New York: Oxford University Press. doi:10.1093/acrefore/9780190264093.013.961

Erbil, D. G. (2020). A Review of Flipped Classroom and Cooperative Learning Method Within the Context of Vygotsky Theory. *Frontiers in Psychology*, *11*. https://doi.org/10.3389/fpsyg.2020.01157

Gonida, E. N., Karabenick, S. A., Stamovlasis, D., Metallidou, P., & the CTY Greece (2018). Help seeking as a self-regulated learning strategy and achievement goals: The case of academically talented adolescents. High Ability Studies. DOI:10.1080/13598139.2018.1535244

Kamtsios, S., &Karagiannopoulou, E. (2015). Exploring relationships between academic hardiness, academic stressors and achievement in university undergraduates. *Journal of Applied Educational and Policy Research, 1*(1), 53-73.

Karagiannopoulou, E., Desatnik, A., Rentzios, C., & Ntritsos, G. (2022). The exploration of a 'model'for understanding the contribution of emotion regulation to students learning. The role of academic emotions and sense of coherence. Current Psychology, 1-13.

Karagiannopoulou, E., Milienos, F. S., & Rentzios, C. (2022). Grouping learning approaches and emotional factors to predict students' academic progress. *International Journal of School & Educational Psychology*, *10*(2), 258-275.

Karagiannopoulou, E., & Kamtsios, S. (2012). Stages of Change, Self-efficacy and Stress Management Perceptions in First Year Undergraduate Students. International Journal of Psychology and Behavioral Sciences, 1(1), 24–32. https://doi.org/10.5923/j.ijpbs.20110101.04

Karagiannopoulou, E., & Christodoulides, P. (2005). The impact of Greek University students' perceptions of their learning environment on approaches to studying and academic outcomes. International Journal of Educational Research, 43(6), 329-350.

Καραγιαννοπούλου, Ε. (2003). ΠιθανοίδυνατοίΕαυτοί. Ο ρόλος τους στην κατανόηση της έννοιας του εαυτού, της αυτοαντίληψης, της αυτοεκτίμησης και του καθορισμού της συμπεριφοράς του ατόμου. *Ψυχολογικά Θέματα, 9*(2), 185-202.

Καραπαναγιώτη, Στ., Καραγιαννοπούλου, Ε. (2020). Γονεϊκή αποδοχή- απόρριψη και ακαδημαϊκή αναβλητικότητα: ο διαμεσολαβητικός ρόλος της τελειοθηρίας και της παθητικής επιθετικότητας, 12, 21-46. https://ejournals.lib.uoc.gr/index.php/eleutherna

Κωσταρίδου-Ευκλείδη, Α. (2005). Μεταγνωστικές διεργασίες και αυτο-ρύθμιση. Αθήνα: Ελληνικά Γράμματα. Λεονταρή, Α. (1996). Αυτο-αντίληψη. Αθήνα: Ελληνικά Γράμματα.

Lapsley, D. K. (Ed.). (2004). *Moral development, self, and identity*. Psychology Press.
Lapsley, D. (2015). Moral Identity and Developmental Theory. *Human Development*, *58*(3), 164–171. https://doi.org/10.1159/000435926
Λεονταρή, Α. (2012). Αυτοεκτίμηση: μια βασική ψυχολογική ανάγκη; Στο Σ. Χατζηχρήστου & Η. Μπεζεβέγκης (Επιμ.Έκδοσης), Ψυχο-Παιδία: Θέματα ανάπτυξης και προσαρμογής των παιδιών στην οικογένεια και το σχολείο (σελ. 299-321). Αθήνα: Πεδίο.
Marchand, H. (2002). Some reflections on postformal stage. *Behavioral Development Bulletin, 11*(1), 39-46. http://dx.doi.org/10.1037/h0100490
Mega, C., Ronconi, L., & de Beni, R. (2014). What makes a good student? How emotions, self-regulated learning, and motivation contribute to academic achievement. *Journal of Educational Psychology, 106*(1), 121–131. https://doi.org/10.1037/a0033546
Milienos, F. S., Rentzios, C., Catrysse, L., Gijbels, D., Mastrokoukou, S., Longobardi, C., &Karagiannopoulou, E. (2021). The Contribution of Learning and Mental Health Variables in First-Year Students' Profiles. *Frontiers in Psychology*, *12*. https://doi.org/10.3389/fpsyg.2021.627118
Rapaport, W. J. (2004). William Perry's scheme of intellectual and ethical development. Retrieved from https://www.jmu.edu/geology/_files/willperry21.pdf
Rentzios, C., & Karagiannopoulou, E. (2021). Rethinking associations between distal factors and learning: attachment, approaches to learning and the mediating role of academic emotions. *Psychology*, *12*(6), 899-924.
Safiye, T., Vukčević, B., Milidrag, A., Dubljanin, J., Cikotić, A. G., Dubljanin, D., Lackovic, M., Rodić, I., Nikolic, M., Čolaković, G., Mladenović, T., & Gutić, M. (2023). Relationship between mentalizing and teacher burnout: A cross sectional study. *PLOS ONE*, *18*(1), e0279535. https://doi.org/10.1371/journal.pone.0279535
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.
Schwarzer, N., Nolte, T., Fonagy, P., Griem, J., Kieschke, U., & Gingelmaier, S. (2021). The relationship between global distress, mentalizing and well-being in a German teacher sample. *Current Psychology*, *42*(2), 1239–1248. https://doi.org/10.1007/s12144-021-01467-3
Woollard, J. (2010). *Psychology for the Classroom: Behaviourism* (1st ed.). Routledge.
Theory and Research." *Identity*, *1*(1), 67–75. https://doi.org/10.1207/s1532706xvanhoof

- **Web-sites:** http://pas.project.uoi.gr
- Prof. Peter Fonagy's videos:

(a) https://www.youtube.com/watch?v=X1TBqEJMe3k
(b)https://www.facebook.com/watch/live/?extid=NS-UNK-UNK-UNK-AN_GK0T-GK1C&mibextid=2Rb1fB&ref=watch_permalink&v=1270146126795517

- 3ο National Conference of School Psychology:

https://schoolpsychology2022.gr/πρόγραμμα
https://schoolpsychology2022.gr/media/attachments/2022/11/02/school_analytiko_web.pdf

Health Psychology

COURSE OUTLINE

GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**ΨΥΕ017**	**SEMESTER**	**5**
COURSE TITLE	**HEALTH PSYCHOLOGY**		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	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

(5) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Upon successful completion of the course, students are expected:

- To understand the relationship between biological, psychological and social factors in physical health.
- To be familiar with the main theoretical models, research methods and applications of health psychology.
- To comprehend the psychosocial factors involved in the maintenance of health as well as in the manifestation and the course of illness.
- To identify the salient psychosocial needs of patients suffering from chronic and/or terminal disease as well as appropriate psychological interventions.
- To obtain basic knowledge on topics of interest, such as the relationship among patient, family and health professionals, the emotional burden of care, ill children and their family, mourning, grief and loss, prevention of health and promotion of health-related quality of life.

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, apply

knowledge to practice, 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.

(6) 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 physical health and illness. Emphasis is given on health prevention and promotion as well as on psychological issues in chronic and terminal illness. Clinical cases are discussed to enhance understanding of theory applications in practice. The main topics covered include:

- Health and illness: From Cartesian dualism to the biopsychosocial model of health.
- Objectives and applications of Health Psychology.
- Health behaviours and the social-cognitive models of health.
- Symptom perception and interpretation, cognitive schemata of illness.
- Personality, emotions and health: emotion regulation, coping strategies και defense mechanisms, social support, psychoneuroimmunology issues.
- Psychological issues in chronic and terminal illness and in care: crisis, intervention and adaptation.
- Special issues in Health Psychology (particular diseases – cardiovascular disease and cancer, children and illness, death and mourning, communication and relationship among patient, family and health professionals, emotional burden of care).
- The role of the Health Psychologist: Health prevention and promotion, psychological evaluation and counseling in physical illness, interdisciplinary collaboration, research prospects.

(7) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face (in class)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching (e-course, power point presentations, audiovisual material), communication with students.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	***Activity*** / ***Semester workload*** Lectures: 39 Study & analysis of bibliography: 26 Essay writing & presenting: 20 Study independently: 38 Final examination: 2 Course total: ***125***
EVALUATION OF STUDENTS Description of the evaluation process Assessment Language, Assessment Methods, Formulation or Conclusion, Multiple Choice Test, Short Response Questions, Test Questions, Problem Solving, Written Work, Reporting / Reporting, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other Certainly identified evaluation criteria are stated and if and where they are accessible by the students.	Assessment methods: 1. Final written examination (70%) (multiple choice test, short response questions, problem solving) 2. Written Assignment and Oral Presentation (30%) Assessment language: Greek and English

(8) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

1. DiMatteo M.R., Martin L.E. (2011). *Introduction to Health Psychology.* Publisher: PEDIO A.E.
2. Karademas E.C. (2005). *Health Psychology*. Publisher: G. DARDANOS - K. DARDANOS O.E.
3. Ogden J. (2016). *Health Psychology.* Publisher: PARISIANOU.
4. Sarafino, E.P., Smith, T.W. (2021). Health Psychology. Biopsychosocial Interactions. Publisher: GUTENBERG.

- *Related academic journals:*
  1. Behavioral Neuroscience
  2. Health Psychology
  3. Health Psychology Bulletin
  4. International Journal of Clinical and Health Psychology
  5. Health Psychology and Behavioral Medicine

Intercultural Communication

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ052	**SEMESTER**	5th
COURSE TITLE	INTERCULTURAL COMMUNICATION		

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

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

(2) LEARNING OUTCOMES

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

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

The aim of the course is that students should be able to understand that contemporary societies include different cultures and social groups which coexist sharing cultural differences and elements of diversity that affect the communication process; on the other hand, students should manage to develop the necessary attitudes, skills and knowledge that contribute to intercultural competence in everyday professional practice. Upon completion of the course students will be able to:
a) understand the fundamental concepts and principles of communication between people of different social and cultural backgrounds,
b) distinguish social, cultural and historical characteristics of cultures and cultural subgroups around the world,
c) analyze and compare the communicative behavior (verbal and non-verbal) of different cultural groups
d) identify cultural values and sociocultural diversity of structures and of identities as tools to improve intercultural communication
e) cultivate strategies to break down stereotypes and invest in cultural diversity.
f) Interact in a professional and social environment building intercultural understanding of the traditions, customs, behaviors, laws and practices, beliefs that designate each culture in order to adapt across cultures
g) develop intercultural skills in order to manage challenges and conflicts while *communicating* with *people* from *other cultures* (migrants, immigrants, refugees) and to practice self-criticism in the way they see themselves and others
h) apply knowledge and skills for a responsible, effective and ethical communication adapted to diverse cultural backgrounds

General Competences

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

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

Working independently

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 interpretating. Questions of interlinguistic and intercultural mediation between foreigners.
9) Intercultural relations. Mental health and mental vulnerability in culturally diverse communities.
10) Management of intercultural contradictions and conflicts.
11) Digital age, information and cultural change.
12) Strategies for developing intercultural competence.
13) Case studies.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>In Classroom</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use of slides, audiovisual material.
Support of the learning process through electronic e-class platform
Email
Course Website</td></tr>
<tr><td>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.</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Team/Individual assignments</td><td>37</td></tr>
<tr><td>Study and analysis of bibliography</td><td>20</td></tr>
<tr><td>Personal Study</td><td>26</td></tr>
<tr><td>Exams</td><td>3</td></tr>
</table>
</td></tr>
</table>

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

(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., Volĉiĉ, 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

Journal of Intercultural Communication Research

Neuropsychological Assessment

COURSE OUTLINE

1. GENERAL

SCHOOL	**SOCIAL SCIENCES**		
ACADEMIC UNIT	**PSYCHOLOGY**		
LEVEL OF STUDIES	**UNDERGRADUATE**		
COURSE CODE	**ΨΥΕ009**	**SEMESTER**	**5TH**
COURSE TITLE	**NEUROPSYCHOLOGICAL ASSESSMENT**		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	ΝΑ ΣΥΜΠΛΗΡΩΘΕΙ

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Upon successful completion of the course, students will have acquired knowledge of basic principles and practices for the use of psychometric and neuropsychological procedures for a clinical neuropsychological evaluation. More specifically, it is expected that students

- will be familiar with the basic principles of the neyropsychological assessment (how to define deficient performance, procedural issues and formulation of clinical questions in neuropsychological evaluations)
- will know the the most widely used neuropsychological procedures, tests and assessment approaches
- will comprehend the administration and evaluation process of neuropsychological tests
- will be trained to administer basic neuropsychological procedures and interpret relevant data
- will comprehend the contribution of neuropsychological assessment to the diagnosis of mental disorders and neurological conditions that affect the CNS
- will comprehend conceptual issues and restrictions related to neuropsychological assessment and interpretation of neuropsychological data, based on the biological bases of behavior
- will be familiar with the patterns of neuropsychological deficits in common neurological and mental disorders as well as some basic neuropathological mechanisms that contribute to the observed deficits

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma

Supplement and appear below), at which of the following does the course aim?

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

- Working independently
- 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 neuropsychological assessment.

- Basic principles of neuropsychological assessment.
- Goals and methods of of neuropsychological assessment.
- Neuropsychological procedures, tests and assessment approaches.
- Administration and interpretation of widely used neuropsychological tests (demonstration of administration and training)
- Contribution of neuropsychological assessment to the diagnosis of mental disorders and neurological conditions
- Interpretation of neuropsychological data
- Conceptual issues and restrictions in the evaluation and interpretation of neuropsychological characteristics
- Neuropathology and patterns of neuropsychological deficts in common neurological and mental disorders.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face- to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	The course includes lectures that will be displayed through PowerPoint, case studies, and video use. Study material will be provided through e-course.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public*	Language of evaluation: Greek (Erasmus students will be evaluated in Eglish) 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.

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

presentation, laboratory work, clinical examination of patient, art interpretation, other *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Additionally there may be a group work assignment (depending on the audience) on the administration of neuropsychological procedures. The group assignment (consisting of 2 or 3 people), if given, will be optional and will contribute up to 2 points which will be added to the final grade of the written exam.

5. ATTACHED BIBLIOGRAPHY

Suggested Bibliography:

- Kosmidis, M. (2008). Clinical Neuropsychological Assessment. Athens: Parisianou (Greek)
- Lezak, M. (2012). Neuropsychological Assessment. Athens: Gotsis
- 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

Positive Psychology

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**ΨΥΕ040**	**SEMESTER**	**5th**
COURSE TITLE	**POSITIVE PSYCHOLOGY**		
INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*		**WEEKLY TEACHING HOURS**	**CREDITS**
LECTURES		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		Optional Compulsory	
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special Background		
PREREQUISITE COURSES:	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

Learning outcomes

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

Consult Appendix A

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

Positive Psychology 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

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?

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
- 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

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Face-to-face teaching</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use of ICT in teaching
Use of ICT in communication with students
Support using e-course electronic platform</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Study and analysis of bibliography</td><td>20</td></tr>
<tr><td>Practical exercises</td><td>5</td></tr>
<tr><td>Essay writing</td><td>15</td></tr>
<tr><td>Studying for exams</td><td>18</td></tr>
<tr><td>Exams</td><td>3</td></tr>
<tr><td>Course total
(25 hours of work equal one ECTS)</td><td>100</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td><td>I. Final Exam (60%) consisting of:
- Multiple choice questions
- Short-answer questions
- Open-ended questions
- Problem solving questions

II. Group Written Work (Essay) (40%)</td></tr>
</table>

(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

Counselling in School Community

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**ΨΥΕ010**	**SEMESTER**	**5th**
COURSE TITLE	COUNSELING IN SCHOOL COMMUNITY		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	GENERAL BACKGROUND & SPECIALIZED GENERAL KNOWLEDGE, SKILLS DEVELOPMENT
PREREQUISITE COURSES:	SCHOOL PSYCHOLOGY I
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=2090

(9) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Students are expected to achieve the following learning outcomes, which also correspond to the purpose of the course:

- Become familiar with the concepts and definitions of counseling and consultation
- Understand the theoretical approaches and models of counseling and consultation
- Acquire knowledge related to the theoretical bases and influences on counseling and consultation models
- Get to know and understand the stages of counseling and consultation
- Become familiar with the skills and techniques of counseling and consultation
- Understand the important factors that play an important role in consulting processes

- Understand the individual issues that affect the processes of counseling and consultation
- Identify factors and difficulties that affect the counseling process
- Get acquainted with the narrative approach of school counseling as an alternative to the humanistic and psychodynamic perspective
- Get to know the concept of teleconsultation
- Become familiar with how technology can contribute to the application of counseling skills
- Get to know the stages and skills of counseling in crisis situations
- Get to know applications of the counseling process through integrated intervention programs in the school community

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…*
	…….

Adapting to new situations
Decision-making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Respect for diversity and multiculturalism
Demonstrate social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Promoting free, creative and inductive thinking

(10) SYLLABUS

The following syllabus outlines the teaching modules per weekly instructions:

Week 1

Contemporary developments in School Psychology

- Current development in the role of the school psychologist
- Contemporary theoretical approaches to School Psychology
- Development of a conceptual framework
- The concept of mental well-being in the school community
- The counseling dimension of the role of the teacher

Week 2

Theoretical approaches to counseling

- Introduction to counseling
- Psychoanalytic approach
- Humanitarian approach
- Cognitive-behavioral approach
- Counseling approach according to individual psychology

- Eco-systemic approach

Week 3

Counseling: Stages and skills

- Starting Counseling/Prerequisites
- Resistance to the counseling process
- Presentation of the three-stage model
- Stages of the counseling process
- Key helping skills by stage
- Process communication skills

Week 4

Consulting: Effectiveness, special issues, ethics

- Maintaining the effectiveness of the counseling process
- Difficult conversations
- Short interventions
- Parent counseling
- Assistance from non-specialists

Week 5

Multicultural counseling

- Concept of multicultural counseling
- Distinction of terms "intercultural vs multicultural counseling"
- Multicultural counselling model
- Characteristics of the multicultural counsellor
- Multicultural counsellor directions
- Multicultural competence of specialists

Week 6

Consultation: Introduction, dimensions, stages

- Definition of consultation
- Dimensions of consultation
- Stages of consultation process
- Sources of process difficulties
- Causes of failure in consultation

Week 7

Consultation: theoretical approaches and models

- Theoretical approaches to consultation
- Mental health consultation
- Behavioral consultation

- Organizational consultation
- Educational consultation
- The concept of cooperation in the process of consultation

Week 8

Multicultural consultation & other applications

- Prerequisites for applying multicultural consultation
- Stages of intercultural consultation
- Short-term consultation
- Consultation with parents
- Education-training of consultants
- Ethical issues

Week 9

Group consultation in the school context

- Purpose and conditions of creating a consultation group
- Stages of group consultation
- Consultation groups with children and adolescents
- Groups with a focus on developing social skills
- Groups with a focus on diversity
- Groups with a focus on anger and aggression management
- Groups focusing on parental divorce
- Consultation groups with adults (teachers, parents)
- Consultee-centered consultation groups
- Ethical issues in group counseling

Week 10

Teleconsultation issues

- Definition of teleconsultation services
- Benefits of teleconsultation
- Multicultural prerequisites
- Difficulties in implementing teleconsultation
- Ethical issues of teleconsultation
- Guidelines for the effective implementation of teleconsultation services

Week 11

Narrative approach in school counseling

- The concept of narrative counseling
- Practical application in the school environment
- Barriers to practicing narrative counseling
- The role of the school psychologist

- Motivational techniques and special narrative methods
- The concept of discourse in school, resistance to the procedure and how to re-frame it
- Working through the narrative approach with groups (microgroups, classes, communities) at school

Week 12

Counselling in crisis situations: introduction and practical applications

- Theoretical framework of crises (Definition of crises, Crisis taxonomy)
- Resilience: protective and risk factors
- Symptoms and reactions of children and adolescents
- Coping strategies for children and adolescents
- The concept of prevention and preparedness of the school context for crisis management
- Design of crisis interventions
- Phases and sections of intervention
- Principles of counselling/consultation for crisis management
- Intervention at the individual level
- Group (class) intervention
- System-level intervention (school, network of schools)
- Example of an intervention crisis management program
- Useful tips for members of the school community regarding crisis management

Week 13

Applications in the school community

- Alternative model for the provision of school psychological services
- Training issues in consultation
- Process evaluation
- The consultation elements of prevention and intervention programs in the school community (Program "Education of Roma children", Program "Connect4Caring", International Program WeCARE)
- Conclusions

(11) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	**e**-course, tedX videos, pptx,
TEACHING METHODS *The manner and methods of teaching are described in detail.*	

Activity	*Semester workload*
Lectures	26
Interactive teaching	13

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*	Study and analysis of bibliography: 50 Essay writing: 37 Course total: 125
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	The attendance of the courses is optional, according to the regulations of the Department, however, students are encouraged to attend and participate in the lectures. In case of distance learning due to extraordinary circumstances, provision has been made for the transfer of teaching materials and activities to network communication platforms (MSTeams). The assessment of students includes participation in the compulsory written examination at the end of the semester. Specifically, they are asked to answer true/false, multiple choice and open-ended questions on topics related to the course units. The grades range from one (1) to ten (10), up to one decimal digit. The material to be examined is posted on e-course. In case of distance learning due to extraordinary circumstances, provision has been made for the creation of the examination material in Microsoft Forms and its posting through a network communication platform (MSTeams).

(12) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Brown, D., Pryzwansky, W.B., & Schulte, A.C. (2007). *Ψυχολογική διαλεκτική συμβουλευτική. Εισαγωγή στη θεωρία και την πρακτική εφαρμογή* (Επιμέλεια Χ. Χατζηχρήστου, μετάφραση Αικ. Λαμπροπούλου). Εκδόσεις Τυπωθήτω.

Μαλικιώση-Λοΐζου, Μ. (2011). *Η συμβουλευτική ψυχολογία στην εκπαίδευση* (Αναθεωρημένη έκδοση). Πεδίο.

McLeod, J. (2005). *Εισαγωγή στη συμβουλευτική* (Επιμέλεια Α. Κεχαγιά - Παύλου, μετάφραση Δ. Καραθάνου). Μεταίχμιο.

McLeod, J., & McLeod, J. (2020). *Δεξιότητες συμβουλευτικής* (Επιμέλεια Σ. Βασιλόπουλος, μετάφραση Έ. Αυγήτα). Gutenberg.

Χατζηχρήστου, Χ. (2014). Συμβουλευτική στη σχολική κοινότητα. Εκδόσεις Gutenberg.

Winslade, J. M., & Monk, G. D. (2021). Αφηγηματική συμβουλευτική: Εφαρμογές στη θεραπεία και στην εκπαίδευση (Επιμέλεια Φ. Ίσαρη, μετάφραση Θ. Κερεφίδης). Gutenberg.

Bice-Urbach, B., Kratochwill, T. & Fischer, A.J. (2017). Teleconsultation: Application to Provision of Consultation Services for School Consultants. *Journal of Educational and Psychological Consultation. 28*(3), 255-278. https://doi.org/10.1080/10474412.2017.1389651

Cooper, S. E., Campbell, L. F., & Smucker Barnwell, S. (2019). Telepsychology: A Primer for Counseling Psychologists. *The Counseling Psychologist, 47*(8), 1074–1114. https://doi.org/10.1177/0011000019895276

Joint Task Force for the Development of Telepsychology Guidelines for Psychologists (2013). Guidelines for the practice of telepsychology. *American Psychologist, 68*, 791–800. https://doi.org/10.1037/a0035001

New Zealand Psychologists Board (2012). *The Practice of Telepsychology*. http://www.organisationalpsychology.nz/_content/15_04_08_BPG_The_Practice_of_Telepsychology_FINAL_131212.pdf

Schultz, B. K., Zoder-Martell, K. A., Fischer, A., Collier-Meek, M. A., Erchul, W. P. & Schoemann, A. M. (2017). When is teleconsultation acceptable to school psychologists? *Journal of Educational and Psychological Consultation, 28*(3), 279-296. https://doi.org/10.1080/10474412.2017.1385397

- *Related academic journals:*

Counseling and Human Development

Counseling Psychologist

Counselling Psychology Quarterly

International Journal for the Advancement of Counselling

Journal for Specialists in Group Work

Journal of Humanistic Counseling, Education and Development

Journal of Multicultural Counseling and Development

Journal of Positive Behavior Interventions

Measurement and Evaluation in Counseling and Development

Professional School Counseling

Journal of Educational and Psychological Consultation

6th Semester

Political Psychology

COURSE OUTLINE

(1) GENERAL

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

(2) LEARNING OUTCOMES

Learning outcomes *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.* *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
This course offers a general introduction to the discipline of political psychology. It aims at (a) familiarising the students with landmark developments in the history of political psychology; (b) familiarising the students with the way in which political psychology defines its main and particular topics of research interests; (c) leading students to understand the

more general logic that binds together these research topics as components of the same discipline; (d) leading students to understand the ways in which political psychologists, traditionally, frame their research questions; (e) leading students to understand the methodological options available to political psychologists for answering these questions; and (f) familiarise the students, at an introductory level, with contemporary critical treatments of the topical and methodological choices that comprise the mainstream in the discipline of political psychology.

By the time that the course shall be completed, the students:

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

General Competences

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

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

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

(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

i. The theoretical foundations of political psychology. Historical and philosophical components.
ii. Psychology and political thought.
iii. Alienation and estrangement
iv. Identities
v. Psychology, social exclusion and social class
vi. Immigration issues
vii. Social memory
viii. Crowd
ix. Militarism and international conflicts

(4) TEACHING and LEARNING METHODS - EVALUATION

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

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

essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

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

- Related academic journals:

- Journal of Social and Political Psychology
- Political Psychology

Schools of Psychotherapy

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**ΨΥΥ018**	**SEMESTER**	**6th**
COURSE TITLE	Schools of Psychotherapy		

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

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

Developing Brain and Neurodevelopmental Disorders

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	6th		
COURSE CODE	ΨΥΕ042	**SEMESTER**	**6th**
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
This course introduces students to the field of brain development and its relation with typical and atypical behaviour. Upon successful completion of the course students will be able to: • 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
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

(3) SYLLABUS

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

<table>
<tr><td>DELIVERY</td><td>Face-to Face mode of delivery</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>Use of ICT in Course Teaching and in Communication with Students</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>100</td></tr>
<tr><td>Written assignments</td><td>20</td></tr>
<tr><td>Exams</td><td>5</td></tr>
<tr><td>Course Total
(25 hours of workload per credit unit)</td><td>125</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>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.</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

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

Experimental Psychology Laboratory

COURSE OUTLINE

(13) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ064	**SEMESTER**	**6th**
COURSE TITLE	EXPERIMENTAL PSYCHOLOGY LABORATORY		

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

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

(14) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

A key aspect of cognitive experimental psychology is the use and construction of experiments with a programming language which by allowing the presentation of stimuli (such as the presentation of words or images) and the recording of reactions through buttons or special response devices, enables us to control the result of our experimental hypothesis. The purpose of the course is to provide the necessary knowledge to carry out and write an experimental research through the study, training and implementation of classic works and experiments of cognitive psychology.

Students after successful completion of this course will have acquired the ability to:

• know the basic steps for designing an experiment,

• implement classic tasks of cognitive psychology,

• design simple experimental tasks with PsychoPy.

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
Project planning and management
Criticism and self-criticism

(15) SYLLABUS

In the context of the laboratory, the students will implement an experiment and administer to a group of people. The workshop aims to use and learn an open source software package and covers the following topics:

• Introduction to open source software package, PsychoPy

• Create an experiment

• Insert and use images in the experiment

• Timing and brief stimuli

• Creating dynamic stimuli (revealing text and moving stimuli)

• Provide feedback at the end of the experiment

• Finishing your task and scoring the data

• Trial randomization and counterbalancing

• Using the mouse for input.

The course does not require prior familiarity with the PsychoPy, nor programming knowledge.

(16) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	*Face-to-face*
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	*Use of ICT in teaching, laboratory education, communication with students*
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art*	

Activity	*Semester workload*
Lectures	39
Laboratory practice	25
Writing and presenting individual work	61

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*	Course total	***125***
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	1. Participation in laboratory exercises: 80% of the final grade 2. Oral individual exam: 20% of the final grade.	

(17) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Kantowitz, B. H., Roediger, H. L. & Elmes, D. G. (2023). (A. Βατάκη, Ε. Ζιώρη, Ε. Μασούρα, Επιμ.) *Πειραματική Ψυχολογία.* Αθήνα: Gutenberg.

Sarris, V & Reiss. S. (2009). (Γ. Ν. Παπαδόπουλος, Επιμ.). *Μεθοδολογία Έρευνας και Πειραματική Ψυχολογία.* Σύγχρονη Εκδοτική.

Laboratory of Qualitative Research and Data Analysis

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**ΨΥΕ049**	**SEMESTER**	**6th**
COURSE TITLE	LABORATORY OF QUALITATIVE RESEARCH AND DATA ANALYSIS		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	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

Learning outcomes

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

Consult Appendix A

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

This laboratory course offers the students the opportunity of furthering knowledge and practical exercising in qualitative methods of research and analysis in psychology. At a broader level, it aims at: (a) familiarising the students with the distinctive epistemological assumptions underlying qualitative research in social sciences, in general, and in psychology in particular; (b) acquiring skills in producing qualitative data, such as in conducting

interviews, focus groups and eliciting narratives; (c) familiarising the students, at a practical level, with the different methods of analysing qualitative data in psychological research; (d) practical training of the students in the skills of writing a qualitative research report in psychology.

By the time that the course shall be completed, the students:

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

General Competences

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

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

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

xv. Introduction to the aims, the demands and the content of the course.

xvi. 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.

xvii. Thematic Analysis
- Introduction to the method of thematic analysis
- Epistemology, theory and applications

xviii. Interpretative Phenomenological Analysis
- Introduction of Phenomenology / Hermeneutics
- Theory and key scholars

xix. Biographical and Narrative Analysis: Main themes
- Introduction to these methods
- Theoretical and epistemological differences
- Interview methods
- Contributions to psychology

xx. Grounded Theory
- Introduction and theoretical background
- Method of analysis
- A step-by-step guide to the analysis

xxi. Ethnographic Research – Participatory Action Research
- Introduction – theoretical issues
- Data collection
- Data presentation

xxii. 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

xxiii. Workshop exercises

xxiv. Unfolding analyses

xxv. Closing: Discussing research projects

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	At the classroom / laboratory

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

Activity	***Semester workload***
Lectures	39
Workshops	20
Practical exercises	13
Project	26
Study of bibliography and course material	24
EXAMS	*3*
Course total	***125***

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

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Flick, U. (2017). *Εισαγωγή στην Ποιοτική Έρευνα*. Αθήνα: Προπομπός.
- Τσιώλης, Γ. (2014). *Μέθοδοι και Τεχνικές Ανάλυσης στην Ποιοτική Έρευνα*. Αθήνα: Κριτική.
- Willig, C. (2015). *Ποιοτικές Μέθοδοι Έρευνας στην Ψυχολογία: Εισαγωγή*. Αθήνα: Gutenberg.
- Ίσαρη, Φ. & Μαλικιώση-Λοϊζου, Μ. (2018). Ποιοτική Έρευνα στη Συμβουλευτική. Αθήνα: Gutenberg.

- Ίσαρη, Φ. & Πουρκός, Μ.Α. (2016). Ποιοτική Μεθοδολογία Έρευνας. Εφαρμογές στην Ψυχολογία και στην Εκπαίδευση. Αθήνα: Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγγράμματα & Βοηθήματα.
- Πουρκός, Μ. & Δαφέρμος, Μ. (Επιμ.) (2010). Ποιοτική Έρευνα στις Κοινωνικές Επιστήμες. Επιστημολογικά, Μεθοδολογικά και Ηθικά Ζητήματα. Αθήνα: Τόπος.
- Harper, D. & Thompson, A.R. (2012). Qualitative Research Methods in Mental Health & Psychotherapy. A Guide for Students and Practitioners. Oxford: Wiley-Blackwell.
- Smith, J.A. (ed.) (2007). Qualitative Psychology: A Practical Guide to Research Methods. London: Sage.

- Related academic journals:

- Qualitative Research in Psychology
- Qualitative Psychology
- International Journal of Qualitative Methods
- Forum Qualitative Social Research
- The Qualitative Report

Language Development

COURSE OUTLINE

GENERAL

SCHOOL	**SOCIAL SCIENCES**		
ACADEMIC UNIT	**PSYCHOLOGY**		
LEVEL OF STUDIES	**UNDERGRADUATE**		
COURSE CODE	ΨΥΕ063	**SEMESTER**	**6th**
COURSE TITLE	**LANGUAGE DEVELOPMENT**		

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

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

(18) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

The aim of the course is to provide an introduction to the basic principles of language development. Essential elements of language development, such as language, speech, communication, critical and sensitive periods for language development are explored, so as students will be familiar with current theories and approaches to language development.
In addition, all aspects of language are studied: phonology, morphology, syntax, semantics, pragmatics from infancy to adolescence. Furthermore, issues relevant to language development in bilingual/monolingual children are identified, as well as language problems with children with developmental language disorders or with visual and hearing impairments.

Upon successful completion of the course, students will be able to:
- Know the basic concepts of language development and current research methods for the study of language development.
- Recognize basic characteristics of the levels of language analysis (phonetics, phonology,

morphology, syntax, vocabulary, semantics, pragmatics) and identify the level of analysis to which they belong.
- Describe and analyse the main theories of language development.
- Describe and analyse issues of language development in bilingual/polysemantic children.
- Distinguish critical data on the language development of children with visual and hearing impairments.
- Evaluate basic techniques for identifying children with language development problems.

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…*
	…….

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

(19) SYLLABUS

1. Clarification of key terms: Language - Speech - Communication. The structure of language. Essential conditions for language development.
2. Language development - Language acquisition. Critical and sensitive period for language development.
3. Historical theoretical approaches to language development.
4. Contemporary theories of language development (Constructivism, Language Use, Emergence Approach, Social Interaction Theory, Optimality Theory, Psychobiological Theory, Principles and Parameters Theory).
5. Research methodology for the study of language development (research methods for the study of speech perception, the study of language comprehension, the study of language production).
6. Research methodology for studying language development (psychometric tools for assessing language skills).
7. Language, culture and cognition during development.
8 - 9. Levels of language analysis in Infancy, Early Childhood, Middle Childhood and Adolescence : Phonology - Morphology - Morphology - Syntax - Semantics - Pragmatology.
10. Bilingualism and multilingualism.
11. Language development in children with sensory processing disorder /developmental disorders.
12 - 13. Case study.

(20) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In Classroom
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of slides, audiovisual material.

Use of ICT in teaching, laboratory education, communication with students	Support of the learning process through electronic e-class platform Email Course Website
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	i. Written examination at the end of the semester which includes (70%): - multiple choice questionnaires - short-answer questions - open-ended questions II. Presentation of Group/individual Work (30%) Specifically-defined evaluation criteria are given, and they are accessible to students in ecourse

Activity	*Semester workload*
Lectures	39
Team/Individual assignments	37
Study and analysis of bibliography	20
Personal Study	26
Exams	3
Course total	125

(21) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Fromkin, V., Rodman, R., & Hyams, N. (2008). Εισαγωγή στη Μελέτη της Γλώσσας. (Ε. Βάζου, Γ. Ι. Ξυδόπουλος, Φ. Παπαδοπούλου & Α. Τσαγγαλίδης, Μτφρ., (Γ. Ι. Ξυδόπουλος, Επιμ.). Αθήνα: Πατάκης.
2. Hoff E. (2020). *Γλωσσική Ανάπτυξη*. Εκδόσεις: BROKEN HILL PUBLISHERS LTD
3. Ανδρέου Γ. (2012). *Γλώσσα: Θεωρητική και μεθοδολογική προσέγγιση*. Εκδόσεις Πεδίο
4. Γαβριηλίδου, Ζ., Μητσιάκη, Μ., & Φλιάτουρας, Α. (2021). 100 βασικές έννοιες για τη γλωσσολογία. Αθήνα: Gutenberg.
5. Καραντζόλα, Ε. & Α. Φλιάτουρας (2004). Γλωσσική αλλαγή. Αθήνα: Νήσος.
6. Λεκάκου, Μ., & Τοπιντζή, Ν. (Επιμ.). (2022). Εισαγωγή στη Γλωσσολογία. Θεμελιώδεις έννοιες και βασικοί κλάδοι με έμφαση στην ελληνική γλώσσα. Αθήνα: Gutenberg.
7. Μότσιου Ε. (2017). *Εισαγωγή στην ανάπτυξη της γλώσσας*. University Studio Press
8. Ράλλη Α. (2019) *Γλωσσική Ανάπτυξη. Βρεφική, παιδική και εφηβική ηλικία*. Εκδόσεις Gutenberg
9. Φιλιππάκη-Warburton, Ε. (1992). Εισαγωγή στη Θεωρητική Γλωσσολογία. Νεφέλη.
10. Haden, C.A., Ornstein, P.A., O'Brien, B.S., Elischberger, H.B., Tyler, C.S., & Burchinal, MJ. (2011). The Development of Children's Early Memory Skills. *Journal of Experimental Child Psychology, 108(1),* 44-60.
11. Hoff, E. (2006a). How social contexts support and shape language development. *Development Review, 26(1),* 55-88. https://doi.Org/10.1016/j.dr.2005.ll.002
12. Lenneberg, E.H. (1967). *Biological Foundations of Language*. New York, NY: John Wiley.
13. Mayberry, R.I., Lock, E., & Kazmi, H. (2002). Linguistic ability and early language exposure. *Nature,* 477(6884), 1-38.
14. Owens, R.E. (2012). *Language Development: An Introduction*. USA: Pearson.

- *Related academic journals:*
  Journal of Child Language
  Language Acquisition
  Bilingualism: Language and Cognition

Occupational Health Psychology

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**ΨΥΕ055**	**SEMESTER**	**6th**
COURSE TITLE	**OCCUPATIONAL HEALTH PSYCHOLOGY**		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special Background
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (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

Learning outcomes

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

Consult Appendix A

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

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 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?

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
- 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

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Face-to-face teaching</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use of ICT in teaching
Use of ICT in communication with students
Support using e-course electronic platform</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Study and analysis of bibliography</td><td>38</td></tr>
<tr><td>Practical exercises</td><td>5</td></tr>
<tr><td>Essay writing</td><td>20</td></tr>
<tr><td>Studying for exams</td><td>20</td></tr>
<tr><td>Exams</td><td>3</td></tr>
<tr><td>Course total (25 hours of work equal one ECTS)</td><td>125</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td><td>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%)</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Vakola, M., & Nikolaou, I. (2019). *Organizational psychology and behavior*. Rossili. (In Greek)
Robbins, S. P., & Judge, T. A. (2018). *Organizationl behavior*. Kritiki. (In Greek - translated edition of Organizational Behavior)
Greenberg, J., & Baron, R. A. (2013). *Organizationl 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

Psychodynamic Approaches to Health and Illness

COURSE OUTLINE

GENERAL

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

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

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

(22) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Upon successful completion of the course, students are expected:

- To become familiar with the field of psychoanalytic psychosomatics and its historical evolution.
- To know the main concepts and processes described by the major psychoanalytic schools/theories and linked to the psychosomatic problematic.
- To understand the connection of psycho-emotional development and early relations with psychosomatic conditions.
- To identify the intrapsychic processes involved in somatization and to interpret health-related behaviours.
- To recognize the distinctive characteristics of the psychotherapeutic work with psychosomatic patients as well as the role of the body in the therapeutic relationship.
- To apply theory to clinical cases.

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
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
……

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, apply theory to practice, 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.

(23) SYLLABUS

The course aims to introduce students to the field of psychosomatics and get them familiar with the major psychoanalytic theories of the psyche-body relationship. It focuses on the psychodynamic factors involved in the somatic symptom formation and symbolic representation as well as in health-related behaviours. Clinical cases are discussed to enhance understanding of theory applications in practice. The main topics covered include:

- The origins of psychoanalytic psychosomatics in the work of Sigmund Freud, conversion phenomena and actual neuroses.
- The contribution of Melanie Klein, Donald Winnicott and Wilfred Bion in the psychosomatic problematic: Object relations and symbolization.
- Paris Psychosomatic School and contemporary psychodynamic approaches to health: Operational thinking and essential depression, psychic working-through and mentalization.
- Documentation studies from the field of neurosciences.
- Implications for psychotherapy practice and clinical applications to the field of health psychology.
- Topics of special interest (body image, self-care, medical and other interventions in the body as psychosomatic actions, etc.).

(24) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face (in class)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching (e-course, power point presentations, audiovisual material), communication with students.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	***Activity*** / ***Semester workload*** Lectures & Laboratory Practice: 39 Study & Analysis of bibliography, Asynchronous Educational Activities: 26 Independent Study: 33 Final Examination: 2 Course Total: ***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.	Assessment methods: 3. Final written examination (100% or 70%) (multiple choice test, short response questions, problem solving) 4. Written Assignment (optional) and Oral Presentation (0% or 30%) Assessment language: Greek

(25) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

5. Duberstein P.R. & Masling J.M. (2007). Psychodynamic perspectives on sickness and health.Publisher (Greece): Tipothito/Dardanos.
6. Dumet N. (2011). Clinical study of psychosomatic disorders (Clinique des troubles psychosomatiques). Publisher (Greece): Gutenberg.

7. Graeme T.J. (2023). Psychosomatic medicine and contemporary psychoanalysis. Publisher (Greece): IDEOLOGIKO IKE.
8. Kreisler L. (2001). Contemporary psychosomatics of infant and child (Le nouvel enfant du desordre psychosomatique). Publisher (Greece): Kastaniotis.
9. Sloate P.L. (2024). From soma to symbol. Psychosomatic conditions and transformative experience. Publisher (Greece): PEDIO.

- *Related academic journals:*

6. International Journal of Psychoanalysis
7. Journal of Psychosomatic Research
8. Psychosomatic Medicine
9. Psychosomatics

Psychophysiology I

COURSE OUTLINE

1. GENERAL

SCHOOL	**SOCIAL SCIENCES**		
ACADEMIC UNIT	**PSYCHOLOGY**		
LEVEL OF STUDIES	**UNDERGRADUATE**		
COURSE CODE	**ΨΥΕ035**	**SEMESTER**	**6th**
COURSE TITLE	**PSYCHOPHYSIOLOGY I**		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	SPECIAL BACKGROUND
PREREQUISITE COURSES:	none
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	
COURSE WEBSITE (URL)	TO BE COMPLETED

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Upon successful completion of the course, students will have acquired knowledge on the relation between physiological activity of the nervous system and psychological processes in humans. They will become familiar with the psychophysiological recording procedures/ measures as well as the relation of the CNS with other systems. Students will comprehend the biological substrates of motivated behaviors, such as hunger and eating, sexual behaviors, and sleep. Finally, they will acquire a thorough understanding of the stress response, the relation of stress with health as well as drug use and addiction, and the brain's reward circuits.

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
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

Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

- Working independently
- Working in an interdisciplinary environment
- Production of new research ideas
- Working in an international environment
- Production of free, creative and inductive thinking
- Criticism and self-criticism

3. SYLLABUS

This course provides a comprehensive introduction to the scientific field of Psychophysiology. More specifically the following topics will be addressed:

1. Definition of psychophysiology. The relation between physiological activity and psychological processes
2. Psychophysiological recording procedures/ measures
3. Functional anatomy of the CNS – The role of the ANS – Fight or flight response
4. Organisation of the endocrine system in mammals and mechanisms of hormonal activity
5. Homeostasis
6. Relation of the nervous with other systems (endocrine, digestive, immunological, etc.)
7. Hunger and Eating. Eating Disorders
8. Sexual behavior: Hormonal and neural control of sexual behavior
9. Sleep and alertness. Sleep disorders.
10. Emotion. Fear. Agression
11. Stress and health.
12. Drug Use, Addiction, and the Brain's Reward Circuits.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face- to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	The course includes lectures that will be displayed through PowerPoint, case studies, and video use. Study material will be provided through e-course.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other*	Language of evaluation: Greek 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.

Activity	*Semester workload*
Lectures	40
Study and analysis of bibliography	60
Course total	**100**

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

5. ATTACHED BIBLIOGRAPHY

Suggested Bibliography:

- Biological Psychology (14th edition). 2023. James W. Kalat
- Handbook of Psychophysiology, Fourth Edition. (2016). In J. Cacioppo, L. Tassinary, & G. Berntson (Eds.), Handbook of Psychophysiology (Cambridge Handbooks in Psychology, pp. I-Ii). Cambridge: Cambridge University Press.
- Brain and Behavior, Garrett B- Hough G

- Relevant scientific journals:

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

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**	**6th**
COURSE TITLE	SOCIAL PSYCHOLOGY OF INTERGROUP RELATIONS: PREJUDICE, RACISM		

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

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

(2) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

This course offers to the students a comprehensive overview of the social psychological approaches to intergroup relations, focusing, specifically, on prejudice and racism. Its aim is twofold: (a) to offer relevant to these perspectives knowledge on their theoretical and empirical dimensions; (b) to train the students in critical scientific thinking through the

comparative presentation of these perspectives and through the examination of the social and political context within which they were articulated. By the time that the course shall be completed, the students:

- Shall have a conceptual understanding of these different social psychological perspectives.
- Shall be able to compare and reflect on the advantages and disadvantages of these perspectives.
- Shall be able to locate these perspectives in their wider, political and social context.
- Shall be able to formulate tentative interpretations of relevant, contemporary events, aligning them with these theoretical frames of reference.

General Competences

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

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

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

(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

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>At the amphitheatre</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use of power-point
Use of e-course</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<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></td><td></td></tr>
<tr><td>Course total</td><td>125</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td><td>Written examination. Short questions and essay type of questions.</td></tr>
</table>

(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.
- Χρυσοχόου, Ξ. (2011) Η Πολυπολιτισμική Πραγματικότητα: Οι κοινωνιοψυχολογικοί προσδιορισμοί της πολιτισμικής πολλαπλότητας. Αθήνα: Πεδίο
- Smith, P.B. & Bond, M.H. (2011) Διαπολιτισμική Κοινωνική Ψυχολογία. Αθήνα: Gutenberg

- Related academic journals:

- British Journal of Social Psychology
- Group Processes and Intergroup Relations
- Journal of Community and Applied Social Psychology

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialised general knowledge
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=2088

(2) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

In this course students are expected to become familiar with the use of statistical methods and packages, that are useful in psychometrics and in the analysis of data that are derived from the field of social sciences.

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

• Use statistical software such as SPSS and R

• Use questionnaire relevance and reliability indices (e.g., Cronbach's a), Factor Analysis, Correspondence Analysis, Cluster Analysis, Principal Component Analysis, Structural Equation Models (eg Path Analysis), Item Response Theory.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*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 *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of .ppt slides and PC
TEACHING METHODS *The manner and methods of teaching are described in detail.*	

Activity	***Semester workload***
Lectures	39
Laboratory practices	26
Assignments	21

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*	Independent study: 39 Course total: **125**
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written work Essay/Report Public Presentation

(5) ATTACHED BIBLIOGRAPHY

- 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. 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)

Systemic Counselling and Psychotherapy

COURSE OUTLINE

GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**ΨΥΕ041**	**SEMESTER**	**6ο**
COURSE TITLE	Systemic Counselling and Psychotherapy		
INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*		**WEEKLY TEACHING HOURS**	**CREDITS**
	LECTURES	1	
	LABORATORY EXERCISES	2	
	TOTAL	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		Of choice required course	
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	SPECIAL BACKGROUND/ LABORATORY		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/		

(26) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

After the successful completion of the course, students are expected to:

• Get acquainted with basic family dimensions and characteristics such as family types, family developmental stages, subsystems, structural and functional characteristics of the family system, roles and hierarchy, boundaries, family communication, the differentiation of the family system.

• Be familiar with the basic principles of Systemic Counselling and Family Therapy.

• Understand the differences between the basic approaches of Systemic schools regarding therapeutic procedure, methods and techniques.

- Be familiar with the use of systemic techniques and skills
- To process and analyse case studies.
- Be familiar with quantitative and qualitative assessment methods of the family (eg genogram construction)

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
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…*
	…….

- Decision-making
- Working independently
- Team work
- Project planning and management
- Respect for difference and multiculturalism
- 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

(27) SYLLABUS

- Family study in the 20th century
- Definitions and types of family
- New family types
- Criteria for determining the form of the family
- The first session of Systemic Counselling and Psychotherapy
- The main subsystems in the family: The subsystem of spouses, parents, siblings: Cultivating Inquiry skills
- Qualitative evaluation of the family: Genogram construction
- Psychometric tools and qualitative methods of assessment of the family
- Cultural factor and family functioning: The family in Greece
- Systemic hypothesis construction based on the developmental stages of the family / family life cycle
- The intergenerational approach and the emotional system of the family: From differentiation to togetherness

- The structural approach to family therapy: The concept of boundaries, factors that determine boundaries in the family, types of boundaries. The formation of boundaries and basic techniques
- The strategic approach and the basic tenets of the communication
- Basic techniques of the Milan school of family therapy

(28) TEACHING and LEARNING METHODS - EVALUATION

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

Activity	***Semester workload***
Lectures	18
Exercises applying techniques and skills	12
Case studies	9
Preparation and study of exercises	25
Essay writing	36
Self -directed study	25
Course total	***125***

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	**Methods of evaluation:** **Final written exams (60%):** Multiple choice questionnaires, short-answer questions with example that implement theory to practice **Written assignment (40%)** Submission and presentation of a compulsory case study report. Language of evaluation: Greek Evaluation criteria will be presented to the students in the introductory lecture and they will be available on the webpage of the course.

(29) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Georgiou, S. (2005). Psychology of family systems. Diadrasi editions.

Kounenou, K. (2010). Family therapy and counselling. Papazisi editions.
Papadioti-Athanasiou, B. (2014). Family and boundaries. Systemic approach. Topos editions.
Papadioti-Athanasiou, B. & Softa-Nall, L. (2018). Schools of family therapy. Topos editions.
Schweitzer, J. & Schlippe, A. (2008). Handbook of systemic therapy and counselling. University Studio Press.
Relate journals:
Family process
International Journal of Systemic Therapy
Systemic Thinking & Psychotherapy
Journal of Systemic Therapies

7th Semester

Adult Psychopathology: Diagnostic and Clinical Skills

COURSE OUTLINE

GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Psychology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	**ΨΥΕ037**	**SEMESTER**	**7th**
COURSE TITLE	Adult Psychopathology: Diagnostic and clinical skills		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background
PREREQUISITE COURSES:	There are no prerequisites but the students are strongly advised to have attended the following courses: "Clinical psychology I: orientations and principles of psychopathology" and "Clinical psychology II: diagnostic criteria"
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

(6) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle,*

according to the Qualifications Framework of the European Higher Education Area

- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

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

- distinguish between typical and deviant behaviour
- identify disorders of human mental functions and the factors that determine them
- investigate the clinical manifestations of disorders of human mental functions
- have acquired a basic knowledge of adult mental disorders and their causal mechanisms
- have acquired a comprehensive knowledge of the available therapeutic approaches to the intervention and treatment of mental disorders
- have an understanding of contemporary psychological approaches and the basic systems for the diagnosis and classification of adult mental disorders
- are aware of the ethical issues and basic ethical principles governing the management of adult 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?

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, using the necessary technologies
- Working independently
- Team work
- Project planning and management
- Respect for diversity and multiculturalism
- Critical thinking
- Demonstrating social, professional, ethical responsibility, and sensitivity to gender issues
- Production of free, creative and inductive thinking

(7) SYLLABUS

This course provides an introduction to the basic concepts and practices related to the understanding and diagnosis of mental disorders in adults. In particular, the prevailing definitions of mental disorder and deviant behaviour are discussed, as well

as the criteria for distinguishing normal from pathological behaviour. Diagnostic and assessment procedures are described. There is also a critical discussion of diagnosis as an institutional practice along with the associated ethical issues. The classification systems for mental disorders are presented and the main diagnostic categories according to DSM-V are discussed. The main evidence-based therapeutic approaches for the treatment of the disorders are also mentioned.

Indicative topics:
1. Introduction to mental disorders and psychopathology
2. Assessment & diagnosis - Principles of clinical psychopathological interviewing
3. Disorders of appearance, facial mimicry, concentration, attention, and orientation, and psychomotor disorders
4. Disorders of thought and speech
5. Disorders of consciousness, memory and perception
6. Disorders of emotion and the experience of self
7. Personality disorders I
8. Personality disorders II
9. Eating disorders and obesity
10. Schizophrenia spectrum and other psychotic disorders
11. Somatic symptom disorders and dissociative disorders
12. Legal and ethical issues in psychopathology
13. Evidence-based psychological treatments

(8) TEACHING and LEARNING METHODS - EVALUATION

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

Activity	*Semester workload*
Attendance of lectures	39
Study & analysis of the literature	50
Study in preparation for the exams	33
Exams	3
Course total	**125**

directed study according to the principles of the ECTS	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	A final written examination (100%) including: • Multiple choice questions • Short answer questions • Short or long essays • Case studies

(9) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Bennett, P. (2010). *Κλινική Ψυχολογία και Ψυχοπαθολογία* (Επιμέλεια: Α. Καλαντζή-Αζίζι, Γ. Ευσταθίου). Πεδίο.
- Getzfeld, A. (2009). *Βασικά Στοιχεία Ψυχοπαθολογίας* (Επιμέλεια: Λ. Μεσσήνης). Gotsis.
- Hooley, J.M., Butcher, J.N., Nock, M.K., & Mineka, S. (2020). Ψυχοπαθολογία. Εκδόσεις Utopia.
- Kring, A.M., Davison, G.C., Neale, J.M., & Johnson, S.L. (2010). *Ψυχοπαθολογία* (Επιμέλεια: Ε. Αυδή, Π. Ρούσση). Gutenberg.
- Ουλής, Π. (2010). *Εγχειρίδιο Κλινικής Ψυχοπαθολογίας*. Βήτα Ιατρικές Εκδόσεις.
- Χριστοπούλου, Α. (2008). *Εισαγωγή στην Ψυχοπαθολογία του Ενήλικα*. 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

Applications of Work and Organizational Psychology

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**ΨΥΕ057**	**SEMESTER**	**7th**
COURSE TITLE	**APPLICATIONS OF WORK AND ORGANIZATIONAL PSYCHOLOGY**		
INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*		**WEEKLY TEACHING HOURS**	**CREDITS**
	LECTURES	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		Optional Compulsory	
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	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

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

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
- 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

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Face-to-face teaching</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use of ICT in teaching
Use of ICT in communication with students
Support using e-course electronic platform</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Study and analysis of bibliography</td><td>30</td></tr>
<tr><td>Practical exercises</td><td>13</td></tr>
<tr><td>Essay writing</td><td>15</td></tr>
<tr><td>Studying for exams</td><td>25</td></tr>
<tr><td>Exams</td><td>3</td></tr>
<tr><td>Course total
(25 hours of work equal one ECTS)</td><td>125</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory</td><td>I. Final Exam (60%) consisting of:
- Multiple choice questions
- Short-answer questions
- Open-ended questions
- Problem solving questions

II. Group Written Work (Proposal) (40%)</td></tr>
</table>

work, clinical examination of patient, art interpretation, other *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Vakola, M., & Nikolaou, I. (2019). *Organizational psychology and behavior*. Rossili. (In Greek)
Robbins, S. P., & Judge, T. A. (2018). *Organizationl behavior*. Kritiki. (In Greek - translated edition of Organizational Behavior)
Greenberg, J., & Baron, R. A. (2013). *Organizationl 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.

- *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

Cognitive Behavioural Approaches

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCE		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**ΨΥΕ008**	**SEMESTER**	**7th**
COURSE TITLE	COGNITIVE BEHAVIOURAL APPROACHES		
INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*		**WEEKLY TEACHING HOURS**	**CREDITS**
	LECTURES	1	5
	WORKSHOP	2	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE *general background, special background, specialized general knowledge, skills development*	SPECIALIZATION: GENERAL KNOWLEDGE & SKILLS DEVELOPMENT		
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=2021		

(2) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

- *Guidelines for writing Learning Outcomes*

This **workshop course** enables students to develop the following skills:

- deepen their understanding of topics related to cognitive behavioural rationale
- conduct literature reviews in the area of cognitive behavioural psychotherapy
- use the theoretical principles of cognitive-behavioural approach to understand and interpret psychopathological behaviours
- understand the appropriate methods of treatment based on the cognitive-behavioural approach
- carry out clinical and cognitive-behavioural assessment
- develop individualised cognitive case formulations and treatment planning
- become familiar with modern cognitive-behavioural therapy protocols relating to the most common psychological disorders
- be able to apply basic cognitive-behavioural techniques for the treatment of common psychological disorders
- become familiar with closely related approaches such as schema therapy and cognitive analytic 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…*
	…….

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. Decision-making
6. Respect for diversity and multiculturalism
7. Demonstration of social, professional and moral responsibility and sensitivity to gender issues
8. Exercise of critical thinking and self-criticism
9. Promotion of free, creative and inductive thinking

(3) SYLLABUS

This **workshop course** combines theoretical, experiential and practical training based on the principles of the cognitive-behavioural approach.

In the workshop, students will learn the basic principles and methods of cognitive-behavioral therapy and practice applying them to the most common psychological disorders. The emphasis is not only on the theory of cognitive-behavioural approaches but also on their application in clinical practice, which will allow students to develop important professional skills.

Indicative topics:
1. Introduction to cognitive-behavioural approaches
2. Psychoeducation in Cognitive Behavioural Therapy - Cognitive Constructs
3. Cognitive-Behavioural Assessment
4. Cognitive case formulation – Treatment planning - Structure of Therapy
5. The therapeutic relationship in CBT – The Socratic Method
6. Self-Monitoring/Regulation & Behavioural Techniques in CBT
7. Cognitive Techniques in CBT (Identification & Restructuring)
8. Application of CBT in depression
9. Application of CBT in anxiety disorders I
11. Application of CBT to anxiety disorders II
10. Schema Therapy I
11. Schema Therapy II
12. Cognitive Analytic Therapy (CAT)

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>IN PERSON</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use power-point for teaching.
Use video for teaching.
Use of the Ecourse to provide educational material to students</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Attendance of workshop</td><td>39</td></tr>
<tr><td>Study and analysis of books and articles</td><td>30</td></tr>
<tr><td>Individual Assignment (essay & case study)</td><td>55</td></tr>
<tr><td>Examination</td><td>1</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Course total</td><td>125</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>1. Written final examination (20%) which includes:</td></tr>
</table>

Description of the evaluation procedure *Language of evaluation, methods of evaluation, summative or conclusive, multiple-choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	• Short answer questions or short essays • Multiple choice questions • Case studies 2. Compulsory assignment 1 (40%): essay 3. Compulsory assignment 2 (40%): case study

(5) ATTACHED BIBLIOGRAPHY

Recommended Bibliography :

- Beck, J. (2016). *Εισαγωγή στην γνωστική συμπεριφορική θεραπεία*. Εκδόσεις Πατάκη.
- Βλάχος, Ι. (2022). Γνωστική Αναλυτική Ψυχοθεραπεία: Θεωρία και Πράξη. Αρμός
- Burns, (2005). *Αισθανθείτε καλά! Η θεραπεία της κατάθλιψης χωρίς φάρμακα*. Εκδόσεις Πατάκη.
- Cooper, Z., Fairburn, C. G., & Hawker, D. M. (2011). *Γνωστική συμπεριφορική θεραπεία της παχυσαρκίας. Ένας οδηγός για τον θεραπευτή*. Εκδόσεις Πατάκη.
- Corry, N. (2017). *Βασικά Στοιχεία Επάρκειας στη Γνωστική-Συμπεριφοριστική Θεραπεία: Η Ανάπτυξη ενός Αποτελεσματικού και Ικανού Θεραπευτή της Γνωστικής-Συμπεριφοριστικής Προσέγγισης*. Gutenbeg
- Γονιδάκης, Φ., & Χαρίλα, Ν. (2011). *Διαταραχές Πρόσληψης Τροφής. Γνωσιακή–συμπεριφοριστική προσέγγιση*. Πεδίο.
- Epstein, N.B., & Baucom, F.H. (2005). *Ενισχυμένη Γνωστική-Συμπεριφορική Θεραπεία Ζευγαριών: Μια Προσέγγιση*. Εκδόσεις Πατάκη.
- Ευσταθίου, Γ., Ευθυμιου, Κ., κ.ά. (2014). *Γνωσιακή-Συμπεριφοριστική Ψυχοθεραπεία Διαταραχών Προσωπικότητας: Θεωρία και Ανάλυση Κλινικών Περιπτώσεων*. ΙΝΣΤΙΤΟΥΤΟ ΕΡΕΥΝΑΣ ΚΑΙ ΘΕΡΑΠΕΙΑΣ ΤΗΣ ΣΥΜΠΕΡΙΦΟΡΑΣ (ΙΕΘΣ).

Community Clinical Psychology

COURSE OUTLINE

(1) GENERAL

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

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

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

(2) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

With the successful completion of the course:

1. Students will acknowledge the history of community clinical psychology
2. The basic theoretical and methodological approaches of community clinical psychology

3. Students will acquire a critical understanding of the "community" and its' role in mental health wellbeing and in the treatment of psychological and social problems.
4. Students will understand the basic principles and practices of community work and of the design, organization and assessment of community mental health prevention services.

General Competences

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

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

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 *Face-to-face, Distance learning, etc.*	Face-to-face teaching

<table>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use of power-point in teaching
Use of “e-course” for supplying educational material to students</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Study and analysis of literature</td><td>20</td></tr>
<tr><td>Practical exercises</td><td>15</td></tr>
<tr><td>Study and write-up of assignment</td><td>11</td></tr>
<tr><td>Preparation of exams</td><td>40</td></tr>
<tr><td>EXAMS</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>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td><td>Final written exam that includes:

Questions of written elaboration
Questions of comparison
Questions of critical assessment</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

- Suggested Bibliography:

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

Rappaport, J., & Seidman, E. (2000). Handbook of community psychology. New York: Kluwer Academic/Plenum.
Στυλιανίδης, Σ. (2014). Σύγχρονα θέματα κοινωνικής και κοινοτικής ψυχιατρικής. Αθήνα: Τόπος
Τσαμπαρλή, Α., & Κουνενού, Κ.Ε. (2013). Θέματα κοινοτικής κλινικής ψυχολογίας. Αθήνα: Παπαζήσης.

-*Journals:*
American Journal of Community Psychology
Australian Community Psychologist

Issues in intercultural communication

COURSE OUTLINE

GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ066	**SEMESTER**	**7th**
COURSE TITLE	ISSUES IN INTERCULTURAL COMMUNICATION		

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

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

(30) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

The course focuses on the study of cross-cultural comparative research findings and their applications based on bibliographic sources from different geographical, linguistic, and cultural regions and countries. The aim of the course is to increase cultural awareness through which an understanding of personal beliefs in a comparative perspective is achieved and to increase intercultural empathy through which an understanding of the perspectives of people from different cultural backgrounds is achieved as well.

The course aims initially to consolidate basic theories and concepts of intercultural communication as well as to systematically study intercultural comparative research with material that will be offered to students for analysis. Students who complete the course will be able to:

- analyse new complex identities (political, individual, national, organizational, diasporic)
- compare cultural value orientations by studying cultures in terms of cultural dichotomies (high versus low power distance, high versus low uncertainty avoidance, collectivism versus individualism)
- discuss the influence of culture on (verbal/non-verbal) communication and identity and

recognise the evaluative bias of language and the basic principles of critical thinking in the process of objective description and evaluation of a variety of phenomena
- distinguish methodological approaches to the analysis of intercultural data
- perceive cross-cultural differences and similarities in sensation and perception based on cultural/environmental conditions/activities
- perceive cross-cultural differences and similarities in emotional expression
- discuss and analyse issues of cultural competence in the management of mental illness and the importance of diagnostic impartiality in the clinical context
- discuss the importance of developing intercultural understanding and intercultural adaptation
- develop cultural awareness
- develop intercultural awareness and skills to manage diversity and reduce the tendency to activate stereotypes when expressing opinions

General Competences

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

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

Working independently
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

(31) SYLLABUS

The course is structured around eight thematic axes. In each thematic axe, students prepare and present relevant individual and group projects, aiming primarily to understand one's own culture as well as the perspective of people from different cultural backgrounds.
The following themes are discussed:
- Definitions and components of culture. Culture and tradition.
- Categorization, subgroups and identities.
- Culture, Perception, Language. Perceptual and sensory differences between people from different cultural groups. Language bias.
- Cultural and value orientations. Cultural dichotomies.
- Acculturation. Theoretical models and perspectives. Strategies of acculturation.
- Cross-cultural differences in emotional experience.
- Culture and psychopathology.
- Organizational culture.

(32) TEACHING and LEARNING METHODS - EVALUATION

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

	Email Course Website
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	i. Final Examination (60%) consisting of: - Multiple choice questions - Short-answer questions - Open-ended questions - Essay / problem solving questions ii. Individual assignments-practice (20%) iii. Presentation of Group / Personal project (20%) Specifically-defined evaluation criteria are given, and they are accessible to students in ecourse

Activity	***Semester workload***
Lectures	39
Study and analysis of bibliography	38
Individual assignments-practice	25
Written Essay and presentation	20
Exams	3
Course total	***125***

(33) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. American Psychological Association (2016). *Handbook of Multicultural Psychology,* Volumes 1 & 2
2. Gudykunst, W.B. ((Ed.) (2003). *Cross-Cultural and Intercultural Communication*, Thousand Oaks, CA: SAGE Publications
3. Liu, Sh., Volĉiĉ, Z. & Gallois, C. (2018). *Εισαγωγή στη διαπολιτισμική επικοινωνία*. Αθήνα: Gutenberg.
4. Lustig, M. W. & Koester, J. (2013). *Intercultural Competence: Interpersonal Communication across Cultures* (7th edn). Boston, MA: Pearson.
5. Paniagua, F. A. & Yamada, A-M. (Eds.) (2013). *Handbook of Multicultural Mental Health. Assessment and Treatment of Diverse Populations*, Academic Press.
6. Paulston, C.-B., Kiesling, S.-F. & Rangel, E.- S. (Eds) (2012). *The Handbook of Intercultural Discourse and Communication*, Blackwell Publishing Ltd.

- Related academic journals:

The Handbook of Communication in Cross-cultural Perspective
Journal of Cross-Cultural Psychology
Culture & Psychology

Neuropsychology of Aging

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	6th		
COURSE CODE	ΨΥΕ056	**SEMESTER**	**7ο**
COURSE TITLE	**NEUROPSYCHOLOGY OF AGING**		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**	
Lectures	3	4	
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

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.

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

- 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

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

3. SYLLABUS

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 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 given (depending on the audience) 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. & Whishaw 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

GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**ΨΥΕ034**	**SEMESTER**	**7**
COURSE TITLE	**PSYCHODYNAMIC APPROACHES TO COUNSELLING AND PSYCHOTHERAPY**		

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

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

(34) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Upon successful completion of the course, students are expected:

- To be familiar with the main principles and the therapeutic process of the psychodynamically oriented therapy.
- To comprehend the key concepts of psychodynamic therapy.
- To identify the mechanisms involved in "symptom" formation and therapeutic change.
- To be able to generate a psychodynamic formulation.
- To apply theory to clinical cases.

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, theory applications to practice, decision-making, working independently, team work, working in an interdisciplinary

environment, criticism and self-criticism, production of free, creative and inductive thinking, respect for difference and multiculturalism, showing social, professional and ethical responsibility and sensitivity to gender issues.

(35) SYLLABUS

The course aims to introduce students to the theoretical concepts and basic principles of psychodynamic psychotherapy practice. Therapy procedures are described, main therapy 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 "symptom" formation. Clinical cases are discussed to enhance understanding of theory applications to practice. The main topics covered include:

- Counselling, psychotherapy and psychoanalysis.
- Basic principles of psychodynamic psychotherapy and clinical findings of outcome studies.
- Therapy setting and boundaries, dilemmas and ethical issues.
- Psychodynamic assessment interview, psychodynamic understanding and case formulation.
- Therapeutic relationship and alliance, empathy, transference and countertransference.
- Personality organisation, clinical and therapeutic implications.
- Defences, dreams and resistance to therapy.
- Therapist interventions and techniques.
- Therapy stages, working through and therapy termination.
- Topics of special interest and discussion of clinical material.

(36) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Face-to-face (in class)</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use of ICT in teaching (e-course, power point presentations, audiovisual material), communication with students.</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td><table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures & Laboratory Practice</td><td>39</td></tr><tr><td>Study & Analysis of Bibliography, Asynchronous Educational Activities</td><td>42</td></tr><tr><td>Independent Study</td><td>42</td></tr><tr><td>Final Examination</td><td>2</td></tr><tr><td>Course Total</td><td>125</td></tr></table></td></tr>
<tr><td>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.</td><td>Assessment methods:
5. Final written examination (100% or 70%) (multiple choice test, short response questions, problem solving)
6. Written Assignment (optional) and Oral Presentation (0% or 30%)

Assessment language: Greek</td></tr>
</table>

(37) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

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

- *Related academic journals:*

1. International Journal of Psychoanalysis

2. Journal of the American Psychoanalytic Association
3. Psychoanalytic Psychotherapy
4. Psychodynamic Practice

Special Issues in Counselling Psychology

COURSE OUTLINE

GENERAL

SCHOOL	SOCIAL SCIENCE		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ065	**SEMESTER**	**7th**
COURSE TITLE	SPECIAL ISSUES IN COUNSELLING PSYCHOLOGY		

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

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

(38) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Upon successful completion of the course, students are expected to:

- Be familiar with the applications of Counselling Psychology in various fields as well as special population groups
- Have acquired a holistic, humanistic and pluralistic perspective on the scientific field and applications of Counselling Psychology
- Be familiar with both research and clinical practice in the field of Counselling Psychology
- Understand the counselling procedure and process as well as basic counselling skills
- Be aware of issues of multiculturalism, diversity and social justice
- Adopt a scientific perspective that emphasizes empowerment

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
- Working independently
- Team work
- Working in an interdisciplinary environment
- Production of new research ideas
- Respect for difference and multiculturalism
- Sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(39) SYLLABUS

The thematic units that will be negotiated within the course are the following:
• Dimensions of counselling practice: Establishing psychological contact, unconditional acceptance, authenticity, coordination and therapeutic presence
• Counselling Skills: Empathy, reflection, active listening, paraphrasing, focusing, reflexivity
• Multicultural counselling
• Counselling with a gender perspective
• Counselling of children and teenagers
• Couple and family counselling
• Career counselling
• Assessment and career counselling models
• Bereavement counselling
• Personal development and counselling
• Group counselling: Facilitating and managing the group dynamics and processes
• Counselling clients with trauma and /or clients in crisis
- The pluralistic approach to counselling

(40) TEACHING and LEARNING METHODS - EVALUATION

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

Activity	*Semester workload*
Lectures	39
Exercises connecting theory to practice	16
Case studies	10
Study and analysis of bibliography	10
Essay writing	20
Self -directed study	30

directed study according to the principles of the ECTS	Course total	***125***
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	**1. Final Written exam (80%):** • Multiple choice questions • Short questions • Short development questions • Questions using examples of application of concepts, theories and techniques/skills. **2. Written essay (20%)** Submission and presentation of a compulsory written essay. The essay can be individual, or group (up to three students) and it concerns the application of counselling in a specific field/population group, based on a literature review. Language of evaluation: Greek	

(41) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Athanasiadou, C. (Ed.), (2020). Counselling Psychology: Research and Applications. Athens: Gutenberg.

Winslade, J. M. & Monk, G. D. (2021). Narrative counselling: Applications in therapy and education. (Ed.), Ph. Issari. Athens: Gutenberg.

McMahon, M. & Patton, W. (2016). Career counselling: Constructivist approaches. (Ed), G. Gkantona. Athens: Pariasianou.

- *Related academic journals:*

Journal of Counselling Psychology

European Journal of Counselling and Psychotherapy

Counselling Psychology Quarterly Psychology and Psychotherapy: Theory, Research and Practice

The Counselling Psychologist

Sport and Exercise Psychology

COURSE OUTLINE

GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	**ΨΥΕ011**	**SEMESTER**	**5th**
COURSE TITLE	Sport and Exercise Psychology		

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

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

(42) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

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

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

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

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

General Capabilities

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

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

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

(43) 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 *Use of ICT Teaching, Laboratory Education, Communication with Students*	• Use of ICT in teaching (e-course educational platform, power point presentations, audiovisual material). • Use of ICT in Student Communication (e-mail).
TEACHING ORGANIZATION *Describe in detail the way and methods of teaching.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Bibliography,*	

Activity	*Semester Workload*
Lectures	39
Study and analysis of bibliography	15

Tutorial, Practice (Placement), Clinical Exercise, Art Workshop, Interactive Teaching, Educational Visits, Project Work, lt; / RTI & gt; The student's study hours for each learning activity and the hours of non-guided study according to the ECTS principles	Writing and presenting individual or group work	10
	Self-study	33
	Exams	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.	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.	

(44) SUGGESTED BIBLIOGRAPHY

- *Suggested Bibliography:*
  - Cox, R. (2018). *Αθλητική Ψυχολογία: Έννοιες και εφαρμογές*. Εκδόσεις Παρισιάνου, Αθήνα.
  - Clow, A., & Endmunds, S. (2021). Φυσική δραστηριότητα και ψυχική υγεία. Εκδόσεις Παπαζήση, Αθήνα.
  - Horn, T., & Smith, A. (2022). Ψυχολογία της άσκησης και του αθλητισμού. Εκδόσεις Παπαζήση, Αθήνα.
  - Θεοδωράκης, Ι., Γούδας, Μ., & Παπαϊωάννου, Α. (2016). *Ψυχολογική υπεροχή στον αθλητισμό*. Εκδόσεις Κυριακίδη, Θεσσαλονίκη
  - Weinberg, R., & Gould, D. (2018). *Ψυχολογία του αθλητισμού και της άσκησης*. Εκδόσεις Broken Hill Πασχαλίδης, Κύπρος.

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

Technological Means and Cognitive Abilities

COURSE OUTLINE

GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ067	**SEMESTER**	**7th**
COURSE TITLE	Technological Means and Cognitive Abilities		

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

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

(45) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

In recent years, the ready availability of multimedia technology has led to the adoption of a behaviour known as "media-multitasking", such as monitoring and interacting with multiple information streams at the same time, while the individual is also involved in other work. What is the impact of simultaneously using two multimedia technologies or using one device while performing another task on our everyday cognitive abilities, such as memory capacity, attention, processing speed, inhibition, and cognitive flexibility? Does our daily exposure to technological media (mobile, computer, television) affect our basic cognitive abilities?

At the end of the course, students are expected to:
- Understand the relationship between multitasking and cognitive functions,

- have knowledge of the impact of the use of technological media on cognitive functions,
- be able to critically examine original research articles,
- can work in teams.

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
Project planning and management
Criticism and self-criticism

(46) SYLLABUS

The course covers the following topics, with the aim of directly linking theory and practice in cognitive experimental psychology:

1.Presentation of current literature:

- Introduction to the basic concepts
- Multitasking: cognitive functions and intelligence,
- Media multitasking and cognitive functions,
- Attention in the digital environment
- Distraction in the digital environment
- Digital games and cognitive functions,
- Impact of parental use of technological media on children's cognitive abilities,

-Technology and education

2. Practice in implementing experimental tasks that evaluate the relationship between the use of multimedia and cognitive functions.

(47) TEACHING and LEARNING METHODS - EVALUATION

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

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*	Lectures & Workshops: 39 Literature study & analysis: 43 Individual study time: 40 Examination: 3 Course total: ***125***
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	1. Examination: 100% of the final grade. 2. Optional oral presentation of projects: 30%.

(48) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Sternberg, R.J. (2011). Γνωστική Ψυχολογία. Διάδραση.
2. Ρούσσος, Λ. Π. (2011). *Γνωστική Ψυχολογία. Οι βασικές γνωστικές διεργασίες.* Αθήνα: Τόπος, Μοτίβο Εκδοτική.
3. Goldstein, B. E. (2018). (N. Μακρής, Επιμ.). *Γνωστική ψυχολογία: Σύνδεση Νου, έρευνας και καθημερινής ζωής.* Αθήνα: Gutenberg.
4. Martin, M. W & Farmer, T. A. (2019). (A. Βατάκη, E. Ζιώρη, Επιμ.) *Γνωστική Ψυχολογία.* Αθήνα: Τζιόλα.

Finley, J. R., Benjamin, A. S., & McCarley, J. S. (2014). Metacognition of multitasking: How well do we predict the costs of divided attention? *Journal of Experimental Psychology: Applied, 20*(2), 158–165. https://doi.org/10.1037/xap0000010

Frick, A., Chavaillaz, A., Mäntylä, T., & Kubik, V. (2022). Development of multitasking abilities in middle childhood. *Learning and Instruction*, *77*, 101540. https://doi.org/10.1016/j.learninstruc.2021.101540

Himi, S. A., Bühner, M., Schwaighofer, M., Klapetek, A., & Hilbert, S. (2019). Multitasking behavior and its related constructs: Executive functions, working memory capacity, relational integration, and divided attention. *Cognition*, *189*, 275-298. https://doi.org/10.1016/j.cognition.2019.04.010

Matthews, N., Mattingley, J. B., & Dux, P. E. (2022). Media-multitasking and cognitive control across the lifespan. *Scientific Reports*, *12*(1), 1-10. https://doi.org/10.1038/s41598-022-07777-1

Murphy, K., & Creux, O. (2021). Examining the association between media multitasking, and performance on working memory and inhibition tasks. *Computers in Human Behavior*, *114*, 106532. https://doi.org/10.1016/j.chb.2020.106532

- Related academic journals:

Journal of Cognitive Psychology

Journal of Experimental Psychology: Learning, Memory & Cognition Consciousness

Quarterly Journal of Experimental Psychology

School Psychology II: Applications at School and Family

COURSE OUTLINE

GENERAL COURSE OUTLINE

GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**ΨΥΕ003**	**SEMESTER**	**7TH**
COURSE TITLE	SCHOOL PSYCHOLOGY II: APPLICATIONS AT SCHOOL AND FAMILY		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	SPECIAL BACKGROUND & SKILLS DEVELOPMENT
PREREQUISITE COURSES:	SCHOOL PSYCHOLOGY I
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=2000

(49) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Students are expected to achieve the following learning outcomes, which also correspond to the purpose of the course:

- acquire knowledge on current theoretical approaches regarding the provision of psychological and counseling services in the school community

- to acquire knowledge about the basic conditions, role dimensions and principles of the profession of school psychologist
- understand the importance of parental involvement in the learning process.
- understand the concept of school-family cooperation and learn ways to promote it within the school community
- understand the difference and be able to distinguish between the three tiers of prevention and intervention, according to the model of response to intervention: primary (universal), secondary (selected) and tertiary (intensive).
- acquire knowledge about the processes of needs assessment, and the design, implementation and evaluation of preventive and intervention programs at school.
- understand the concept of communication, its importance in the process of human development and in the formation of working groups.
- get to know the concept of self and self-awareness, in relation to the promotion of self-esteem in the school setting.
- understand the concept of social and emotional development of students and how support is provided in the school context.
- acquire knowledge and skills regarding the concepts of violence and aggression at school, with emphasis on conflict resolution and bullying prevention interventions.
- Understand the concept of stress and the importance of resilience in coping.
- get to know different types of families and vulnerable groups of children and adolescents and how they can receive support at school
- acquire knowledge about the concept and the characteristic of crisis intervention
- acquire knowledge on the design and implementation of prevention and intervention programs for crisis management in the school community
- understand issues of ethics and cooperation either within- or between-schools and acquire knowledge about the particular involvement of the school psychologist.
- acquire knowledge and skills on issues of specialty collaboration, understanding the different levels of collaboration of specialties in teams (e.g. multidisciplinarity vs interdisciplinarity)

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…*
	…….

Adapting to new situations
Decision-making

Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Project planning and management
Respect for diversity and multiculturalism
Demonstrate social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Promoting free, creative and inductive thinking

(50) SYLLABUS

The following syllabus outlines the teaching modules per weekly instructions:

Week 1

Current developments in School Psychology

- The role of the school psychologist in the school community
- Contemporary theoretical approaches and development of a conceptual framework
- Current trends in the provision of school psychological services
- Interventions to promote mental well-being and resilience in the school community
- Levels of prevention and intervention in the school community (primary – secondary – tertiary prevention – system-level prevention)
- Social and Emotional Learning
- Principles and models of interdisciplinary cooperation in the schools

Week 2

School-family cooperation

- The concept and importance of parental involvement in school-family cooperation
- School-family cooperation models
- Parenting engagement and school-family cooperation programs
- Different family types
- Difficulties in school-family cooperation

Week 3

Implementation of prevention and intervention programs in the school community

- The concept of Social and Emotional Learning
- Social and Emotional Learning objectives
- Stages of Social and Emotional Learning
- Structure of prevention and intervention programs in the school community
- Education/training in prevention and intervention programs in the school community
- Community/system interventions
- Types of evaluation of prevention and intervention programs
- Good practices in evaluating prevention programs
- Hints for implementing prevention and intervention programs in the classroom: before the start/necessary changes/the first meeting

Week 4

Communication and groups in schools

- The concept and the characteristics of communication
- Barriers and communication skills
- Communication from the systemic perspective
- The view of the school through the prism of the ecosystem approach
- The concept of group in the school context
- Conditions that facilitate communication between members of the school community
- Interventions to strengthen group cohesion at class and school level

Week 5

Self-awareness, self-perception, self-esteem

- The concept of self
- Definition and dimensions of self-perception
- Evolutionary course of self-perception
- Properties of self-perception
- Factors shaping self-perception
- Definition of self-esteem
- Factors that shape self-esteem
- Self-esteem as a protective and risk factor
- School and self-esteem

Week 6

Emotional development

- The concept of emotional competence and its connection with emotional development
- Emotional competence skills
- The concept of emotional intelligence
- Basic emotional self-regulation skills
- Unpleasant emotions: reactions and manipulation in the school context
- Positive management of children's and adolescents' emotions
- Interventions for the development of emotional skills (recognition, expression and management of emotions)

Week 7

Stress and coping

- The concept of stress
- The bio-medical and bio-psycho-social model
- Types, factors and characteristics of stress
- Attachment as a stress predictor
- Stress in children and adolescents

- Coping strategies for stressful situations
- Individual factors that influence how to cope with a stressful situation (gender, age, personality, resilience)
- Family factors that influence how to cope with a stressful situation
- Community factors that influence how to cope with a stressful situation (social support, socio-economic background, quality of education, cultural factor)
- The type and characteristics of the stressful stimulus
- Teachers' stress and coping strategies
- Dealing with stressful situations in the classroom

Week 8

Social development

- The concept of social competence and its connection with social development
- Infant attachment and types of attachment
- Prosocial behavior
- Social skills
- Sociometric profile of students through sociograms
- Childhood friendship (development and stages)
- Play in childhood
- Romantic relationships in adolescence
- Sexual development and education
- Interventions for the development of social skills

Week 9

Conflict resolution process

- Behavioral issues in school and in the family
- Concept and types of conflict resolution
- Multicultural differences in conflict resolution
- Conflict resolution at school
- The concept of school bullying: origin, types, roles
- Interventions for school bullying

Week 10

Diversity in the school community

- Concept and theoretical approaches to diversity
- Diversity in the school community
- Multicultural societies and psychological adaptation
- Cultural differences in emotional and cognitive processes
- Stereotypical perceptions in the school environment
- Dimensions of adjustment of migrant and refugee students

- Diffusion of diversity in the implementation of prevention programs

Week 11

Crisis management intervention programs in the school environment

- Definition and taxonomy of crises
- Intervention programs: design, implementation, evaluation of effectiveness, levels of intervention
- Specific objectives of crisis intervention programs
- School crisis response team
- Intervention in the classroom: stages of counseling process
- Teacher resilience/Caring for the caregivers

Week 12

Adaptation of children and adolescents in the family and at school: special issues

- Introduction vulnerable students' support
- Adaptation and support of students with chronic illness
- Adjustment and support of students and families who experience grief and loss
- Family and divorce: issues of school adjustment
- Family and adoption: practices and policy, protective factors in school and society
- Children growing up in child protection institutions: current findings from Greek and international bibliography

Week 13

Indicative prevention and intervention programs at school

- Cooperation of specialists in educational structures (multidisciplinarity vs interdisciplinarity), with emphasis on the implementation of prevention and intervention programs
- Ethical issues
- Support programs for the school community after a pandemic (H1N1, COVID-19)
- Support program for the school community after a natural disaster (wildfire)
- Psychosocial support program for students from vulnerable social groups (Program Education of Roma students)
- Psychosocial support program for students during the economic crisis (Connecting4Caring)
- Course closure/assessment

(51) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	**e**-course, tedX videos, pptx,
TEACHING METHODS *The manner and methods of teaching are described in detail.*	

Activity	***Semester workload***
Lectures	26

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

Interactive teaching	13
Study and analysis of bibliography	50
Essay writing	37
Course total	125

STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

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

The attendance of the courses is optional, according to the regulations of the Department, however, students are encouraged to attend and participate in the lectures. Notes and supporting material in digital form will be distributed to students, which will be available on the course website in the e-course.

In case of distance learning due to extraordinary circumstances, provision has been made for the transfer of teaching materials and activities to network communication platforms (MSTeams).

The assessment of students includes participation in the compulsory written examination at the end of the semester. Specifically, they are asked to answer open-ended, multiple and binomial choice questions (true/false) related to the modules of the course. The scoring scale ranges from one (1) to ten (10).

In addition, students have the option to submit an individual or group written assignment (2-3 persons), which consists of a bibliographic review of a topic related to the topics that will be developed during the courses (e.g., presentation of an evidence-based intervention program). This work can be presented in the auditorium, after consultation and guidance from the instructor. The use of bibliography is determined according to APA-7 writing style standards, up to 5,000 words, including citations. In case of student collaboration (up to a maximum of three), the scope of the work is increased with the expansion of the topic and the grade is assigned to each student separately, after the passages that each one has elaborated have been clearly defined in the text. On the website of the course, specific instructions for the writing of the essay are uploaded on the e-course site. The predetermined delivery date is the day of the written examination of the course (sending by e-mail to the instructor's mailbox). The grade of the specific assignments (out of 2) will work cumulatively to the grade of the written examination (with the only condition being a grade of 5 and above).

(52) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Χατζηχρήστου, Χ. (2023). *Σχολική Ψυχολογία*. Gutenberg.

Reynolds R. C., & Gutkin B. T. (2015). *Σχολική Ψυχολογία (τ. Α΄ και Β΄)* (Επιμέλεια Α. Ζεργιώτης, μετάφραση Μ. Αντωνοπούλου, Γ. Μπακοπούλου). Εκδόσεις Ίων.

Σταλίκας, Α. & Μυτσκίδου, Π. (επ.) (2011). *Εισαγωγή στη θετική ψυχολογία*. Εκδόσεις Τόπος.

Bablekou, Z. & Kazi, S. (2016) Intellectual assessment of children and adolescents: The case of Greece. *International Journal of School & Educational Psychology, 4*(4), 225-230. https://doi.org/10.1080/21683603.2016.1163655

Hatzichristou, C., & Lianos, P.G. (2016). Social and emotional learning in the Greek educational system: An Ithaca journey. *International Journal of Emotional Education (special issue), 8*(2), 105-127.

Hatzichristou, C., & Polychroni, F. (2014). The preparation of school psychologists in Greece. *International Journal of School & Educational Psychology. Special issue: Academic and Professional Preparation of School and Educational Psychologists: International Perspectives, 2*(3), 154-165. https://doi.org/10.1080/21683603.2014.934633

Hatzichristou, C., Lampropoulou, A. & Lianos, P. (2019). Social justice principles as core concepts in School Psychology training, research and practice at a transnational level. *School Psychology International, 41*(1), 67-86. https://doi.org/10.1177/0143034319892031

Hatzichristou, C., Lianos, P., & Lampropoulou, A. (2019). Supporting vulnerable groups of students in educational settings: University initiatives and partnerships. *Psychology in Russia: State of the Art, 12*(4), 65–78. https://doi.org/10.11621/pir.2019.0404

Joyce-Beaulieua, D., & Rossenb, E. (2014). Preparation of school psychologists in the United States. *International Journal of School & Educational Psychology (Special Issue: International Perspectives on the Academic and Professional Preparation of School and Educational Psychologists, 2*(3), 166-171. https://doi.org/10.1080/21683603.2014.934643

Oakland, T. & Hatzichristou, C. (2014). Professional preparation in school psychology: a summary of information from programs in seven countries. *International Journal of School & Educational Psychology, 2*(3), 223-230. https://doi.org/10.1080/21683603.2014.934638

Stasinou, V., Hatzichristou, C., Lampropoulou, A., & Lianos, P. (2020). Adolescents' perceptions of covitality and academic performance: The moderating role of school climate. *Psychology: The Journal of the Hellenic Psychological Society, 25*(1), 55-71. https://doi.org/10.12681/psy_hps.25336.

Χατζηχρήστου Χ. & Λαμπροπούλου, Α. (2013). Ανάπτυξη πολυεπίπεδου μοντέλου παροχής σχολικών ψυχολογικών υπηρεσιών. Στο Γ. Φλουρής, Λ. Γιώτη, Χ. Παρθένης, & Ε. Μηλίγκου, (Επιμ.) *Δια Βίου Εκπαίδευση και Επιμόρφωση των εκπαιδευτικών υπό το πρίσμα της Διαπολιτισμικής Οπτικής: Το Πρόγραμμα "Εκπαίδευση των Παιδιών Ρομά" ως αφετηρία νέων θεωρητικών και εμπειρικών*

προσεγγίσεων (σσ. 113-131). Κέντρο Διαπολιτισμικής Αγωγής, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών.

- *Related academic journals:*

American Journal of Evaluation

Applied Psychological Measurement

Assessment (APA)

Assessment in Education: Principles, Policy & Practice

Educational Assessment, Evaluation and Accountability

European Journal of Psychological Assessment

Journal of Applied Psychology

Journal of Educational Measurement

Journal of Evaluation in Clinical Practice

Journal of Personality Assessment

Psychological Assessment

Psychological Methods

Psychological Review

8th Semester

Experimental Investigation of Cognitive Process

GENERAL

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

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

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

(53) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

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

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

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

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma

Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
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
Teamwork
Production of new research ideas
Production of free, creative, and inductive thinking

(54) 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.

(55) TEACHING and LEARNING METHODS - EVALUATION

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

Activity	***Semester workload***
Lectures & Lab work	39
Study and analysis of bibliography	13
Lab exercises	13
Writing and presentation of individual or group project	30
Individual study time	30
Course total (25 workload hours per credit)	***125***

(56) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Kantowitz B., Roediger H., & Elmes D. (2023). (Α. Βατάκη, Ε. Ζιώρη, & Ε. Μασούρα, Επιμ.). *Πειραματική Ψυχολογία*. Αθήνα, Gutenberg.
- Sarris, V., & Reiss, V. (2009). *Μεθοδολογία Έρευνας & Πειραματική Ψυχολογία*. Σύγχρονη Εκδοτική.
- Christensen, L. B. (2007). *Η πειραματική μέθοδος στην επιστημονική έρευνα*. Παπαζήσης.
- Matlin, M.W. & Farmer, T.A. (2019). *Γνωστική Ψυχολογία*. Εκδόσεις Τζιόλα.
- Shaughnessy, J., Zechmeister, E. & Zechmeister, J. (2018). Ε. Ζιώρη (Επιμ). *Ερευνητικές Μέθοδοι στην Ψυχολογία*. Αθήνα, Gutenberg.
- Goldstein, B.E. (2018). (Ν. Μακρής, Επιμ.). *Γνωστική 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

Issues in Education and Psychology

COURSE OUTLINE

GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΨΥΕ071	**SEMESTER**	8th
COURSE TITLE	Issues in Education and Psychology		

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

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

(57) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

The course content aims at understanding specific theoretical approaches from the field of Education and Psychology that concern both teachers and students. Initially, in the 1st part of the course, teachers' stress is approached, the term is conceptualized and the results of studies on the extent of the phenomenon as well as its consequences are presented. The process of teacher' stress is described, the factors that cause stress are analyzed, and the ways that teachers dealt with daily stress are discussed. Furthermore, the 1st part of the course covers the concept of teacher burnout. The term is conceptualized and differentiated from the term stress. The stages of teacher burnout are described, and its three dimensions are analyzed, with reference to their effects on the provided educational performance. Subsequently, specific theoretical approaches and theoretical models for interpreting the phenomenon of teacher burnout are developed, such as those of Maslach, Edelwich and Brodsky, Cherniss and Pines. Finally, the concept of academic burnout is presented, its dimensions and its effects on learning, achievement, motivation, and goal setting are described.

The 2nd part of the course focuses on the theoretical concept of psychological and academic

hardiness. The conceptualization of the term hardiness and its differentiation from the term resilience is presented. The historical background of the term is described, and its three dimensions are extensively analyzed. The characteristics of the hardy personality are mentioned and the results of studies on the relationship between hardiness and successful coping with stressful situations are discussed. The concept of hardiness is associated with positive emotions, maintaining health, and promoting quality of life.

Moreover, the 2nd part of the course approaches the relationship between hardiness and motivation (in the field of education), presenting two basic cognitive theories: Dweck's theory of intelligence as well as goal orientation theory, which, combined with the cognitive theories related to hardiness, led to the introduction of the concept of academic hardiness, strengthening the correlation between hardiness and variables related to learning. The concept of academic hardiness is presented extensively and the findings of studies that link it to variables such as positive emotions in the field of education, internal motivation, successful coping with stressful situations, and passion for learning are discussed in detail. Finally, the psychometric tools that assess the aforementioned variables are presented and discussed.

Upon completion of the course the students will:

- Be able to present the basic theoretical approaches of teachers' stress, teachers' coping with stress, teachers' burnout, students' academic burnout, psychological hardiness, academic hardiness.
- Be able to discuss and raise relevant issues related to teachers' stress, teachers' burnout as well as their effects on the quality of the teaching provided and on the relationship between teachers and students.
- Be able to refer to the concept of psychological hardiness, as a protective factor that can assist individuals to successfully deal with stressful events.
- Be able to discuss the concept of academic hardiness and its role in dealing with difficulties, frustrations, and challenges in daily educational practice.
- Be able to have understood the relationship between academic hardiness, motivation (achievement goals, ego and task orientation), and Dweck's theory, as well as their role in strengthening variables related to learning.
- Be able to know the basic psychometric tools used to assess teachers' stress, teachers' burnout, academic burnout, psychological hardiness and academic hardness.

General Capabilities

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

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

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

(58) SYLLABUS

The main themes of the course include:

- Teachers' stress-effects on the learning process
- Causes of teachers' stress
- Teachers' coping with stress
- Teachers' burnout
- Stages of teacher burnout, causes and effects on the provided teaching work and the learning process
- Evaluation of teacher burnout
- Academic burnout and its dimensions, causes and effects on students
- Psychological & academic hardiness
- Psychological & academic hardiness dimensions - characteristics of a hardy personality
- Psychological and academic hardiness and successful coping with stressful situations

- Relationship between academic hardiness and learning motivation
- Relationship between academic hardiness and variables related to learning
- Assessment of psychological hardiness and academic hardiness.

(4) TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD **Face to face, Distance Learning, etc.**	Face-to-face teaching
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT Teaching, Laboratory Education, Communication with Students*	• Use of ICT in teaching (e-course educational platform, power point presentations, audiovisual material). • Use of ICT in Student Communication (e-mail).
TEACHING ORGANIZATION *Describe in detail the way and methods of teaching.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Bibliography, Tutorial, Practice (Placement), Clinical Exercise, Art Workshop, Interactive Teaching, Educational Visits, Project Work, It; / RTI & gt;* *The student's study hours for each learning activity and the hours of non-guided study according to the ECTS principles*	

Activity	***Semester Workload***
Lectures	39
Study and analysis of bibliography	15
Writing and presenting individual or group work	10
Self-study	33
Exams	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.	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.

(59) SUGGESTED BIBLIOGRAPHY

- Suggested Bibliography:

- *Αντωνίου, Α. (2010). Στρες, προσωπική ανάπτυξη και ευημερία. Εκδόσεις Παπαζήση*
- Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Psychology Press
- Stein, S., & Bartone, P. (2020). *Hardiness: Making stress to work for you to achieve your life goals.* Wiley

A) Psychological hardiness and academic hardiness

- Abdollahi, A., Carlbring, P., Vaez, E., & Ghahfarokhi, A. (2018). Perfectionism and test anxiety among high school students: The moderating role of academic hardiness. *Current Psychology, 37*, 632–639. https:// doi. org/ 10. 1007/ s12144- 016- 9550-z
- Abdollahi, A., Oanahipour, S., Tofti, M., & Allen, K. (2020). Academic hardiness as a mediator for the relationship between school belonging and academic stress. *Psychology in the Schools, 57*(5), 823–832. https:// doi. org/ 10. 1002/ pits. 22339
- Atashzar, B., & Afsharinia, K. (2018). Effectiveness of the impact of hardiness on increased happiness and academic achievement of students in Kermanshah city (high school of medical sciences) for the academic year 2016–2017. *Journal of Clinical Researchin Paramedical Sciences, 7*(1), e80288. https:// doi. org/ 10. 5812/jcrps. 80288

- Benishek, L., Feldman, J., Shipon, W., Mecham, S., & Lopez, F. (2005). Development and evaluation of the revised Academic Hardiness Scale. *Journal of Career Assessment, 13*, 59–76. https:// doi. org/ 10. 1177/ 10690 72704 270274
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B) Stress, burnout and academic burnout

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-Relevantr scientific journals:

- *Frontiers in Education*
- *International Journal of Educational Research*
- *Educational Psychology Review*
- *Teaching and Teacher Education*
- *European Journal of Psychology of Education*
- *Current Psychology*
- *Psychology in the Schools*

Lab of Educational Psychology

School	Social Sciences		
Department	Psychology		
Level of Studies	Undergraduate		
Course Code	ΨΥΕ068	**Semester**	8th
Course Title	Lab of Educational Psychology		
Independent Teaching Activites *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*		**Weekly Teaching Hours**	**Credits**
LECTURES AND PRESENTATION OF PAPERS - DISCUSSION IN GROUPS, CLASSROOM DISCUSSIONS (PERSONAL CONTRIBUTION)		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
Course Type *general background, special background, specialised general knowledge, skills development*	*specialised general knowledge- skills development*		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

Learning Outcomes

Learning Outcomes

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

Consult Appendix A

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

The course is an elective course for students of the Psychology Department. It is a course focused on specific contemporary issues in educational psychology and students are expected to develop a research proposal on a related topic. A PREREQUISITE for enrollment in this course is enrollment and attendance of the following courses: "Educational Psychology" and "Current issues in Educational Psychology". This requirement meets the need for students to have developed an understanding of basic concepts and approaches in educational psychology as well as be familiarized with contemporary thinking in educational psychology. This is a Laboratory Course. It would also be helpful if they have taken the course "Writing a Scientific Paper".

Attendance is considered compulsory. Maximum number of participants: 30

The lectures aimed at familiarizing students with current topics in educational psychology. The lectures during which students present a paper, a chapter of a book or the content of a video- talk on a particular issue, are expected to provide them with an in-depth understanding of any of the issues in hand. This is necessary in order for students to be able to develop and submit a paper which will be in the form of a **Research Proposal**. The course will be conducted by student participation in each course. This will involve the presentation and study of an article or book chapter or video at each meeting during the semester, as mentioned above.

Upon successful completion of the course the student is expected to be able to present:

- an in-depth understanding of theoretical approaches related to emotional regulation, stress and coping strategies, academic emotions and learning. Also, they should develop an understanding on aspects of bullying and relevant issues; formulate relevant research questions

- Be able to distinguish the differences between different approaches - formulate relevant research questions

- relate different manifestations of specific theories to school and learning - formulate relevant research questions

- analyse, distinguish and critically position different dimensions of theories; - formulate relevant research questions

- To understand in depth the issues of aggression and bullying, reflecting on specific incidents and with reference to specific educational contexts, in conjunction with a range of variables; formulate relevant research questions

- Understand the key elements of mentalizing and epistemic trust theory and their relationship to learning in conjunction with a range of variables; formulate relevant research questions

- Eventually, students should be able to develop a research proposal on the basis of the following dimensions that constitute a comprehensive scientific work in psychology.

STEPS TOWARDS THE DEVELOPMENT OF THE RESEARCH PROPOSAL

(a) study of the literature

(b)development of hypotheses and research objectives

(c) presentation of methodology
(d) possible statistical analysis and possible results; contribution to current literature, possible applications, limitations

General Competences

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

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

- *Working independently*
- *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.)*

SYLLABUS

The course focuses on the following topics:

- Academic emotions and learning
- Emotion regulation
- Stress – coping
- Aggression - Bullying
- Attachment, Mentalizing, Epistemic Trust and learning

Assignment (power point presentation of the research proposal) It is noted that throughout the course students will be asked to study an article (chapter, video) which will be presented and discussed.

- Selection of a specific topic which the student wishes to study in depth and develop a relevant research proposal.
- Classroom presentation of each 'step' towards the development of the research proposal.
- Discussion and presentation of progress at each class meeting (in each class after mid-semester).
- Modification of the content and the articulation of the proposal on the basis of the supervision taken place in the class. Alterations should follow the discussion and suggestions by the tutor (in each class after mid-semester).
- Presentation of the draft work (in each class after mid-semester).
- Final presentation of research proposals in conference format, in a 20-minute presentation and response to questions.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc*	Face – to - face
USE OF INFORMATION AND COMMUNICATIONS *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching Use of ICT in communication with students Email communication with students
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.*	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other*	Students will be assessed as follows. 1. Written exam (20%): • Short-answer questions • Multiple Choice Questions 2. Final written assignment: Research proposal (80%)

Activity	***Semester workload***
Lectures	(39)
Study & analysis of the literature	(28)
Group Work in the Classroom	(55)
Exams	3
Course total	***125***

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

Attached Bibliography

Suggested bibliography:

See bibliography in «Current Issues in Educational Psychology» and in «Ecucational Psychology»

Basic bibliography for suggested topics of assignment

- Evans, D., Borriello, G. A., & Field, A. P. (2018). A review of the academic and psychological impact of the transition to secondary education. *Frontiers in psychology*, *9*, 1482.
- Gallagher, K. M., Jones, T. R., Landrosh, N. V., Abraham, S. P., & Gillum, D. R. (2019). College students' perceptions of stress and coping mechanisms. *Journal of Education and Development*, *3*(2), 25.
- Gooden, C., Zelkowski, J., & Smith, F. A. (2023). A Systematic Literature Review on Factors of Stress, Burnout and Job Satisfaction of Secondary Grades Teachers at Time of Professional Crisis. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 1-10.
- Karagiannopoulou, E., Desatnik, A., Rentzios, C., & Ntritsos, G. (2022). The exploration of a 'model'for understanding the contribution of emotion regulation to students learning. The role of academic emotions and sense of coherence. *Current Psychology*, 1-13.
- Karagiannopoulou, E., Milienos, F. S., & Athanasopoulos, V. (2018). Associations between defense styles, approaches to learning, and achievement: Defense styles in SAL (Students Approaches to Learning) tradition. *Frontiers in Psychology, 3*(53), 1–16.
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- Kariou, A., Koutsimani, P., Montgomery, A., & Lainidi, O. (2021). Emotional labor and burnout among teachers: A systematic review. *International Journal of Environmental Research and Public Health*, *18*(23), 12760.
- Lohiya, N., Kajale, N., Lohiya, N., Khadilkar, A., Khadilkar, V., Gondhalekar, K., & Agarkhedkar, S. (2021). Test anxiety among school-going children and adolescents, factors affecting and impact on quality of life: A multicenter study. *Indian Journal of Pediatrics*, *88*, 892-898.
- Mijakoski, D., Cheptea, D., Marca, S. C., Shoman, Y., Caglayan, C., Bugge, M. D., ... & Canu, I. G. (2022). Determinants of burnout among teachers: a systematic review of longitudinal studies. *International journal of environmental research and public health*, *19*(9), 5776.
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- Rentzios, C., & Karagiannopoulou, E. (2021). Rethinking Associations between Distal Factors and Learning: Attachment, Approaches to Learning and the Mediating Role of Academic Emotions. *Psychology*, *12*(06), 899–924.
- Robson, D. A., Johnstone, S. J., Putwain, D. W., & Howard, S. (2023). Test anxiety in primary school children: A 20-year systematic review and meta-analysis. *Journal of School Psychology*, *98*, 39-60.
- Spernes, K. (2022). The transition between primary and secondary school: a thematic review emphasising social and emotional issues. *Research Papers in Education*, *37*(3), 303-320.
- Stowell, D., Lewis, R. K., & Brooks, K. (2021). Perceived stress, substance use, and mental health issues among college students in the Midwest. *Journal of Prevention & Intervention in the Community*, *49*(3), 221-234.
- Wren, D. G., & Benson, J. (2004). Measuring test anxiety in children: Scale development and internal construct validation. *Anxiety, Stress & Coping*, *17*(3), 227-240.

- Suggested academic journals:

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

Additional Literature

Efklides, A. & Metallidou, P. (2020). "Applying Metacognition and Self-Regulated Learning in the Classroom. In Oxford Research Encyclopedia of Education. Li-fang Zhang (Ed.). New York: Oxford University Press. doi:10.1093/acrefore/9780190264093.013.961

Erbil, D. G. (2020). A Review of Flipped Classroom and Cooperative Learning Method Within the Context of Vygotsky Theory. *Frontiers in Psychology*, *11*. https://doi.org/10.3389/fpsyg.2020.01157

Gonida, E. N., Karabenick, S. A., Stamovlasis, D., Metallidou, P., & the CTY Greece (2018). Help seeking as a self-regulated learning strategy and achievement goals: The case of academically talented adolescents. High Ability Studies. DOI:10.1080/13598139.2018.1535244

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Karagiannopoulou, E., Milienos, F. S., & Rentzios, C. (2022). Grouping learning approaches and emotional factors to predict students' academic progress. *International Journal of School & Educational Psychology*, *10*(2), 258-275.
Karagiannopoulou, E., & Kamtsios, S. (2012). Stages of Change, Self-efficacy and Stress Management Perceptions in First Year Undergraduate Students. International Journal of Psychology and Behavioral Sciences, 1(1), 24–32. https://doi.org/10.5923/j.ijpbs.20110101.04
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Καραγιαννοπούλου, Ε. (2003). ΠιθανοίδυνατοίΕαυτοί. Ο ρόλος τους στην κατανόηση της έννοιας του εαυτού, της αυτοαντίληψης, της αυτοεκτίμησης και του καθορισμού της συμπεριφοράς του ατόμου. *Ψυχολογικά Θέματα, 9*(2), 185-202.
Καραπαναγιώτη, Στ., Καραγιαννοπούλου, Ε. (2020). Γονεϊκή αποδοχή- απόρριψη και ακαδημαϊκή αναβλητικότητα: ο διαμεσολαβητικός ρόλος της τελειοθηρίας και της παθητικής επιθετικότητας, 12, 21-46. https://ejournals.lib.uoc.gr/index.php/eleutherna
Κωσταρίδου-Ευκλείδη, Α. (2005). Μεταγνωστικές διεργασίες και αυτο-ρύθμιση. Αθήνα: Ελληνικά Γράμματα. Λεονταρή, Α. (1996). Αυτο-αντίληψη. Αθήνα: Ελληνικά Γράμματα.
Lapsley, D. K. (Ed.). (2004). *Moral development, self, and identity*. Psychology Press.
Lapsley, D. (2015). Moral Identity and Developmental Theory. *Human Development*, *58*(3), 164–171. https://doi.org/10.1159/000435926
Λεονταρή, Α. (2012). Αυτοεκτίμηση: μια βασική ψυχολογική ανάγκη; Στο Σ. Χατζηχρήστου & Η. Μπεζεβέγκης (Επιμ.Έκδοσης), Ψυχο-Παιδία: Θέματα ανάπτυξης και προσαρμογής των παιδιών στην οικογένεια και το σχολείο (σελ. 299-321). Αθήνα: Πεδίο.
Marchand, H. (2002). Some reflections on postformal stage. *Behavioral Development Bulletin, 11*(1), 39-46. http://dx.doi.org/10.1037/h0100490
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Milienos, F. S., Rentzios, C., Catrysse, L., Gijbels, D., Mastrokoukou, S., Longobardi, C., &Karagiannopoulou, E. (2021). The Contribution of Learning and Mental Health Variables in First-Year Students' Profiles. *Frontiers in Psychology*, *12*. https://doi.org/10.3389/fpsyg.2021.627118
Rapaport, W. J. (2004). William Perry's scheme of intellectual and ethical development. Retrieved from https://www.jmu.edu/geology/_files/willperry21.pdf
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Safiye, T., Vukčević, B., Milidrag, A., Dubljanin, J., Cikotić, A. G., Dubljanin, D., Lackovic, M., Rodić, I., Nikolic, M., Čolaković, G., Mladenović, T., & Gutić, M. (2023). Relationship between mentalizing and teacher burnout: A cross sectional study. *PLOS ONE*, *18*(1), e0279535. https://doi.org/10.1371/journal.pone.0279535
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.
Schwarzer, N., Nolte, T., Fonagy, P., Griem, J., Kieschke, U., & Gingelmaier, S. (2021). The relationship between global distress, mentalizing and well-being in a German teacher sample. *Current Psychology*, *42*(2), 1239–1248. https://doi.org/10.1007/s12144-021-01467-3
Woollard, J. (2010). *Psychology for the Classroom: Behaviourism* (1st ed.). Routledge.
Theory and Research." *Identity*, *1*(1), 67–75. https://doi.org/10.1207/s1532706xvanhoof

- **Web-sites:** http://pas.project.uoi.gr
- Prof. Peter Fonagy's videos:

(a) https://www.youtube.com/watch?v=X1TBqEJMe3k

(b)https://www.facebook.com/watch/live/?extid=NS-UNK-UNK-UNK-AN_GK0T-GK1C&mibextid=2Rb1fB&ref=watch_permalink&v=1270146126795517

- 3ο National Conference of School Psychology:

https://schoolpsychology2022.gr/πρόγραμμα

https://schoolpsychology2022.gr/media/attachments/2022/11/02/school_analytiko_web.pdf

Language and Communication

COURSE OUTLINE

(1) GENERAL

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

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

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

(2) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Learning and Appendix B

- *Guidelines for writing Learning Outcomes*

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

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
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…*
	…….

• 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

(3) 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.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In Classroom
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of slides, audiovisual material. Support of the learning process through electronic e-class platform Email Course Website
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study*	

Activity	***Semester workload***
Lectures	39
Team/Individual assignments	23
Study & analysis of bibliography	20
Personal Study	15
Exams	3
Course total	***100***

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

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

1. Αρχάκης, Α. & Τσάκωνα, Β. (2011). Ταυτότητες, Αφηγήσεις και Γλωσσική Εκπαίδευση. Αθήνα: Πατάκης.
2. Αρχάκης, Α. & Κονδύλη, Μ. (2004). Εισαγωγή σε ζητήματα Κοινωνιογλωσσολογίας, Αθήνα: Νήσος.
3. Γεωργαλίδου, Μ., Σηφιανού, Μ. & Τσάκωνα Β. (2014). Ανάλυση λόγου: Θεωρία και εφαρμογές, Αθήνα: Νήσος.
4. Κανάκης, Κ. (2007). Εισαγωγή στην πραγματολογία. Γνωστικές και κοινωνικές όψεις της γλωσσικής χρήσης. Αθήνα: Εκδόσεις του Εικοστού Πρώτου.
5. Μπέλλα, Σπ. (2015). Πραγματολογία. Από τη γλωσσική επικοινωνία στη γλωσσική διδασκαλία. Αθήνα: Gutenberg.
6. Πολίτης, Π. (επιμ). (2008). Ο Λόγος της Μαζικής Επικοινωνίας. Το Ελληνικό Παράδειγμα. Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών.
7. Σελλά-Μάζη, Ε. (2001). Διγλωσσία και κοινωνία. Η κοινωνιογλωσσική πλευρά της διγλωσσίας: Η ελληνική πραγματικότητα. Αθήνα: Προσκήνιο.
8. Canagarajah, S. (2017) The Routledge Handbook of Migration and Language
9. De Vito, A. J. (2004) Ανθρώπινη Επικοινωνία, εκδ. Ελλην
10. Fairclough, N. (2015). Language and Power (3η έκδοση). London: Routledge.
11. Pease, A. (2011). Η Γλώσσα του Σώματος. Αθήνα: Έσοπτρον
11. Piasecki, M. (2008). Η τέχνη της επικοινωνίας στο χώρο της υγείας: ένας πρακτικός οδηγός, εκδ. Παπασωτηρίου
12. Schiffrin, D., Tannen, D. & Hamilton, H. E. (Eds) (2001). The Handbook of Discourse Analysis. Malden, MA: Blackwell.
13. Watzlawick, P., Bavelas, J.B., & Jackson D.D. (2004). Ανθρώπινη επικοινωνία και οι επιδράσεις της στη συμπεριφορά. Αθήνα: Ελληνικά Γράμματα
14. Wooffitt, R. (2005). Conversation Analysis and Discourse Analysis. London: Sage.
15. Van Dijk, T.A. (2008). Discourse and power. New York: Palgrave Macmillan.

- *Related academic journals:*

Parental Counselling

COURSE OUTLINE

(60) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**ΨΥΕ027**	**SEMESTER**	**8**
COURSE TITLE	PARENTAL COUNSELLING		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
LECTURES	2	
LABORATORY EXERCISES	1	
TOTAL	3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	Of choice required course	

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

(61) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

After the successful completion of the course, students are expected to:

• Understand the context, ethics and process of parental counselling

• Be familiar with the possibilities and process of the counselling

• Connect theory with practice through workshop exercises

• Develop communication and counselling skills

• Become aware of and contemplate on dealing with difficulties that may arise during

the individual and group counselling process

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…*
	…….

- Applying knowledge in practice
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- 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

(62) SYLLABUS

-
- The parental subsystem of the family: Characteristics, parental roles, relational dynamics
- Parents as architects of the family system
- Basic dimensions of the parental role: Acceptance-rejection, discipline and boundaries
- Types of parents in terms of how they exercise control: Strict parents, the democratic, the directive, the non-directive, the uninvolved
- Boundary setting and children upbringing
- Principles of effective parent-child communication
- Unconscious role assignments in children: Parentification
- Characteristics of the sibling subsystem: Competition, jealousy, support.
- Birth order and personality traits
- Stages of the counselling process
- Basic skills for a successful counselling process
- Group counselling with parents
- Seminars for parents: Organization, topics, facilitation

- Specific issues of counselling: Parental involvement and school performance, counselling and divorce, counselling of parents with children with developmental difficulties / mental retardation

(63) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the class
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching, (e-course platform, power point and audio-visual material), communication with students
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Methods of evaluation: **Final written exams:** Multiple choice questionnaires, short-answer questions with example that implement theory to practice Language of evaluation: Greek

Activity	*Semester workload*
Lectures	30
Study and analysis of bibliography	31
Exercises linking theory to practice	9
Self -directed study	30
Course total	100

(64) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
- Related academic journals:

Zaharogeorga, T. & Sakelariou, K. (2022). Parental counselling: From theory to practice Vita medical publishing.
Gordon, Th. (2016). The secrets of the effective parent. Martis Publishing.
Kiousi. S. (2020). Counselling parents with children of special needs. Bookstars-Free Publishing.

Kontopoulou, M. (2001). Parental counselling in the context of early intervention: Teachers' interventions. In: Tzouriadou, M. (Eds.) Early intervention: Current tendencies and perspectives, p. 160- 183. 30 (3), 459- 470.
Broumou, G. (2019). Counselling divorced parents. Bookstars-Free Publishing.
Rohner, R. (2017). Emotional wormth. Tipothito, Dardanos publishing.

Psychopharmacology

COURSE OUTLINE

GENERAL

SCHOOL	**SOCIAL SCIENCES**		
ACADEMIC UNIT	**PSYCHOLOGY**		
LEVEL OF STUDIES	**UNDERGRADUATE**		
COURSE CODE	**ΨΥΕ069**	**SEMESTER**	**8th**
COURSE TITLE	**PSYCHOPHARMACOLOGY**		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	SPECIAL BACKGROUND
PREREQUISITE COURSES:	none
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	
COURSE WEBSITE (URL)	TO BE COMPLETED

6. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

This course aims to introduce students to the indications for and use of pharmacological agents in the treatment of mental disorders, as well as the side-effects of psychotropic medications. Students are expected to get familiar with the latest findings on psychotropic drug use and acquire knowledge and expertise on the application of pharmacological principles, scientific data, and clinical practices to individual psychopathology that will help them effectively collaborate with patients and other health-care professionals that prescribe medication.

General Competences

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

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

- Working independently
- Working in an interdisciplinary environment
- Production of new research ideas
- Working in an international environment
- Production of free, creative and inductive thinking
- Criticism and self-criticism

7. SYLLABUS

1. Psychopharmacology.
2. Pharmacokinetics and pharmacodynamics
3. Drug abuse
   - Alcohol
   - Caffeine and Nicotine
   - Cocaine and Other Stimulants
   - Cannabis & the Opioids
4. Drus used in the treatment of mental disorders
   - Antipsychotoc drugs
   - Antidepressant drugs
   - Pharmacological Treatment of Anxiety Disorders
5. Child and adolescent psychopharmacology
6. Geriatric psychopharmacology
7.

8. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face- to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	The course includes lectures that will be displayed through PowerPoint, case studies, and video use. Study material will be provided through e-course.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><th>*Activity*</th><th>*Semester workload*</th></tr><tr><td>Lectures</td><td>40</td></tr><tr><td>Study and analysis of bibliography</td><td>60</td></tr><tr><td>Course total</td><td>**100**</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language of evaluation: Greek 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.

9. ATTACHED BIBLIOGRAPHY

1. Basic Psychopharmacology for Mental Health Professionals (3rd Edition) Sinacola S. R., PETERS Strickland
2. The Therapist's Guide to Psychopharmacology. Working with Patients, Families, and Physicians to Optimize Care (3rd Edition). 2021. JoEllen Patterson, James L. Griffith, and Todd M. Edwards

- Relevant scientific journals:
  - Neuropsychology
  - Journal of Neuropsychology
  - Archives of Clinical Neuropsychology
  - Journal of the International Neuropsychological Society
  - Neuropsychologia
  - Neuroimage
  - Neuropsychology Review

Psychophysiology II

COURSE OUTLINE

GENERAL

SCHOOL	**SOCIAL SCIENCES**		
ACADEMIC UNIT	**PSYCHOLOGY**		
LEVEL OF STUDIES	**UNDERGRADUATE**		
COURSE CODE	**ΨΥΕ036**	**SEMESTER**	**8th**
COURSE TITLE	**PSYCHOPHYSIOLOGY II**		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	SPECIAL BACKGROUND
PREREQUISITE COURSES:	none
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	
COURSE WEBSITE (URL)	TO BE COMPLETED

6. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Upon successful completion of the course, students will:

1. be able to describe the principles of cerebral lateralization of function
2. be able to describe the neurophysiological and anatomical substrate of learning and memory, language, emotion, social cognition, attention and consciousness
3. be able to understand principles of neuroplasticity and value the potential of rehabilitation of brain dysfunction
4. Be familiar with the basic neurophysiological substrate of common psychiatric disorders
5. Appreciate the applications of psychophysiological therapeutic approaches/procedures in common 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?

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*
	Respect for the natural environment

Decision-making *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……* *Others…* *…….*

- Working independently
- Working in an interdisciplinary environment
- Production of new research ideas
- Working in an international environment
- Production of free, creative and inductive thinking
- Criticism and self-criticism

7. SYLLABUS

This course provides an advanced knowledge in the scientific field of Psychophysiology. More specifically the following topics will be addressed:

1. Cerebral lateralization of function
2. Psychophysiology of Learning and Memory
3. Psychophysiology of Γλωσσικής Λειτουργίας
4. Psychophysiology of Emotion
5. Psychophysiology of Attention / Consciousness
6. Psychophysiology of Addiction
7. Brain plasticity – Rehabilitation of Brain Dysfunction in the Adult Brain
8. Psychiatric Disorders
9. Biological-non pharmaceutical interventions (Electroconvulsive Therapy – Transcranial Magnetic Stimulator).

8. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face- to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	The course includes lectures that will be displayed through PowerPoint, case studies, and video use. Study material will be provided through e-course.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><th>*Activity*</th><th>*Semester workload*</th></tr><tr><td>Lectures</td><td>40</td></tr><tr><td>Study and analysis of bibliography</td><td>60</td></tr><tr><td>Course total</td><td>**100**</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other*	Language of evaluation: Greek 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.

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

9. ATTACHED BIBLIOGRAPHY

Suggested Bibliography:

- Biological Psychology, Aleixo Paul, Baillon Murray,
- Handbook of Psychophysiology, Fourth Edition. (2016). In J. Cacioppo, L. Tassinary, & G. Berntson (Eds.), Handbook of Psychophysiology (Cambridge Handbooks in Psychology, pp. I-Ii). Cambridge: Cambridge University Press.
- Biopsychology (11th edition) 2021. Pinel and Barnes
- Brain and Behavior, Garrett B- Hough G

- Relevant scientific journals:

- Neuropsychology
- Journal of Neuropsychology
- Archives of Clinical Neuropsychology
- Journal of the International Neuropsychological Society
- Neuropsychologia
- Neuroimage
- Neuropsychology Review

The emotional experience of learning and teaching

COURSE OUTLINE

General

School	**Social Sciences**		
Department	**Psychology**		
Level of Studies	**Undergraduate**		
Course Code	ΨΥΕ070	**ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ**	**8th**
Course Title	**The emotional experience of learning and teaching**		

Independent Teaching Activites *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**Weekly Teaching Hours**	**Credits**
LECTURES AND PRESENTATION OF PAPERS - DISCUSSION IN GROUPS, CLASSROOM DISCUSSIONS (PERSONAL CONTRIBUTION	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

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

(2) Learning Outcomes

Learning Outcomes

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

Consult Appendix A

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

The course starts with the instructor presenting in the first five classes the basic principles of the object relations theory, defense mechanisms and the principles of psychodynamic observation. Also, an exemplary observation will be analysed in detail in order students to get an idea of the particular methodology- psychoanalytic observation. Meanwhile, observation arrangements are taken over by the University teacher. Students are informed about the school class which is available for them to attend in order to visit it for six one-hour observation of a particular child.

The course aims to familiarize students with processes and emotions related to the inner world of the student and the teacher in the context of the teaching-learning experience. It is about understanding the unconscious processes underlying the learning experience so that the student can gain a comprehensive view of the learning experience beyond the theories taught in educational psychology courses.

The course deals with basic psychoanalytic concepts focusing on the theory of object relations and the process of psychoanalytic observation. Student enrolled for this course will be able to present and analyze an hour of observation of a school child. They are expected to link incidents, behaviors and expressions to specific emotions that they consider to be experienced by the child (or the teacher). At the same time they are expected to report their own feelings possibly raised by the observation of particular patterns of behaviour and situations they had experienced in the past.

The students who enroll in this class are expected to become familiar with the identification of the emotions they experience during the observation and with the correspondence of those emotions to the emotions possibly experienced by the pupil (being observed).

The students attending this course are trained in psychodynamic observation and how to record his/her experience with regard to both their inner world and external world. The aim is to become

familiar with a form of clinical methodology which allows him/her to develop a more expanded perspective on the learning and teaching experience.

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

- Have an understanding of the basic concepts of object relations theory that relate to the relational experience of teaching-learning, as well as processes such as transference-countertransference and defense mechanisms.

- identify and critically discuss the above concepts

- discuss the importance and limitations of this approach

- present knowledge of the basic principles of psychoanalytic observation

- indicate that she has mastered the way of recording experiences and feelings according to psychoanalytic observation

- indicate that she has mastered a level of recognition of his/her own emotions that are raised in the classroom context

- recognise and think about the student's (and the teacher's) feelings

- contribute with reflective comments to the discussion of individual observations (behavioural patterns and emotions) presented to the group and which relate to the interpretation of the observer's experience and to the personal experience of the observation.

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…*
	…….

Independent work (at least six one-hour classroom observations, this is an observation of a school child of the student's choice).

Adaptation to new situations. The student is asked to introduce himself/herself to the school, to the head teacher, to the class teacher and to describe the reason for his/her presence in the school, defining his/her role as an "observer" but also to 'stick' to in this role in the context of good but not intimate relationship with the teacher.

(65) Syllabus

The course is optional for students. It is a course focused on psychoanalytic observation in the classroom. The course has a seminar format.

Students should appear in the classes due to the nature of the course. Their presence is **compulsory**.

Registration for this course **requires** the completion of some introductory courses and definitely the course **"Educational Psychology" and "Current Issues in Educational Psychology".** Students **are recommended to have taken or at least to be simultaneously taking courses with reference to the psychodynamic approach.** The course focuses on interpreting the emotional experience of learning and teaching in the context of object relations theory. It is a laboratory course in which students become familiar with psychoanalytic classroom observation, get in touch with their emotions and delve into the psychodynamic perspective in relation to learning and teaching through discussion and analysis of a series of classroom observations. The observation is focused on a school child during a particular class taught in the school by a specific teacher on a particular day and time. The presentation and discussion of each case by the students is done in the context of the group (the students attending the course), and as such, their presence is considered essential.

(3) TEACHING and LEARNING METHODS – EVALUATION

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

Activity	*Semester workload*
Lectures	39
Study & analysis of the literature	22
Classroom Observation and Writing up (six days, one hour per day)	41
Exams	3
"Clinical exercise" as a discussion of behavioural difficulties and understanding of emotions from a psychodynamic perspective	20
Total	***125***

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

(3) Attached Bibliography

Suggested literature

- Bion, W. (1991). *Learning from Experience.* London: Karnac.
- Καραγιαννοπούλου, Ε. (2007). *Για τη μάθηση. Η σημασία του σχεσιακού παράγοντα.* Αθήνα: Gutenberg.
- Καραγιαννοπούλου, Ε**.** (2003). Ανοχή στη ματαίωση και άμυνες κατά τη μαθησιακή διαδικασία. Συνδέσεις με τη γνωστική ψυχολογία. *Παιδί και Έφηβος*, 5, 66-83.
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- Karagiannopoulou, E. (*2011*). Revisiting learning and teaching in higher education. *A psychodynamic perspective. Psychodynamic Practice, 17(1), 5-21*.
- Youell, B. (2006). *The Learning Relationship.* London: Karnac.

- *Συναφή επιστημονικά περιοδικά:*
- *Παιδί και έφηβος*
- *Infant Observation* (Vol.8, N.2. August 2002)

Audiovisual material to be used during the lesson:

- Discussing of the film "between the walls" in the context of the course.

- Prof. Peter Fonagy's videos:

https://www.youtube.com/watch?v=7NX7TIvLCqw

https://www.youtube.com/watch?v=roZvaHhXLlc

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Psychology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	**ΨΥΕ061**	**SEMESTER**	**8th**
COURSE TITLE	Therapeutic Properties of Interpersonal Relationships		
INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*		**WEEKLY TEACHING HOURS**	**CREDITS**
	Lectures	2	4
	Workshop/seminar activities	1	
		3	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	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/course/view.php?id=3623		

(2) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

- *Guidelines for writing Learning Outcomes*

After successful completion and attendance of the course, students are expected to:
- 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?

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, 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

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Face-to-face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>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.)</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Attendance of lectures</td><td>39</td></tr>
<tr><td>Study & analysis of the literature</td><td>19</td></tr>
<tr><td>Written essay</td><td>20</td></tr>
<tr><td>Independent study for the exams</td><td>20</td></tr>
<tr><td>Exams</td><td>2</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>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination,</td><td>1. Written final examination (30%) including:
- Open-ended questions (short answer questions and/or written essays).
- Multiple-choice questions
2. Compulsory assignment (70%)</td></tr>
</table>

public presentation, laboratory work, clinical examination of patient, art interpretation, other *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	

(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