

COURSE OUTLINE

1. GENERAL

SCHOOL	Social Economic and Political Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	Γ2	SEMESTER	3rd
COURSE TITLE	Social Work and Multiculturalism		
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>	Scientific area – skill development		
PREREQUISITES:	none		
TEACHING & EXAMINATION LANGUAGE:	Greek and english		
COURSE OFFERED TO ERASMUS STUDENTS:	yes		
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.

After the successful completion of this course students should:

- **Develop empathy for social groups living in conditions of vulnerability, culturally diverse groups, members of the minority, immigrants and refugees.**
- **Recognize the multiple discrimination such as racism and sexism, gender and diversities (e.g. minority disabled women, family violence and learning difficulties etc)**
- **Show awareness about issues regarding social exclusion, social separation and oppression.**
- **Acquire knowledge regarding antiracist, anti-oppressive and anti-discriminatory approaches, as well as inter-cultural and multicultural approaches.**
- **Be aware of networking and Supporting Services**
- **Develop Awareness of the importance of social movements**
- **Have the opportunity to stimulation experience and role playing with the use of new technologies.**
- **Develop critical thinking and critical reflection**
- **Express their creativity and produce reflective models as well as be able to recognize their strengths.**

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

Decision making

Autonomous work

Teamwork

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project design and management

Equity and Inclusion

Respect for the natural environment

Sustainability

Demonstration of social, professional and moral responsibility and sensitivity to gender issues

Critical thinking

Promoting free, creative and inductive thinking

1. Search, analysis and synthesis of data and information, using the necessary technologies.
2. Adaptation to new situations
3. Autonomous work
4. Team work
5. Project design and management
6. Demonstration of social, professional and moral responsibility and sensitivity to gender issues and diversity
7. Critical thinking, selfawareness and critical reflection
8. Promoting free, creative and inductive thinking

3. COURSE CONTENT

The course focuses on social work approaches in multicultural societies and reflective practices. It further focuses on multiculturalism and multiculturalism, minorities, identity and diversity, social exclusion and social inclusion, etc.

It revises and provides an in depth insight of social work approaches, especially in the UK, to support and deal with the difficulties faced by culturally diverse social groups. It focuses on social inclusion and tackling social exclusion of diversities. More specifically it refers to social work intervention with Muslim minorities and Roma in the EU and in Greece, especially inclusion in education, as well as social work and counselling with immigrants and refugees. Ethical issues and challenges for social work practice in multicultural environment. Cultural competence and cultural humility, critical reflection, the development of self-awareness, reflective practice and critical reflection are main issues.

The lectures are also based on vignettes and case studies analysis, they draw from evidence emerging from action research and individual, group and family counselling with culturally diverse groups. Seminars and interactive teaching, discussions and video watching.

Contents

1. An Introduction to Social Work and Multiculturalism
2. Multiculturalism, Minorities, Social Exclusion, Social Inclusion, Positive discrimination, diversities etc
3. Identity- Diversity- Nationalism- Racism and antiracism
4. Critical Reflection and social work with culturally diverse groups
5. Theoretical approaches (Eco-systemic, strengths-based, social justice, oppression and anti-oppressive practices, feminist and multicultural approaches)
6. The end of Multiculturalism? Critical Reflections
7. Muslim Minorities and Roma in the EU
8. The Muslim Minority of Thrace
9. Social Work with Immigrants and Refugees
10. Challenges, ethical issues and Reflection
11. Cultural competence and cultural humility
12. School Social Work, advocacy and mediating to develop programmes for prevention and tackling school drop out
13. Counselling culturally diverse
14. Action Research and in depth interviews in multicultural settings

4. LEARNING & TEACHING METHODS - EVALUATION

<p>TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	<p>Face to face as well as with the use of new technologies and distance learning in conditions of urgency</p>	
<p>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of new technology and interactive communication</p>	
<p>TEACHING ORGANIZATION <i>The way and methods of teaching are described in detail.</i> <i>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.</i></p> <p><i>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.</i></p>	<p><i>Activity</i></p>	<p><i>Workload/semester</i></p>
	<p>Activity</p>	<p>Workload/semester</p>
	<p>Lectures</p>	<p>30</p>
	<p>Assignments after the end of each lecture</p>	<p>10</p>
	<p>Essay writing</p>	<p>30</p>
	<p>Small individual practice tasks /Clinical exercise</p>	<p>20</p>
	<p>Interactive participation in teaching and oral presentation</p>	<p>20</p>
	<p>Independent Study (Project)</p>	<p>15</p>
	<p>Total Course</p>	<p>125</p>
<p>(25 hours of workload per credit)</p>		
<p>STUDENT EVALUATION <i>Description of the evaluation process</i></p> <p><i>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</i></p> <p><i>Explicitly defined assessment criteria and if and where are accessible to students are mentioned.</i></p>	<p>The assessment encounters an essay (not compulsory which adds 2 credits in the final mark). A test or presentation will form intermediate assessment (30%) and final exams (70%).</p>	

5. SUGGESTED BIBLIOGRAPHY

Κανδυλάκη, Α, 2009, *Κοινωνική Εργασία σε Πολυπολιτισμικό Περιβάλλον*, Αθήνα, εκδόσεις Τόπος

Κανδυλάκη, Α 2018 Κριτικός αναστοχασμός κοινωνική εργασία και πολυπολιτισμικότητα, εκδόσεις Τόπος

Ζαϊμάκης, Γ και Κανδυλάκη, Α, 2005 (επιμ) *Δίκτυα κοινωνικής Προστασίας "Μορφές παρέμβασης σε ευπαθείς ομάδες και σε πολυπολιτισμικές κοινότητες*, Αθήνα, εκδόσεις Κριτική

Buchanan, A and Kallinikaki, Th (2018) Meeting the needs of unaccompanied children in Greece, *International Social Work*, Sept. 2018

Kandylaki, A and Kallinikaki, Th, 2018 Critical, anti-oppressive and human rights Social work in the 'rough pathways' of the Muslim Roma neighbourhoods in Thrace : Towards inclusion to education, *British Journal of Social Work* V48, 6, Sept 2018

Adams, R Dominelli, L and Payne M 2009, *Critical Practice in Social Work*, Basingstone, Palgrave Macmillan

Alan, j, Briskman, L and Pease B, 2009, *Critical Social Work*, Crows Nest, NSW, Allen and Unwin

Fook, J, 2003, *Social work : Critical Theory and Practice*, London Sage

Kelly, P (2005) *Multiculturalism Reconsidered*, Polity Press

McGhee, D (2008) *The End of Multiculturalism? (Terrorism, Integration and Human Rights)*, Open University Press

Wing Sue, D (2016) *Multicultural Social Work Practice*, Jossey- Bass

Additional Bibliography

Heward, W (Μετ. Λυμπεροπούλου) (2009) *Παιδιά με ειδικές ανάγκες*, εκδόσεις Τόπος

Albrecht, G, Seelman, K and Bury, M (2019)(επιμ Ζωνιου Σιδέρη) *Εγχειρίδιο σπουδών στην αναπηρία*, εκδοσεις Πεδίο

Ζαϊμάκης, Γ και Κανδυλάκη, Α (2005, επιμ) *Δίκτυα Κοινωνικής Προστασίας*, εκδόσεις Κριτική

Κανδυλάκη, Α (2018) *Κοινωνική εργασία Πολιτισμική ετερότητα και Κριτικός Αναστοχασμός*, εκδόσεις Τόπος

Τσιμπιδάκη, Α (2012) *Παιδι με ειδικές ανάγκες : Οικογένεια και σχολείο*. Εκδόσεις Παπαζήση

Καλλινικάκη, Θ και Κασσέρη, Ζ (2014) *Κοινωνική εργασία στην Εκπαίδευση*, Εκδόσεις Τόπος

- Journals:

British Journal of Social Work, European Journal of Social Work , International Journal of Social Work, Qualitative Social Work, Journal of Social Work, etc

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	
Contact details:	
Supervisors: (1)	
Evaluation methods: (2)	
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.