

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCE		
DEPARTMENT	SOCIAL WORK		
LEVEL OF STUDIES	6		
COURSE CODE	D2-2019	SEMESTER	4
COURSE TITLE	SOCIAL WORK WITH GROUPS		
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:			
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
URL COURSE:	https://eclass.duth.gr/courses/KOM05123/		

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.

Students are expected to be able to distinguish the array and the options of social work intervention with groups. They are also expected to gain a deeper understanding of the role of social workers in groups as well as of the role of other group members. Self-help and mutual help groups are also discussed especially in relation to socially vulnerable groups. In addition, students are expected to gain a deeper understanding of focus groups and their research value and to.

- Understand experientially and in depth the theoretical, epistemological and methodological dimensions of groups dynamics and group communication
- Understand experientially and apply methods that enhance group communication
- Analyze critically and reflect on group processes and dynamics
- Reconstruct and recreate know-how that makes them able to develop activities that supports group communication

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

Project design and management

Equity and Inclusion

Respect for the natural environment

Sustainability

Demonstration of social, professional and moral responsibility and

<i>Teamwork</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>sensitivity to gender issues</i> <i>Critical thinking</i> <i>Promoting free, creative and inductive thinking</i>
Adaptation to new situations Participation in decision-making Autonomous work Teamwork Work in an international environment Production of new research ideas Equity and Inclusion Critical thinking Promotion of free, creative and inductive thinking	

3. COURSE CONTENT

The course aims to present the basic principles and terms of social work with groups and to reveal the role of social workers in groups. The various types of groups that social workers use in daily practice are discussed. These groups include psychoeducational, support groups, treatment groups and social action and development groups. The course analyses social work theory together with the historic review and focus on current practices and group research. Emphasis is placed on group dynamics and processes, on the role of social worker and the values that support the group dynamics. Special emphasis is placed on respecting the distinct roles that members play in groups as well as individual differences.

1. Defining Groups in Social Work- Historic review
2. Social Work intervention in various groups
3. Group dynamics and processes
4. The five stages according to Tuckman
5. Bion's three Basic Assumptions about Groups
6. Social justice-democratic values, autonomy and equality in groups.
7. The value of differences amongst group members (gender, race, religion etc.).
8. The role of group members
9. Social worker's role, skills and responsibilities.
10. Socially vulnerable groups and their role in group interventions.
11. Self-help and mutual help groups
12. Group management and evaluation processes. Focus groups
13. Professional Ethics and supervision in groups.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	All available online resources, synchronous and asynchronous, are used for uploading teaching material, announcements and for communicating with students and programming educational activities with the active participation of students.	
TEACHING ORGANIZATION <i>The way and methods of teaching are described in detail. 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>	Activity	Workload/semester
	Lectures	39
	Interactive teaching	14
	Written assignments or participation in educational activities	25

<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>	Self-study and preparation for exams	35
	Assignments presentation or educational activities	10
	Final exams	2
	Total Class hours (25 hours of workload per ECTS)	125
<p>STUDENT EVALUATION 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>For the final evaluation the following are taken into consideration:</p> <p>1) Written assignment or participation in educational activities (preparing the various topics relevant to the curriculum, working on and presenting evidence, project planning).</p> <p>2) Written exams</p> <p>Writing and presenting assignments or participating in educational activities:</p> <p>According to the criteria for writing up academic papers, essays and presenting academic work, such as using the right terminology, the structure and the organization of the content, the proper use of references and other resources for developing the content of the essay.</p> <p>For the evaluation of educational activities, active participation, understanding of proper educational material, taking initiatives etc.</p> <p>Relevant information is announced on the electronic class.</p>	

5. SUGGESTED BIBLIOGRAPHY

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- Malekoff Andrew, MSW (2008) Transforming Trauma and Empowering Children and Adolescents in the Aftermath of Disaster Through Group Work, *Social Work With Groups*, 31:1, 29-52
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- Richards-Schuster, Katie & Aldana, Adriana (2013) Learning to Speak Out About

Racism: Youths' Insights on Participation in an Intergroup Dialogues Program, Social Work With Groups, 36:4, 332-348,
Ringer, T. Martin (2002). Group action: The dynamics of groups in therapeutic, educational and corporate settings. London and Philadelphia: Jessica Kingsley.
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Wetherell, Margaret (1988). Identities, groups and social issues. UK: Sage Publications.
Wheelan, Susan A. (2009). Group size, group development, and group productivity. Small Group Research, 40(2), p. 247-262
Yalom, Irvin (1995). The theory and practice of group psychotherapy. USA: Basic Books.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	Charalampos Pouloupoulos
Contact details:	chpoulo@sw.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Written assignment and/or exercises
Implementation Instructions: (3)	Written examination

- (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.