

COURSE OUTLINE

1. GENERAL

SCHOOL	Faculty of Social, Political and Economic Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	Z1 2019	SEMESTER	Z
COURSE TITLE	Clinical Social Work		
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	6	
<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		
PREREQUISITES:			
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS:	In case of request		
URL COURSE:	https://eclass.duth.gr/courses/KOM05146/		

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 about:

The formation and development of identity and personality and the needs in the different stages of the life cycle of the child and the family,

The Trauma informed practice

Loss and mourning of children, adolescents and adults

Theories and models of intervention in crisis situations (natural, man-made disasters) and Conflict resolution

Clinic with cases of serious psychopathology (individuals, couples, families, small groups) and in special circumstances e.g. the involuntary, the incarcerated patient, etc.

Mental Health Well-being, prevention and recovery

The methods of research and evaluation of clinical practice

• skills

engage in a therapeutic relationship and utilize clinical techniques for diagnostic assessment, treatment, and evaluation

analyze ancestry and make sense of defense mechanisms, and suspended skills

make proper use of interview techniques that promote the expression and meaning of painful emotions be open to a multidisciplinary and even multi-theoretical approach so that they can work with other professionals and make sure that their clients use all available resources.

• Awareness of

the value of self-knowledge and reflection

ethical barriers

the impact of prejudices and prejudices on the practice of clinical practice, and in particular their impact on the clinician working with perpetrators of violence and crime, which will lead him to efforts for self-knowledge and self-care.

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 appropriate methods

• Work in an international and interdisciplinary environment

. Team work

• Generation of new research ideas - field of research of counseling, treatment, social inclusion processes

• Respect for diversity and multiculturalism

• Demonstration of social, professional and moral responsibility and sensitivity in matters of gender, OTHERNESS

• Exercise criticism and self-criticism

• Promoting free, creative and inductive thinking

• Applying evidence based clinical methods and techniques

3. COURSE CONTENT

1. Roots and evolution of clinical social work. Polysemy, ambiguity of the request for change, personal development, treatment.
2. Theories and assessment tools
3. Psycho-emotional development. Early experiences, bond development-emotional development of infant child, social behavior
4. Therapeutic alliance, the power and dynamics of the therapeutic relationship and personal narrative
5. Vulnerability-risk factors and resilience factors in clinical practice. Physical, mental and behavioral indicators of people suffering from terminal illnesses and psychiatric disorders
6. Theories and tools for crisis and risk assessment,
7. Theories and Models of intervention in crisis and post-traumatic stress situations, such as adolescents and adult survivors of incest, physical and sexual abuse-exploitation, displacement
8. Loss, trauma, mourning and developmental stage - condition of life.
9. Sadness and Mourning in childhood (events, children's needs, myths and adult defenses)
10. Short and long term clinical interventions – case studies.
11. self-assessment methods, clinical supervision and interdisciplinary cooperation
12. The human rights and anti-discrimination approach as part of clinical practice
13. Research in clinical social work

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>	Extensive use of software and audiovisual media	
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> <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>	Activity	Workload/semester
	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 patient or clinical social worker	25
	Written Assignment	40
	Total	150

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 10th of January - 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.

Βεργέτη, Α. 2009. *Κοινωνική Εργασία με οικογένειες σε κρίση*. Αθήνα: Τόπος.

Bowlby, J. 2008. Δημιουργία και διακοπή των συναισθηματικών δεσμών. Μτφρ Π. Στρατή. Αθήνα: Καστανιώτης.

Καλλινικάκη Θ. (2015). Η έρευνα στην κλινική κοινωνική εργασία. Στο Π. Κουντή, Μ. Τζεδάκη και Μ. Πασσά, (Επιμ.) Η συμβολή της κοινωνικής εργασίας στην ψυχιατρική θεραπευτική. Αθήνα: Παρισάνου, σ. 195-206.

Καλλινικάκη, Θ. 2000. Ο θεραπευτικός διάλογος με τον έφηβο μέσω του λόγου των γονέων του, στο Σ. Καλαντζή και συν. (επιμ) Θέματα επιμόρφωσης ευαισθητοποίησης στελεχών ψυχικής υγείας παιδιών & εφήβων. Σελ. 363-330. Αθήνα: Ελληνικά Γράμματα.

Σαλτσμπέργκερ-Ουίτενπεργκ, Ι. 2005. *Η Αυτογνωσία από ψυχαναλυτική θεώρηση και οι ανθρώπινες σχέσεις*. Μτφρ. Β. Τσιάντη. Αθήνα: Καστανιώτης.

McCormick, A., Scheyd K. and Terrazas S. 2018. Trauma-Informed Care and LGBTQ Youth: Considerations for Advancing Practice With Youth With Trauma Experiences. *Families in Society: The Journal of Contemporary Social Service* Vol. 99(2), 160-169.
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Banks S., Cai T., De Jonge E., Shears J., Shum., Sobocan A. M. Strom, K., Truell R., Uriz M. J., Weinberg M. (2020). *Ethnical challenges for social workers during Covid-19: A global perspective*, Rheinfelden, Switzerland: Internationa Federation of Social Workers.

Berthold, S. M. (2015). *Human Rights-Based Approaches to Clinical Social Work*. Springer International Publishing.

Cooper, M. & Lesser, J. 2002. *Clinical Social Work Practice. An Integrated Approach*. Boston: Allyn & Bacon.

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Karpetis, G. 2010. Psychodynamic clinical social work practice with parents in child and adolescent mental health services: a case study on the role of the father, *Journal of Social Work Practice*, 24:2, 155-170.
<http://dx.doi.org/10.1080/02650531003741629>.

karpetis, G. 2012. Psychodynamic Supportive Psychotherapy Techniques in Clinical Social Work Practice with Parents. *Smith College Studies in Social Work*, 82:1, 63-89.
<http://dx.doi.org/10.1080/00377317.2012.638894>

Kinsler, P. J., Courtois, C. A. & Frankel, A. S. 2010. Therapeutic alliance and risk management, in C. A. Courtois & J. D. Ford (Eds.), *Treating complex traumatic stress disorders: An evidence-based guide* (pp. 183-201). New York: Guilford Press.

Masten A. S. & Motti-Stefanidi F. (2020). «Multisystem Resilience for Children and Youth in Disaster: Reflections in the Context of COVID-19». *Adversity and Resilience Science*. [Διαδίκτυο] 1(2): 95 – 106. Διαθέσιμο στο: <https://link.springer.com/article/10.1007/s42844-020-00010-w>

Presley, L. R. 2010. Interpersonal violence and clinical practice, in J. R. Brandell, *Theory and practice in clinical social work* (2nd ed., pp. 435-470). Washington: Sage Press.

Roberts, A. (ed.) 2000. *Crisis Intervention Handbook*. Oxford: Oxford University Press.

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.