

COURSE OUTLINE

1. GENERAL

SCHOOL	Faculty of Social, Political and Economic Sciences		
DEPARTMENT	Social Work		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	Z2 2019	SEMESTER	Z
COURSE TITLE	Social Work with Children and Adolescents Child Protection		
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	6
<i>Add lines if necessary. The teaching organization and methods used are described in the point 4.</i>			
COURSE TYPE	Scientific area		
<i>Background, General Knowledge, Scientific Area, Skill Development</i>			
PREREQUISITES:			
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS:	In case of request		
URL COURSE:	https://eclass.duth.gr/courses/OKA110/		

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

- compare of concepts, institutions, theories and frameworks of Child Protection internationally (eg the Convention on the Rights of the Child), and how they are affected by global challenges
- critically examine forms of risk and violence against minors at individual, interpersonal, community and society level
- critically understand the effects of child abuse and neglect on children's emotional, cognitive and social development and the consequences of adulthood
- understand the cultural diversity of perceptions of adolescence, adversity during it and interventions in cases of child abuse and neglect
- theoretical knowledge and tools suitable for carrying out the sensitive procedures of "listening" to children with experience of abuse, neglect, and in choosing their "best interest"
- knowledge of the assessment, preparation, matching and long term support of foster and adoptive parents
- plan and implement prevention interventions and long term trauma informed practice
- apply the methods of research and evaluation of the practice in the field of care and protection of children and adolescents

• skills

- be involved in a therapeutic relationship with abused children and young people and use clinical techniques for diagnostic assessment, treatment and rehabilitation
- analyze complex and conflict situations and relationships and make decisions in urgent and highly demanding situations
- collaborate with stakeholders and professionals in the community and ensure that all available resources are utilized
- conduct research that can contribute to the prevention and adequate - safe upbringing of all children

• Awareness

- the dimension of child protection as a field of public health (physical and mental), recognition of the rights of children, natural, foster and adoptive parents
- prejudices about the "foreign" child, blood relationship, and their impact on the practice of social work, as well as the effects on students themselves of working with perpetrators of violence and abuse

- ethical dimensions

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

Working in an interdisciplinary international environment

Adaptation to new situations

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

Promoting free, creative and inductive thinking

Applying evidence based clinical methods and techniques

3. COURSE CONTENT

1. Historical background: the child in the Greek family, social policy for the family and the child, the establishment of the institutional protection in Greece. The impact of the Convention on the Rights of the Child, the directives of the Council of Europe, etc., the current institutional framework.
2. "Nuclear needs" of "well-being" development in childhood and adolescence. The importance of the bond, the development of identity. Adversity in the life of the birth parents: effects on the parental role, risks to the development, or even the safety of the child
3. Theories and tools for assessing trauma, risk factors and protection - supporting the birth family to prevent the neglect/ abuse of children in the cultural context in which they come from and live.
4. Forms of abuse and violence, analysis of their effects on child development and in adulthood. Focus on cases of incest.
5. Contexts and interviews revealing abuse with children and members of their natural family. Assessment tools and forms for family, children and adolescents.
6. Decision making: "The best interests of the child": challenges, moral dilemmas, informed consent of child and birth family. The interviews and their synthesis for the social research report.
7. Secondary abuse: "on the way" to protection and during the procedures and institutional abuse.
8. Procedures and processes for evaluation, preparation and training of prospective foster and adoptive parents (teaching modules, methods and tools).
9. The quadruple: the neglected child, the natural parent, the prospective or adoptive parent and any their own children, and the social worker.
10. Involvement of children's voice in policy design for "their good / interest". Individual and Group Counseling with victims and perpetrators of abuse and incest.
11. The foster care of unaccompanied minors and adolescents with delinquent behavior.
12. Issues of otherness, roots, identity in foster care and adoption. Items of life, boxes of memories, books of life etc.
13. Transnational child bearing. Modern child protection and research models in Canada, Australia, Scotland, Finland.

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

<p>TEACHING ORGANIZATION</p> <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>	<p><i>Activity</i></p>	<p><i>Workload/semester</i></p>
	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 clinical social worker	25
	Written Assignment	40
	Total	150
<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>	<ol style="list-style-type: none"> 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

ΣΥΝΙΣΤΩΜΕΝΗ-ΒΙΒΛΙΟΓΡΑΦΙΑ

Η αναρτημένη στο E-class ύλη του μαθήματος: ο «περί αναδοχής και υιοθεσίας» νόμος 4538/2018, ύλη της ηλεκτρονικής πλατφόρμας www.anynet.gr, άρθρα, κεφάλαια από συλλογικούς τόμους, μελέτες περίπτωσης.

Αμπατζόγλου Γ. (επιμ.)(2021). *Αλλάζοντας χέρια Από τον αποχωρισμό των παιδιών στην υποδοχή τους*. Β' έκδοση. Θεσσαλονίκη: University Studio Press.

Buchanan A. & Kallinikaki Th. (2018) Meeting the needs of the unaccompanied children in Greece *International Social Work*, <https://doi.org/10.1177/0020872818798007>.

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Βουργαζοπούλου Μ., Καλλινικάκη Θ., Καναβού Ε., Σταύρου Μ., Φωτίου Α. (2017). Πτυχές της ψυχοκοινωνικής υγείας εφήβων-μαθητών/μαθητριών που διαβιούν εκτός της φυσικής τους οικογένειας. *Κοινωνική Εργασία*, Τ. 126.

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Kallinikaki, T. (2015). Child Protection in Times of Crisis in Greece. *International Journal of Social Pedagogy –Special Issue «Social Pedagogy in Times of Crisis in Greece» 4(1)*, 177-189, <http://www.internationaljournalsofsocialpedagogy.com>.

Καλλινικάκη Θ. (2010). Η «μεταρρύθμιση» στην παιδική προστασία. Στο Μ. Πετμεζίδου και συν. (επιμ.) *Κοινωνική μεταρρύθμιση και αλλαγές στο μείγμα «δημόσιου»-«ιδιωτικού» στο πεδίο της κοινωνικής προστασίας*. Αθήνα: Ελληνικά Γράμματα, σ. 371-400.

Καλλινικάκη Θ. (2006). Δικαιώματα ταυτότητας παιδιών σε αναδοχή και υιοθεσία. Στο Λ. Μεζέ και Μ. Λουμάκου (επιμ.) *«Η σύμβαση για τα δικαιώματα του παιδιού: δέκα χρόνια»*. Αθήνα: Ελληνικά Γράμματα, σ. 161-176.

Καλλινικάκη Θ. (2021). Οι σχέσεις με τη φυσική οικογένεια στις περιπτώσεις τοποθέτησης του παιδιού σε ανάδοχη ή και θετή οικογένεια. Στο Γ. Αμπατζόγλου (επιμ.) *Αλλάζοντας χέρια Από τον αποχωρισμό των παιδιών στην υποδοχή τους*. Β' έκδοση. Θεσσαλονίκη: University Studio Press σ. 217 – 237.

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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.