

UNIVERSITY OF IOANNINA

SCHOOL OF SOCIAL SCIENCES

DEPARTMENT of PSYCHOLOGY

Undergraduate Course Outlines List 2025-2026 for the students who started their studies in the academic years from 2019-2020 to 2022-2023

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.**

1st Semester

Developmental Psychology I: Infancy and Early Childhood

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ008	SEMESTER	1
COURSE TITLE	Developmental Psychology I: Infancy and Early Childhood		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=1930		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
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 <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
Autonomous thinking Reflection and critical thinking Respect for diversity and cultural issues	

(3) SYLLABUS

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

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(4) TEACHING and LEARNING METHODS - EVALUATION

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

(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. & Bremner, J.G. (2019). Εισαγωγή στην Αναπτυξιακή Ψυχολογία. Αθήνα: Εκδ. Τζιόλα.

Smith, K.S., Cowie, H., & Blades, M. (2018). Κατανοώντας την ανάπτυξη των παιδιών. Αθήνα: Εκδ. Τζιόλα.

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

Wood, C., Littleton, K., & Sheehy, K. (2006). Developmental psychology in action. Malden: Blackwell Publishing.

- *Related academic journals:*

Child Psychology

British Journal of Developmental Psychology

Developmental Psychology

European Journal of Developmental Psychology

Infant Behavior and Development

Journal of Applied Developmental Psychology

Journal of Child Psychology and Psychiatry and Allied Disciplines

Cognitive Psychology I

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ010	SEMESTER	1 st
COURSE TITLE	COGNITIVE PSYCHOLOGY I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and oral presentation assignments		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (English is used for instruction and examination for Erasmus students)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/index.php?categoryid=107		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
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 <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
Decision-making Working independently Team work Criticism and self-criticism Production of free, creative, and inductive thinking Search for, analysis and synthesis of data and information, with the use of the necessary technology	

(3) SYLLABUS

Course content: Cognitive Psychology - History and Research methods of Cognitive Psychology Perception - Theories of perception - Perception of depth and movement - Perceptual constancies and perceptual illusions - Object recognition Attention - Theories of attention - Focused – divided attention - Attention models Memory - Theories - memory models - Working memory - Semantic memory - Explicit – implicit memory - Forgetting theories - Mnemonic strategies Reasoning - Problem solving
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to face												
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the learning process through the electronic platform e-course Power point presentation Communication with students via email												
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th>Activity</th><th>Semester workload</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>39</td></tr> <tr> <td>Study 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> </tbody> </table>	Activity	Semester workload	Lectures	39	Study and analysis of bibliography	53	Individual study time	30	Exams	3	Course total (25 workload hours per credit)	125
Activity	Semester workload												
Lectures	39												
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Course total (25 workload hours per credit)	125												
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Written exams 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.												

(5) ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i> - Matlin, M.W. & Farmer, T.A. (2019). (Α. Βατάκη & Ε. Ζιώρη, Επιμ.). Γνωστική Ψυχολογία. Εκδόσεις Τζιόλα. - Goldstein, B.E. (2018). (Ν. Μακρή, 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. - <i>Related academic journals:</i> - Cognitive Psychology

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

History and epistemology of psychology

COURSE OUTLINE

(1) GENERAL

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

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
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 <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
Autonomous thinking Reflection and critical thinking Respect for diversity and cultural issues	

(3) SYLLABUS

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

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

TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Δραστηριότητα		Φόρτος Εργασίας Εξαμήνου
	Lectures		39
	Literature review		55
	Writing assignment/assignments		13
	Exercises		15
	Exams		3
	Total		125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	A written final exam that includes: Open questions Comparison questions Critical assessment questions		

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Brennan, J.F. (2009). Ψυχολογία: Ιστορία & Συστήματα. Αθήνα: Τόπος.

Danziger, K. (1990). Constructing the subject: Historical origins of psychological research. New York: Cambridge University Press.

Danziger, K. (1997). Naming the mind: How psychology found its language. London: Sage.

Δαφέρμος, Μ. (2010). Το ιστορικό γίνεσθαι της ψυχολογίας. Αθήνα: Gutenberg.

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

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

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

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

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

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

- *Related academic journals:*

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

Clinical Psychology I: Orientations and Principles of Psychopathology

COURSE OUTLINE

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ009	ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ	1 st
COURSE TITLE	Clinical Psychology I: Orientations and Principles of Psychopathology		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and oral presentation assignments		3	5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background, specialised general knowledge, skills development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek ΟΠΤΙΚΟΑΚΟΥΣΤΙΚΟ ΥΛΙΚΟ ΣΥΓΧΑΝΕΣΤΗΝ ΑΓΓΛΙΚΗ		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	Uoi		

EDUCATIONAL OUTCOMES

Students who attend the lectures and complete pertinent prerequisites transcend an 'ARCHWAY' of critical comprehension and intervention tools regarding:

- Aetiological choices as developmental quasi-scenarios for divergent mental pathways to the formation of (pseudo-)pathopsychophysiology
- Remedial applications and supportive interventions for psychopathological and psychosomatic disorders: Predictability, Prognosis, and Pre-planning based on priorities derived from continuously updated information on prevalence regarding optimal therapeutic treatments
- Causal cycles of comorbidity vs. multimorbidity in psychopathology and psychosomatics vis-à-vis chosen stress vs. anxiety: gender-, age-, culture-, and religion-related nodes.
- Headway of personality over sexuality and of selfhood over personality for advanced diagnostic policies on psychosomatic dysfunctions
- Web of concepts, chronological alternations, challenges and dialectical confrontations of traditional Schools of Thought in Clinical Psychotherapy: Behaviourism vs. Psychoanalysis vs. Psychodynamics vs. Person-centered vs. Systemic vs. Gestalt vs Positive...approaches. Dialectical distinctness of doyens, unending dithering of disciples.
- Applications via major diagnostic emphasis on defense mechanisms as precursors to, e.g., cognitive fallacies.
- Yielding arcs to endure comparative interdisciplinary evaluation of clinical research decisions: assessing the appropriateness of quantitative vs. qualitative approaches and critically abridging statistical choices with ontological and epistemological criteria.

Typically addressed to freshers, the lectures lay pivotal foundations for knowledge and skills, ultimately achieving both broad and deep insights for thorough academic and subsequent professional clinical practice. They aim for a swift transition from incremental construction of a general background and orientation towards a rapid-paced development of conceptual frameworks for specialized training in clinical healing.

SUBJECT CONTEXT

- Analysis of clinical terminology and orientations to psychotherapeutic interpretive interventions, supporting noetic, cognitive, emotional, and behavioural health components against pathopsychophysiology complications.
- Research on healing feasibility at intersection planes of psychopathologic, psychosomatic, and overall pathogenetic sequelae.
- Clinical causality and daily trippers: stress, anxiety, trauma, grief, victimization, heredity.
- Healing efficiency relay-race: disparate theories and praxes competing for diagnostic, predictive, and psychotherapeutic adeptness.
- Wobbles and wonders of clinical construction ideologies: critically assessing ontology, epistemology, methodologies, methods, applications.
- Aspects of pathognomonic findings under selective misreading since the era of Experimentalists and Behaviourists: convenient (mis)interpretations of Darwinian positions, Freudian defenses, and cognitive fallacies, and historical barriers to accessing the new metacognitive, metadiatropic selfhood-era.
- Yearning for quantification and generalization: engaging statistical processes, information technologies, and artificial intelligence perpetuating interdisciplinary synergies by Cartesian consensus for clinical trials and psychotherapeutic applications.

Significant features of the context include its advanced composition of innovative associations between topics and themes; its transactional nature, which allows for considerable student involvement already from the first lectures; and its emphasis on in-depth discussions of real-life cases as vivid examples, ensuring sound student comprehension.

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to face Mentoring	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the learning process through the electronic platform e-course Power point presentation Communication with students via email	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Δραστηριότητα	Φόρτος Εργασίας Εξαμήνου
	Lectures	39
	Thematic Seminars	21
	Lab Thematic training	17
	Writing assignment/assignments	22
	Self study (plus examination preparation)	26
	Total	125
Language of Assessment: HELLENIC. Assessment Methods: I. Written final examination paper (80%) with optional open access to sources, typically requiring completion in one or more of the following modes (listed in descending order of frequency): • Maximum-performance, Criterion-referenced: short-answer, matching/analogy, compare/contrast, completion, true/false, multiple choice, essay, and, rarely, under special student circumstances, oral. • The examination delves into the management of real-life cases to reinforce familiarity with processes of differential diagnosis and diagnostic discernment, based on the taught material. This includes applying concepts and principles of theories to the daily lives of individuals in need and drawing on research findings for best practices in diagnostics and therapeutic interventions. Answering involves applying principles and criteria of theoretical descriptive identification and tentative causation for case vignettes drawn from actual clinical psychotherapeutic records. • Additionally, a comparative assessment (identifying similarities and differences) using specific given diagnostic verdicts from various Schools of Thought in Psychotherapy is required. II. Translation of selected contemporary published papers (20%), primarily from impactful scientific journals (hardly ever books), with an additional requirement to critically evaluate the scientific value of each and its merits for effective therapeutic applications. After submission, a final oral presentation is only optional.		

ΣΥΝΙΣΤΩΜΕΝΗ ΒΙΒΛΙΟΓΡΑΦΙΑ

-εναλλασσόμενη και επικαιροποιούμενη βιβλιογραφία: δωρεάν online-Εγχειρίδιο Βασικής Εξέτασης, συν δωρεάν Εγχειρίδιο δια του 'Εύδοξος':

- Αντζυ-Μ.Π. Παλαιολόγου (2023). Προσανατολισμοί Κλινικής Ψυχολογίας-Ψυχοφυσιοπαθολογίας-Ψυχοθεραπείας. Online (e-course). **Κύριο Εγχειρίδιο.**
- Miloslava Kozmová (2024). *Consciousness and Dreaming Mind: Mapping the Uncharted Territory of Thinking in Dreams.* Hauppauge, New York. NOVA. ISBN: 979-8-89113-603-8
- René Roussillon (2024). *Κλινική Ψυχολογία και Ψυχοπαθολογία – Μια ψυχαναλυτική προσέγγιση της ψυχικής πραγματικότητας από τη γέννηση έως τη γήρανση,* Επιστημονική Επιμέλεια: Πήλιος-Δημήτρης Σταύρου, Μετάφραση: Κατερίνα Γούλα. Αθήνα. Gutenberg. ISBN: 978-960-01-2490-3
- David Pilgrim (2015). *Psychology and Psychotherapy (Psychology Revivals) : Current Trends and Issues.* Milton Park, Abingdon, Oxfordshire, United Kingdom. Taylor & Francis LTD. ISBN: 978-113-885-836-7
- Stefan G. Hofmann (2017). *Clinical Psychology: A Global Perspective.* Hoboken, New Jersey. Wiley-Blackwell. ISBN: 978-1-118-96001-1
- Viktor, E. Frankl (2006). *Man's Search for Meaning: An Introduction to Logotherapy.* [© 1924/1971]. Boston, MA. Beacon Press. ISBN: 978-067-178-138-5
- Viktor, E. Frankl (2014). *The will to meaning: Foundations and applications of logotherapy.* New York, NY. Penguin Plume. ISBN: 978-014-218-126-3
- David Burden, & Maggi Savin-Baden (2019). *Virtual humans: Today and tomorrow.* CRC Press. ISBN: 978-135-136-527-7
- Αναστάσιος Σταλίκας (2011). *Μέθοδοι Έρευνας στην Κλινική Ψυχολογία.* Αθήνα. Τόπος. ISBN: 978-960-499-014-6
- Nathalie Dumet (2011). *Η Κλινική των Ψυχοσωματικών Διαταραχών.* Επιμέλεια: Καλλιόπη Χατήρα, Μετάφραση: Γιώργος Χατήρας. Αθήνα. Gutenberg. ISBN: 978-960-011-434-8

-**Συναφή επιστημονικά περιοδικά:** εκτενής, εναλλασσόμενος και σταθερά επικαιροποιούμενος ανά έτος όγκος δημοσιευμάτων, ενδεικτικά από:

Journal of Psychopathology and Behavioral Assessment; Clinical Child Psychology and Psychiatry; Journal of Personality Disorders; Journal of Psychosomatic Research; Journal of Emotional and Behavioral Disorders; Eating and Weight Disorders; European Journal of Health Psychology; American Journal on Addictions; Journal of Trauma and Dissociation.

Research Methods in Psychology: Quantitative Methods

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ007	SEMESTER	1 st
COURSE TITLE	RESEARCH METHODS IN PSYCHOLOGY: QUANTITATIVE METHODS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and oral presentation assignments		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background, 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 <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> 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
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- 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 <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td><i>.....</i></td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td><i>.....</i></td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
Search for, analysis and synthesis of data and information, with the use of the necessary technology Decision-making Working independently Team work Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking Respect for difference and multiculturalism Production of new research ideas																			

(3) SYLLABUS

The course covers the basic quantitative research methods ways of studying human development, cognition, and behavior. The topics covered are: - Quantitative research designs in psychology - Ethical issues in research - Sampling methods-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)
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to face
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USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the learning process through the electronic platform e-course Power point presentation Communication with students via email	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	33
	Labs	33
	Lab exercises	20
	Individual study time	36
	Exams	3
	Course total (25 workload hours per credit)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Written exams (60%) that include: – questions that involve describing, analysing, and producing specific research design examples – multiple choice questions – open-ended questions II. Lab exercises (40%)	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography: Shaughnessy, J., Zechmeister, E. & Zechmeister, J. (2018). Ε. Ζιώρη (Επιμ). <i>Ερευνητικές Μέθοδοι στην Ψυχολογία</i>. Αθήνα, Gutenberg. Bryman, A. (2017). <i>Μέθοδοι Κοινωνικής Έρευνας</i>. Αθήνα, Gutenberg Robson, C. (2012). <i>Η Έρευνα του Πραγματικού Κόσμου: Ένα Μέσον για Κοινωνικούς Επιστήμονες και Επαγγελματίες Ερευνητές</i> (2η έκδ. συμπληρωμένη). Αθήνα, Gutenberg. Σίμος, Π. & Κομίλη, Α. (2003). <i>Μέθοδοι Έρευνας στην Ψυχολογία και τη Γνωστική Νευροεπιστήμη</i>. Αθήνα, Παπαζήσης. - Related academic journals: • Journal of Experimental Psychology: Learning, Memory & Cognition • Journal of Experimental Psychology: General • Quarterly Journal of Experimental Psychology

Foreign Language - English I

COURSE OUTLINE

(1) GENERAL

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

(2) LEARNING OUTCOMES

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

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

Defining Psychology / Basic concepts of Psychology / Vocabulary enrichment, language use (written and oral) / Criticism and self-criticism / Production of free, creative and inductive thinking / Search for, analysis and synthesis of data and information, with the use of the necessary technology

(3) SYLLABUS

Course description

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

Course content

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

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face, distance learning if necessary, providing students with help and guidance during office hours	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and learning process / use of ICT to communicate with students (email, Ecourse platform, MS-Teams) / supporting the teaching and learning process via the Ecourse platform and MS-Teams.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Self-study	58
	Study and analysis bibliography	25
	Final examination	3
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	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)
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(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

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

- *Related academic journals:*

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

2nd Semester

Developmental Psychology II: Childhood and Adolescence

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ013	SEMESTER	2 nd
COURSE TITLE	Developmental Psychology II: Childhood and Adolescence		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=2101		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> 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 <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
Autonomous thinking Reflection and critical thinking Respect for diversity and cultural issues	

(3) SYLLABUS

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
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(4) TEACHING and LEARNING METHODS - EVALUATION

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

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Bornstein, M.H. & Lamb, M.E. (2015). *Developmental Science: An Advanced Textbook*. New York: Psychology Press/taylor & Francis.

Lightfoot, C., Cole, M. & Cole, S.R. (2014). *Η ανάπτυξη των παιδιών*. Αθήνα: Τυπωθήτω – Γιώργος Δαρδανός.

Fingerman, Karen L., Cynthia Berg, Jacqui Smith, and Toni C. Antonucci, eds. 2011. *Handbook of life-span development*. New York: Springer.

Rogoff, B. (2003). *The cultural nature of human development*. Oxford UK: Oxford University Press.

Slater, A. & Bremner, J.G. (2019). Εισαγωγή στην Αναπτυξιακή Ψυχολογία. Αθήνα: Εκδ. Τζιόλα.

Smith, K.S., Cowie, H., & Blades, M. (2018). Κατανοώντας την ανάπτυξη των παιδιών. Αθήνα: Εκδ. Τζιόλα.

Wenger, E. & Lave, J. (2005). Κοινωνικές όψεις της μάθησης: Νόμιμη περιφερειακή συμμετοχή. Αθήνα: Σαββάλας.

Wood, C., Littleton, K., & Sheehy, K. (2006). Developmental psychology in action. Malden: Blackwell Publishing.

- Related academic journals:

Child Psychology

British Journal of Developmental Psychology

Developmental Psychology

European Journal of Developmental Psychology

Journal of Applied Developmental Psychology

Clinical Psychology II: Diagnostic Criteria

COURSE OUTLINE

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ014	ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ	2nd
COURSE TITLE	Clinical Psychology II: Diagnostic Criteria		
ΑΥΤΟΤΕΛΕΙΣ ΔΙΔΑΚΤΙΚΕΣ ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων		ΕΒΔΟΜΑΔΙΑΙΕΣ ΩΡΕΣ ΔΙΔΑΣΚΑΛΙΑΣ	ΠΙΣΤΩΤΙΚΕΣ ΜΟΝΑΔΕΣ
		3	5
Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο (δ).			
ΤΥΠΟΣ ΜΑΘΗΜΑΤΟΣ γενικού υποβάθρου, ειδικού υποβάθρου, ειδίκευσης γενικών γνώσεων, ανάπτυξης δεξιοτήτων	General background, specialised general knowledge, skills development		
ΠΡΟΑΠΑΙΤΟΥΜΕΝΑ ΜΑΘΗΜΑΤΑ:			
ΓΛΩΣΣΑ ΔΙΔΑΣΚΑΛΙΑΣ και ΕΞΕΤΑΣΕΩΝ:	Greek ΟΠΤΙΚΟΑΚΟΥΣΤΙΚΟ ΥΛΙΚΟ ΣΥΧΝΑ ΣΤΗΝ ΑΓΓΛΙΚΗ		
ΤΟ ΜΑΘΗΜΑ ΠΡΟΣΦΕΡΕΤΑΙ ΣΕ ΦΟΙΤΗΤΕΣ ERASMUS	NO		
ΗΛΕΚΤΡΟΝΙΚΗ ΣΕΛΙΔΑ ΜΑΘΗΜΑΤΟΣ (URL)	Uoi.gr		

EDUCATIONAL OUTCOMES

Students who regularly attend, thoughtfully integrate the lectures with the preceding course 'Clinical Psychology I – Orientations,' and complete certain designated prerequisites, will acquire a set of multifunctional tools, a range of alternative solutions, and ultimately decisive confidence, enabling them to securely rise above the 'ABC's' of approaching pathopsychophysiology and constructively engage with:

- **Atheoretical differential diagnostic methodologies for diagnostic accuracy:** Independent of interpretive biases, by using these methodologies, students will aim for higher diagnostic exactitude through descriptive, correlational, pathognomonic, explanatory, and quasi-experimental designs to assess complex symptomatology based on principles and criteria from both prevailing and innovative international classifications.
- **Best assessment tactics bolstering treatment strategies for subtle pathopsychophysiological aspects:** Following the sequence Sign-Symptom-Syndrome-Comorbidity-Multimorbidity, students will methodically discern and meticulously evaluate elusive facets of pathopsychophysiological mechanisms, including severity, frequency, chronicity, degrees of distress, sensitivity, susceptibility and overall coherence in symptomatologic expressions, in a multifaceted process guided by the five primary pillars of coordinated clinical care: polyhedric observation, prediction, prevention, polysemous intervention, and polyptych prolonged/repeated monitoring.
- **Consequential consultative practices:** Ensuring flexibility amidst the objective limitations of all known classification systems when faced with numerous covert, undetected, dormant, underlying, recurrent, evolving, atypical, or mild disturbances that often escape conventional diagnostic reach.
- **Diagnostic amendments management for treating peripheral concerns:** Addressing concurrent problematic issues surrounding the Signs-Symptoms-Syndromes triptych, such as therapeutically intervening in dysfunctional interpersonal interactions stemming from pathognomonic indicators, tackling psychopharmacology controversies, or mitigating stigma and self-stigmatization –features, which potentially burden the patient at any developmental stage of life.
- **Empirical research designs, findings, and verdicts through consciously recognizing inherent limitations posed by outdated paradigms and intentionally aiming to innovative advances:** Challenged by choice of old vs. novel ideas and by such difficulties as the inadequacy of currently available tools and means to detect, let alone accurately assess or causally attribute, pathopsychophysiology, each student is to critically evaluate certain ephemeral efforts within their context, carefully ascribe credibility level to their conclusions, explain their eventual effects, and dare to elaborate potentially pioneering alternative approaches for resolving impasses.

Foremost, in the above didactic outcomes two more dimensions should be additionally considered as significant educational benefits; namely, the final Written Examination itself, which features highly original thematic content hence open access to sources due to the difficulty that it entails for handling responses to the questions posed, and the Assignment of Term-Work, which follows a 1:3 structure (study of one School of Psychotherapeutic Thought treating three psychopathological entities or analysis of one psychopathological entity as treated by three Schools of Psychotherapeutic Thought) – thus maintaining the student-centered approach, which the entire way of teaching upholds, with students choosing their conceptual study parameters and the oral presentation of their work remaining optional.

SUBJECT CONTENT

Aspects of pathopsychophysiology evolution over the lifespan (infants-children, adolescents, young adults, middle-aged, elderly vis-à-vis gender, cross-cultural and religious credos) and the potential transformation of various symptoms and syndromes across the lifecycle, including neurodevelopmental disorders and the perpetually enigmatic psychotic, bipolar, and depressive patterns.

Biological aspects of pathopsychophysiology and the long-sought acknowledgment of the psychological origin of somatic-biological phenomena for every pathological manifestation. Eating and other habit disorders in relation to organic syndromes.

Cognitive and emotional-affective symptomatology alongside states of consciousness. Post-traumatic, geriatric, disorders in midlife, and the, basically sociogenic, scourges of addictions and intoxications.

Disorders of widespread prevalence: Anxiety spectrum of pathopsychophysiological and related distressing disturbances of fixation, traumatic aetiopathogenesis, violence, quasi-depressive reactive manifestations, somatization and dissociative escapes, related sleep dysfunctions and the broad risk of accident-prone tendencies.

Emphasis is aptly placed on personality disorders, sexual disorders, and paraphilic proclivities, with a focus on delinquency, criminality, and villainous conduct.

Fundamentally, the course content utilizes the DSM-5 taxonomy model of the APA compared to the ICD-10 model of the WHO, the most widely recognized traditional typologies of psychopathological signs-symptoms-syndromes. It also contrasts these diagnostic models with the still limited but innovative alternative classifications. Additionally, it delves into the cutting-edge approaches of not graded differential diagnostic interventions, which tend to be implemented through Artificial Intelligence to enhance clinical decision-making capabilities and standardize processes for providing predictive recommendations and care for patients. The combination of these tools offers a comprehensive pragmatic presentation, primarily highlighting the advantages and concurrently addressing the limitations of past pathology determination

practices, current orientations, and foreseeable future strategic planning, intended for the advancement of "the art and science of clinical diagnostics." These modules aim to create a holistic tool-based and rich educational environment, wherein not only the immediate academic priorities of students are met for multifaceted knowledge in using alternative diagnostic pathways but also their long-term career and personal development is supported and promoted, thus ensuring their future success as well-qualified professionals with a solid educational foundation.

ΔΙΔΑΚΤΙΚΕΣ και ΜΑΘΗΣΙΑΚΕΣ ΜΕΘΟΔΟΙ - ΑΞΙΟΛΟΓΗΣΗ

ΤΡΟΠΟΣ ΠΑΡΑΔΟΣΗΣ Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.	Face-to face Mentoring	
ΧΡΗΣΗ ΤΕΧΝΟΛΟΓΙΩΝ ΠΛΗΡΟΦΟΡΙΑΣ ΚΑΙ ΕΠΙΚΟΙΝΩΝΙΩΝ Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές	Support of the learning process through the electronic platform e-course Power point presentation Communication with students via email	
ΟΡΓΑΝΩΣΗ ΔΙΔΑΣΚΑΛΙΑΣ Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας. Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας/εργασιών, Καλλιτεχνική δημιουργία, κ.λπ. Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης σύμφωνα με τις αρχές του ECTS	Δραστηριότητα	Φόρτος Εργασίας Εξαμήνου
	Lectures	39
	Thematic Seminars	21
	Lab Thematic training	17
	Writing assignment/assignments	22
	Self study (plus examination preparation)	26
	Total	125

ΣΥΝΙΣΤΩΜΕΝΗ-ΒΙΒΛΙΟΓΡΑΦΙΑ

-εναλλασσόμενη και επικαιροποιούμενη βιβλιογραφία: δωρεάν Εγχειρίδιο Βασικής Εξέτασης δια του 'Εύδοξος': Παπαδημητρίου, Γ. & Γκοτζάμανης, Κ. (2015). *Διαγνωστικά Κριτήρια DSM-5*. Αθήνα. Ιατρικές Εκδόσεις Λίτσας. ISBN: 978-960-372-207-6

Suprakash Chaudhury (2024). *Guide to Clinical Psychology: Psychopathology*. Series: *Psychology of Emotions, Motivations and Actions; Health Psychology Research Focus*. Hauppauge, New York. NOVA. ISBN: 979-8-88697-932-9

Michael B. First (2014). *DSM-5® Handbook of Differential Diagnosis*. (1st Edn.). Washington DC. American Psychiatric Publishing. ISBN: 978-158-562-462-1

Steven Buser, & Leonard Cruz (2015). *DSM-5-TR Insanely Simplified: Unlocking the Spectrums within DSM-5-TR and ICD-10*. Asheville, NC. Chiron Publications. ISBN: 978-168-503-254-8

Diagnostic and Statistical Manual of Mental Disorders, Text Revision DSM-5-tr. (DSM-5-TR, 2022). (5th Edn.). APA. American Psychiatric Publishing Inc. ISBN: 978-089-042-576-3

James N. Butcher, & Jill M. Hooley (2018). *APA Handbook of Psychopathology*. V1: *Psychopathology: Understanding, Assessing and Treating Adult Mental Disorders*, & V2: *Child and Adolescent Psychopathology*. APA Handbooks in Psychopathology. Washington, DC. American Psychological Association. ISBN: 978-143-382-836-2

John C. Norcross, Gary R. VandenBos, Donald K. Freedheim, Melanie M. tor), Melanie M. Domenech Rodriguez, Bunmi O. Olatunji, Radhika Krishnamurthy, Nnamdi Pole, & Linda Frye Campbell. (2016). *APA Handbook of Clinical Psychology*. Washington, DC. American Psychological Association. ISBN: 978-143-382-129-5

Patricia A. Resick, & Stefanie T. LoSavio (2024). *Traumatic Stress*. (2nd Edn.). London. Routledge T&F. ISBN: 978-036-733-088-0

Scott O. Lilienfeld, Steven Jay Lynn, & Jeffrey M. Lohr (2015). *Science and Pseudoscience in Clinical Psychology*. (2nd Edn.). New York, NY. Guilford Press. ISBN: 978-146-251-789-3

John W. Creswell & Cheryl, N. Poth (2018). *Qualitative Inquiry & Research Design: Choosing among five approaches* (4th Edn.). Los Angeles, Thousand Oaks, CA. SAGE Publications. ISBN: 978-150-633-020-4

David H. Barlow (2011). *The Oxford Handbook of Clinical Psychology*. New York, NY. Oxford University Press. ISBN: 978-019-932-871-0

-Συναφή επιστημονικά περιοδικά: εκτενής, επικαιροποιούμενος ανά έτος όγκος δημοσιευμάτων, ενδεικτικά από:
Annual Review of Clinical Psychology; Clinical Psychology Review; Journal of Clinical Psychology; Journal of Psychopathology and Behavioral Assessment; Clinical Child Psychology and Psychiatry; Journal of Personality Disorders; Journal of Psychosomatic Research; Journal of Emotional and Behavioral Disorders; Eating and Weight Disorders; European Journal of Health Psychology; Journal of Sex and Marital Therapy; Alcohol Research: Current Reviews; American Journal on Addictions; Clinical Gerontologist; Journal of Trauma and Dissociation; Journal of Forensic Psychiatry and Psychology; JAMA.

Social Psychology I

COURSE OUTLINE

(1) GENERAL

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

(2) LEARNING OUTCOMES

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

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

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

(3) SYLLABUS

The present course offers a general, historical and topical introduction to the discipline of social psychology. The lectures focus on six general social psychological topics of research and theorising. These lectures aim at familiarising students with traditional topics of research as well as familiarising them, at an introductory level, with the methodological and interpretative pluralism of modern social psychology.

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

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

- Suggested bibliography: • Dickerson, D. (2012). <i>Social Psychology: Traditional and critical perspectives</i>. London: Pearson. • Hewstone, M. & Stroebe, W. (2007) <i>Εισαγωγή στην Κοινωνική Ψυχολογία</i>. Αθήνα: Εκδ. Παπαζήση. • Hogg, M.A. & Vaughan, G.M. (2010) <i>Κοινωνική Ψυχολογία</i>. Αθήνα: Guttenberg. • Sapsford, R. κ.α. (2006) <i>Η Θεωρία στην Κοινωνική Ψυχολογία</i>. Αθήνα: Μεταίχμιο. • Smith, J.R., Haslam, S.A. (2017). <i>Social Psychology: Revisiting the classic studies</i>. London: Sage. - Related academic journals: • British Journal of Social Psychology. • European Journal of Social Psychology.
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Statistics I

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	Bachelor		
COURSE CODE	ΨΥΥ011	SEMESTER	2nd
COURSE TITLE	Statistics I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=2106		

(2) LEARNING OUTCOMES

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

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

(3) SYLLABUS

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

(4) TEACHING and LEARNING METHODS - EVALUATION

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

(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. Α., & Τσαούσης, Γ. (2020). Στατιστική στις Επιστήμες της Συμπεριφοράς με τη χρήση του SPSS και του R . Αθήνα: Gutenberg . • Ντζούφρας Ι & Καρλής Δ (2015), ΕΙΣΑΓΩΓΗ ΣΤΟΝ ΠΡΟΓΡΑΜΜΑΤΙΣΜΟ ΚΑΙ ΣΤΗ ΣΤΑΤΙΣΤΙΚΗ ΑΝΑΛΥΣΗ ΜΕ R (e-book)

SCHOOL PSYCHOLOGY I: INTRODUCTION AND THEORY

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ001	SEMESTER	2 nd
COURSE TITLE	SCHOOL PSYCHOLOGY I: INTRODUCTION AND THEORY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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 <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • 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

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...

.....

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

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	e-course, tedX videos, pptx,	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	26
	Interactive teaching	13
	Study and analysis of bibliography	50
	Essay writing	37
	Course total	125

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

<i>- Suggested bibliography:</i> Brock, S. E., Sandoval J., & Lewis, S. (2005). <i>Διαχείριση κρίσεων στο σχολείο. Εγχειρίδιο για τη δημιουργία ομάδων διαχείρισης κρίσεων στο σχολείο</i> (Επιμέλεια Χ. Χατζηχρήστου. Μετάφραση Ε. Θεοχαράκη). Εκδόσεις Τυπωθήτω.
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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

Foreign Language - English II

COURSE OUTLINE

(1) GENERAL

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

(2) LEARNING OUTCOMES

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

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

Defining Psychology / Basic and more advanced concepts of Psychology / Text comprehension / Vocabulary development, language use (written and oral) in academic and scientific contexts / Criticism and self-criticism / Production of free, creative and inductive thinking / Search for, analysis and synthesis of data and information, with the use of the necessary technology / evaluating / development of academic writing / identifying main arguments in scientific texts

(3) SYLLABUS

Course description

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

Course content

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

(4) TEACHING and LEARNING METHODS - EVALUATION

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

STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	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)
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(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.
- Langdrige, D. and Taylor, S. (eds) (2007). Critical readings in social psychology: Maidenhead, England: Open University Press.
- Damon, W., and Lerner, R. M. (2006). Handbook of child psychology: Hoboken, New Jersey: Wiley.

- *Related academic journals:*

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

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 Activities <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		Weekly Teaching Hours	Credits
LECTURES AND PRESENTATION OF PAPERS - DISCUSSION IN GROUPS, CLASSROOM DISCUSSIONS (PERSONAL CONTRIBUTION)		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
Course Type <i>general background, special background, specialised general knowledge, skills development</i>	General Background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Working independently
- Team work (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 <i>Face-to-face, Distance learning, etc</i>	Face – to - face	
USE OF INFORMATION AND COMMUNICATIONS <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Use of ICT in communication with students Email communication with students	
ΟΡΓΑΝΩΣΗ ΔΙΔΑΣΚΑΛΙΑΣ TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	Activity	Semester workload
	Lectures	39
	Study & analysis of the literature	30
	Group Work in the Classroom	13
	Independent study	40
	Exams	3
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	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 complete an assignment. The final exam includes 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.
- Foulon, 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)
- 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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- Guitar, B. (2013). *Stuttering: An integrated approach to its nature and treatment*. Lippincott Williams & Wilkins.
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- 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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Λογισμικό Γνωστικής Αποκατάστασης:

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

Social Psychology II

COURSE OUTLINE

(1) GENERAL

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

(2) LEARNING OUTCOMES

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

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

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

(3) SYLLABUS

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

LECTURE TOPICS

- Self and identity
- Performance
- Attitudes
- Stereotypes and prejudice
- Intergroup relations

(4) TEACHING and LEARNING METHODS - EVALUATION

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

(5) ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i> - Aronson, E., Wilson, T.D., Sommers, S.R. (2019) <i>Κοινωνική Ψυχολογία</i>, 10^η έκδοση. Εκδ. Τζιόλας. - Augoustinos, M. κ.α. (2014). <i>Social Cognition</i>. Sage. - Dickerson, D. (2021). <i>Κοινωνική Ψυχολογία. Παραδοσιακές και κριτικές προσεγγίσεις</i>. Εκδ. Κριτική. - Hewstone, M. & Stroebe, W., Jonas, K. (2020) <i>Εισαγωγή στην Κοινωνική Ψυχολογία</i>. Εκδ. Παπαζήση. - Hogg, M.A. & Vaughan, G.M. (2023) <i>Κοινωνική Ψυχολογία</i>. Εκδ. Guttenberg. - Sapsford, R., Still, A., Miell, D., Stevens, R., Wetherell, M. (2006) <i>Η Θεωρία στην Κοινωνική Ψυχολογία</i>. Μεταίχμιο
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- 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 <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/index.php?id=1979		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
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 <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
• Search for, analysis and synthesis of data and information, with the use of the necessary technology • Decision-making • Working independently • Team work	

(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).
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(4) TEACHING and LEARNING METHODS - EVALUATION

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

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

(5) ATTACHED BIBLIOGRAPHY

• Καλαματιανού, Α. (2003). Κοινωνική Στατιστική. Μέθοδοι Μονοδιάστατης Ανάλυσης. Αθήνα: Παπαζήσης. • Andy Field Jeremy Miles Zoe Field, Ανακαλύπτοντας την Στατιστική με τη Χρήση της R. (μετάφραση - επιμέλεια Ι Ντζούφρας). Εκδόσεις Προπομπός, 2019 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	ΨYE029	SEMESTER	3rd
COURSE TITLE	BIOPSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Weekly teaching hours		3	5 POINTS
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	none		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> 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 <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
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: Definition 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.
- Eukaryotic cells: structure and function
- 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 <i>Face-to-face, Distance learning, etc.</i>	Face- to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	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 <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	40
	Study and analysis of bibliography	60
	non-directed study	20
	Exams	5
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	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

Executive Functions

COURSE OUTLINE

(6) GENERAL

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

(7) LEARNING OUTCOMES

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

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

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

Criticism and self-criticism

Project planning and management

Production of free, creative and inductive thinking

Working independently

Team work (students in groups undertake the study of scientific articles in the field of cognitive psychology and create ppt)

(8) 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.

(9) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	<i>Face-to-face</i>	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Learning process support through the electronic e-course platform Power point presentation, Communicating with students electronically	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational</i>	Activity	Semester workload
	Lectures	39
	Literature study & analysis	43
	Independent study	40
	Exams	3
	Course total	125

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 final exam (100%) II. Optional oral presentation of projects (30%)

(10) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

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

Goldstein, B. E. (2018). (N. Μακρή, 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

Developmental Study of Play and Imagination

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE013	SEMESTER	3d
COURSE TITLE	Developmental study of play and imagination		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=1932		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> 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 <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
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 <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and</i>	Δραστηριότητα	Φόρτος Εργασίας Εξαμήνου
	Lectures	39
	Literature review	35
	Assignments	48

<i>analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Exams	3
	Total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	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 παιχνίδια και οι άνθρωποι. Αθήνα: Εκδόσεις του Εικοστού Πρώτου.
 Corsaro, W. (1997). The sociology of childhood. Thousand Oaks, CA: Pine Forge Press.
 Fler, M. (2014). Theorising play in the early years. United Kingdom: Cambridge University Press.
 Fraser, S. (2009). Doing research with children and young people. London: SAGE.
 Freud, S. (2011). Ο ποιητής και η φαντασίωση. Αθήνα: Πλέθρον
 Garvey, C. (1977). Play. Cambridge, MA: Harvard University Press.
 Greene, S. & Hogan, D. (2005). Researching Children's Experience: Approaches and Methods. London: Sage.
 Hamayon, R. (2016). Why we play: An anthropological study. Chicago: HAU Books.

- Hammersley, M., Flewitt, R., & Clark, A. (2013). *Understanding research with children and young people*. London: Sage.
- Hedegaard, M., & Fler, M. (2013). *Play learning and children's development*. United Kingdom: Cambridge University Press.
- Ingold, T. (2016). *Η αντίληψη του περιβάλλοντος*. Αθήνα: Αλεξάνδρεια.
- James, A., Jenks C., & Prout, A. (1998). *Theorizing Childhood*. Cambridge: Polity Press.
- Kearney, R. (1998). *The wake of imagination: Ideas of creativity in Western culture*. London: Routledge.
- Κουγιουμουτζάκης, Γ. (2016). *Το συν- της συγκίνησης: Ψυχολογία εμβρύων, βρεφών και νηπίων*: Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.
- Mertens, D. M. (2009). *Έρευνα και αξιολόγηση στην εκπαίδευση και την ψυχολογία*. Αθήνα: Μεταίχμιο.
- O'Reilly, M., & Dogra, N. (2017). *Interviewing children and young people for research*. Los Angeles: Sage.
- Piaget, J. (1951). *Play, dreams and imitation in childhood*. New York, NY: Routledge.
- Reddy, V. (2019). *Πώς τα βρέφη γνωρίζουν τον νου*. Αθήνα: Παπαζήσης.
- Singer, D. & Singer, J. (2005). *Imagination and Play in the Electronic Age*. Cambridge, Ma: Harvard University Press.
- Singer, D. G., & Singer, J. L. (1990). *The house of make-believe: Children's play and the developing imagination*. Cambridge, Mass: Harvard University Press.
- Sharman, C., Cross, W., & Vennis, D. (2007). *Observing children and young people*. London: Continuum.
- Taylor, M. (2013). *The Oxford Handbook of the Development of Imagination*. New York: Oxford University Press.
- Tisdall, E. K. M., Davis, J. M., & Gallagher, M. (2009). *Researching with children and young people: Research design, methods, and analysis*. Los Angeles: SAGE.
- Van Langenhove, L., Harré, R., & Smith, J. (1995). *Rethinking methods in psychology*. London: Sage.
- Χουιζίνγκα, Γ. (2010). *Ο άνθρωπος και το παιχνίδι*. Αθήνα: Γνώση.

- *Related academic journals:*

Child Psychology
 British Journal of Developmental Psychology
 Developmental Psychology
 European Journal of Developmental Psychology
 Methods in Psychology
 Theory & Psychology

Research Methods in Psychology: Qualitative Methods of Research and Analysis

COURSE OUTLINE

(1) GENERAL

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

(2) LEARNING OUTCOMES

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

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

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

(3) SYLLABUS

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

LECTURE TOPICS

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

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

- <i>Suggested bibliography:</i> • Ιωσηφίδης, Θ. & Σπυριδάκης, Μ. (Επιμ.). <i>Ποιοτική Κοινωνική Έρευνα: Μεθοδολογικές προσεγγίσεις και ανάλυση δεδομένων</i>. Αθήνα: Κριτική. • Τσιώλης, Γ. (2014). <i>Μέθοδοι και Τεχνικές Ανάλυσης στην Ποιοτική Έρευνα</i>. Αθήνα: Κριτική. • Willig, C. (2015). <i>Ποιοτικές Μέθοδοι Έρευνας στην Ψυχολογία: Εισαγωγή</i>. Αθήνα: Gutenberg. - <i>Related academic journals:</i> • Qualitative Research in Psychology
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Counselling Psychology

COURSE OUTLINE

(11) GENERAL

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

(12) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> 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 <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>

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

(13) SYLLABUS

The Counselling Psychology course is structured in three units: Unit A: Counselling Psychology: Context & procedure • Introduction to Counselling Psychology: Historical development, definitions, object and values • The counselling procedure: The contract, the quest, the goals, the alliance, the stages Unit B: Constructing the identity of the counselling psychologist • The effective counselling psychologist: Personal growth, supervision and skills • Developing counselling psychologist's reflexivity, resilience and self-care • Constructing the counselling relationship: Skills and dimensions • The research in Counselling Psychology • Ethical maturity in Counselling Psychology Unit C: Theory, practice and techniques of the basic approaches in Counselling Psychology • The Person-centered approach • The Cognitive-Behavioral approach • The Psychoanalytic/Psychodynamic approach • The Existential approach • The Gestalt approach • The Systemic approach • The Narrative approach

(14) TEACHING and LEARNING METHODS - EVALUATION

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

TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th><i>Activity</i></th><th><i>Semester workload</i></th></tr> </thead> <tbody> <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> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Exercises connecting theory to practice	16	Case studies	15	Literature review	20	Self-directed study	35	Course total	125
<i>Activity</i>	<i>Semester workload</i>														
Lectures	39														
Exercises connecting theory to practice	16														
Case studies	15														
Literature review	20														
Self-directed study	35														
Course total	125														
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	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														

(15) ATTACHED BIBLIOGRAPHY

- Suggested bibliography: • Douglas, B., Woolfe, R., Strawbridge, S., Kasket, E.& Galbraith, V. (2016). Introduction to Counselling Psychology. Athens: Pedio. • Malikioti-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: Metahmio. -- Related academic journals: • Journal of Counseling Psychology • European Journal of Counselling and Psychotherapy • Counseling Psychology Quarterly • The Counseling Psychologist

4th Semester

Cognitive Psychology II

COURSE OUTLINE

(16) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ017	SEMESTER	4 th
COURSE TITLE	COGNITIVE PSYCHOLOGY II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and assignments		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (English is used for instruction and examination for Erasmus students)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/index.php?categoryid=107		

(1) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
The course forms a basic course that covers concepts, theories, and research findings from the discipline of Cognitive Psychology. More specifically, this course covers the cognitive processes of implicit (unconscious) learning, concept acquisition-categorization, language production and understanding, judgment and decision making. Upon successful completion of the course, students will have acquired: - basic knowledge in topics from the field of Cognitive Psychology and its relation to other fields of psychology, - basic knowledge of understanding and critical analysis of empirical and theoretical data related to the above cognitive processes

- the ability to cooperate with their classmates in order to present a research paper in any of the above-mentioned topics of Cognitive Psychology - the ability to carry out literature review in journals and topics of Cognitive Psychology, by using the University Library as well as internet and electronic databases - problem solving and basic research skills - the ability to work independently and in groups - the ability to communicate their work to public audiences and - knowledge acquisition skills required for continuing their studies with a high degree of autonomy	
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
Decision-making Working independently Team work Criticism and self-criticism Showing social, professional, and ethical responsibility and sensitivity to gender issues Production of free, creative, and inductive thinking Search for, analysis and synthesis of data and information, with the use of the necessary technology	

(2) SYLLABUS

The course of Cognitive Psychology II covers the following topics: Implicit learning – Unconscious learning - Conceptual definition - Measurement of implicit learning - Implicit learning experimental tasks - Representation of implicit knowledge - Properties of implicit learning-distinguishing implicit from explicit learning Concept acquisition-categorization - Theories of concept acquisition-Evaluation of theories Language - Language development – Theories of language development - Relationship of language and thought Judgement and Decision making	
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(3) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the learning process through the electronic platform e-course Power point presentation Communication with students via email	
TEACHING METHODS	Activity	Semester workload
	Lectures	39

<i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Study and analysis of bibliography	53
	Individual study time	30
	Exams	3
	Course total (25 workload hours per credit)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Written exams 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.	

(4) ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i> - Ζιώρη, Ε. (2011). Άδηλη Μάθηση: Θεωρία και Έρευνα. Αθήνα, Gutenberg. - Πόθος Ε., & Οικονόμου Η. (2010). Θέματα Γνωσιακής Ψυχολογίας. Αθήνα, Gutenberg. - Matlin, M.W. & Farmer, T.A. (2019). Γνωστική Ψυχολογία. Εκδόσεις Τζιόλα. - <i>Related academic journals:</i> - Cognitive Psychology - Consciousness & Cognition - Journal of Experimental Psychology: Learning, Memory & Cognition - Memory & Cognition - Quarterly Journal of Experimental Psychology - Trends In Cognitive Sciences
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Introduction to Neuropsychology

COURSE OUTLINE

(1) GENERAL

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

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
This course provides an introduction to the science and practice of neuropsychology, including the anatomic and functional organization of the CNS, and the understanding of its relationship with cognitive, emotional and psychological processes. An emphasis is placed on the description and analysis of neurocognitive disorders and syndromes resulting after CNS

insult, as is illustrated in clinical cases.

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

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

General Competences

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

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

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

(3) SYLLABUS

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

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face- to-face
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USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	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 <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	40
	Study and analysis of bibliography	60
	Non-directed study	20
	Exams	5
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Language of evaluation: Greek (Erasmus students will be evaluated in English) 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: • 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:
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- Neuropsychology
- Journal of Neuropsychology
- Archives of Clinical Neuropsychology
- Journal of the International Neuropsychological Society
- Neuropsychologia
- Neuroimage
- Neuropsychology Review

Developmental Psychology and Social Change

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ022	SEMESTER	4th
COURSE TITLE	Developmental Psychology and Social Change		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<i>special background</i>		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=2102		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • 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 <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <i>Search for, analysis and synthesis of data and</i> <i>Project planning and management</i>

<i>information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
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
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(4) TEACHING and LEARNING METHODS - EVALUATION

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

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:

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

Cognitive Development

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ019	SEMESTER	4 th
COURSE TITLE	COGNITIVE DEVELOPMENT		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(17) LEARNING OUTCOMES

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

(18) 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
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(19) TEACHING and LEARNING METHODS - EVALUATION

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

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

(20) ATTACHED BIBLIOGRAPHY

- Suggested bibliography: Siegler, R. & Wagner Alibali, M. (2022). <i>Η ανάπτυξη της σκέψης των παιδιών</i>. (μτφ. Κ. Γούλα & Ζ. Κουλεντιανού). Αθήνα: Gutenberg. Ρούσσος, Λ. Π. (2011). <i>Γνωστική Ψυχολογία. Οι βασικές γνωστικές διεργασίες</i>. Αθήνα: Τόπος, Μοτίβο Εκδοτική. Martin, M. W & Farmer, T. A. (2019). <i>Γνωστική Ψυχολογία</i>. 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
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Work and Organizational Psychology

COURSE OUTLINE

(21) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ001	SEMESTER	4 th
COURSE TITLE	WORK AND ORGANIZATIONAL PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		Compulsory	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=2351		

(22) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
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 change 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, teams and organizations. It deals mainly with the improvement of the quality of working life and the development of organizations, 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 introduce 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 <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
• Search for, analysis and synthesis of data and information, with the use of the necessary technology • Working independently • Respect for difference and multiculturalism • Respect for the natural environment • Showing social, professional and ethical responsibility and sensitivity to gender issues • Criticism	

(23) SYLLABUS

The main themes of the course include:	
1. The field of Work and Organizational Psychology in Greece and the world - historical development, research methods and the role of the field in social dialogue 2. Individual differences and psychometric evaluation - Intelligence, personality, abilities, and skills 3. Prejudice, stereotypes and cognitive biases at work, Job performance 4. Motives and theory of work motivation, Ethics, justice and trust 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. Employee recruitment and selection 12. Learning organization – Career development 13. The present and future of work - Green behaviours at work	

(24) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In class, Face-to-face teaching	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Use of ICT in communication with students Support using e-course electronic platform	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	54
	Practical exercises	6
	Studying for exams	24
	Exams	2
	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	(25 hours of work equal one ECTS)	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Final Exam (100%) consisting of: - Multiple choice questions - Short-answer questions - Open-ended questions - Problem solving questions Evaluation criteria are accessible on ecourse platform.	

(25) ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i> Vakola, M., & Nikolaou, I. (2019). <i>Organizational psychology and behavior</i>. Rossili. (In Greek) Robbins, S. P., & Judge, T. A. (2018). <i>Organizational behavior</i>. Kritiki. (In Greek - translated edition of Organizational Behavior) Arnold, J., Randall, R., Patterson, F., Silvester, J., Robertson, I., Cooper, C., Burnes, B., Harris, D., & Axtell, C. (2020). <i>Work Psychology and Organizational Behavior</i>. Broken Hill Publishers. (In Greek – translated edition of Work Psychology) Greenberg, J., & Baron, R. A. (2013). <i>Organizational psychology and behavior</i>. Gutenberg. (In Greek - translated edition of Behavior in organizations) Chmiel, N., Fraccaroli, F., & Sverke, M. (Eds.). (2017). <i>An introduction to work and organizational psychology</i>. Wiley. - <i>Related academic journals:</i> 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
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Clinical psychology of children and adolescents

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCE		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE016	SEMESTER	4th
COURSE TITLE	CLINICAL PSYCHOLOGY OF CHILDREN AND ADOLESCENTS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	5
LABORATORY EXERCISES		1	
TOTAL WEEKLY COURSE HOURS		3	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialized general knowledge, skills development</i>	GENERAL KNOWLEDGE		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

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

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

- 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 <i>Face-to-face, Distance learning, etc.</i>	IN-PERSON	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use power-point for teaching. Use the video for teaching. Use of the Ecourse to provide educational material to students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop,</i>	Activity	Semester workload
	Attendance of lectures	26
	Laboratory exercises	13
	Study and analysis of books and articles	50
	Personal study for exam preparation	33

<i>interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Exams	3
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	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 & Σοφianoπούλου, Α. (2016). *Γνωσιακή-Συμπεριφοριστική Θεραπεία Παιδιών και Εφήβων*. Πεδίο.

Κούμουλα, Α., Κώσης, 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

Writing Scientific Articles

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE023	SEMESTER	6
COURSE TITLE	SCIENTIFIC WRITING		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		1	5
LABORATORY EXERCISES		2	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND, 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 <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> 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, 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 <i>Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below) in which of them is the course intended?</i> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Search, analyze and synthesize data and information, using the necessary technologies Adapt to new situations Decision making Autonomous work Teamwork Work in an international environment Working in an interdisciplinary environment Producing new research ideas </td><td style="width: 50%; vertical-align: top;"> Project design and management Respect for diversity and multiculturalism Respect for the natural environment Demonstration of social, professional and moral responsibility and gender sensitivity Exercise of criticism and self-criticism Promote free, creative and inductive thinking Other ... </td></tr> </table>		Search, analyze and synthesize data and information, using the necessary technologies Adapt to new situations Decision making Autonomous work Teamwork Work in an international environment Working in an interdisciplinary environment Producing new research ideas	Project design and management Respect for diversity and multiculturalism Respect for the natural environment Demonstration of social, professional and moral responsibility and gender sensitivity Exercise of criticism and self-criticism Promote free, creative and inductive thinking Other ...
Search, analyze and synthesize data and information, using the necessary technologies Adapt to new situations Decision making Autonomous work Teamwork Work in an international environment Working in an interdisciplinary environment Producing new research ideas	Project design and management Respect for diversity and multiculturalism Respect for the natural environment Demonstration of social, professional and moral responsibility and gender sensitivity Exercise of criticism and self-criticism Promote free, creative and inductive thinking Other ...		

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

(3) SYLLABUS

The course aims to familiarise students with scientific writing in accordance with the American Psychological Association's (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 publications (e.g., authorship). <i>Note:</i> Completing the course is required to conduct a degree thesis in the fourth year of study.

(4) TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD Face to face, Distance Learning, etc.	Face-to-face teaching <i>Note:</i> This laboratory course requires compulsory attendance in at least 80% of the lectures/teaching activities. To attain the course aims, the number of students that choose the course should not exceed forty (40).														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT Teaching, Laboratory Education, Communication with Students</i>	- Use of ICT in teaching (e-course educational platform, power point presentations, audiovisual material). - Use of ICT in Student Communication (e-mail).														
TEACHING ORGANIZATION <i>Describe in detail the way and methods of teaching.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Bibliography, Tutorial, Practice (Placement), Clinical Exercise, Art Workshop, Interactive Teaching, Educational Visits, Project Work, It; / RTI & gt; The student's study hours for each learning activity and the hours of non-guided study according to the ECTS principles</i>	<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>	Activity	Semester Workload	Lectures	39	Study and analysis of bibliography	25	Writing and presenting individual or group work	38	Independent Study	21	Final Examination	2	Total Course	125
Activity	Semester Workload														
Lectures	39														
Study and analysis of bibliography	25														
Writing and presenting individual or group work	38														
Independent Study	21														
Final Examination	2														
Total Course	125														
EVALUATION OF STUDENTS Description of the evaluation process Assessment Language, Assessment Methods, Formulation or Conclusion, Multiple Choice Test, Short Response Questions, Test Questions, Problem Solving, Written Work, Reporting / Reporting, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other Certainly identified evaluation criteria are stated and if and where they are accessible by the students.	Assessment methods*: 1. Final Written Examination (50%) (Multiple Choice Test, Short Response Questions, Problem Solving) 2. Written Assignment and Oral Presentation (50%) * A passing grade in the written exam and the assignment is required to complete the course successfully. Assessment language: Greek Evaluation criteria are stated at the first lecture, and they are also available on the course website.														

(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 Δίστιγμα.
- 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

Psychological Assessment

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΥ020	SEMESTER	4 th
COURSE TITLE	PSYCHOLOGICAL ASSESSMENT		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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		

(5) LEARNING OUTCOMES

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

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...

.....

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

(6) 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

(7) TEACHING and LEARNING METHODS - EVALUATION

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

TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<i>Activity</i>	<i>Semester workload</i>
	Lectures	26
	Interactive teaching	13
	Study and analysis of bibliography	50
	Essay writing	37
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	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).	

(8) ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i> Koulakoglou, K. (2013). <i>Psychometry and psychological assessment</i> (3rd edition). Editions Pataki. Konstantinou, M., Papageorgi, I., & Malegiannaki, A.Ch. (2022). <i>Psychometry in Education & Educational Psychology</i>. Gutenberg. Wright, A. J. (2022). <i>Psychological Assessment: a clinical guide</i> (2nd edition). Gotsis. - <i>Related academic journals:</i> 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
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Journal of Educational Measurement
Journal of Evaluation in Clinical Practice
Journal of Personality Assessment
Psychological Assessment
Psychological Methods
Psychological Review

5th Semester

Theories of Personalities and Individual Differences

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Psychology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΨΥΥ004	SEMESTER	5 th
COURSE TITLE	Theories of Personality and Individual Differences		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES AND LABORATORY EXERCISES		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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 <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>

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?

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

- Application of knowledge in practice
- Search 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 <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Use of ICT in communication with students 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 <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching,</i>	Activity	Semester workload
	Attendance of lectures	39
	Study & analysis of the literature	26
	Writing & Presentation of Work	20
	Individual study	40
	Total	125

<i>educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>		
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment Methods: 1. Final Written examination (70%) (multiple choice questions, short answer questions, essays). 2. Optional assignment (30%).	

(5) ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i> • BussM. D., & LarsenJ. R. (2020). <i>Ψυχολογία της προσωπικότητας: Πεδία γνώσης σχετικά με την ανθρώπινη φύση</i>. Εκδόσεις Παπαζήση • Chamorro-Premuzic. T. (2013): <i>Προσωπικότητα και Ατομικές Διαφορές</i>. Gutenberg. • Chamorro-Premuzic, T., Von Stumm, S., & Furnham, A. (Eds.). (2015). <i>The Wiley-Blackwell Handbook of Individual Differences</i>. John Wiley & Sons. • Cooper C. (2021): <i>Individual Differences and Personality</i>, Routledge; 4th edition. • Maltby, J. , Day,L., & Macaskil A. (2023): <i>Personality, Individual Differences and Intelligence</i>, Pearson; 5th edition. • Pervin A. L., Cervone D. (2013). <i>Θεωρίες προσωπικότητας, Έρευνα και Εφαρμογές</i>. Gutenberg. - <i>Related academic journals:</i> 1. Personality and Individual Differences 2. Journal of Personality and Social Psychology
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| 3. | Individual Differences |
| 4. | Journal of Personality Assessment |
| 5. | Journal of Individual Differences |
| 6. | Individual Differences Research |
| 7. | Learning and Individual Differences |

Intercultural Communication

COURSE OUTLINE

(1) GENERAL

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

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i>

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

The aim of the course is that students should be able to understand that contemporary societies include different cultures and social groups which coexist sharing cultural differences and elements of diversity that affect the communication process; on the other hand, students should manage to develop the necessary attitudes, skills and knowledge that contribute to intercultural competence in everyday professional practice. Upon completion of the course students will be able to:

- understand the fundamental concepts and principles of communication between people of different social and cultural backgrounds,
- distinguish social, cultural and historical characteristics of cultures and cultural subgroups around the world,
- analyze and compare the communicative behavior (verbal and non-verbal) of different cultural groups
- identify cultural values and sociocultural diversity of structures and of identities as tools to improve intercultural communication
- cultivate strategies to break down stereotypes and invest in cultural diversity.
- Interact in a professional and social environment building intercultural understanding of the traditions, customs, behaviors, laws and practices, beliefs that designate each culture in order to adapt across cultures
- develop intercultural skills in order to manage challenges and conflicts while *communicating with people from other cultures* (migrants, immigrants, refugees) and to practice self-criticism in the way they see themselves and others
- apply knowledge and skills for a responsible, effective and ethical communication adapted to diverse cultural backgrounds

General Competences

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

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

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Adapting to new situations

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

(3) SYLLABUS

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

(4) TEACHING and LEARNING METHODS - EVALUATION

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

according to the principles of the ECTS	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. 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., Volčić, Z. & Gallois, C. (2018). Εισαγωγή στη διαπολιτισμική επικοινωνία. Αθήνα: Gutenberg.
- (8) Lustig, M. W. & Koester, J. (2013). *Intercultural Competence: Interpersonal Communication across Cultures* (7th edn). Boston, MA: Pearson.
- (9) Paniagua, F. A. & Yamada, A-M. (Eds.) (2013). Handbook of Multicultural Mental Health. Assessment and Treatment of Diverse Populations, Academic Press.
- (10) Paulston, C.-B., Kiesling, S.-F. & Rangel, E.- S. (Eds) (2012). The Handbook of Intercultural Discourse and Communication, Blackwell Publishing Ltd.

- *Related academic journals:*

International Journal of Intercultural Relations

Journal of Intercultural Communication Research

Positive Psychology

COURSE OUTLINE

(9) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ040	SEMESTER	5th
COURSE TITLE	POSITIVE PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		Optional Compulsory	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=3450		

(10) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • 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. 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 critically evaluate the fundamental principles, concepts and methods 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,

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

(11) SYLLABUS

The main themes of the course include: 14. History of Positive Psychology 15. Positive emotions, Gratitude 16. Happiness, eudemonic and subjective well-being, flourish 17. Optimism, hope and curiosity 18. Resilience, posttraumatic growth 19. Positive relationship, love, friendship, forgiveness 20. Pro-social behaviour, altruism, heroism 21. Flow, pleasure, awe 22. Mindfulness 23. Humor 24. Positive Psychology and work 25. Positive Psychology interventions at work 26. Critiques and criticisms in Positive Psychology

(12) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Use of ICT in communication with students Support using e-course electronic platform	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	26
	Essay writing	33
	Studying for exams	24
	Exams	3
	Course total (25 hours of work equal one ECTS)	125

STUDENT PERFORMANCE EVALUATION	
<i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Final Exam (70%) consisting of: - Multiple choice questions - Short-answer questions - Open-ended questions - Problem solving questions II. Individual written work (Essay) (30%) Evaluation criteria are accessible on ecourse platform.

(13) 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

Clinical Ethics

COURSE OUTLINE

ΣΧΟΛΗ	ΚΟΙΝΩΝΙΚΩΝ ΕΠΙΣΤΗΜΩΝ		
ΤΜΗΜΑ	ΨΥΧΟΛΟΓΙΑΣ		
ΕΠΙΠΕΔΟ ΣΠΟΥΔΩΝ	ΠΡΟΠΤΥΧΙΑΚΟ		
ΚΩΔΙΚΟΣ ΜΑΘΗΜΑΤΟΣ	ΨΥΕ012	ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ	5 ^ο , 7 ^ο
ΤΙΤΛΟΣ ΜΑΘΗΜΑΤΟΣ	ΚΛΙΝΙΚΗ ΗΘΙΚΗ & ΔΕΟΝΤΟΛΟΓΙΑ [ΗΘΙΚΕΣ ΣΗΜΑΣΙΕΣ ΣΤΗ ΖΩΣΤΑ ΚΛΙΝΙΚΗ ΠΡΑΞΗ]		
ΑΥΤΟΤΕΛΕΙΣ ΔΙΔΑΚΤΙΚΕΣ ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων		ΕΒΔΟΜΑΔΙΑΙΕΣ ΩΡΕΣ ΔΙΔΑΣΚΑΛΙΑΣ	ΠΙΣΤΩΤΙΚΕΣ ΜΟΝΑΔΕΣ
		3	5
Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο (δ)...			
ΤΥΠΟΣ ΜΑΘΗΜΑΤΟΣ γενικού υποβάθρου, ειδικού υποβάθρου, ειδίκευσης γενικών γνώσεων, ανάπτυξης δεξιοτήτων	Ειδικού Υποβάθρου, Ειδίκευσης Γνώσεων, Ανάπτυξης Ικανοτήτων		
ΠΡΟΑΠΑΙΤΟΥΜΕΝΑ ΜΑΘΗΜΑΤΑ:			
ΓΛΩΣΣΑ ΔΙΔΑΣΚΑΛΙΑΣ και ΕΞΕΤΑΣΕΩΝ:	ΕΛΛΗΝΙΚΗ ΟΠΤΙΚΟΑΚΟΥΣΤΙΚΟ ΥΛΙΚΟ ΣΥΧΝΑ ΣΤΗΝ ΑΓΓΛΙΚΗ		
ΤΟ ΜΑΘΗΜΑ ΠΡΟΣΦΕΡΕΤΑΙ ΣΕ ΦΟΙΤΗΤΕΣ ERASMUS	ΟΧΙ		
ΗΛΕΚΤΡΟΝΙΚΗ ΣΕΛΙΔΑ ΜΑΘΗΜΑΤΟΣ (URL)	Uoi.gr		

EDUCATIONAL OUTCOMES

Students who systematically attend the course, thoughtfully integrate its content with the materials from previous subjects –especially 'Clinical Psychology I – Orientations' and 'Clinical Psychology II – Diagnostic Criteria' –and meet certain added requirements with both readiness and valour, 'as long prepared and graced with courage', are those who will rapidly develop a profound understanding of the complex ethical and deontological issues central to psychotherapeutic practice. These students will additionally gain versatile tools for identifying, managing, and implementing ethical actions in challenging contexts –whether in research, teaching, supervision, leadership, therapy, or support– and within diverse environments, such as face-to-face interactions, group settings, hospitals, rehabilitation centers, detention facilities, or schools. Ultimately, they will formulate an ethically sound and collectively beneficial approach to health, in line with the Post-Post-Therapeutic Ethics principles, while being guided by a clear understanding of the obstacles and barriers inherent in clinical practice, thereby enhancing their critical ability to confront complex ethical dilemmas. From the very first lectures, students are anticipated to be suitably qualified to dynamically:

- Proceed methodically to utilize the conceptual diagrams that preamble purely ethical models and their core principles; partition larger, limited, negligible, or mixed migrations of these principles into therapeutic care methodologies and applications; and, after documenting the fundamental philosophical historical precedents of interventions: a) produce estimates of the degree of advantageous/disadvantageous harmonization of similar transfers to mitigate/eliminate symptoms of diseases, b) pour their pithy reasoning into evaluations of the interwoven effects on the psychosomatic reality of suffering patients, c) practice reconciling with doubt while also striving to systematically address it, d) position these insights into direct/indirect benefits for individuals, groups, organizations, and communities, and ultimately, proffer a transformation of abstract thoughts into concrete, fertile healing threads.
- Open awareness and wilfulness to overcome obstacles to professionalism and optimize perseverance and responsibility in the face of possible complications in the favourable development of the patients under their care. Observe own tendencies and exercise self-criticism and apt reservations about potentially overly sophisticated or hasty manifestations in their attitude, while also offering explanatory arguments on the implications of such actions in the eye of their patient(s). Outline inventive alternatives to ethical solutions, organize constructive applications of successful (inter)disciplinary communication, and offset potential negative effects undermining professional awareness and discretion by ensuring validity and reliability in interpersonal interactions. Occasionally, orchestrate intra-individual alterations and/or wide-ranging change in their broader conceptual and healing choices.
- Subdue tendencies towards digital overuse that trivialize and spoil ingenuity and resist technocratization of their (psycho)therapeutic thinking. Stand firm in challenging consequentialist and utilitarian dilemmas in this regard and safeguard the independence of expediency from causality. Scrutinize misleading notions of success or failure in technologies and AI as supposedly effective vehicles for patient care and support, or 'automatic pilots' intended to achieve such outcomes. Survey their moral compass, steering clear of tundras of absolutist 'tele-living'. Structure constructive classifications of priorities calibrated by their selfhood when selecting and elaborating AI orbits with creativity.
- Temper self-confidence with humility, ensuring they disentangle their self-worth from their earnings. Translate the advantages of academic literacy and the apt knowledge acquired through their practicum and internship activities into the struggles for restoring patients' health, thus justifying the therapeutic fee they receive as a reward. Trace, therefore, the intangible, yet decisive, reciprocity between self-monitoring, self-composition, and self-improvement on the one hand and the constant, tangible everyday exchanges necessary for securing life's essentials on the other as factors conjointly coordinating ethical health care provisions. Take on the mission to uphold rewarding pro bono deployments to the distressed, and thrive in quests for academic knowledge expansion, seeking opportunities to deepen their insight and practice by exploring other Schools of Thought beyond the initially acquired knowhow of only one, for addressing patient distress and discomfort. Turn their dedication toward the impartial search for truth regarding disease conditions. Furthermore, in tackling the dire demands of illness, tease out the aetiology of its moral causes and triggers to reduce alienation, tune into the harmonics of healing efficiency in proven treatments, and, ultimately, utter with increasing accuracy "true health reasoning".
- Probe ethically into clinical therapeutic interventions, evaluations, and conclusions regarding measurable (progressive, regressive, stagnant) changes in symptomatology and behaviour. Perceive rare to astounding phenomena of healing changes with a critical eye. Pivot mechanistic "half-truths" that tend to victimize patients into major concerns about potential underlying bias, and position these as lessons to avoid in their current and future careers.
- Observe ethical concepts with a heightened awareness and a readiness to open into their potentially unexpected, if not antithetic therapeutic implications: outline partitions of trust (e.g., types/forms of conditional trust), oversee exceptions in confidentiality conditions, offer "special versions" of honesty, orchestrate tractability of assertiveness on thematic, theoretical, and treatment decisions, opt for alternatives of the undue necessitation for vast erudition, or generalised courtesy, and own flexibility rather than rigidity on the notion of, e.g., perpetual responsibility of self-disclosure or everlasting blameworthiness for trivial relapses years after therapy closure when being a therapist.
- Scrutinize and reflect on perceptible anchorages of pivotal values, implicit decisions, and their consequences regarding physician-assisted ending of life; separate subtle reasons for rejection or authorization of assisted ending of life in in whoever is deemed qualified for such decision-making; shed light on uncomfortable shades of and uncertainties about disconnecting life-sustaining treatment or devices in connection with openly revealing to or concealing from the (mentally competent) patient the decision made on his/her behalf and/or in connection with possible adversities seen in conflicts of opinions between patients and their loved ones about lifting life-supporting treatment/device; survey relevant legal ramifications; scan their respective notions of patients with lesser mental competence, and sift through and record into the causal haze of associations with: Dignity, Autonomy, Self-reliance, Immortality, Inevitability, Absolutism, Sin, Abortion, Integrity, Recovery, as the students' beliefs about such notions show their deepest perceptions of and

their intent for the Self and the Other.

Triple attentiveness within therapeutic environments for stumbling blocks hidden in the counterproductive trajectories of Karpman's triangulations and for the potential to trigger correlations that arise in productive Emerald's ones; take apart and classify the 'trigonometric identities' of therapeutic tension during the referentiality of each visible or covert triarchy to patients' narratives; tailor healing tactics, techniques, and strategies that fit into different 'triangles' and distinct 'trihedra', respectively, to protect therapists, clients, and potentially third parties too; and, ultimately, tally trigonometric measures of the modality of vulnerability versus the tonality of effectual feedback amendments with ethical protectiveness.

Examine bio-controversies through an ethical lens that shifts from simplistic moralism to weighty ethological choices as they creep into the global semblance of sustainability, and express relevant choices, thus evolve towards enabling an experiential consolidation of health polysemy. Electrolyze these analyses to precisely detect any reversals in health messages, where the selfhood-originated emission of beneficent results on individual and collective levels acts as descending ions, while egocentric and impulsive requisitions, of lesser import, ironically ascend as ions. Explore imposing concepts such as organ donation, genetic technology, biodiversity, assisted reproduction, genetic heritage manipulation, clones, quality of life, sexual orientation, foster care, human rights, cryogenics, moral panic, poverty/hunger, and microchip wireless brain interfaces—all of which are encompassed in this section of 'Health Ethics and Deontology'. Exercise further and elaborate on these and adjacent notions, as this process contributes significantly to the students' overall ethical maturation and their familiarization with critical aspects of their inescapably direct engagement in their most broadly defined healing competencies and capacities.

Tackle the challenge of practicing open-mindedness towards religious diversity within the depths of multiculturalism, especially as it resonates with the religious, theological, and spiritual positions of those under therapeutic care and support. Take initiative to test religion-dictated therapeutic adaptations within permissible margins, attesting that the beliefs of individuals are respected while safeguarding their well-being. Take in views of (psycho)therapy from both theological and conventional secular theories, ensuring that students shield themselves from emotional reactions and prioritize logical and humanitarian principles to thwart any potential victimization of patients or therapists (religious or not). Thoroughly cultivate within themselves a renewed ethical awareness, rationale, and selectivity of choices within the milieu of their specialties.

Hone their criteria and mental states in managing the learning material, applying it not only to other undergraduate subjects but also to upcoming professional moves of theirs in specific clinical landscapes, as well as to their personal development. Heighten their awareness to detect and record idiographic versus idiosyncratic particularities of both patients and therapists, including themselves. Harmonize the crucial triptych distinction between self and other, selflessness and selfishness, and legitimate versus spurious clinical therapeutic modes. Hold fast to ideals of healing ethics, prioritizing their applicability in challenging modern clinical contexts while resisting ethical adversities. Harness their new abilities to stand with increased self-reliance and responsibility in directly related issues, helping them fulfill prospects of self-sufficiency in utilizing these renewed qualities as leaders and decision-makers in their future positions.

Identify malevolent intents and malicious expressions within therapeutic settings; implement strategies to reinforce moral integrity by closing any backdoors that could or compromise it; inscribe best practices that fortify the ethos of professionalism; inspect and address the shortcomings or bending of codes by employing tactics that fragment moral hazards of external and/or internal origin and/or direction; and introduce intrepid, innovative, and conscientious approaches that foster kaleidoscopic growth in both their current and future careers.

Cultivate sharp judgment on common ethical issues that arise in psychotherapy, such as dual relationships and common factors, while critically contemplating and characterizing themselves and others through varied and shifting ethical lenses. Concurrently, consider and correct specific disconcerting issues that may arise within their specialty of interest, centering their focus on both the personalised particularities of individuals, groups, and organizations, and the micro- and macro-cultural influences these have on symptoms, behaviours, and aspirations of/for all parties involved.

Significantly, in the above didactic outcomes two more dimensions should be additionally considered as significant educational benefits: the final Written Examination itself, which features highly original thematic content—hence the open access to sources, owing to the difficulty it entails for handling responses to the questions posed—and the Term Scholarly Work, following a 1:3 structure, viz. study of one School of Psychotherapeutic Thought treating three pathopsychophysiological entities or exploration of one such entity as treated by three Schools of Psychotherapeutic Thought. In either case, issues shall be elaborated through an ethical lens. The thematic selection of topics on both Schools of Psychotherapy and disorders as well as ethical doctrines are up to each student—thus maintaining the student-centered approach, which the entire way of teaching upholds, with students choosing their conceptual study parameters and with the oral presentation of their work also remaining optional.

COURSE CONTENT

Pure ethical theory models are presented as foundational matrices possibly tinging the ethical principles of contemporary clinical (psycho)therapeutic decisions. Accompanying conceptual framework preamble charts pursue perceptual precision of multi-parameter ethical, deontological-E&D, and spiritual values existing or needed in current healthcare. Pivotal philosophical positions of Aristotle, Epicurus, Epictetus, Augustine, Maimonides, Aquinas, Descartes, Kant, Mill, Nietzsche, Sartre, Foucault, Levinas, and Gilligan are particularly prioritized due to their more explicit pertinency to modern (psycho)therapeutic reasoning, its adaptations, and practical applications. Prominence is placed on the Post-Meta-Therapeutic Methodologies of Ethics, which are pioneering in the new Metacognitive Era. As post-postpositivist reflections, and responsive to the limitations of conventional therapeutic approaches, the Post-Meta-Therapeutic Methodologies introduce Psychotherapeutic-Philosophical-Personal-Collective pathways beyond established models, presenting more precise, profound, inclusive, and productive practices. They propel therapeutic relationships and alliances, research-, experimental-, inter- and intradisciplinary ethics, individualized/group/intercultural instruction ethics, mentoring ethics in Practice and Apprenticeship, ethical conscientiousness in evaluation/assessment, plus scientific writing, authority ethics, and ethically pondering Clinical-Counselling, -Consulting, and -Forensic/Criminology—all, being progressive parts of the programmed comparative and correlational processing, proportional to the proffered philosophical positions.

Obstacles and complications of professionalism are outlined, addressing key-challenges such as: overt misapplications of empathy; the manipulative oscillation between the coarsening and the occasional softening of expressions of vulnerability; the overextension and opportunistic exploitation of placebo-nocebo effects and treatments; the ongoing exposure to the perils of navigating the 'shifting sands' of transference versus countertransference scenarios; the obligation to deliver ominous or threatening news; the observation of reputable yet unrefined, versus untrustworthy and precarious scientific-educational-therapeutic specializations and credentials; and the omnipresence of arrogance, affectation, egocentrism, and the ostentation of authority.

Stressed are the sophisticated technologies steering the technocratization of (psycho)therapeutic strategies, but also singled out are smart steps towards swift amendments for supportive enhancements aimed at Sustainable Holistic Health. Scrutinized are the strengths and shortcomings of the convoluted effectiveness in clashing sectors stretching to shape the scope for tele-diagnosis, tele-therapy/tele-counseling, telemedicine/tele-surgery, tele-self-treatment, and tele-supervision. The strained balance at the shifting threshold of tensions between the strengths and the setbacks of Artificial Intelligence in the latest specialized forms of therapeutic telework is also spotlighted.

Tactical countermeasures to therapist uncertainty, ambiguity, confusion, fragility, inadequacy, and lapsing are thoroughly highlighted. Though incompatible, nonetheless mutually reflective, the true intrinsic value of caring interventions and their translation into market worth unfold through the textured readability of their fragmented mutual reflections—provided that ethical tethers of reciprocity (e.g., pro bono treatments, seminars, etc.) are established in the arenas of assistance. Therapists' tireless enhancement of both academic accomplishments and training diversification translates into tangible relief for therapy recipients. The therapeutic fee structure is thus thoughtfully reassessed. Targeting multiple student sensitization, Trajectories of Change and patients' distinct conductivity to it are also tackled, while ethical antennas pertinent to these matters are raised.

Plotted out are the persistent variability, profound transformations, pervasive fluctuations, and pivotal emotional reversals in symptomatology patterns. Perpetuated myths of spontaneous recovery; perplexing phenomena of purported volitional recuperation; pretexts of precise revelations; myths of self-revelations of sincerity; pretenses of informed consent lacking patient's proportional mental competence (proportionality principle); precarious sophistries for prolonged therapeutic support without proper documentation legitimizing it; are all pondered, and juxtaposed to 'secrets' for proactive care planning and the prospects of therapeutic means and methods producing prominent achievements. Additionally, principal parts of certain metaanalytic study models, such as 'mosaic models' proposing to reduce therapeutic dilemmas (e.g., dual relationships) or mixed 'models-montages' of ethical-deontological concerns for more permanent healthcare amelioration (e.g., the Nijmegen method), are presented, gravitating proportionately to their merits for the students' preferences from the plethora of topics delivered during previously programmed modules.

Optimized observation is underscored for the investigation of concepts that, though ostensibly established in encyclopaedic terms, may, however, reveal contentious aspects or require polished scrutiny in practical therapeutic unfolding: Outwardly 'easy' notions, viz. the patient's presumed obligation for overarching politeness or compliance, or the therapist's expected duty to remain universally available or thoroughly candid to all patients on the level of complete self-disclosure (a common assumption among undergraduates), are reoriented to explore even the most unsettling exceptions of otherwise ordinary expectations. Such exceptions may arise in cases involving patients with exploitative, obsessive-compulsive, overly suspicious, hyper-vigilant, oppositional, aggressive, or criminal tendencies, as well as those demonstrating outstanding creativity, original inventiveness, keen intuitiveness, oratorical eloquence, overwhelming insightfulness, and other intriguing idiosyncrasies.

Self-deliverance assistance disputable: Surveyed are stances and sentiments of scientists, sufferers and close ones regarding the smooth and serene severance or suspension of treatments designed to stave off or stall the succession of patients' passing or surrender.

Triangulations: Tensions of vulnerability versus tones of invulnerability, with a negative tilt toward turbulent disarray as dilemmas intensify within triangular human relationships in Karpman's counterproductive trajectories, and a positive tincture in Emerald's productive ones toward transformative advantageous feedback through the tripartite reinforcement in three-dimensional therapeutic referentiality dynamics.

Ethics and Deontology in Entrenched Health: Emphasizing the enduring energy and embedded vibrancy that emanates from the essence of selfhood, where inherent health, wholeness and well-being integrated 'blueprints' are expressly affirmed, alas without easily reaching cognizance, as their integrity encounters erosion through ephemeral, egocentric, and impulsive choices, which obscure the authentic experience of health. The dimming light of dis-ease, seen as fragmented expressions of its divergent elaborate connotations, contrasts with the effectual post-metatherapeutic/post-posttherapeutic ideologies that underscore the ethical imperative to uphold integral health.

Therapeutic tenets and theories on treatment tracks, care pathways and sustained dis-ease attentiveness by secular specialists vis-à-vis theological and ecclesiastical authorities.

Historical Horizons Hover over Healing Ethics: Historical ideals and idealisms about treatment and healing ethics are highlighted, heeding their (im)practical applicability within the idiosyncrasies and heterogeneity of the ever-evolving clinical contexts. Hindrances posed by idealistic archetypes of, e.g., diagnostic and therapeutic uniformity, and disheartening hunches that have, at times, cloaked harmful practices under the guise of 'healing' are discouraged. Harmful misinterpretations of such notions as the Hippocratic homeostasis under the perpetual pretext of achieving equilibrium or the Darwinian natural selection and survival of the fittest to justify hinges on bio-attributions or the habitual usage of terms like 'hysteria' for hidden discriminatory treatments over which entire generations hauled hunched, are critically examined. Harsh in and on themselves already, such issues are also hoarded to healthcare ethics and the hardships of dis-ease. Here, they are homologously juxtaposed to the philosophical, political, and religious convictions prevailing at each historical moment. Harbingers, lastly, of integration of this material, are properties, peculiarities, and predicaments between self and others, selflessness and self-interest, and reputable versus spurious therapeutic practices – a hard row to hoe, all in pursuit of developing broader ethical vistas.

Inspecting the Inspector: Clinical Deontology Codes through Ethical Lenses. Intensively scrutinized are the otherwise indispensable clinical deontological codes, revealing alarming gaps in essential ethical principles within their content. Investigative procedures are employed to inspect and analyse information on critical historical inflection points, including instances of indefensible experimental trials that undermined the credibility of clinical (psycho)therapeutic integrity. Instances of regulatory and legal overreach, with harm inflicted on patients even with their informed consent to experimental or research testing, are identified as indicative of illegitimacy impending over numerous codes, raising serious concerns for current issues. Inconspicuous or overt academic and professional moral infractions, as well as grave deviations in ethics through case-specific instances reminiscent of McCarthyism-like manipulation, which involve infringements of fundamental ethical and deontological principles, are incisively examined. Important solutions are proposed, including the implementation of selfhood-originating ethical strategies to counteract deception, domination, and maleficence, ultimately aiming for the institutionalization of strong regimes of clinical ethics.

Core Ethical Filters for Therapy and Therapists' Ethos: Core concepts from ethical credos elaborated throughout the course are critically cross-validated to confirm their capacity to guide contemporary specialized complex care for common yet crucial clinical challenges: detrimental stress, extreme anxiety, great grief, obsession-compulsion, shock, undue fear, phobia, chronic pain, constant trauma, latent/delayed post-traumatic syndrome, eating disorder, interpersonal clash, and their corresponding cyclical pathopsychophysiological conditions. Closure of therapeutic treatment –encompassing considerations of duration, frequency, termination, and follow-up relative to the client's condition (acute, chronic, reversible, terminal/end-stage)– is coloured not only by conceptual concerns but also by experiential knowledge from real case scenarios. Comparative analyses underscore the constant, unwavering therapeutic commitment to maintain in principio ex parte unbreakable confidentiality connection. Conspicuous inconveniences caused by complex dual cooperative connections of therapists constitute focal course conversations. Crucial, too, the protective oversight and, conjointly, Damoclean sword casted by the commanding Ethical and Deontological Committees. Critical are also certain cumbersome challenges by contentious concepts: 'conflicts of interest', 'treatment side effects' or (in)adequacy of evaluation and intervention protocols. Clarity and cohesion are ultimately questioned concerning austere specifications of prerequisites and limitations for undertaking treatment and support, particularly in relation to reputation and success records of therapists or an institution's prevailing status quo.

ΔΙΔΑΚΤΙΚΕΣ και ΜΑΘΗΣΙΑΚΕΣ ΜΕΘΟΔΟΙ - ΑΞΙΟΛΟΓΗΣΗ

ΤΡΟΠΟΣ ΠΑΡΑΔΟΣΗΣ Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.	Πανεπιστημιακές Παραδόσεις σε Αίθουσα Διδασκαλίας [Δια Ζώσης/F-2-F] & Πρόσθετη Τηλε-Υποστήριξη/Mentoring	
ΧΡΗΣΗ ΤΕΧΝΟΛΟΓΙΩΝ ΠΛΗΡΟΦΟΡΙΑΣ ΚΑΙ ΕΠΙΚΟΙΝΩΝΙΩΝ Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές	Υποστήριξη της Διδακτικής-Μαθησιακής Διαδικασίας μέσω τής Ιδρυματικής Ηλεκτρονικής Πλατφόρμας e-course Παρουσίαση Προτύπου Υλικού Παραδόσεων Αξιοποιώντας: Power Point, Video, Σύγχρονη-&-Ασύγχρονη Διαδικτυακή Σύνδεση, Online Επικοινωνία προς και από Φοιτητές και Φοιτήτριες με Προσφυγή Ηλεκτρονικά Μέσα	
ΟΡΓΑΝΩΣΗ ΔΙΔΑΣΚΑΛΙΑΣ Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας. Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εξέταση μελέτης (project), Συγγραφή εργασίας/εργασιών, Καλλιτεχνική δημιουργία, κ.λπ. Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης σύμφωνα με τις αρχές του ECTS	Δραστηριότητα	Φόρτος Εργασίας Εξαμήνου
	Διαλέξεις	39
	Σεμινάρια ανά Θεματικό Πεδίο Αιχμής	21
	Εργαστηριακής Ολικής Κατάρτιση σε Ειδικές Θεματικές	17
	Συγγραφή/Παρουσίαση Ατομικής Εργασίας	22
	Αυτοτελής Μελέτη (συν τη Μελέτη Εξετάσεων)	26
	Σύνολο Μαθήματος	125

ΣΥΝΙΣΤΩΜΕΝΗ-ΒΙΒΛΙΟΓΡΑΦΙΑ

-εναλλασσόμενη και επικαιροποιούμενη βιβλιογραφία: δωρεάν online Εγχειρίδιο Βασικής Εξέτασης συν δωρεάν σύγγραμμα δια του 'Εύδοξος': Άντζυ-Μ.Π. Παλαιολόγου (2023). Ηθική & Δεοντολογία στην Ευρεία Ψυχοθεραπευτική Πράξη: Ηθικές Σημασίες στη Ζώσα Κλινική Ψυχοθεραπευτική Πραγματικότητα. Online (e-course). **Κύριο Εγχειρίδιο.**

Manuel Trachsel, Jens Gaab, Nikola Biller-Andorno, John Sadler, & Serife Tekin (2021). *Oxford Handbook of Psychotherapy Ethics*. New York, NY. Oxford University Press. ISBN: 978-019-881-733-8

Elizabeth Reynolds Welfel (2024). *Ethics in Counseling & Psychotherapy: Standards, Research, and Emerging Issues* (6th Edn.). Boston, Massachusetts. Cengage Learning. ISBN: 978-130-508-972-3

Linda Finlay (2019). *Practical Ethics in Counselling and Psychotherapy: A Relational Approach*. Los Angeles, Thousand Oaks, CA, USA. Sage CA: SAGE Publications. ISBN: 978-152-645-929-9

Amelia Rizzo, Emanuela Gatto, Lorena Calandi & Rossella Alfa (2024). *Embodied Online Therapy*. New York. NOVA. ISBN: 979-8-89113-537-6

Carissa V^D'eliz (2019). *Oxford Handbook of Digital Ethics*. United Kingdom. Oxford University Press. ISBN: 9780198857815

Luciano L'Abate (2012) *Clinical Psychology and Psychotherapy as a Science: An Iconoclastic Perspective*. New York, NY Springer. ISBN: 978-146-144-450-3

Ezekiel J. Emanuel, Christine C. Grady, Robert A. Crouch, Reidar K. Lie, Franklin G. Miller, & David D. Wendler (2011). *The Oxford Textbook of Clinical Research Ethics*. New York, NY. Oxford University Press. ISBN: 978-019-976-863-9

Ann Kring & Sheri Johnson (2023). *Ψυχοπαθολογία – Η επιστήμη και η αντιμετώπιση των ψυχολογικών διαταραχών, Επιστημονική Επιμέλεια: Παγώνα Ρούσση, Ευρυνόμη Αυδή, Αργυρούλα Καλαϊτζάκη, Μετάφραση, Στέλιος Χατζίδης, Θεοδώρα Καραμπά, 2023*. ISBN: 978-960-01-2489-7

American Psychological Association (2019). *Publication Manual of the American Psychological Association: The Official Guide to APA Style*. (7th Edn.). ISBN: 978-1433832161

Georgina Hawley (2007). *Ethics in Clinical Practice: An Inter-Professional Approach*. United Kingdom. Taylor & Francis LTD.; Routledge. ISBN: 978-013-201-827-2

-**Συναφή επιστημονικά περιοδικά:** εκτενής, εναλλασσόμενος και σταθερά επικαιροποιούμενος ανά έτος όγκος δημοσιευμάτων, ενδεικτικά από: *Ethics for European Psychologists; Ethics and Education; Counseling and Values; International Journal of Qualitative Studies on Health and Well-being; International Journal for Educational Integrity; Cureus; Journal of Ethics; Nursing Ethics; The American Journal of Bioethics; Cambridge Quarterly of Healthcare Ethics; AMA Journal of Ethics; International Journal of Ethics and Systems; Journal of Business Ethics; Ethical Theory and Moral Practice*

NEUROPSYCHOLOGICAL ASSESSMENT

COURSE OUTLINE

1. GENERAL

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

2. LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • 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 neuropsychological assessment (how to define deficient performance, procedural issues and formulation of clinical questions in neuropsychological evaluations) • will know 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 <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Project planning and management</i> <i>Respect for difference and multiculturalism</i>

<i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
• 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 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 deficits in common neurological and mental disorders.
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4. TEACHING and LEARNING METHODS - EVALUATION

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

Advanced Methods of Quantitative Data Analysis

COURSE OUTLINE

(1) GENERAL

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

(1) LEARNING OUTCOMES

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

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

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

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

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

Current issues in Educational Psychology

COURSE OUTLINE

(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 Activities <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		Weekly Teaching Hours	Credits
LECTURES AND PRESENTATION OF PAPERS - DISCUSSION IN GROUPS, CLASSROOM DISCUSSIONS (PERSONAL CONTRIBUTION)		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
Course Type <i>general background, special background, specialised general knowledge, skills development</i>	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 that 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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Working independently
- Team work (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	
Face-to-face, Distance learning, etc		
USE OF INFORMATION AND COMMUNICATIONS	Use of ICT in teaching	
Use of ICT in teaching, laboratory education, communication with students	Use of ICT in 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	30
	Group Work in the Classroom	13
	Independent study	40
	Exams	3
	Course total	125
STUDENT PERFORMANCE EVALUATION	Students will be assessed as follows.	
Description of the evaluation procedure	1. Final Written Examination, 80%-100% of the total grade.	
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,	The 20% variation refers to the students' choice to complete an assignment. The final exam includes the entire syllabus.	

public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	(Students will be assessed 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.
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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., & Ntitsos, 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.
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- Karagiannopoulou, E., & Christodoulides, P. (2005). The impact of Greek University students' perceptions of their learning environment on approaches to studying and academic outcomes. *International Journal of Educational Research*, 43(6), 329-350.
- Καραγιαννοπούλου, Ε. (2003). Πιθανοί/δυνατοί Εαυτοί. Ο ρόλος τους στην κατανόηση της έννοιας του εαυτού, της αυτοαντίληψης, της αυτοεκτίμησης και του καθορισμού της συμπεριφοράς του ατόμου. *Ψυχολογικά Θέματα*, 9(2), 185-202.
- Καραγιαννοπούλου, Ε., & Καραγιαννοπούλου, Ε. (2020). Γονεϊκή αποδοχή- απόρριψη και ακαδημαϊκή αναβλητικότητα: ο διαμεσολαβητικός ρόλος της τελειοθρίας 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>
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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>

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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>

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- **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
- 3o National Conference of School Psychology:
 - <https://schoolpsychology2022.gr/πρόγραμμα>
 - https://schoolpsychology2022.gr/media/attachments/2022/11/02/school_analytiko_web.pdf

School Community: Counselling and Consultation

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ010	SEMESTER	5 th
COURSE TITLE	SCHOOL COMMUNITY: COUNSELING AND CONSULTATION		
INDEPENDENT TEACHING ACTIVITIES <i>If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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		

(14) LEARNING OUTCOMES

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

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

Adapting to new situations
 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

(15) 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

(16) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	e-course, tedX videos, pptx,	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements,</i>	Activity	Semester workload
	Lectures	26
	Interactive teaching	13
	Study and analysis of bibliography	50

<i>clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Essay writing	37
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	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).	

(17) 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. Χατζηρήστου, μετάφραση Αικ. Λαμπροπούλου). Εκδόσεις Τυπωθήτω.

Μαλικιώση-Λοϊζου, 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.

Χατζηρήστου, 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

Health Psychology

COURSE OUTLINE

(18) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE017	SEMESTER	5
COURSE TITLE	HEALTH PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES, 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 <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr		

(19) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • 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 familiarize with the main theoretical models, research methods, and applications of health psychology. • To comprehend the psychosocial factors involved in maintaining 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 families, mourning, grief and loss, prevention of health and promotion of health-related quality of life.	
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
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.

(20) SYLLABUS

The course aims to introduce students to the field of health psychology and familiarize them 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 and defense mechanisms, social support, psychoneuroimmunology issues.
- Psychological issues in chronic and terminal illness and 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 counselling in physical illness, interdisciplinary collaboration, and research prospects.

(21) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (in class)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (e-course, power point presentations, audiovisual material), communication with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	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%) (The assignment grade counts toward the course grade only if the written examination is successful) Assessment language: Greek and English	

(22) 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

PSYCHOLOGY OF HUMAN SEXUALITY

COURSE OUTLINE

(23) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE073	SEMESTER	5th
COURSE TITLE	PSYCHOLOGY OF HUMAN SEXUALITY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background, Specialized general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	Uoi		

(24) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> Consult Appendix A • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>				
Upon successful completion of the course, students are expected to: Acquire a basic understanding of the biological, psychological, and sociocultural aspects of human sexuality. Develop critical thinking about sources of information about sexuality and deconstruct myths. Recognize the diversity of sexual expression and identity. Describe patterns of sexual development, including changes that typically occur during or around puberty. Recognize the impact of discrimination and minority stress on gender and sexual minorities. Acquire a basic understanding of sexual health and sexual dysfunctions.				
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table><tr><td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr><tr><td></td><td><i>Respect for difference and multiculturalism</i></td></tr></table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>		<i>Respect for difference and multiculturalism</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>			
	<i>Respect for difference and multiculturalism</i>			

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

(25) SYLLABUS

Basic Concepts and Approaches to Human Sexuality Psychological Dimensions of Sexuality Identity, Orientation and Expression Psychology of Attraction and Interpersonal Relationships Sexual Health & Sexual Dysfunctions Issues and Challenges in Human Sexuality Prejudice, Stigma and Discrimination in Human Sexuality Sexual Justice and Human Rights Issues Technology and Sexuality
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(26) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of PowerPoint for teaching. Use of video for teaching. Use of e-course for providing educational material to students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	46
	Project	40
	Course total	125

STUDENT PERFORMANCE EVALUATION	
<i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written final exam that includes: Summative or conclusive questions Critical evaluation questions Multiple choice questions Optional participation in assignment/s (30%): The topics of the assignments, due dates, the extent of each assignment, and the exact evaluation criteria are announced orally by the instructor at the beginning of the semester and posted on the e-class platform as part of the course instructions. The same applies to the respective quota on the final grade. Optional participation in research projects (10%): The research projects are announced at the beginning of the semester orally by the instructor and are posted on the e-class platform as part of the course instructions. The quota for the final grade is announced orally by the instructor at the beginning of the semester and posted on the e-class platform as part of the course instructions. Overall, the evaluation and grading criteria are announced verbally by the instructor at the beginning of the semester and posted on the e-class platform as part of the course instructions.

(27) ATTACHED BIBLIOGRAPHY

- Suggested bibliography: Ellis, S. J., Riggs, D. W., & Peel, E. (2019). <i>Lesbian, Gay, Bisexual, Trans, Intersex, and Queer Psychology: An Introduction</i>. https://www.cambridge.org/highereducation/books/lesbian-gay-bisexual-trans-intersex-and-queer-psychology/C8488591166BAD5FAEA87B2E3C2F3585 Lehmiller, J. J. (2013). <i>The Psychology of Human Sexuality</i>. http://ci.nii.ac.jp/ncid/BB1516173X Νάνσυ Παπαθανασίου, Ν., & Χριστίδη, Ε.(2020). <i>Συμπερίληψη και Ανθεκτικότητα: Βασικές αρχές ψυχοκοινωνικής στήριξης σε θέματα σεξουαλικού προσανατολισμού, ταυτότητας, έκφρασης και χαρακτηριστικών φύλου</i>. Gutenberg - Related academic journals: Psychology of Sexual Orientation and Gender Diversity Sexuality & Culture Psychology & Sexuality <u>Sexologies</u> International Journal of Transgenderism Transgender Health International Journal of LGBTQ+ Youth Studies International Journal of Sexuality and Gender Studies Journal of Homosexuality Journal of LGBT Issues in Counseling
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6th Semester

Political Psychology

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYY005	SEMESTER	6 th
COURSE TITLE	POLITICAL PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

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

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

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

(3) SYLLABUS

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

LECTURE TOPICS

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

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

<i>- Suggested bibliography:</i> • Χρυσόχοου, Ξ. & Ιατρίδης, Τ. (Επιμ.) (2013). <i>Όψεις της Ηγεμονίας στις Φιλελεύθερες Κοινωνίες</i>. Αθήνα: Πεδίο. • Deonchy, J.P. & Dru, V. (2011). <i>Ο Αυταρχισμός</i>. Αθήνα: Πεδίο. • Moser, H. (1999). <i>Εισαγωγή στην Πολιτική Ψυχολογία: Σύγχρονες τάσεις στη διεθνή έρευνα</i>. Αθήνα: Παπαζήσης. • Cottam, M.L. (2015). <i>Introduction to Political Psychology</i>. London: Routledge. • Houghton, D.P. (2015). <i>Political Psychology: Situations, Individuals and Cases</i>. London: Routledge. • Tileaga, C. (2013). <i>Political Psychology: Critical Perspectives</i>. Cambridge: Cambridge University Press. <i>- Related academic journals:</i> • Journal of Social and Political Psychology • Political Psychology
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Schools of Psychotherapy

COURSE OUTLINE

ΣΧΟΛΗ	ΚΟΙΝΩΝΙΚΩΝ ΕΠΙΣΤΗΜΩΝ		
ΤΜΗΜΑ	ΨΥΧΟΛΟΓΙΑΣ		
ΕΠΙΠΕΔΟ ΣΠΟΥΔΩΝ	ΠΡΟΠΤΥΧΙΑΚΟ		
ΚΩΔΙΚΟΣ ΜΑΘΗΜΑΤΟΣ	ΨΥΥ018	ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ	6 ^ο
ΤΙΤΛΟΣ ΜΑΘΗΜΑΤΟΣ	ΣΧΟΛΕΣ ΨΥΧΟΘΕΡΑΠΕΙΑΣ		
ΑΥΤΟΤΕΛΕΙΣ ΔΙΔΑΚΤΙΚΕΣ ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ <i>σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων</i>		ΕΒΔΟΜΑΔΙΑΙΕΣ ΩΡΕΣ ΔΙΔΑΣΚΑΛΙΑΣ	ΠΙΣΤΩΤΙΚΕΣ ΜΟΝΑΔΕΣ
ΔΙΑΛΕΞΕΙΣ ΚΑΙ ΕΡΓΑΣΤΗΡΙΑΚΕΣ ΑΣΚΗΣΕΙΣ		3	5
Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο (δ).			
ΤΥΠΟΣ ΜΑΘΗΜΑΤΟΣ	Ειδικού Υποβάθρου, Ειδικότητας Γενικών Γνώσεων, Ανάπτυξης Ικανοτήτων		
γενικού υποβάθρου, ειδικού υποβάθρου, ειδικότητας γενικών γνώσεων, ανάπτυξης δεξιοτήτων			
ΠΡΟΑΠΑΙΤΟΥΜΕΝΑ ΜΑΘΗΜΑΤΑ:			
ΓΛΩΣΣΑ ΔΙΔΑΣΚΑΛΙΑΣ και ΕΞΕΤΑΣΕΩΝ:	ΕΛΛΗΝΙΚΗ ΟΠΤΙΚΟΑΚΟΥΣΤΙΚΟ ΥΛΙΚΟ ΣΥΧΝΑΣΤΗΝ ΑΓΓΛΙΚΗ		
ΤΟ ΜΑΘΗΜΑ ΠΡΟΣΦΕΡΕΤΑΙ ΣΕ ΦΟΙΤΗΤΕΣ ERASMUS	ΟΧΙ		
ΗΛΕΚΤΡΟΝΙΚΗ ΣΕΛΙΔΑ ΜΑΘΗΜΑΤΟΣ (URL)	Uoi		

ΜΑΘΗΣΙΑΚΑ ΑΠΟΤΕΛΕΣΜΑΤΑ

Μαθησιακά Αποτελέσματα: Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος. – Συμβουλευτείτε το Παράρτημα Α - Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με το Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης - Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης και το Παράρτημα Β - Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων
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EDUCATIONAL OUTCOMES

Students who consistently attend lectures and meet all course requirements will master complex psychotherapeutic methods and develop effective multitasking skills in therapeutic interventions. They are encouraged to engage in pre-empirical applications and explore successive treatment variations, carefully adapting them to the idiographic priorities of individuals, groups, organizations, and communities whose quality of life they seek to improve. From the very first lectures, students are expected to engage with essential aspects of psychotherapy, building confidence as they work on personal development, enhance their professionalism, and progressively refine the quality of their oral and written communication in diverse interpersonal contexts. As they evolve, they will also explore their future professional orientations, aiming to achieve excellence in the "10-P's" of proficiency—a comprehensive framework for becoming well-rounded experts in the field. Eventually, this course is designed to guide students toward obtaining a degree that shapes their future professional paths, equipping them with the tools to conduct research, reach scientific conclusions, and reframe their psychotherapeutic actions with clarity and precision.

Already well-prepared, as demonstrated by their solid performance in the intricate realms of psychotherapeutic practices explored in 'Clinical Psychology I: Orientations', 'Clinical Psychology II: Diagnostics', and 'Clinical Ethics', students have now developed the aptitude required for effectively navigating the essential task of providing assistance to individuals. In this journey, they are guided by two interconnected axes—the Compass and the Cruise—which the course material offers. These axes serve as frameworks that outline both qualitative and quantitative dimensions of their professional psychotherapeutic actions.

The base of these axes, enriched with hypertextual content, invites students to embrace core values, principles, and methods, as well as the spiritual dimensions of transferable skills in profound areas of psychotherapy. The content of this curriculum is meticulously designed to align with the verification of knowledge, as assessed through periodic evaluations and final examinations.

Through their committed participation in the lectures, students gradually develop an unobstructed flow in navigating the therapeutic concepts of the Schools of Psychotherapeutic Thought and their practical applications. This steady acquisition of expertise enables them to bridge their educational experiences with the real-world practice of providing care and support to those in distress. Moreover, their growing awareness of the enduring value of the material, coupled with their careful attention to the subtleties and challenges inherent in therapeutic support, sharpens their ability to grasp and respond to patients' personal cues, inferences, and mental constructs. Ultimately, it is by unreservedly engaging with these elements that students take the lead in fulfilling the imperatives of the "10-P's" of therapeutic efficacy—essential tools for their personal and professional development, as outlined in the following sections:

Pragmatic Purpose Predetermination for Proficient Professional Praxis.

Pinpointing their professional stance and mapping out their intended therapeutic steps for each case, students adhere to key principles much like they would when conducting sound quantitative research. They thus approach cases by selectively or consecutively employing experimental testing, clinical observation, descriptive and diagnostic measurement, psychometric assessment, correlational and causal study, and formulating expert opinions. They also purposefully plan their interventions across various levels of complexity: prevention, prognosis, treatment, consolation, prevention of pathopsychophysiological complications, rehabilitation, empowerment, coaching, support, and follow-up. Furthermore, they predict permissible leeway for extending timeframes, adjusting periodicity, and reapplying or repeating program implementations as necessary.

Progressive Procurement of Personal Perks for Premier Provisions to Patients.

Students progressively absorb and promote both qualitative and quantitative aspects of their qualifications and interventions. They detail the quantitative components of their therapeutic practice, addressing the 'where,' 'when,' 'how much,' and 'how' on a case-by-case basis. This includes the treatment setting—location, indoor environment, decor elements, duration of sessions, session frequency, navigating timing constraints, managing pauses and/or silences, as well as considerations for pricing therapeutic compensation. Additionally, they clarify their own qualitative properties sufficient for their provisions to patients, including identifying the credentials necessary for effective performance (degrees, certifications, technical proficiency) and the personal professional qualities they must demonstrate (verbal fluency, trust-building, rapport, a range of internships and volunteer work). They also recognize the essentials for manifest professionalism that should characterise their demeanour—reliability, high standards, diligence, flexibility, and appropriate boundary-setting. Finally, they directly consider their personal growth, aligning improvements with their Pragmatic Intentionality in order to optimize their development as therapists.

Pivotal Orientation on Therapeutic Reasoning Foundations.

Pivotal Premeditation and Perceptive Pedestals for Proper Praxis.

They anchor themselves to the foundational scientific principles of therapeutic reasoning, encompassing ontological, epistemological, and methodological levels, as well as the selection of appropriate methods. On a case-by-case basis, they proceed by framing and integrating their knowledge acquired, especially from 'Clinical Ethics,' while engaging with qualitative research. They thus recontextualize various approaches such as case-based, narrative, phenomenological, atheoretical, and perhaps ethnographic methods (including specific perspectives, e.g., gender-specific, socio-economic, transgender, cultural, or religious considerations), or empirical support frameworks. In addition, they outline long-term objectives and specific therapeutic goals to be attained, ranging from symptom or syndrome eradication to the broader enhancement of personality traits and overall quality of life. Through this process, they complete the essential triad: foundations–framework–intentionality, summarizing the reasoning behind their decisions, recognizing the inherent challenges, and identifying how to effectively address them through adaptive and differentiated approaches tailored to each case.

Prestigious and Peripheral Practices, Policies, and Procedures.

They probe, compare, postulate, and prioritize the fundamental issues promoted by each School of Psychotherapeutic Thought, emphasizing its profound influence on the myriads of therapies that later emerged. They then pinpoint and parse select core principles, narrowing their focus to adaptable beliefs and credos on a case-by-case basis. By assessing detailed consequences, they project the probable effects of applying these principles (whether beneficial or precarious), making dual predictions: not only for the patients receiving treatment but also for the therapists administering it.

Thus, they navigate the second axis, 'Cruise,' enriching their repertoire with necessary responses to patients, precise decision-making, and selectivity on critical and controversial areas concerning the leading Schools of Psychotherapy. They display proficiency in validating the accepted standards of each prominent School covered in lectures, demonstrating their ability to faithfully apply their beliefs in therapeutic intervention while also remaining poised to pursue re-examination and pivot towards alternative practices derived from similar or even contradictory Schools of Thought.

They accordingly prioritize and validate the significance of both prevailing and less conventional approaches to alleviating human psychophysical suffering. Drawn to pilot the content of the 'Cruise' Axis, they also cultivate a passion for research, especially in monitoring the traditional models proposed by older Schools. This passion drives them to pursue ongoing verification of those models, gathering more recent evidence, and staying primed to redefine, enrich, or occasionally, even overturn old axioms. Through this process, they position themselves to engage with the most recent scientific and technological developments, which, while presenting daunting challenges, also inspire originality and encourage fresh perspectives on approaching pathopsychophysiological difficulties.

Prudent Prioritization of Preferable Pathways and Periodic Planning.

Proactively, students plan the preferable framework for the most predictable therapeutic periods required to resolve presenting issues per case. They prioritize and propose the type of intervention, *prima facie*, suggesting pre-set timeframes for its realization: urgent intervention, short-term/brief therapy, time-limited therapy, empirically pre-set time-compressed medium-term therapy, subject-to-redefinition medium-term sessions, or long-term treatment. They also contemplate types of one-time treatment, such as One-At-A-Time Therapy (OAAAT) or Single-Session Therapy (SST).

Presupposing flexibility in temporary approaches until crystallization or refinement of timeframes, students proceed to select the most appropriate kind of treatment per case: individual/face-to-face therapy, couples' therapy, various forms of group therapy (psychotherapy, skills development, support/self-help groups, clinical counselling groups, psychoeducational, or relapse prevention groups), family therapy, organizational personnel therapy, thematically specific group therapy, or therapeutic (psychoeducational, sensitization etc) interventions within the broader community.

They precisely specify cross-referrals that may be necessary, outlining potential interdisciplinary cooperation. Students propose and predict the mode of treatment delivery (in-person or remote), weighing pros and cons for each case and predicting possible obstacles. Through these processes, they perfect their perception of subtle aspects of predictability, prevention tactics, and pre-emptive adjustments to the therapeutic practice.

Practical implementation of these practices consolidates the principles learned during their previous attendance of Clinical Psychology I-Orientations and Clinical Psychology II-Diagnostics, now applied in the pragmatic realms of multilevel psychotherapy. With a perceptive and proactive mindset, they plan for upcoming challenges, preparing for obstacles, and equipping themselves for the Internship/Apprenticeship they will soon undertake, as well as for their soon-to-come professional therapeutic experiences beyond the protective academic environment.

Parameterization of Palpable and Peripheral Points of Processing.

Students practice the parameterization of multiple palpable and peripheral factors that may impact therapy, whether they arise from patients' intrapersonal experiences or their external environment. They precisely assess the personal mindset, pathopsychophysical complications, secretiveness, ingrained prejudices, external pressures from loved ones, and the, sometimes impenetrable, concealment of personal information that could impede the therapeutic process, despite the fact that such material takes precedence over the completeness of the intervention. They also account for professional pressures and impositions, religious influences, and other obstacles that might prevent the full realization of therapeutic potential.

Parenthetically, they probe the petitions and complications linked to rigid invocations of the Common Factors, which are often believed to decisively shape the therapeutic process. By proceeding with dual estimates of the impact on both patients and therapists, they present possible implications. They then purposefully defend the importance of maintaining reasonable obligations of the partakers in therapy, placing an emphasis on pragmatic aspects of preserving the freedom of both therapist and patient. They perceive the advantages of flexibility when negotiating the Common Factors to foster and optimize therapeutic trust.

They also predict and present possible variations based on personality differences, such as the necessity of assessing intellectual competence before pursuing informed written consent. They moreover pay attention to predispositions toward resistance, particularly when patients are reluctant to provide clear responses to personal history inquiries, especially those touching on areas of perceived vulnerability. Furthermore, they practice psychotherapeutic 'rehearsals' of proactivity, preparing for sensitive interpellations from patients' relatives who request updates on their loved ones' progress, covering aspects like recovery, rehabilitation, or the crucial decision-making process around life-prolongation measures or the inevitable prologues to end-of-life care.

Pioneering, Progressive, and Proactive Provisions to Patients.

Students pursue the implementation of valid interventions informed by existing scientific research, experimental findings, and therapeutic evaluations. However, they do not remain passive recipients or mere reproducers of such knowledge; instead, they are prompted to pioneer, generate originality, and produce results that extend beyond the established norms. They endeavour to pay particular attention to the perplexed determinants of diversity and the interwoven variables present in the multifaceted realities their patients encounter. They proceed with established intervention plans but give precedence to adapting them to the unique priorities of their patients, carefully considering the requirements necessary to aid in the comprehensive processing and co-determination of treatment decisions. They also progress to practice patience while taking innovative initiatives, ensuring that originality is thoughtfully and stepwise applied to personalize interventions.

Moreover, when modifications to intervention plans are necessary, they prudently persist in adjusting the program's components, especially in cases where there is a paucity of evidence regarding its effectiveness. They provide pioneering prototypes tailored to benefit the individual, ensuring that therapeutic programs incorporate variations, perspectives, and modes of treatment that traditional patterns might otherwise overlook or omit.

Participating Personalities and Pathways to Personal Priorities.

Students are primed for reflection on demonstrations of personal strengths in affability, and they navigate dynamics of superiority games in terms of perilous pretences of unanimity. They ponder the anisotropies in scientific and educational backgrounds in psychotherapy, considering the disparities in psychotherapeutic knowledge, experience, and know-how between therapists and patients. They evaluate the impact of uniformities in congruence, as well as the consequential limitations on differences in perspective and proactivity. Above all, they prepare for the expected reluctance or hesitance of the patient to unconditionally accept therapeutic suggestions, ensuring this is disentangled from any perceived personal animosity towards the therapist.

They probe entrenched but faulty communication patterns, striving to re-center on the patient's suffering and to extrapolate efficient ways of communication (e.g., improving active listening, asking the right questions, and effectively receiving responses). They practice methods that fortify and prevent the impairment of productive contacts with their patients and with interdisciplinary colleagues serving the same individuals.

They present strong arguments on the paramount importance of the therapeutic alliance, recognizing it as a decisive factor influencing health outcomes, the therapeutic course, and the overall quality of life for their patients. By extension, they protect the supreme importance of this alliance for their own professional promotion, prestige, and reputation. They preserve cultural and micro-cultural diversity within the therapeutic relationship, perceptively predicting the consequences of unrevealed or suppressed aspects of therapeutic approaches in their patients. Students proactively pursue strategies for accessing unspoken or concealed issues during therapy. They practice unpretentious and deeply genuine introspective self-criticism, growing adept at identifying blind spots or inadequacies in their preferred intervention models. Consequently, they pursue adjustments to their therapeutic goals, destinations, and methods, engaging in ongoing evaluations of progress, always prioritizing the core-interests of the patient. They remain perceptive to the numerous subtleties of non-verbal communication, and they plan to enhance their skills in interpreting these subtleties. They plot paths for personal development, identifying potential obstacles, from external distractions to internal subjective hindrances, and practice tactics and techniques to minimize and resolve these barriers. In these ways, they refine their practice, relying on proven patterns and paradigms of therapeutic consistency.

Pondering into Pluripotentiality.

Students proactively define the areas where their potential multitasking is projected and practically required by the qualitative and quantitative demands of the profession: research, psychometrics, authoring, teaching, mentoring, and supervision. They prepare themselves to precisely record therapeutic content through alternate forms of note-keeping, addressing the essential triplet of written records for confidentiality protection.

They practice conciseness in their therapeutic expressions, refining their skills in transcription, codification, and deciphering the various hints, clues, and innuendos embedded in their patients' core intentions and communications. By perfecting these distillations, they position themselves to effectively present intervention content for possible scientific presentations. They also perpetuate a habit of comparing their approaches with unparalleled suggestions, ensuring that their therapeutic methods stand up to alternative perspectives.

Finally, students pre-check and plan for prospective educational endeavours by drawing on the types of treatments they employ, orienting themselves towards the long-term goal of continually attending training and formal educational programs to augment their professional acumen. They pass with self-discipline into regular evaluations of how these multiple facets of their professional activity interact, utilizing various models of comprehensive intervention programs to perfect their practice.

Promoting Psychological Prosperity and Propagating Provisions to People.

Students focus on expanding the scope of their contributions to patients, their communities, and interdisciplinary collaborations that enhance their presence in the therapeutic field. They consider offering additional 'pro bono' services where possible. They diversify their sources of inspiration and methodologies, drawing from other specialties on psychology, neuroscience, medical sciences, nursing, pharmaceutical care, physiotherapy, computer sciences, artificial intelligence, pedagogy, speech therapy, and more. They recognize the value of global scientific outputs, from pilot studies and reviews to epidemiological reports, meta-analyses, meta-syntheses, and even patents, yet they remain cautious and balanced, ensuring such findings are not the sole basis for clinical decisions. They are trained to develop rational approaches to preventive health training programs, providing protective frameworks that promote Total Health. Their interventions aim to improve the quality of life not only for individuals but also for care organizations and broader communities.

Typically addressed to finalists, the lectures along with their supplementary seminars lay pivotal foundations for advanced knowledge and skills, ultimately achieving both broad and deep insights for thorough academic and subsequent professional clinical practice. Importantly, in the above didactic outcomes two more dimensions should be additionally considered as significant educational benefits; namely, the final Written Examination itself, which features highly original thematic content hence open access to sources due to the difficulty that it entails for handling responses to the questions posed, and the Assignment of Term-Work, which follows a 1:3 structure (study of one School of Psychotherapeutic Thought treating three psychopathological entities or analysis of one psychopathological entity as treated by three Schools of Psychotherapeutic Thought) – thus maintaining the student-centered approach, which the entire way of teaching upholds, with students choosing their conceptual study parameters and the oral presentation of their work remaining optional.

SUBJECT CONTEXT

The '**Schools of Psychotherapies**' builds upon and revolves around two key-axes: the first establishes a '**Compass**', and the second initiates a '**Cruise**' mode, both designed to guide proficient psychotherapeutic practice. Representationally, these axes, introduced in the initial lectures, begin by intersecting sporadically, then with increasing frequency, eventually unfolding in a spiral manner.

The '**Compass**' axis focuses on the personal self-regulation of persons practicing (psycho)therapy, outlining the primary pillars for effectively approaching the treatment of pathopsychophysical issues, and emphasizing the proactive mindset required for successful therapeutic navigation. The '**Cruise**' axis presents exemplary case vignettes drawn from real-life instances of individuals undergoing psychotherapeutic treatment, aligning with both traditional and contemporary models of psychotherapy.

In addition to the plethora of real-life cases presented, swiftly listed to help students grasp the specific tinges of the profession, the **Schools of Psychotherapies** typically selects one or two more prominent pathopsychophysiological profiles. These cases are closely observed as progressively varied and permeated by the psychotherapeutic patterns rotating on the '**Cruise**' axis. This allows for distinct comparisons between different psychotherapeutic approaches, including those suggested by prestigious models as well as less renowned peripheral models, all applied to the same profiles as common denominators for optimal student comprehension. Relevant cases that meet the criteria of this innovative approach include: procrastination, complicated grief, impulsive behaviours, interpersonal frictions involving pathological predispositions or diagnosed conditions, distinct profiles of personality disorders or sexual pathology, and, more rarely, intriguing psychophysiological problems and relational frictions in couples. Occasionally, high-profile incidents from current national news are also examined. Students are encouraged to pay close attention throughout the lectures, as their careful analysis is tested in both periodic and final assessments. The challenge lies in making insightful comparisons and proposing psychotherapeutic interventions that may best resolve the pathological aspects of the demonstrated vignettes.

The '**Schools of Psychotherapies**' is strongly supported by the foundational content of '**Clinical Psychology I-Orientations**,' '**Clinical Psychology II-Diagnostics**,' and '**Clinical Ethics**.' As an integral extension of these subjects, it engages students with heightened curiosity, diligence, and dedication to research-based inquiry. Thus, due to its precedents, the content *per se* motivates *ab ovo* students toward greater productivity and advanced understanding. The subject matter forms a fertile ground, already prepared by the preconceptions shaped by these qualities, and provides immediate feedback to students from the outset. Its advanced demands for the dual responsiveness of its sufficiently experienced recipients to the complex axes of **Compass** and **Cruise** are consequently met through the consolidation of prior knowledge. It is thus from its outset understood that this course aims to develop a superior sense of self in students, as it ultimately promises to benefit the wider public—the multitudes of individuals these students will soon be assisting, supporting, and healing.

The **Compass** axis, functioning as both a protective framework for the psychotherapist and a safeguard for those receiving therapy, encompasses the '10 P's' of proper preparation for therapeutic practice. These principles invite conscious reflection and refinement of key qualities, which were outlined in detail earlier, in the previous section about the learning benefits that students receive and the corresponding actions they are engaged in during the lecture series and the special seminars delivered. The **Cruise** axis, on the other hand, entangled with the **Compass** axis, and apparent particularly from its fourth section and on, explores both widely established and lesser-known yet conceptually significant therapeutic interventions for addressing pathopsychophysical suffering. Key insights from these approaches, whether from prestigious or more peripheral Schools, were previewed in earlier taught Subjects, allowing for a comprehensive and in-depth exploration in the current course. In both students' oral presentations and written evaluations, the assimilation of these approaches is assessed through stringent criteria—fidelity to the content, attention to detail, and avoidance of omissions, deviations, or inconsistencies. Furthermore, the ability to confidently propose and defend their own optimal treatment plans for each case reinforces the practical and theoretical knowledge they have acquired.

In brief, as seen earlier, the '10 P's' are:

Purpose: Pragmatic Purpose Predetermination for Proficient Professional Praxis

Perks: Progressive Procurement of Personal Perks for Premier Provisions to Patients

Premeditation: Pivotal Premeditation and Perceptive Pedestals for Proficient Praxis

Practices: Prestigious and Peripheral Practices, Policies, and Procedures

Prioritizations: Prudent Prioritization of Preferable Pathways and Periodic Planning

Parameterization: Parameterization of Palpable and Peripheral Points of Processing

Pioneering: Pioneering, Progressive, and Proactive Provisions to Patients

Personalities: Participating Personalities and Pathways to Personal Priorities

Pluripotentiality: Pondering into Pluripotentiality

Propagating: Promoting Psychological Prosperity and Propagating Provisions to People

Both axes progressively unfold:

Analysis of Analysis: Principles and criteria of psychotherapeutic reasoning in traditional therapeutic models, whether acclaimed or ambiguous, are examined through analysis, comparisons, and assessments of criticisms. Ascending from psychodynamic models rooted in, yet defying psychoanalytic credos, students are to delve into additional appraisals by “neo-Freudians,” adding to the architecture of key-psychodynamic extensions and their contemporary adaptations.

Boasting about engaging in brave yet often baseless attempts to select, question, or benefit from psychotherapy models—especially when initiated by bodies or persons who are barely qualified, whether benevolent or bereft of need—becomes a bane of concern. Profiles of biopsychosocial deprivation, from simple signs and syndromes to comorbidities and multimorbidities, often drive spurious justifications for biases in model selection. Biomedical intrusions in psychotherapy, along with broad applications of medical protocols and pharmaceutical consumption, are explored.

Cognitive, pre-Cognitive, Cognitive-Analytical, and Cognitive-Behavioural models take center stage. Their content—whether through changes, corrections, cancellations, convenient adaptations or even clandestine “marriages” with contradictory ideologies—are analysed within the context of their claims to dominate the therapeutic landscape.

Discussions are driven by the demand for interdisciplinary dialogue in patient care and the decisive role of inter- and intra-diagnostic systems. Students are sensitized to the necessity of these systems working in dynamic synergy with the design and delivery of psychotherapeutic interventions. Practical demonstrations of diagnostic decision-making unfold, examining dualities and hybrid models while showcasing the deep essentiality of thorough apprenticeship. The precarious aspects of several selective models are discussed, with deserving attention given to worthy claims made by some of them with valid therapeutic effectiveness.

Empathy, with its endless misinterpretations and the evident experiential differences in its application across various psychotherapeutic models, becomes a central topic of exploration. The essential nature of empathy in shaping effective interpersonal interactions and managing emerging conflicts between patients but also among professionals is highlighted, as it directly echoes the quality of therapy. Key elements of employing Behavioral, Jungian, Adlerian, Client-Centered, Rational-Emotive, Schema, and Positive Therapy interventions unfold in detail. Additionally, explorations are made into emerging alternative therapies and shady aspects of some are examined. Also, elements of Gestalt’s ‘morphosystemic’ approach, Solution-Focused therapy’s veto on etiopathogenesis, Philosophical narrative, Systemic & Family therapy approaches, and dubious Self-healing practices are analysed. Finally, Exploration of Metadiatropic innovative methodologies completes the exposition—as they all strive to promote enhanced overall health. The one or two more prominent pathopsychophysiological profiles selected as common denominators for close observation to progressively determine the crux of the different healing patterns in these psychotherapies serve well for comparative study of their pertinent interventions.

Throughout the lectures, the *Schools of Psychotherapies* strives to empower and develop its students by presenting challenges that encourage the refinement of discernment and the enhancement of their therapeutic skills. It opens up opportunities for the exploration of innovative therapeutic interventions, fostering imaginative approaches to planning, while also promoting critical flexibility. With a focus on cultivating advanced self-control and enthusiasm for meaningful therapeutic engagement, the program ensures continuous emphasis on performance excellence in psychotherapeutic practice. Simultaneously, students are immersed in the myriad rationales behind the ongoing, often ambiguous, demand for change, all the while contemplating their commitment to the universal pursuit of resilience, prosperity, self-sufficiency, and deep spirituality.

In this spirit, the *Schools of Psychotherapies* deliberately addresses even the most challenging issues in therapeutic reflection. Assumptions from both the foreground and background of therapeutic endeavours are vividly illustrated through examples from clinical professionals working with suffering individuals. Co-protagonists within the secure framework of the psychotherapeutic environment, therapists and patients together navigate the complex issues that mark the pinnacle of effective therapeutic management.

Challenging issues conclude the lectures’ matrix:

Vividly striving to dominate the psychotherapeutic landscape, even the most popular traditional models tacitly acknowledge their inability to ensure universal efficacy. Research data on their core applications continue to expose the persistent “inaccessibility” of sizeable segments of the human ‘psyche’, particularly when the psyche is understood to be as here held, i.e., as the selfhood operating within full consciousness. Students become sensitized to these findings, which highlight the significant gap between our current understanding and the more profound comprehension of individual expression required to achieve personalized treatment—and ultimately, overall health for each person. Although many voices in the scientific community now call for clinicians to personalize interventions, the initiation, progression, and conclusion of therapy, as well as the need for individualized follow-up, remain enigmatic. This reinforces the universal importance of upholding and expanding healing principles. Does this enduring enigma, though, imply that, for some patients, a lifelong therapeutic journey is inevitable? Are we consciously pursuing this type of long-term aid? Is the goal of therapy today to achieve total health, or are we settling for symptomatic relief? How do students face these realities, and what plans will they make to bring meaningful change to their future therapeutic work?

Waves of selected ideas, tactics, techniques, and entire models of treatment and support work for patients may depend significantly on the unique personalities of individuals. While reliable history-intake protocols and psychometric tools, paired with atheoretical diagnostic criteria and taxonomies, offer substantial benefits, they remain open to further refinement to better serve both patients and non-sufferers facing pathopsychophysiological conditions, as well as professional psychotherapists. With the complexities of these individual variations highlighting the limitations of current tools, it becomes clear that lectures must simultaneously raise students’ awareness of the historical evolution of classical models and the controversies surrounding their credos and techniques, especially as they have shaped interdisciplinary scientific advancements over time.

X-ray-like examinations of the historical censorship surrounding key figures, who were significant thinkers, and contributed with influential aspects of their theories that have shaped psychotherapeutic actions ‘behind the scenes’ are issues fittingly discussed. Occasionally, misleading constructs—chimeras with a therapeutic semblance, such as the notion of the ‘secret’—that have appeared, leading to confusion, are briefly covered in the lectures, given that they serve as cautionary examples. Besides, such instances underscore the contrast with well-established methods like Motivational Interviewing and models of therapeutic openings, such as the MDTP methodologies and Egan’s triptychs, which have been highly efficient for initiating, upholding and completing psychotherapeutic interventions and follow-up processes that truly benefit people.

Yearnings for a more intensified scientific approach to bridging psychopathology and psychosomatics remain pressing in both the collective consciousness and among scientists and psychotherapists, many of whom still cling to partial rather than integrated views. This calls for greater yielding to interdisciplinary collaboration to foster synergy, while addressing and ultimately eliminating the entrenched intransigence found across various fields. More comprehensive understandings of the human psyche are crucially needed—beyond the measurable aspects of pathopsychophysical difficulties. These vital areas are carefully examined in the lectures, particularly through the exemplary cases analysed under the lens of each highlighted psychotherapeutic model.

Zeal for transferring knowledge, no matter how intense, becomes trivial if it merely revolves around timing constraints and mechanistic boundaries as indicators of sufficient learning, understanding, or insight into the vast intricacies of psychotherapeutic approaches. This is especially true in the delicate fields of clinical diagnostics, clinical psychotherapy and clinical counselling and consulting, where outcomes are highly sensitive. True progress can only be achieved if the personalities and the

visions of the students are not sidelined, but instead, brought into sharp focus and nurtured with careful attention. Otherwise, the effort to convey knowledge becomes futile. While the various technical matters –such as the appropriate timing of sessions, terms and limits of therapeutic work, session durations, transitions between individual and group therapy, note-keeping schedules, periodicity of academic study, and even memorization of model principles– are very important, they remain profoundly insufficient when compared to the zenith of personal development required for those practicing psychotherapeutic work. Students’ personal development encompasses deep experience, dedication to pro-bono service, a comprehensive knowledge of the clinical imperatives in psychotherapeutic practice, and the thoughtful application of fundamental principles of good conduct and communication. The **Schools of Psychotherapies** propels students toward the realization of these core components, driving them to mature their personal vision and prepare themselves fully before completing the course. It contributes to a stronger sense of the self, heightened well-being, assertive confidence, effective communication skills, and a clear horizon for their next steps. Students are thus duly equipped with a more concrete understanding of the priorities of those they will serve, a deeper connection to their work, and an invigorated certainty of their contribution to the world.

Significant features of the context include its advanced composition of innovative associations between topics and themes; its transactional nature, which allows for considerable student involvement from the first lecture; and its emphasis on in-depth discussion of real-life cases as vivid examples to ensure sound student comprehension.

ΔΙΔΑΚΤΙΚΕΣ και ΜΑΘΗΣΙΑΚΕΣ ΜΕΘΟΔΟΙ - ΑΞΙΟΛΟΓΗΣΗ

ΤΡΟΠΟΣ ΠΑΡΑΔΟΣΗΣ	Πανεπιστημιακές Παραδόσεις σε Αίθουσα Διδασκαλίας [Δια Ζώσης/F-2-F] & Πρόσθετη Τηλε-Υποστήριξη/Mentoring	
Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.		
ΧΡΗΣΗ ΤΕΧΝΟΛΟΓΙΩΝ ΠΛΗΡΟΦΟΡΙΑΣ ΚΑΙ ΕΠΙΚΟΙΝΩΝΙΩΝ	Υποστήριξη της Διδακτικής-Μαθησιακής Διαδικασίας μέσω της Ιδρυματικής Ηλεκτρονικής Πλατφόρμας e-course	
Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές	Παρουσίαση Πρότυπου Υλικού Παραδόσεων Αξιοποιώντας: Power Point, Video, Σύγχρονη & Ασύγχρονη Διαδικτυακή Σύνδεση, Online Επικοινωνία προς και από Φοιτητές και Φοιτήτριες με Προσφυή Ηλεκτρονικά Μέσα	
ΟΡΓΑΝΩΣΗ ΔΙΔΑΣΚΑΛΙΑΣ	Δραστηριότητα	Φόρτος Εργασίας Εξαμήνου
Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας. Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας/εργασιών, Καλλιτεχνική δημιουργία, κ.λπ. Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης σύμφωνα με τις αρχές του ECTS	Διαλέξεις	39
	Σεμινάρια ανά Θεματικό Πεδίο Αιχμής	21
	Εργαστηριακή Κατάρτιση σε Ειδικές Θεματικές	17
	Συγγραφή/Παρουσίαση Ατομικής Εργασίας	22
	Αυτοτελής Μελέτη (συν τη Μελέτη Εξετάσεων)	26
	Σύνολο Μαθήματος	125

Language of Assessment: HELLENIC. Assessment Methods:

I. Written final examination paper (80%) with optional open access to sources, typically requiring completion in one or more of the following modes (listed in descending order of frequency):

- Maximum-performance, Criterion-referenced: short-answer, matching/analogy, compare/contrast, completion, true/false, multiple choice, essay, and, rarely, under special student circumstances, oral.
- The examination delves into the therapeutic management of real-life cases to reinforce knowledge of pivotal processes suggested by major models and consolidate diagnostic discernment, based on the taught material. Application of techniques and tactics of specific models to treat psychopathological difficulties of individuals is required, by justifying choices. Responses also involve case formulation, treatment plans and/or citing entire therapeutic discourses aiming to alleviate symptoms and improve well-being in the case vignettes drawn from actual clinical psychotherapeutic records.
- Additionally, comparative assessments are pursued (identifying similarities and differences) of specific Schools of Psychotherapies that were not selected as optimal for the case at hand.

II. Term-Work Structured 1:3 Assignment (20%), with optional oral presentation.

ΣΥΝΙΣΤΩΜΕΝΗ ΒΙΒΛΙΟΓΡΑΦΙΑ

-εναλλασσόμενη και επικαιροποιούμενη βιβλιογραφία: δωρεάν online-Εγχειρίδιο Βασικής Εξέτασης, συν δωρεάν Εγχειρίδιο δια του 'Ευδόξος': Άντζι-Μ.Π. Παλαιολόγου (2023). <i>Ψυχοθεραπείες: Κλινικές Ενδεχομενικότητες Ψυχοθεραπευτικών Εφαρμογών</i>. Online (e-course). Κύριο Εγχειρίδιο. Suprakash Chaudhury (2024). <i>A Guide to Clinical Psychology: Therapies</i>. Haupprauge, New York. NOVA. ISBN: 979-8-89113-911-4 Harper, D., McLaughlin, T., & Stowell-Smith, M. (2007). <i>Αποδομώντας την Ψυχοπαθολογία</i>. Αθήνα: Gutenberg-Γιώργος & Κώστας Δαρδανός. ISBN: 978-960-011-146-0 Nomy Arpaly & Timothy Schroeder (2023). <i>In Praise of Desire</i>. New York, NY. Oxford Academic, Oxford University Press. ISBN: 978-019-087-174-1 José Teixeira Lopes (2023). <i>Clinical psychology, psychopathology and psychotherapy: Schizophrenia and dissociative syndromes. Clinical case study</i>. Aurangabad, Maharashtra. Our Knowledge Publishing. ISBN: 978-620-596-794-2 Nancy L. Murdock, (2021). <i>Theories of Counseling and Psychotherapy: A Case Approach</i>. [4th Edn.]. © 2017]. Pearson. ISBN: 978-013-740-019-5 John C. Norcross & Marvin R. Goldfried (2019). <i>Handbook of Psychotherapy Integration</i>. (3rd Edn.). New York, NY. Oxford University Press. ISBN: 978-019-069-046-5 Michael Barkham, Susan Llewelyn, Graham Turpin, & Gillian E. Hardy (2013). <i>Clinical Psychology II: Treatment Models & Interventions</i>. London. SAGE Benchmarks in Psychology. ISBN: 978-184-787-486-3 Patrick Steffen & Donald Moss (2024). <i>Integrating Psychotherapy and Psychophysiology: Theory, Assessment, and Practice</i>. New York, NY. Oxford University Press. ISBN: 978-019-888-872-7 Theodore A. Stern & Timothy E. Wilens & Maurizio Fava (2024). <i>Massachusetts General Hospital Comprehensive Clinical Psychiatry</i>. (3rd Edn.). Amsterdam, The Netherlands. Elsevier Health. Elsevier. ISBN: 978-044-311-844-9 -Συναφή επιστημονικά περιοδικά: εκτενής, εναλλασσόμενος και σταθερά επικαιροποιούμενος ανά έτος όγκος δημοσιευμάτων, ενδεικτικά από: <i>Psychology and Psychotherapy: Theory, Research and Practice; Psychotherapy; British Journal of Psychotherapy; American Journal of Psychotherapy; Psychotherapy Research; Psychotherapy and Psychosomatics; Journal of Contemporary Psychotherapy; Journal of Consulting and Clinical Psychology; Psychological Trauma: Theory, Research, Practice, and Policy; Anxiety, Stress and Coping; Behavioural and Cognitive Psychotherapy; International Journal for Psychotherapy; Journal of Child Psychotherapy; Journal of Cognitive Psychotherapy; Journal of Trauma and Dissociation; Family Process; Journal of Marital and Family Therapy; Journal of LGBT Issues in Counseling; Transactional Analysis Journal; International Journal of Psychoanalysis; Hurlly-Burly, The International Lacanian Journal of Psychoanalysis; Journal of Aggression, Maltreatment & Trauma; European Journal of Psychotherapy and Counselling; Clinical Psychology & Psychotherapy; Journal of Psychotherapy Integration...</i>
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Developing Brain and Neurodevelopmental Disorders

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	6 th		
COURSE CODE	ΨYE042	SEMESTER	6 th
COURSE TITLE	DEVELOPING BRAIN AND NEURODEVELOPMENTAL DISORDERS		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
COURSE TYPE	Special Background		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

(2) LEARNING OUTCOMES

Learning outcomes
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 multiculturalism

(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

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	39
	Review and analysis of the literature	60
	Self-directed study hours	22
	Exams	4
	Course Total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	At the end of the semester students will be evaluated through written exams, that will contribute 100% of the grade on the course. A written assignment and presentation in class during the semester may be optional and may add up to 1 point to the final grade of the exams.	

(5) ATTACHED BIBLIOGRAPHY

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

Language Development

COURSE OUTLINE

GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ063	SEMESTER	6 th
COURSE TITLE	LANGUAGE DEVELOPMENT		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		Optional	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>		Special background	
PREREQUISITE COURSES:		No	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:		Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS		No	
COURSE WEBSITE (URL)		ecourse	

(28) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • 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.
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- 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 <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
<i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an interdisciplinary environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i>	

(29) 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.

(30) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In Classroom
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USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of slides, audiovisual material. Support of the learning process through electronic e-class platform Email Course Website	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Team/Individual assignments	37
	Study and analysis of bibliography	20
	Personal Study	26
	Exams	3
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	i. Written 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	

(31) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- 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.
- Hoff E. (2020). *Γλωσσική Ανάπτυξη*. Εκδόσεις: BROKEN HILL PUBLISHERS LTD
- Ανδρέου Γ. (2012). *Γλώσσα: Θεωρητική και μεθοδολογική προσέγγιση*. Εκδόσεις Πεδίο
- Γαβριηλίδου, Ζ., Μητσιάκη, Μ., & Φλιάτουρας, Α. (2021). 100 βασικές έννοιες για τη γλωσσολογία. Αθήνα: Gutenberg.
- Καραντζόλα, Ε. & Α. Φλιάτουρας (2004). *Γλωσσική αλλαγή*. Αθήνα: Νήσος.
- Λεκάκου, Μ., & Τοπιντζή, Ν. (Επιμ.). (2022). Εισαγωγή στη Γλωσσολογία. Θεμελιώδεις έννοιες και βασικοί κλάδοι με έμφαση στην ελληνική γλώσσα. Αθήνα: Gutenberg.
- Μότσιου Ε. (2017). *Εισαγωγή στην ανάπτυξη της γλώσσας*. University Studio Press
- Ράλλη Α. (2019) *Γλωσσική Ανάπτυξη. Βρεφική, παιδική και εφηβική ηλικία*. Εκδόσεις Gutenberg
- Φιλίππακη-Warburton, E. (1992). Εισαγωγή στη Θεωρητική Γλωσσολογία. Νεφέλη.
- 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.
- Hoff, E. (2006a). How social contexts support and shape language development. *Development Review*, 26(1), 55-88. <https://doi.org/10.1016/j.dr.2005.11.002>
- Lenneberg, E.H. (1967). *Biological Foundations of Language*. New York, NY: John Wiley.
- Mayberry, R.I., Lock, E., & Kazmi, H. (2002). Linguistic ability and early language exposure. *Nature*, 477(6884), 1-38.
- Owens, R.E. (2012). *Language Development: An Introduction*. USA: Pearson.

- *Related academic journals:*

Journal of Child Language

Language Acquisition

Bilingualism: Language and Cognition

Experimental Psychology Laboratory

COURSE OUTLINE

(32) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE064	SEMESTER	6 th
COURSE TITLE	EXPERIMENTAL PSYCHOLOGY LABORATORY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Laboratory exercises		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(33) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
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 <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
Search for, analysis and synthesis of data and information, with the use of the necessary technology Decision-making Working independently Team work Project planning and management Criticism and self-criticism	

(34) 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.

(35) TEACHING and LEARNING METHODS - EVALUATION

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

TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table> <tr> <th><i>Activity</i></th><th><i>Semester workload</i></th></tr> <tr> <td>Lectures</td><td>39</td></tr> <tr> <td>Laboratory practice</td><td>25</td></tr> <tr> <td>Writing and presenting individual work</td><td>61</td></tr> <tr> <td>Course total</td><td>125</td></tr> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Laboratory practice	25	Writing and presenting individual work	61	Course total	125
<i>Activity</i>	<i>Semester workload</i>										
Lectures	39										
Laboratory practice	25										
Writing and presenting individual work	61										
Course total	125										
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	1. Participation in laboratory exercises: 80% of the final grade 2. Oral individual exam: 20% of the final grade.										

(36) ATTACHED BIBLIOGRAPHY

- Suggested bibliography: Kantowitz, B. H., Roediger, H. L. & Elmes, D. G. (2023). (Α. Βατάκη, Ε. Ζιώρη, Ε. Μασούρα, Επιμ.) <i>Πειραματική Ψυχολογία</i>. Αθήνα: Gutenberg. Sarris, V & Reiss. S. (2009). (Γ. Ν. Παπαδόπουλος, Επιμ.). <i>Μεθοδολογία Έρευνας και Πειραματική Ψυχολογία</i>. Σύγχρονη Εκδοτική.
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Laboratory of Qualitative Research and Data Analysis

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE049	SEMESTER	6th
COURSE TITLE	LABORATORY OF QUALITATIVE RESEARCH AND DATA ANALYSIS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge Skills development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> 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
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interviews, focus groups and eliciting narratives; (c) familiarising the students, at a practical level, with the different methods of analysing qualitative data in psychological research; (d) practical training of the students in the skills of writing a qualitative research report in psychology.

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

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

General Competences

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

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

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

(3) SYLLABUS

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

LECTURE AND WORKSHOP TOPICS

- 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 <i>Face-to-face, Distance learning, etc.</i>	At the classroom / laboratory
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USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of power-point Use of PC Use of e-course	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Workshops	20
	Practical exercises	13
	Project	26
	Study of bibliography and course material	24
	EXAMS	3
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	- 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). <i>Εισαγωγή στην Ποιοτική Έρευνα</i>. Αθήνα: Προπομπός. - Τσιώλης, Γ. (2014). <i>Μέθοδοι και Τεχνικές Ανάλυσης στην Ποιοτική Έρευνα</i>. Αθήνα: Κριτική. - Willig, C. (2015). <i>Ποιοτικές Μέθοδοι Έρευνας στην Ψυχολογία: Εισαγωγή</i>. Αθήνα: Gutenberg. - Ίσαρη, Φ. & Μαλικιώση-Λοϊζου, Μ. (2018). <i>Ποιοτική Έρευνα στη Συμβουλευτική</i>. Αθήνα: Gutenberg.

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

- Related academic journals:

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

Social Psychology of Intergroup Relations: Prejudice, Racism

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ020	SEMESTER	6 th
COURSE TITLE	SOCIAL PSYCHOLOGY OF INTERGROUP RELATIONS: PREJUDICE, RACISM		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/enrol/index.php?id=793		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> 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
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comparative presentation of these perspectives and through the examination of the social and political context within which they were articulated. By the time that the course shall be completed, the students:

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

General Competences

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

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

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

(3) SYLLABUS

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

(4) TEACHING and LEARNING METHODS - EVALUATION

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

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography: • Billig, M. (1976) <i>Social Psychology and Intergroup Relations</i>. London: Academic Press. • Billig, M., Condor, S., Edwards, D., Gane, M., Middleton, D. & Radley, A. (1988). Προκατάληψη και Ανεκτικότητα. Στο <i>Ideological Dilemmas: a Social Psychology of Everyday Thinking</i>. Λονδίνο: Sage.
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- 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.
- Χρυσόχοου, 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

EXPERIMENTAL INVESTIGATION OF COGNITIVE PROCESSES

COURSE OUTLINE

GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE021	SEMESTER	6th
COURSE TITLE	EXPERIMENTAL INVESTIGATION OF COGNITIVE PROCESSES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and oral presentation of written assignments		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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		

(37) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>								
This course aims at familiarizing students with the experimental investigation of basic cognitive processes, such as perception, attention learning and memory, through the presentation and designing of classical experiments, as well as the study and critical review of original scientific publications. Upon successful completion of the specific course, students will have acquired: • basic knowledge of conducting experiments in the field of Cognitive Psychology • basic knowledge of understanding and critical evaluation of empirical and theoretical data from the field of Cognitive Psychology, as well as basic skills of conducting experimental work in the above field • the ability of cooperating with their fellow-students to present an experimental research design • the ability to carry out international literature review in scientific journals and on topics relevant to the experimental investigation of cognitive processes • basic research skills • the ability to work independently or in groups • the ability to communicate their work to an audience • knowledge acquisition skills required for continuing their studies with a great degree of autonomy • digital skills								
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table><tr><td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr><tr><td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr><tr><td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr><tr><td></td><td><i>Showing social, professional and ethical responsibility and</i></td></tr></table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>		<i>Showing social, professional and ethical responsibility and</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>							
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>							
<i>Decision-making</i>	<i>Respect for the natural environment</i>							
	<i>Showing social, professional and ethical responsibility and</i>							

Working independently	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	

(38) 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.
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(39) TEACHING and LEARNING METHODS - EVALUATION

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

(40) ATTACHED BIBLIOGRAPHY

- Suggested bibliography: - Kantowitz B., Roediger H., & Elmes D. (2023). (Α. Βατάκη, Ε. Ζώρη, & Ε. Μασούρα, Επιμ.). <i>Πειραματική Ψυχολογία</i>. Αθήνα, Gutenberg. - Sarris, V., & Reiss, V. (2009). <i>Μεθοδολογία Έρευνας & Πειραματική Ψυχολογία</i>. 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

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	ΨYE007	SEMESTER	6th
COURSE TITLE	Statistical Methods with Applications in Psychometrics		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		2	5
Laboratory practices		1	
		3	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=2088		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
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 α), Factor Analysis, Correspondence Analysis, Cluster Analysis, Principal Component Analysis, Structural Equation Models (eg Path Analysis), Item Response Theory.

General Competences

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

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

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

(3) SYLLABUS

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

(4) TEACHING and LEARNING METHODS - EVALUATION

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

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

(41) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE041	SEMESTER	6th
COURSE TITLE	Systemic Counselling and Psychotherapy		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		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 <i>general background, special background, specialised general knowledge, skills development</i>	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/		

(42) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • 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
Adapting to new situations*

*Decision-making
Working independently
Team work*

*Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas*

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Decision-making
- Working independently
- Team work
- 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

(43) SYLLABUS

This laboratory course covers the following topics:

- General Systems Theory
- Family study in the 20th century: Definitions and types of family
- Cultural factors and family functioning: The case of Greek family
- The intergenerational approach of M. Bowen
- Constructing the genogram as a method of qualitative data gathering
- The structural approach of S. Minuchin and the main subsystems in the family: The subsystem of spouses, parents, siblings
- Techniques of the Structural approach
- The Milan approach
- Systemic hypothesis construction, circularity and neutrality
- The narrative turn in research and therapy

- Techniques of the narrative approach
- Dialogical approaches to individual therapy: Dialogical Self Therapy
- Dialogical approaches to family therapy: Open Dialogue Approach, the inner dialogue of the therapist

(44) TEACHING and LEARNING METHODS - EVALUATION

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

(45) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

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

Occupational Health Psychology

COURSE OUTLINE

(46) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ055	SEMESTER	6 th
COURSE TITLE	OCCUPATIONAL HEALTH PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		Optional Compulsory	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=3572		

(47) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • 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 related to work. This course is an introduction to Occupational Health Psychology and offers the relevant theoretical background to familiarize students with the concepts of employee exposure to risks and promoting health at work. Issues such as occupational stress, job burnout, occupational safety, fatigue, workplace violence, and strategies for preventing and managing health and safety in contemporary workplaces will be addressed. 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. understand and evaluate how Occupational Health Psychology can improve the psychological and

physical well-being of people at work, with an emphasis on prevention; 5. produce effective and ethical research designs.	
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
• Search for, analysis and synthesis of data and information, with the use of the necessary technology • Working independently • Team work • 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	

(48) SYLLABUS

The main themes of the course include:
27. The field of Occupational Health Psychology in Greece and the world - historical development, research methods, synergies with institutions and other professions
28. Theoretical models
29. Work related interventions - Planning, implementation and evaluation
30. Psychosocial risks
31. Violence and aggression at work
32. Work stress, burnout, depression and anxiety
33. Physical health at work
34. Work-life balance
35. Dangerous and demanding work - Dangerous occupations
36. Health and safety at work
37. Social and organizational support - Safety climate and the role of leadership
38. Stress coping strategies, wellness programs and wellbeing

(49) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In class, Face-to-face teaching	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Use of ICT in communication with students Support using e-course electronic platform	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	38
	Practical exercises	5
	Proposal writing	20
	Studying for exams	20
	Exams	3
	Course total (25 hours of work equal one ECTS)	125

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

(50) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Arnold, J., Randall, R., Patterson, F., Silvester, J., Robertson, I., Cooper, C., Burnes, B., Harris, D., & Axtell, C. (2020). *Work Psychology and Organizational Behavior*. Broken Hill Publishers. (In Greek – translated edition of Work Psychology)

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

Psychophysiology I

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE035	SEMESTER	6th
COURSE TITLE	PSYCHOPHYSIOLOGY I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Weekly teaching hours		3	4 POINTS
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	none		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> 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 <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
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. Aggression 11. Stress and health.
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face- to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	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 <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	40
	Study and analysis of bibliography	60
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	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.	

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

Suggested Bibliography:

- Εγκέφαλος και Συμπεριφορά, Kolb and Wishaw, Broken Hill
- 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

7th Semester

Sport and Exercise Psychology

COURSE OUTLINE

GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΨYE011	SEMESTER	5th
COURSE TITLE	Sport and Exercise Psychology		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES, ESSAYS		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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		

(51) LEARNING OUTCOMES

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

Adapt to new situations

Decision making

Autonomous work

Teamwork

Work in an international environment

Working in an interdisciplinary environment

Producing new research ideas

Project design and management

Respect for diversity and multiculturalism

Respect for the natural environment

Demonstration of social, professional and moral responsibility and gender sensitivity

Exercise of criticism and self-criticism

Promote free, creative and inductive thinking

.....

Other ...

.....

Autonomous work, teamwork (students in groups undertake to study and discuss on scientific texts from the field of 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.

(52) SYLLABUS

The main themes of the course include:

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

(4) TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD Face to face, Distance Learning, etc.	Face-to-face teaching
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT Teaching, Laboratory Education, Communication with Students</i>	• 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.	

(53) SUGGESTED BIBLIOGRAPHY

- Suggested Bibliography: - Cox, R. (2018). <i>Αθλητική Ψυχολογία: Έννοιες και εφαρμογές</i>. Εκδόσεις Παρισιάνου, Αθήνα. - Clow, A., & Endmunds, S. (2021). <i>Φυσική δραστηριότητα και ψυχική υγεία</i>. Εκδόσεις Παπαζήση, Αθήνα. - Horn, T., & Smith, A. (2022). <i>Ψυχολογία της άσκησης και του αθλητισμού</i>. Εκδόσεις Παπαζήση, Αθήνα. - Θεοδωράκης, Ι., Γούδας, Μ., & Παπαϊωάννου, Α. (2016). <i>Ψυχολογική υπεροχή στον αθλητισμό</i>. Εκδόσεις Κυριακίδη, Θεσσαλονίκη - Weinberg, R., & Gould, D. (2018). <i>Ψυχολογία του αθλητισμού και της άσκησης</i>. Εκδόσεις Broken Hill Πασχαλίδης, Κύπρος. -Relevant scientific journals: <i>Journal of Sport and Exercise Psychology</i> <i>Sport Psychologist</i> <i>Journal of Applied Sport Psychology</i> <i>International Journal of Sport and Exercise Psychology</i>
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Cognitive Behavioural Approaches

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCE		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE008	SEMESTER	7th
COURSE TITLE	COGNITIVE BEHAVIOURAL APPROACHES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		1	5
WORKSHOP		2	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialized general knowledge, skills development</i>	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 <i>The course learning outcomes, specific knowledge, skills and competencies of an appropriate level, which the students will acquire with the successful completion of the course, are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
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?

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

1. Application of theoretical knowledge in practice
2. Search, analysis and synthesis of data and information, using the necessary technologies
3. Autonomous work
4. Teamwork
5. 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

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	IN PERSON	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use power-point for teaching. Use video for teaching. Use of the Ecourse to provide educational material to students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Attendance of workshop	39
	Study and analysis of books and articles	30
	Individual Assignment (essay & case study)	55
	Examination	1
	Course total	125

STUDENT PERFORMANCE EVALUATION	
<i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple-choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	1. Written final examination (20%) which includes: • 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). <i>Εισαγωγή στην γνωστική συμπεριφορική θεραπεία</i>. Εκδόσεις Πατάκη. - Βλάχος, Ι. (2022). <i>Γνωστική Αναλυτική Ψυχοθεραπεία: Θεωρία και Πράξη</i>. Αρμός - Burns, (2005). <i>Αισθανθείτε καλά! Η θεραπεία της κατάθλιψης χωρίς φάρμακα</i>. Εκδόσεις Πατάκη. - Cooper, Z., Fairburn, C. G., & Hawker, D. M. (2011). <i>Γνωστική συμπεριφορική θεραπεία της παχυσαρκίας. Ένας οδηγός για τον θεραπευτή</i>. Εκδόσεις Πατάκη. - Corry, N. (2017). <i>Βασικά Στοιχεία Επάρκειας στη Γνωστική-Συμπεριφοριστική Θεραπεία: Η Ανάπτυξη ενός Αποτελεσματικού και Ικανού Θεραπευτή της Γνωστικής-Συμπεριφοριστικής Προσέγγισης</i>. Gutenberg - Γονιδάκης, Φ., & Χαρίλα, Ν. (2011). <i>Διαταραχές Πρόσληψης Τροφής. Γνωσιακή-συμπεριφοριστική προσέγγιση</i>. Πεδίο. - Epstein, N.B., & Baucom, F.H. (2005). <i>Ενισχυμένη Γνωστική-Συμπεριφορική Θεραπεία Ζευγαριών: Μια Προσέγγιση</i>. Εκδόσεις Πατάκη. - Ευσταθίου, Γ., Ευθυμιου, Κ., κ.ά. (2014). <i>Γνωσιακή-Συμπεριφοριστική Ψυχοθεραπεία Διαταραχών Προσωπικότητας: Θεωρία και Ανάλυση Κλινικών Περιπτώσεων</i>. ΙΝΣΤΙΤΟΥΤΟ ΕΡΕΥΝΑΣ ΚΑΙ ΘΕΡΑΠΕΙΑΣ ΤΗΣ ΣΥΜΠΕΡΙΦΟΡΑΣ (ΙΕΘΣ).

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 <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	
LABORATORY EXERCISES (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 <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/		

(54) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> 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 <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> Search for, analysis and synthesis of data and information, with the use of the necessary technology Project planning and management Respect for difference and multiculturalism

<i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
• 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	

(55) 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
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(56) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use power-point for teaching. Use the video for teaching. Use of the Ecourse to provide educational material to students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	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
	Course total	125

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

(57) ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i> 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. - <i>Related academic journals:</i> Journal of Counselling Psychology European Journal of Counselling and Psychotherapy Counselling Psychology Quarterly Psychology and Psychotherapy: Theory, Research and Practice The Counselling Psychologist

Applications of Work and Organizational Psychology

COURSE OUTLINE

(58) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ057	SEMESTER	7 th
COURSE TITLE	APPLICATIONS OF WORK AND ORGANIZATIONAL PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Laboratory exercises		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		Optional Compulsory Laboratory	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=3573		

(59) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • 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 theory and research findings of Work and Organizational Psychology in solving practical problems of modern organizations at the individual, group, and organizational levels. The aim is to analyse applications of research aiming at developing individuals, teams, leaders, and organizations. Practical issues will be studied such as job analysis, designing procedures for personnel selection, identifying training and development needs, optimization of the quality of the daily work environment, management of conflicts and reducing turnover rates. Students will be trained in collecting information in and outside of the lab, in analyzing this information, and in how they can advise employers and policy makers on their priorities. They will also be trained in how they can help employees achieve a better quality of working life using the scientific method (e.g. collecting and analyzing data and interpreting results). The aim of the course is to both deepen the understanding of concepts related to Work and Organizational Psychology and enhance research skills and 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 in addressing work and organizational problems; 3. demonstrate the ability to analyze quantitative and qualitative data; 4. understand and critically evaluate methods used in research studies; 5. apply theoretical knowledge to suggest solutions to work and organizational problems; 6. study and evaluate the work, organizational and professional context and use this knowledge to solve problems and produce policy and guideline proposals. For a better understanding of the course's concepts and more effective involvement in the exercises, it is recommended that students have attended the courses Work and Organizational Psychology and Occupational Health Psychology.																			
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td><i>.....</i></td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td><i>.....</i></td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
• Search for, analysis and synthesis of data and information, with the use of the necessary technology • Adapting to new situations • Working independently • Team work • 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																			

(60) SYLLABUS

This course is a Lab and requires attending at least 80% of the meetings. The main themes of the course include: 39. Work analysis and design 40. Practical insights into personnel selection 41. Psychosocial risks assessment 42. Feedback, Coaching and Mentoring 43. Organisational interventions 44. Employee training and development - Developing leaders and leadership 45. Effective teams - Conflict management 46. Creating inclusive organisations 47. Employee turnover

(61) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In class, face-to-face teaching
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Use of ICT in communication with students Support using e-course electronic platform

TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lab exercises	39
	Study and analysis of bibliography	20
	Practical exercises	47
	Studying for exams	16
	Exams	3
	Course total (25 hours of work equal one ECTS)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Final Exam (20%) consisting of: - Open-ended questions - Problem solving questions II. Portfolio of exercises (80%) Evaluation criteria are accessible on ecourse platform.	

(62) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

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

Arnold, J., Randall, R., Patterson, F., Silvester, J., Robertson, I., Cooper, C., Burnes, B., Harris, D., & Axtell, C. (2020). *Work Psychology and Organizational Behavior*. Broken Hill Publishers. (In Greek – translated edition of Work Psychology)

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

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

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

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

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

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

- *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

Issues in intercultural communication

COURSE OUTLINE

(63) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ066	SEMESTER	7th
COURSE TITLE	ISSUES OF INTERCULTURAL COMMUNICATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		Compulsory elective	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(64) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • 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 bibliographical 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 behaviour, cognition and personality
- 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?

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

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

(65) 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 personality.
- Cross-cultural differences in emotional experience.
- Cross-cultural differences in cognition.
- Culture and psychopathology.
- Organizational culture.

(66) TEACHING and LEARNING METHODS - EVALUATION

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

(67) ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i> 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., Volčić, 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 - <i>Related academic journals:</i> <i>The Handbook of Communication in Cross-cultural Perspective</i> <i>Journal of Cross-Cultural Psychology</i> <i>Culture & Psychology</i>
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NEUROPSYCHOLOGY OF AGING

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	6 th		
COURSE CODE	ΨΥΕ056	SEMESTER	7 ^o
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 multiculturalism

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.
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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.

Thesis I
COURSE OUTLINE

(6) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ITY001	SEMESTER	7 th
COURSE TITLE	Thesis I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and oral presentation assignments			5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<i>special background</i>		
PREREQUISITE COURSES:	Yes 1. Successful completion of the course <i>Writing a Scientific Paper</i> . 2. Successful completion of all compulsory courses in the study program.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)			

(7) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
Upon successful completion of Thesis I, the student is expected to: - Formulate a research question and, utilizing their knowledge and skills, design a protocol for empirical research on a specific topic within the scientific branches of psychology addressed by the department. - Conduct a thorough search for relevant scientific information and demonstrate proficiency in the methodology of critical literature review. - Design studies that adhere to established ethical standards and research conduct guidelines. - Critically assess the theoretical and methodological rigor of the studies they develop.
General Competences

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

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

(8) SYLLABUS

1. Conducting a literature review. 2. Analyzing relevant literature. 3. Formulating research questions or hypotheses. 4. Designing the methodology. 5. Preparing and submitting a research protocol along with all required accompanying documents (e.g., participant information form). For research involving primary data collection, the submission should be made to the Research Ethics and Ethics Committee (E.H.D.E.) of the University. For studies involving secondary data analysis, the corresponding materials should be submitted to the supervisor.
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(9) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Individual meetings between the supervising professor and the student.		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Live and remote meetings between the supervisor and the student, utilizing email and Microsoft Teams. Access to relevant databases and the Internet.		
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Activity	Semester workload	
	Conducting literature review and analysis	80	
	Preparing and submitting a research protocol	42	
	Collaborating with a supervisor	3	
	Course total	125	

<i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Successful submission of the research protocol to the E.H.D.E. of the University for approval (for research involving primary data) or to the supervisor (for research involving secondary data).

SCHOOL PSYCHOLOGY II: APPLICATIONS IN SCHOOLS AND FAMILIES

COURSE OUTLINE

GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ003	SEMESTER	7 TH
COURSE TITLE	SCHOOL PSYCHOLOGY II: APPLICATIONS IN SCHOOLS AND FAMILIES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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		

(68) LEARNING OUTCOMES

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

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...

.....

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

(69) 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

(70) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	e-course, tedX videos, pptx,	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i>	Activity	Semester workload
	Lectures	26
	Interactive teaching	13

<i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Study and analysis of bibliography	50
	Essay writing	37
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	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).	

(71) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Κατζηχρήστου, 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-Beaulieu, 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 civility 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.
- Κατζηχρήστου Χ. & Λαμπροπούλου, Α. (2013). Ανάπτυξη πολυεπίπεδου μοντέλου παροχής σχολικών ψυχολογικών υπηρεσιών. Στο Γ. Φλουρή, Λ. Γιώτη, Χ. Παρθένος, & 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

Technological Means and Cognitive Abilities

COURSE OUTLINE

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE067	SEMESTER	7 th
COURSE TITLE	Technological Means and Cognitive Abilities		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
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 <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(72) LEARNING OUTCOMES

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

- have an understanding of 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,
- are able to 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?

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology
 Decision-making
 Working independently
 Team work
 Project planning and management
 Criticism and self-criticism

(73) 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,
- Multitasking and cognitive functions,
- Attention in the digital environment
- Distraction in the digital environment
- Childhood: Multimedia multitasking and cognitive functions
- Adolescence: Multimedia multitasking and cognitive functions, Digital games
- Adulthood: multimedia multitasking and cognitive functions
- Effects of parental use of technological media on children's cognitive abilities.

2. Practice in implementing experimental tasks that evaluate the relationship between the use of multimedia and cognitive functions.

(74) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	<i>Face-to-face</i>	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>Use of ICT in teaching, laboratory education, communication with students</i>	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures & Workshops	39
	Literature study & analysis	63
	Writing and presentation of group work	20
	Examination	3
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	1. Examination: 90% of the final grade, 2. Individual or Group written work and oral presentation: 10% of final grade.	

(75) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Goldstein, B. E. (2018). (N. Μακρή, Επιμ.). *Γνωστική ψυχολογία: Σύνδεση Νου, έρευνας και καθημερινής ζωής*. Αθήνα: Gutenberg.
- Sternberg, R.J. (2011). *Γνωστική Ψυχολογία. Διάδραση*.
- Ρούσσος, Λ. Π. (2011). *Γνωστική Ψυχολογία. Οι βασικές γνωστικές διεργασίες*. Αθήνα: Τόπος, Μοτίβο Εκδοτική.
- Martin, M. W & Farmer, T. A. (2019). (Α. Βατάκη, Ε. 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., Chavallaz, 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

Journal of Intelligence

Adult Psychopathology: Diagnostic and Clinical Skills

COURSE OUTLINE

GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Psychology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΨYE037	SEMESTER	7th
COURSE TITLE	Adult Psychopathology: Diagnostic and clinical skills		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES AND LABORATORY EXERCISES (DISCUSSION OF CASE STUDIES)		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:	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 <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education</i>
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<i>Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>																			
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 <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td><i>.....</i></td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td><i>.....</i></td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
- Search for, analysis and synthesis of data and information, using the necessary technologies - Working independently - Team work - 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 <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Use of ICT in communication with students Support of the learning process through the e-course platform (posting of course material: notes, lecture slides, activities, etc.)	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Activity	Semester workload
	Attendance of lectures	39
	Study & analysis of the literature	50
	Study in preparation for the exams	33
	Exams	3

<i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>		
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	A final written examination (100%) including: • Multiple choice questions • Short answer questions • Short or long essays • Case studies	

(9) ATTACHED BIBLIOGRAPHY

<i>- Suggested bibliography:</i> • Bennett, P. (2010). <i>Κλινική Ψυχολογία και Ψυχοπαθολογία</i> (Επιμέλεια: Α. Καλαντζή-Αζίζι, Γ. Ευσταθίου). Πεδίο. • Getzfeld, A. (2009). <i>Βασικά Στοιχεία Ψυχοπαθολογίας</i> (Επιμέλεια: Λ. Μεσσήνης). Gotsis. • Hooley, J.M., Butcher, J.N., Nock, M.K., & Mineka, S. (2020). <i>Ψυχοπαθολογία</i>. Εκδόσεις Utopia. • Kring, A.M., Davison, G.C., Neale, J.M., & Johnson, S.L. (2010). <i>Ψυχοπαθολογία</i> (Επιμέλεια: Ε. Αυδή, Π. Ρούσση). Gutenberg. • Ουλής, Π. (2010). <i>Εγχειρίδιο Κλινικής Ψυχοπαθολογίας</i>. Βήτα Ιατρικές Εκδόσεις. • Χριστοπούλου, Α. (2008). <i>Εισαγωγή στην Ψυχοπαθολογία του Ενήλικα</i>. Τόπος. <i>- Related academic journals:</i> Journal of Abnormal Psychology Journal of Consulting and Clinical Psychology Clinical Psychology Review Annual Review of Clinical Psychology Journal of Clinical Psychology

PSYCHOPHARMACOLOGY

COURSE OUTLINE

GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE069	SEMESTER	8th
COURSE TITLE	PSYCHOPHARMACOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Weekly teaching hours		3	4 POINTS
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	none		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

6. LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> 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 <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
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. Drugs used in the treatment of mental disorders
 - Antipsychotic drugs
 - Antidepressant drugs
 - Pharmacological Treatment of Anxiety Disorders
5. Child and adolescent psychopharmacology
6. Geriatric psychopharmacology
- 7.

8. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face- to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	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 <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	40
	Study and analysis of bibliography	60
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	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) Sinicola 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

8th Semester

Language and Communication

COURSE OUTLINE

(76) GENERAL

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

(77) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> The course aims to present a variety of methodological approaches (pragmatic, sociolinguistic, text linguistics and discourse analysis) in order to highlight the relationship between language and communication during simple social interactions but also in scientific, political, journalistic communication practices so that students 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. - Explore the ways in which language reveals, conceals, preserves, and challenges representations of self and others as well as ideologies of power.
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- Understand the ways in which language practices shape and construct the characters' personal and societal identities and how geographic origin, social class or ethnicity, gender and sexuality affects language.

General Competences

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

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

- 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

(78) SYLLABUS

1 + 2 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.

3) Speech acts. Speech acts and intercultural communication. Conversation Analysis. Deixis and communication.

4) Cooperative principle. Conversational implicatures. Linguistic politeness. Humor discourse.

5) Oral and written speech. Standards of textuality (cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality).

6) 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.

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) Language and gender.

10) Age and language.

11) Child language.

12) Communication in healthcare (Linguistic / cultural barriers, Communication Skills, Behavior, Therapeutic communication, Time Management, Relationship Formation, Empathy).

13) Case studies.

(79) TEACHING and LEARNING METHODS - EVALUATION

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

<i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Lectures	39
	Team/Individual assignments	23
	Study & analysis of bibliography	20
	Personal Study	15
	Exams	3
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	. 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%)	

(80) 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., Σηφianού, Μ. & Τσάκωνα Β. (2014). Ανάλυση λόγου: Θεωρία και εφαρμογές, Αθήνα: Νήσος.
4. Γούτσος Διονύσης, Μπέλλα Σπυριδούλα (επιμ.) (2022) Κοινωνιογλωσσολογία, Αθήνα: Gutenberg.
5. Κανάκης, Κ. (2007). Εισαγωγή στην πραγματολογία. Γνωστικές και κοινωνικές όψεις της γλωσσικής χρήσης. Αθήνα: Εκδόσεις του Εικοστού Πρώτου.
6. Μπέλλα, Σπ. (2015). Πραγματολογία. Από τη γλωσσική επικοινωνία στη γλωσσική διδασκαλία. Αθήνα: Gutenberg.
7. Πολίτης, Π. (επιμ.). (2008). Ο Λόγος της Μαζικής Επικοινωνίας. Το Ελληνικό Παράδειγμα. Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών.
8. Σελλά-Μάζη, Ε. (2001). Διγλωσσία και κοινωνία. Η κοινωνιογλωσσική πλευρά της διγλωσσίας: Η ελληνική πραγματικότητα. Αθήνα: Προσκήνιο.
9. Canagarajah, S. (2017) The Routledge Handbook of Migration and Language
10. De Vito, A. J. (2004) Ανθρώπινη Επικοινωνία, εκδ. Ελλην
11. Fairclough, N. (2015). Language and Power (3η έκδοση). London: Routledge.
12. Pease, A. (2011). Η Γλώσσα του Σώματος. Αθήνα: Έσσητρον
13. Piasecki, M. (2008). Η τέχνη της επικοινωνίας στο χώρο της υγείας: ένας πρακτικός οδηγός, εκδ. Παπασωτηρίου
14. Schiffrin, D., Tannen, D. & Hamilton, H. E. (Eds) (2001). The Handbook of Discourse Analysis. Malden, MA: Blackwell.
15. Watzlawick, P., Bavelas, J.B., & Jackson D.D. (2004). Ανθρώπινη επικοινωνία και οι επιδράσεις της στη συμπεριφορά. Αθήνα: Ελληνικά Γράμματα
16. Wooffitt, R. (2005). Conversation Analysis and Discourse Analysis. London: Sage.
17. Van Dijk, T.A. (2008). Discourse and power. New York: Palgrave Macmillan.

- Related academic journals:

Lab of Educational Psychology

COURSE OUTLINE

School	Social Sciences		
Department	Psychology		
Level of Studies	Undergraduate		
Course Code	ΨΥΕ068	Semester	8th
Course Title	Lab of Educational Psychology		
Independent Teaching Activities <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		Weekly Teaching Hours	Credits
LECTURES AND PRESENTATION OF PAPERS - DISCUSSION IN GROUPS, CLASSROOM DISCUSSIONS (PERSONAL CONTRIBUTION)		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
Course Type <i>general background, special background, specialised general knowledge, skills development</i>	<i>specialised general knowledge- skills development</i>		
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 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...
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- 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 <i>Face-to-face, Distance learning, etc</i>	Face – to - face	
USE OF INFORMATION AND COMMUNICATIONS <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Use of ICT in communication with students Email communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	Activity	Semester workload
	Lectures	(39)
	Study & analysis of the literature	(28)
	Group Work in the Classroom	(55)
	Exams	3
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Students will be assessed as follows. 1. Written exam (20%): • Short-answer questions • Multiple Choice Questions 2. Final written assignment: Research proposal (80%)	

Attached Bibliography

Suggested bibliography:

See bibliography in «Current Issues in Educational Psychology» and in «Educational 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., Zolkowski, 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.
- Karagiannopoulou, E., Milienos, F. S., Kamtsios, S., & Rentzios, C. (2019b). Do defence styles and approaches to learning 'fit together' in students' profiles? Differences between years of study. *Educational Psychology*, 40(5), 570-591.
- 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.
- Rentzios, C., Kamtsios, S., & Karagiannopoulou, E. (2019a). The Mediating Role of Implicit and Explicit Emotion Regulation in the Relationship Between Academic Emotions and Approaches to Learning. *Journal of Nervous & Mental Disease*, 207(8), 683-692.
- 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

- Efkliides, 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
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- **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
- 3o National Conference of School Psychology:
 - <https://schoolpsychology2022.gr/πρόγραμμα>
 - https://schoolpsychology2022.gr/media/attachments/2022/11/02/school_analytiko_web.pdf

Issues of Education and Psychology

COURSE OUTLINE

GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΨΥΕ071	SEMESTER	8 th
COURSE TITLE	Issues of Education and Psychology		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES, ESSAYS		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr		

(81) LEARNING OUTCOMES

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

General Capabilities

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

Search, analyze and synthesize data and information,
using the necessary technologies

Adapt to new situations

Decision making

Autonomous work

Teamwork

Work in an international environment

Working in an interdisciplinary environment

Producing new research ideas

Project design and management

Respect for diversity and multiculturalism

Respect for the natural environment

Demonstration of social, professional and moral responsibility and
gender sensitivity

Exercise of criticism and self-criticism

Promote free, creative and inductive thinking

.....

Other ...

.....

Autonomous work, teamwork (students in groups undertake to study and discuss on scientific texts from the field of 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.

(82) 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	Activity	Semester Workload
	Lectures	39

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	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.		

(83) SUGGESTED BIBLIOGRAPHY

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B) Stress, burnout and academic burnout

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-Relevant 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*

Therapeutic Properties of Interpersonal Relationships

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Psychology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΨYE061	SEMESTER	8th
COURSE TITLE	Therapeutic Properties of Interpersonal Relationships		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		2	4
Workshop/seminar activities		1	
		3	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=3623		

(2) LEARNING OUTCOMES

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

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?

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

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

(3) SYLLABUS

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

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

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Use of ICT in communication with students Support of the learning process through the e-course platform (posting of course material: notes, lecture slides, activities, etc.)	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Attendance of lectures	39
	Study & analysis of the literature	19
	Written essay	20
	Independent study for the exams	20
	Exams	2
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	1. Written final examination (30%) including: - Open-ended questions (short answer questions and/or written essays). - Multiple-choice questions	

<i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	2. Compulsory assignment (70%)
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(5) ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i> Kafetsios, K. (2005). <i>Attachment, Emotion, and Interpersonal Relationships</i>. Typothito (in Greek) Hendrick, C. E., & Hendrick, S. S. (2000). <i>Close relationships: A sourcebook</i>. Sage Cassidy, J. & Shaver, P.R. (2018). <i>Handbook of Attachment, Third Edition: Theory, Research, and Clinical Applications</i>. The Guilford Press Mikulincer, M., & Shaver P.R. (2017). <i>Attachment in Adulthood, Second Edition: Structure, Dynamics, and Change</i>. The Guilford Press - <i>Related academic journals:</i> 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

THESIS II

COURSE OUTLINE

(10) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΠΤΥ002	SEMESTER	8 th
COURSE TITLE	Thesis II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and oral presentation assignments			10
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<i>special background</i>		
PREREQUISITE COURSES:	Yes Thesis I: Approval of the research protocol by the E.H.D.E. for research involving primary data, or by the supervisor for research involving secondary data.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)			

(11) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> Consult Appendix A • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
Upon successful completion of Thesis II, the student is expected to: • Collect data using methods such as interviews, focus groups, questionnaires, experiments, or observation. • Write research reports in accordance with international standards, and analyze empirical data using statistical methods for quantitative analysis or appropriate methods for qualitative analysis. • Critically interpret the results of their study in the context of existing literature and draw meaningful conclusions. • Evaluate the theoretical and methodological rigor of the studies they conduct.

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

(12) SYLLABUS

1. Conducting a literature review. 2. Collecting data. 3. Processing and analyzing data (quantitative or qualitative). 4. Writing a research-based thesis (quantitative or qualitative).

(13) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Individual meetings between the supervising professor and the student.		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Live and remote meetings between the supervisor and the student, utilizing email and Microsoft Teams. Access to relevant databases and the Internet.		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as</i>	Activity	Semester workload	
	Independent research	50	
	Guided study under supervision	7	
	Data collection and processing	133	
	Thesis writing	60	
	Course total	250	

<i>the hours of non-directed study according to the principles of the ECTS</i>	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The final grade is determined by the average of the scores submitted by both evaluators.

PARENTAL COUNSELLING

COURSE OUTLINE

(84) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΕ027	SEMESTER	8
COURSE TITLE	PARENTAL COUNSELLING		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	
LABORATORY EXERCISES		1	
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 <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/		

(85) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • 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 <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i> <i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>	
• 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	

(86) 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
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- Specific issues of counselling: Parental involvement and school performance, counselling and divorce, counselling of parents with children with developmental difficulties / mental retardation

(87) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the class	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, (e-course platform, power point and audio-visual material), communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	30
	Study and analysis of bibliography	31
	Exercises linking theory to practice	9
	Self-directed study	30
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Methods of evaluation: Final written exams: Multiple choice questionnaires, short-answer questions with example that implement theory to practice Language of evaluation: Greek	

(88) 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.

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 Activities <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		Weekly Teaching Hours	Credits
LECTURES AND PRESENTATION OF PAPERS - DISCUSSION IN GROUPS, CLASSROOM DISCUSSIONS (PERSONAL CONTRIBUTION)		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
Course Type <i>general background, special background, specialised general knowledge, skills development</i>	<i>special background</i>		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) Learning Outcomes

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Independent 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.

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

(3) Attached Bibliography

Suggested literature - Bion, W. (1991). <i>Learning from Experience</i>. London: Karnac. - Καραγιαννοπούλου, Ε. (2007). <i>Για τη μάθηση. Η σημασία του σχεσιακού παράγοντα</i>. Αθήνα: Gutenberg. - Καραγιαννοπούλου, Ε. (2003). Ανοχή στη ματαίωση και άμυνες κατά τη μαθησιακή διαδικασία. Συνδέσεις με τη γνωστική ψυχολογία. <i>Παιδί και Έφηβος</i>, 5, 66-83. - Λάγιου-Λιγνού, Ε. (2011). <i>Παρατηρώντας το βρέφος</i>. Αθήνα: Καστανιώτης. - Σάλτζμπεργκερ-Ουίτενμπερκ, Ι., Χένρι, Τζ. & Οσμπορν, Ε. (1996). <i>Η συναισθηματική εμπειρία της μάθησης και της διδασκαλίας</i>. Αθήνα: Καστανιώτης. - Σηγκάλ, Χ. (1995). <i>Μέλανι Κλάιν</i>. Αθήνα: Καστανιώτης. - Τζάλλα, Α., & Καραγιαννοπούλου, Ε. (2004) Αντλώντας από το «Ο ενήλικος κόσμος μας και οι ρίζες του στη βρεφική ηλικία» (Klein, 1959). Κλαϊνικές προσεγγίσεις στη λειτουργία των οργανισμών. Το παράδειγμα των θεραπευτικών και σχολικών οργανισμών. <i>Τετράδια Ψυχιατρικής</i>, 85, 75-86. - Winnicott, D. (2003). <i>Διαδικασίες ωρίμανσης και διευκολυντικό περιβάλλον</i>. Αθήνα: Ελληνικά Γράμματα.
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- High, H. (2012). *Why can't I help this child to learn?*. London: Karnac.
- 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=7NX7TivLCgw>

<https://www.youtube.com/watch?v=roZvaHhXLlc>

Psychophysiology II

COURSE OUTLINE

GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYE036	SEMESTER	8th
COURSE TITLE	PSYCHOPHYSIOLOGY II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Weekly teaching hours		3	4 POINTS
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	none		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

6. LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> 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 <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Project planning and management Respect for difference and multiculturalism Respect for the natural environment	

<i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
• 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: Cerebral lateralization of function Anxiety disorders Psychophysiology of Learning and Memory Psychophysiology of Γλωσσικής Λειτουργίας Psychophysiology of Attention / Consciousness Psychophysiology of Addiction Brain plasticity – Rehabilitation of Brain Dysfunction in the Adult Brain Psychiatric Disorders Biological-non pharmaceutical interventions (Electroconvulsive Therapy – Transcranial Magnetic Stimulator).

8. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face- to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	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 <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	40
	Study and analysis of bibliography	60
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	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

Suggested Bibliography:

- Brain and Behavior, Garrett B- Hough G
- Biopsychology (11th edition) 2021. Pinel and Barnes
- Handbook of Psychophysiology, Fourth Edition. (2016). In J. Cacioppo, L. Tassinary, & G. Berntson (Eds.), Handbook of Psychophysiology (Cambridge Handbooks in Psychology, pp. 1-11). Cambridge: Cambridge University Press.

- Relevant scientific journals:

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

PRACTICUM PLACEMENT

COURSE OUTLINE

(90) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PPA001	SEMESTER	7 or 8
COURSE TITLE	PRACTICUM PLACEMENT		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
SUPERVISED TRAINING IN AN APPLIED PSYCHOLOGY INSTITUTION		200 (TOTAL PRACTICE HOURS IN A TWO-MONTH PERIOD)	8
INTERNSHIP PREPARATION SEMINAR		10	4
ACTIVITY REPORT (INTERNSHIP BOOK)		90	
TOTAL		300	12
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	COMPULSORY COURSES (115 ECTS) OPTIONAL PSYCHOLOGY COURSES (35 ECTS)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr		

(91) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>											
Upon completion of the internship, students are expected to: • Understand the scientific and professional dimensions of the field of psychology and demonstrate the connection between theoretical knowledge and its practical application. • Differentiate the role of a psychologist in various contexts in comparison to other professionals in the same field. • Understand the significance of interdisciplinary collaboration. • Gain an in-depth understanding of ethics and ethical considerations in clinical practice, including issues related to confidentiality. • Apply their theoretical knowledge, training, and education to practical applications in psychology.											
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table><tr><td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr><tr><td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr><tr><td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr><tr><td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr><tr><td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr></table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>
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<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>										
<i>Team work</i>	<i>Criticism and self-criticism</i>										

<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	
<i>Production of new research ideas</i>	<i>Others...</i>
	

Apply knowledge to practice, adapting to new situations, decision-making, teamwork, working independently, working in an interdisciplinary environment, respect for difference and multiculturalism, showing social, professional and ethical responsibility and sensitivity to gender issues, production of free, creative and inductive thinking.

(92) SYLLABUS

The Internship aims to introduce students to the professional activities of psychologists in real working environments before completing their degree. It consists of three distinct components: - Attendance of a 10-hour Preparation Seminar - Supervised training in an applied psychology institution for a minimum of 200 hours in a two-month period - Completion of an Internship Book, which includes an activity report The supervised training occurs within any organized public or private sector setting that offers services related to applied areas of Psychology. This excludes private psychologists' offices and student work agencies. Suitable settings include psychiatric clinics, mental health facilities, prevention centres, special education centres, school environments, etc., provided that they employ a qualified Psychologist. Students have the opportunity to observe, participate in, and gain experience in professional activities related to the duties of a psychologist. These activities may include history taking, psychological evaluation, counselling sessions, and interdisciplinary team meetings. The students are supervised by a psychologist employed by the institution and academically supervised by a faculty member of the Department. The internship may be paid through co-funded programs or unpaid. Paid internships are awarded based on defined academic criteria. The internship is evaluated by the academic supervisor with a qualitative assessment of "successful" or "not successful". While the internship does not affect the overall grade of the degree, it is a prerequisite for obtaining the degree and is noted in the Diploma Supplement.
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(93) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (in class)										
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students.										
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table> <tr> <th><i>Activity</i></th><th><i>Semester workload</i></th></tr> <tr> <td>Seminar</td><td>10</td></tr> <tr> <td>Practicum placement</td><td>200</td></tr> <tr> <td>Essay writing</td><td>90</td></tr> <tr> <td>Total</td><td>300</td></tr> </table>	<i>Activity</i>	<i>Semester workload</i>	Seminar	10	Practicum placement	200	Essay writing	90	Total	300
<i>Activity</i>	<i>Semester workload</i>										
Seminar	10										
Practicum placement	200										
Essay writing	90										
Total	300										
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: Students' evaluation is based on the following: 1. Internship Book 2. Self-evaluation by the student 3. Assessment of the student by the supervisor at the host institution 4. Evaluation of the student by the supervising faculty member Assessment Methods: Written Work, Multiple Choice Questions, Short Response Questions Assessment language: Greek and English The evaluation criteria are conveyed to students during the introductory seminar and are also accessible on the Department of Psychology website.										

(94) ATTACHED BIBLIOGRAPHY

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