

COURSE OUTLINE

1. GENERAL

SCHOOL	School of social, political, and economic studies		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	Graduate		
COURSE CODE	OKA 127	SEMESTER	E
COURSE TITLE	School Social Work		
TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
<i>in case the ECTS credits are distributed in distinct parts of the course e.g. lectures, lab setc. 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>			
Lectures and clinical exercises		3	5
Add lines if necessary. The teaching organization and methods used are described in the point 4.			
COURSE TYPE	Scientific Area		
<i>Background, General Knowledge, Scientific Area, Skill Development</i>			
PREREQUISITES:	no		
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS:	no		
URL COURSE:	https://eclass.duth.gr/courses/OKA127/		

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.

- To acquire knowledge on the institutional framework, interdisciplinary cooperation and the role of social workers in special and general education, intercultural and minority schools
- Acknowledge the school environment as a system in interaction with the local community
- Recognize the difficulties and problems associated with the school community (school bullying, violence and aggression, school dropout, the need of interaction among school, family, community, family)
- To raise awareness concerning the range of interventions in the school environment and the local community, both for the prevention and promotion of health, as well as for addressing and managing difficulties and problems
- To have critical thinking about the management of individual cases of children, groups and families and be able to address any difficulties that may arise in working with students, their families and teachers

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)?

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

Respect for diversity and multiculturalism

3. COURSE CONTENT

1. Introduction to School Social Work. Concepts and terms.
2. Historical review of the implementation of social work programs in Greece, the EU and the USA
3. Theoretical approaches of school social work
4. Different roles of the school social worker and interdisciplinary cooperation
5. Interdisciplinary co operation at schools
6. Understanding and working with diversity
7. Enhancement of personal and social skills
8. Special Education – A school for everyone
9. Planning interventions focusing on the prevention and management of phenomena as school bullying, addictions, abuse
10. Holistic interventions
11. Management of behaviour at individual and team level
12. Cooperation with teachers, parents and the community
13. Closing - Evaluation

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD <i>Face to face, Distance learning, etc.</i>	Face to face and distant learning
USEOF INFORMATION&COMMUNICATIONSTECHNOLOGY(ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	<i>Use of ICT in Teaching, in Communication with students</i>

TEACHING ORGANIZATION	Activity	Workload/semester
<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 – clinical exercise	25
	Small group discussions within the context of lectures	25
	Interactive Learning	25
	Independent learning	25
	Total	125
<p>STUDENT EVALUATION</p> <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>I. Written final exam (80%)</p> <p>II. Participation in the course (assignments) 20%</p> <p>Criteria are announced at the beginning of each semester</p>	

5. SUGGESTED BIBLIOGRAPHY

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- Rigby, K. 2008. Σχολικός εκφοβισμός, εκδ. Τόπος
- Τσιάντης, Γ (επιμ) 2005. Εργασία με τους γονείς, εκδόσεις Καστανιώτη
- Γεωργίου, Σ. (1993). Ο Ρόλος της οικογένειας στη σχολική επίδοση, *Παιδαγωγική Επιθεώρηση*, 19, 347 – 368.
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- Κατσαμά, Ε. (2014). Σχολική Κοινωνική Εργασία και Κοινωνική Ένταξη. Στο Θεανώ Καλλινικάκη, & Ζαχαρούλα Κασσέρη (Επιμ.) «Κοινωνική Εργασία στην εκπαίδευση. Στα θρανία των ετεροτήτων».(2014)Αθήνα: Τόπος.
- Κατσαμά, Ε. (2016). Παρεμβάσεις Κοινωνικής Εργασίας για την Πρόληψη και την Προαγωγή της Ψυχικής Υγείας στο Δημοτικό Σχολείο. Στο Χρήστος Παναγιωτόπουλος(Επιμ.) «Κοινωνική Εργασία στα Σχολεία: Από την Σχολική Μονάδα στη Κοινότητα, Μία Διεπιστημονική Προσέγγιση».Αθήνα Εκδόσεις ΙΩΝ.
- Κατσαμά, Ε., Φαρμάκη, Σ. (2016). «Η μουσική ως εργαλείο παρέμβασης της κοινωνικής εργασίας με ομάδες παιδιών και εφήβων στην εκπαίδευση». Στο Καλλινικάκη Θ. & Πετμεζίδου, Μ. *Διαδρομές Κοινωνικής Έρευνας* Εκδόσεις Μοτίβο.
- Μπίμπου – Νάκου, Ι. (2008). Κακοποίηση – Παραμέληση παιδιών στο οικογενειακό περιβάλλον. Στο Δ. Νικολόπουλος, (Επιμ.). *Σχολική Ψυχολογία, Εφαρμογές στο Σχολικό Περιβάλλον*. Αθήνα: Τόπος, σελ 217.
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- Katsama, I., Bourmpaki, E. (2017). Bullying in primary education. A social work intervention with students. *Journal of Education and Social Policy*. Vol. 4, No3, pp. 98-111. www.jespnet.com
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Alternative ways of examining a course in emergency situations

Teacher (full name):	Irene Katsama
Contact details:	ikatsama@sw.duth.gr
Supervisors: (1)	
Evaluation methods: (2)	Written exams via e class
Implementation Instructions: (3)	<p>Students who have registered for the course and gave consent to the terms of distance education can take part in the exams.</p> <p>On the day and time of the exam, students should log in to the electronic platform e class, select from the column on the left in the Active tools the TASKS, the section entitled Course Examination.</p> <p>Students entitled to oral examination are kindly requested to contact the instructor directly.</p> <p>Students will have to log in through their institution account, otherwise they will not be able to participate.</p>

(1) To be completed with YES or NO

(2) Notedowntheevaluationmethodsusedbytheteacher, 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 Number only of the beneficiaries to participate in the examination.