

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	Faculty of Social, Political and Economic Sciences		
<b>DEPARTMENT</b>	Social Work		
<b>LEVEL OF STUDIES</b>	Postgraduate		
<b>COURSE CODE</b>	<b>Δ1</b>	<b>SEMESTER</b>	<b>D</b>
<b>COURSE TITLE</b>	Social Work Theory		
<b>TEACHING ACTIVITIES</b> <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>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
	3	6	
<i>Add lines if necessary. The teaching organization and methods used are described in the point 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific area		
<b>PREREQUISITES:</b>			
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	In case of request		
<b>URL COURSE:</b>	<a href="https://eclass.duth.gr/courses/OKA220/">https://eclass.duth.gr/courses/OKA220/</a>		

### 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.*

**knowledge** of the theories that form the basis of the science of social work

- to distinguish the connections between the principles, values and the ethics of social work with its own theoretical basis and their subsequent imprinting on specific methods and intervention techniques

- how to use theory in to practice

• **skills**

- ability to analyze the theoretical origins of each of the social work approaches and its effects on the practice methodology and on the criteria of the evaluation of its performance.

• **Awareness**

- awareness of the critical role of theory both in the way in which the social worker perceives - analyzes what is happening (facts, phenomenon), experiencing emotional reaction, and in the choice of his working method and decision-making in his/her daily practice

- awareness of the importance of theory in the adoption of disciplined, able to be evidence based practice and in using common language (terminology) necessary in the interdisciplinary and intersectional cooperation

**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)?*

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

Search, analysis and synthesis of data and information, using appropriate methods  
 Working in an interdisciplinary international environment  
 Decision making  
 Autonomous work  
 Demonstration of social, professional and moral responsibility and sensitivity to gender issues  
 Critical thinking  
 Promoting free, creative and inductive thinking  
 Exercise criticism and self-criticism  
 Applying evidence based clinical methods and techniques

**3. COURSE CONTENT**

1. Introduction to the concept of theory in the social sciences. The broad, complex, evolving cognitive field of social work science. Theories of Social Work and Theories for the Social Work as a basis of the practise and the research
2. Theories of human development and deviation
3. Psychodynamic approaches: human development, personality and mental disorder
4. Relational and psychosocial therapy (Woods and Hollis, 1990)
5. Theories and Models of Crisis Intervention The goal-focused social work, short-term intervention models
6. Humanistic approaches: transactional analysis, humanistic group work (Glassman & Kates).
7. Cognitive and Behavioral Theories
8. Suppressive social work 9. Radical and Critical social work
10. Ecosystem and "green" social work
11. Theory or approach? The approaches of the strong points, the empowerment and the narrative.
12. Examples of comparative analysis - documentation of general and clinical practice and research
13. Summary of the course, critical overview of the limitations when choosing-utilizing eclectic models or the dominant model in a social service

#### 4. LEARNING & TEACHING METHODS - EVALUATION

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Face to face	
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Extensive use of software and audiovisual media	
<b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.  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>	<b>Activity</b>	<b>Workload/semester</b>
	Lectures	40
	Bibliography study	30
	Writing - posting a reflection sheet on each one lecture	15
	Participation in role playing, and in the meeting with a guest service user or social worker	25
	Written Assignment	40
	<b>Total</b>	<b>150</b>

## STUDENT EVALUATION

*Description of the evaluation process*

*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*

*Explicitly defined assessment criteria and if and where are accessible to students are mentioned.*

1. The active participation of those enrolled in the whole educational process - all lectures, project presentations, role playing, case studies is scored as 1.50
2. Written examination (graded as 5.00). Equilibrium Evaluation Criteria for Writings: -Thinking skills (criticism, analysis, interpretation, logic, argumentation, use of comparison, anticipation of controversy)  
-Understanding (accuracy in facts, and capture of the author's views, understanding of important issues)  
- Writing skills (structure and organization, clarity, accuracy, grammar / spelling, reference-use of sources)
3. Written Assignment of 2,000 words, uploaded on the 15th of May - is marked as 3.
4. The evaluation criteria are the same as those of the written examination, while Word Overrun subtracts 0.50, and Late submission deducts 0.80.

## 5. SUGGESTED BIBLIOGRAPHY

Η αναρτημένη στο E-class ύλη του μαθήματος: άρθρα, κεφάλαια από συλλογικούς τόμους, μελέτες περίπτωσης.

Payne, M. (2021). *Κοινωνική Εργασία από τη Θεωρία στην Πράξη*. Μτφρ. Μ. Δημητροπούλου, επιμ. Δ.-Δ. Τελώνη. Αθήνα: Τόπος.

Δημοπούλου–Λαγωνίκα Μ. (2011). *Μεθοδολογία Κοινωνικής Εργασίας Μοντέλα Παρέμβασης*. Αθήνα: ΤΟΠΟΣ.

Dominelli, L. (2004). *Social Work: Theory and Practice for a Changing Profession*. Cambridge: Polity Press.

Gray, M. & Webb S.A. (2009). *Social Work Theory and Method*. London: Sage.

Healy, K. (2005). *Social Work Theories in Context. Creating Frameworks for Practice*. London: Palgrave.

Howe, D. (1993). *An introduction to Social Work Theory*. Cambridge: University Press.

Fook, J., Ryan, M. & Hawkins, L. (2000). *Professional Expertise: Practice, Theory and Education for Working in Uncertainty*. London: Whiting and Birch.

Fook, J. (ed.) (1996). *The Reflective Researcher: Social Workers' Theories of Practice Research*. NY: Allen and Unwin.

Oko, J. (2008). *Understanding and Using Theory in Social Work*. UK: Learning Matters.

Payne, M. (2000). *Σύγχρονη θεωρία της κοινωνικής εργασίας*. Μτφρ Σ. Στρατηγάκη, επιμ. Θ. Καλλινικάκη. Αθήνα: Ελληνικά Γράμματα.

Walsh, J. (2010). *Theories for Direct Social Work Practice*. USA: Wadsworth Cengage Learning.



## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	
<b>Contact details:</b>	
<b>Supervisors: (1)</b>	
<b>Evaluation methods: (2)</b>	
<b>Implementation Instructions: (3)</b>	

(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.