

COURSE OUTLINE

1. GENERAL

SCHOOL	Faculty of Social, Political and Economic Sciences		
DEPARTMENT	SOCIAL WORK		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E 5	SEMESTER	5th
COURSE TITLE	ART IN SOCIAL WORK PRACTICE		
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, 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>			
		3	5
<i>Add lines if necessary. The teaching organization and methods used are described in the point 4.</i>			
COURSE TYPE	Background		
<i>Background, General Knowledge, Scientific Area, Skill Development</i>			
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.

With the successful completion of the Course:

- Students should have developed knowledge on the basic approaches and techniques of art therapies ,
- They should be able to explore different ways of artistic expression and become familiar with various expressive media and materials,
- to understand the applications of art and expressive creative activities in the field of mental health,
- to explore the cycle of their creativity,
- They should have developed skills for critical reflection,
- They should be able use art and artistic activities as methods of intervention

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

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adaptation to new situations
- Autonomous work
- Teamwork
- Equity and Inclusion
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Critical thinking
- Promoting free, creative and inductive thinking

3. COURSE CONTENT

The course content covers the following:

- Introduction and historical overview
- Arts in the field of mental health
- Psychodrama and sociodrama: theoretical approaches, methods, techniques
- Dramatherapy: theoretical foundation, healing process and applications
- Play back theatre
- Theatre/drama in education
- The theatre of the oppressed (A. Boal)
- Art therapy: theoretical approaches, techniques and exercises
- The children's play in the diagnosis and therapeutic intervention, the children's art
- Music therapy: theoretical approaches and techniques , therapeutic work with voice
- The music in medicine (music medicine) and treatment
- Dance therapy, therapeutic movement, creative movement
- Cinema therapy, counseling and the promotion personal development
- Play therapy: theoretical approaches and applications
- Poetry therapy and bibliotherapy
- Psychoanalysis and literature
- Creative writing and expressive writing
- Fairytale, myths, imagination and other creative activities as counseling and therapeutic tools
- The art of storytelling and narrative approaches to psychotherapy
- Expressive arts therapies

4. LEARNING & TEACHING METHODS - EVALUATION

<p>TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	<p>Face-to-face and distance learning with the use of new technologies</p>
<p>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <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>

<p>TEACHING ORGANIZATION</p> <p><i>The way and methods of teaching are described in detail.</i></p> <p><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>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>25</td> </tr> <tr> <td>Assignments after the end of each lecture</td> <td>25</td> </tr> <tr> <td>Participation in guided discussions in the context of the lectures</td> <td>25</td> </tr> <tr> <td>Small individual practice tasks</td> <td>25</td> </tr> <tr> <td>Independent Study</td> <td>25</td> </tr> <tr> <td>Total Course (25 hours of workload per credit)</td> <td>125</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	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				
<i>Activity</i>	<i>Workload/semester</i>																		
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																		
<p>STUDENT EVALUATION</p> <p><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>1. Final written examination (70%) and Participation in the course (30% assignments) or</p> <p>2. Oral presentation of a 3000 word written essay (70%) and Participation in the course (30% assignments)</p> <p>The assessment criteria are announced at the beginning of each semester</p>																		

5. SUGGESTED BIBLIOGRAPHY

Required Text

1. Τσέργας, Ν., 2013. *Θεραπευτικές προσεγγίσεις μέσω της τέχνης*. Αθήνα: Motibo
2. Τσέργας, Ν., 2020. *Θεραπεία μέσω της Ποίησης και Θεραπευτική Δημιουργική Γραφή*. Αθήνα: Gutenberg.

Bibliography and Further Reading

Aldridge, D.(ed.),2005.*Music Therapy and Neurological Rehabilitation*. London: JessicaKingsley.

Αρχοντάκη, Ζ. & Φιλίππου, Δ.,2003. *205 βιοματικές ασκήσεις για την εμπύχωση ομάδων*.Αθήνα: Καστανιώτης.

Atkins, S. & Williams, L.D., (eds.),2007. *Sourcebook in expressive arts therapy*. Boone, NC: ParkwayPublishers.

Beauchamp,H.,1998.*Τα παιδιά και το δραματικό παιχνίδι*.Αθήνα:Τυπωθήτω-Γ.Δαρδανός.

Blatner, A.,2000. *Foundations of psychodrama: History, theory, and practice*. N.York: Springer Publishing Company.

Boal,A.,1979. *Theatre of the Oppressed*.N.York:The theatre communications Group.

Boal,A.,1992. *Games for actors and non-actors*.London:Routledge.

Bolton,G.,1984. *Drama as Education*.Harlow:Longman.

Bolton, G.,1992. *New perspectives on classroom drama*. London: Simon &Schuster.

Bolton,G.,1979. *Towards a theory of drama in education*.Harlow:Longman

Bruner, J.,1986. *Actual Minds, Possible Worlds*. Cambridge: Harvard University Press.

Cattanach, A., 1997. *Children's Stories in Play Therapy*. London: Jessica Kingsley.

Cattanach,A.,2003.*Θεραπεία μέσω του παιχνιδιού*. Αθήνα: Σαββάλας.

Γκόβας Ν., 2002. *Για ένα δημιουργικό νεανικό θέατρο: Ασκήσεις, παιχνίδια, τεχνικές*. Αθήνα: Μεταίχμιο

Deldime,R.,1996.*Θέατρο για Παιδική και Νεανική Ηλικία*. Αθήνα: Τυπωθήτω-Γ. Δαρδανός

Duggan, M.& Grainger, R. (1997). *Imagination, Identification and Catharsis in Theatre and Therapy*. London: Jessica Kingsley.

- Dalley T. et al., 1995. *Θεραπεία μέσω της τέχνης. Η εικαστική προσέγγιση*. Αθήνα: Ελληνικά Γράμματα.
- Φιλίππου, Δ. & Καραντάνα, Π., 2010. *Ιστορίες για να Ονειρεύεσαι... Παιχνίδια για να Μεγαλώνεις*. Αθήνα: Εκδόσεις Καστανιώτη.
- Gladding, S.T., 2005. *Counseling as an art: The creative arts in counseling*. Alexandria, VA: The American Counseling Association.
- Greenberg, I. A. (ed.), 1974. *Psychodrama: Theory and therapy*. New York: Behavioral Publications.
- Hargreaves, D., 2004. *Η αναπτυξιακή ψυχολογία της μουσικής*. Αθήνα: Fagotto.
- Hunt, C., & Sampson, F., (eds.), 1998. *The self on the page: Theory and practice of creative writing in personal development*. London: Jessica Kingsley Publishers.
- Jennings, S., Minde A., 1996. *Μάσκες της Ψυχής: Εικαστικά και Θέατρο στη Θεραπεία*. Αθήνα: Ελληνικά Γράμματα.
- Jennings, S., 2005. *Εισαγωγή στη Δραματοθεραπεία*. Αθήνα: Σαββάλας.
- Κοντογιάννη, Α., 2012. *Η Δραματική Τέχνη στην Εκπαίδευση*. Αθήνα: Εκδόσεις Πεδίο.
- Κοντογιάννη, Α., 2012. *Η Δραματοποίηση για παιδιά*. Αθήνα: Εκδόσεις Πεδίο.
- Κοντογιάννη, Α., 2008. *Μαύρη αγελάδα-άσπρη αγελάδα*. Αθήνα: Εκδόσεις Πεδίο.
- Landgarten, H.B., 1999. *Οικογενειακή εικαστική θεραπεία*. Αθήνα: Ελληνικά Γράμματα.
- Landy, R.J., 1986. *Drama Therapy: Concepts and Practices*. Chicago, IL: Charles C. Thomas.
- Langley, D. M., 1993. *Dramatherapy and psychiatry*. London: Croom Helm.
- Leedy, J.J. (Ed.), 1973. *Poetry the Healer*. Philadelphia: JB. Lippincott.
- Lepore, S. J., & Smyth, J. M., 2002. *The writing cure: How expressive writing promotes health and emotional well-being*. Washington: American Psychological Association.
- Lerner, A. (ed.), 1994. *Poetry in the therapeutic practice*. St. Louis: MMB Music Inc
- Levine, S.K. & Levine, E.G., 1998. *Foundations of expressive arts therapies: theoretical and clinical perspectives*. London: Jessica Kingsley Publishers.
- Malchiodi C.A., 2001. *Κατανοώντας τη ζωγραφική των παιδιών*. Αθήνα: Ελληνικά Γράμματα.
- Mazza, N. (2003). *Poetry therapy: Theory and practice*. New York: Brunner-

Routledge.

Mazza, N. (1999). *Poetry therapy: Interface of the arts and psychology*. Boca Raton/London: CRC Pr.

McMahon, L. ,1992. *The handbook of play therapy*. New York: Routledge

Μπέλλας, Θ.,2000. *Το ιχνογράφημα του παιδιού*. Αθήνα: Ελληνικά Γράμματα.

Rogers,N.,1993.*The creative connection:Expressive arts as healing*. Palo Alto, CA: Science and Behavior Books

Ροντάρι, Τ., 2003. *Γραμματική της φαντασίας: Εισαγωγή στην τέχνη να επινοείς ιστορίες*. Αθήνα: Μεταίχμιο

Timberlake, E.& Moore Culter, M.,2001. *Developmental play therapy in Clinical Social Work*. N.York: Allyn Bacon

Wigram, T.,1995. *The art and science of music therapy: a handbook*. Chur: Harwood Academic Publishers.

Επιστημονικά Περιοδικά

The Arts in Psychotherapy

Art therapy: Journal of the American Art therapy Association

American Journal of Dance Therapy

International Journal of Arts Medicine.

Journal of poetry therapy

Journal of Creativity in Mental Health

Music and Medicine

New Writing: International Journal for the practice and theory of creative writing

Nordic Journal of music therapy

Journal of music therapy

Journal of Drama therapy

Journal of Group Psychotherapy, Psychodrama and Sociometry

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)	written or oral examination and assignment /exercises
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.