

COURSE OUTLINE

1. GENERAL

SCHOOL	Faculty of Social, Political and Economic Sciences		
DEPARTMENT	SOCIAL WORK		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	A5-2019	SEMESTER	1
COURSE TITLE	PSYCHOLOGY		
TEACHING ACTIVITIES <i>in case the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to a course as a whole, then please note down the teaching hours per week and the corresponding ECTS Credits.</i>	TEACHING HOURS PER WEEK	ECTS CREDITS	
	3	5	
<i>Add lines if necessary. The teaching organization and methods used are described in the point 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Background		
PREREQUISITES:	No		
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS:	-		
URL COURSE:			

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

By the End of the Course, Students should be able to:

- understand basic concepts and terms of psychology
- demonstrate an understanding of the concept, the subject matter and the major branches of psychology
- to know the methods of scientific research
- describe the development and the major theories of psychology
- understand the human developmental pathway and the fundamental cognitive functions (memory, perception, language, intelligence)
- Describe the types of mental disorders
- analyze aspects of life and social behavior on the basis of psychological theories
- to develop self-awareness, acceptance of self and acceptance of others

General Skills

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

*Search, analysis and synthesis of data and information,
using the necessary technologies
Adaptation to new situations*

*Project design and management
Equity and Inclusion
Respect for the natural environment*

<p><i>Decision making</i></p> <p><i>Autonomous work</i></p> <p><i>Teamwork</i></p> <p><i>Working in an international environment</i></p> <p><i>Working in an interdisciplinary environment</i></p> <p><i>Production of new research ideas</i></p>	<p><i>Sustainability</i></p> <p><i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></p> <p><i>Critical thinking</i></p> <p><i>Promoting free, creative and inductive thinking</i></p>
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- Search, analysis and synthesis of data and information, using the necessary technologies
- Autonomous work
- Teamwork
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Critical thinking
- Promoting free, creative and inductive thinking
- Equity and Inclusion

3. COURSE CONTENT

1. Approaching the science of Psychology: Introductory concepts
2. History and branches of psychology
3. Scientific research methods
4. Biological bases of behavior and human development
5. Learning :learning theories, models and applications
6. Cognitive functions: perception, memory, language
7. Consciousness
8. Motivation and emotions
9. Theories of personality formation
10. Stress and Health
11. Society and human behavior
12. Psychological disorders
13. Psychotherapy and Counseling

4. LEARNING & TEACHING METHODS - EVALUATION

<p>TEACHING METHOD</p> <p><i>Face to face, Distance learning, etc.</i></p>	<p>Face-to-face and distance learning</p>
<p>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)</p> <p><i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Extensive use of presentation software and other audiovisual media</p>

TEACHING ORGANIZATION	<i>Activity</i>	<i>Workload/semester</i>	
<p>The way and methods of teaching are described in detail.</p> <p>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</p> <p>The student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.</p>	Lectures	25	
	Assignments after the end of each lecture	25	
	Participation in guided discussions in the context of the lectures	25	
	Small individual practice tasks	25	
	Independent Study	25	
	Total Course (25 hours of workload per credit)	125	
	<th data-bbox="240 947 687 985">STUDENT EVALUATION</th> <td colspan="2" data-bbox="687 985 1359 1030"> <p>Description of the evaluation process</p> </td>	STUDENT EVALUATION	<p>Description of the evaluation process</p>
<p>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Public Presentation, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</p> <p>Explicitly defined assessment criteria and if and where are accessible to students are mentioned.</p> <p>Final written examination (70%) and Participation in the course (30% assignments etc)</p> <p>The assessment criteria are announced at the beginning of each semester</p>			

5. SUGGESTED BIBLIOGRAPHY

Required Text

Schacter D, Gilbert D, Wegner D, Nock M, 2018. *Εισαγωγή στην Ψυχολογία*. Αθήνα: Gutenberg

Bibliography and Further Reading

- Banyard, P. & Grayson, A., 2000. *Introducing Psychological Research*. London: Palgrave
- Βοσνιάδου, Σ., 2011. Νασιάκου, Μ., Χαντζή, Α., Φατούρου-Χαρίτου, Μ., *Εισαγωγή στην ψυχολογία – Ενιαίο*. Αθήνα: Gutenberg.
- Cassells A., 1999. *Μνήμη και λήθη*. Αθήνα: Ελληνικά Γράμματα
- Coolican, H., 1996. *Introduction to Research Methods and Statistics in Psychology*. London: Hodder & Stoughton
- Coon, D. & Mitterer, J. O., 2012. *Introduction to psychology: Gateways to mind and behavior with concept maps and reviews*. Belmont: Cengage Learning.
- Eysenck, M., 2005. *Psychology: The Science of Mind and Behaviour*. London: Hodder & Stoughton

- Feldman, R. S.,2014. *Understanding psychology*. N.York:McGraw-Hill Education.
- Φουκώ, Μ.,1990. *Η Ιστορία της Τρέλας*.Αθήνα: Ηριδανός
- Griggs,R.,2008.*Psychology: A concise Introduction*.N.York:Worth publishers
- Gross, R .,2001.*Psychology: The Science of Mind and Behaviour*.London: Hodder Stoughton
- Hergenhahn, B. R., & Henley, T.,2013. *An introduction to the history of psychology*.Belmont Cengage Learning
- John, O. P. ,Robins, R.W. & Pervin , L. A., (eds.),2008. *Handbook of personality: Theory and research*. New York: Guilford Press.
- Jones,E.,2003. *Σίγκμουοντ Φρόντ: Η ζωή και το έργο του*. Αθήνα: Ίνδικτος.
- Καφετζόπουλος, Ε.,1995. *Εγκέφαλος, Συνείδηση και Συμπεριφορά*. Αθήνα: Εξάντας
- Kalat,J.W.,2007.*Introduction to Psychology*. Belmont, CA:Cengage Learning
- Μάνιου-Βακάλη, Μ.,1995. *Μάθηση, μνήμη, λήθη*. Θεσσαλονίκη: Art of Text.
- Lahey,B.B.,2001.*Psychology:An Introduction*.N.York: McGraw Hill.
- Lionel,N.,2009. *Introduction to Psychology*.CapeTown: Juta and company Ltd
- Myers,D.G.,2006.*Psychology*. N.York:Worth publishers
- Malim, T. & Birch, A. ,1998. *Introductory Psychology*. London:Palgrave
- Plotnik, R., & Kouyoumdjian, H. (2013). *Introduction to psychology*. Belmont: Cengage Learning.
- Schacter, D., Gilbert, D. & Wegner, D., 2011. *Ψυχολογία*. Αθήνα: Γ. Δαρδανός και Σια
- Schultzm,D.P.&Schultz,S.E., 2011.*A History of Modern Psychology*.Belmont, CA: Cengage Learning.
- Weiten, W. & McCann, D. ,2010. *Psychology: Themes and Variations (2nd Canadian Edition)*. Toronto, Canada: Nelson Education
- Zimbardo,P.,Weber,A.L.&Johnson,R.L.,2003.*Psychology:Core Concepts*. Boston: Allyn and Bacon

Scientific Journals

- *American Journal of Psychology*
- *American Psychologist*
- *Annual Review of Psychology*
- *Asian Journal of Social Psychology*
- *Australian Journal of Psychology*
- *British Journal of Psychology*
- *British Journal of Social Psychology*
- *British Journal of Clinical Psychology*
- *Current Directions in Psychological Science*
- *Canadian Psychology*
- *European Psychologist*
- *Psychological Medicine*
- *Review of General Psychology*

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	Nikolaos Tsergas
Contact details:	ntsergas@sw.duth.gr
Supervisors: (1)	
Evaluation methods: (2)	Final written examination and assignments
Implementation Instructions: (3)	

- (1) To be completed with YES or NO
- (2) Note down the evaluation methods used by the teacher, e.g.
 - *written assignment* or/and exercises
 - written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.
- (3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:
 - α) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submitting them to the teacher, the grading system, the participation of the assignment in the final grade and every other detail that should be mentioned.
 - β) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of pronouncing topics, the applications to be used, the necessary technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the way the hyperlink is sent, the duration of the exam, the grading system, the participation of the exam in the final grade, the ways in which the inviolability and reliability of the exam is ensured and every other detail that should be mentioned.
 - γ) in case of **written examination with distance learning methods**: the instructions for assigning the topics, the way of submitting the answers, the duration of the exam, the grading system, the participation of the exam in the final grade, the ways in which the integrity and reliability of the exam is ensured and every other detail that should be mentioned.There should be an attached list with the Student Registration Numbers only of the beneficiaries to participate in the examination.