

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL, ECONOMIC AND POLITICAL SCIENCE		
DEPARTMENT	SOCIAL WORK		
LEVEL OF STUDIES	6		
COURSE CODE	Z6	SEMESTER	7
COURSE TITLE	EDUCATIONAL SUPERVISION AND PERSONAL DEVELOPMENT		
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>	Scientific Area		
PREREQUISITES:	No		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
URL COURSE:	https://eclass.duth.gr/courses/OKA217/		

2. LEARNING OUTCOMES

Learning Outcomes <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>	
By the end of the course, it is expected that students will be able to:	
<ul style="list-style-type: none"> • Understand the significance of Educational Supervision and Personal Development • Research the needs for Educational Supervision and Personal Development on the basis of their work with various groups and organisations • Evaluate Educational Supervision and Personal Development • Cultivate critical thinking in the context of professional and personal development • Be competent, as professionals and future workers to plan, co-ordinate and evaluate training programmes for supervision and personal development 	
General Skills <i>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)?</i>	
<i>Search, analysis and synthesis of data and information, using the necessary technologies</i>	<i>Project design and management</i>
<i>Adaptation to new situations</i>	<i>Equity and Inclusion</i>
<i>Decision making</i>	<i>Respect for the natural environment</i>
<i>Autonomous work</i>	<i>Sustainability</i>
<i>Teamwork</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>
<i>Working in an international environment</i>	<i>Critical thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>Promoting free, creative and inductive thinking</i>
<i>Production of new research ideas</i>	
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
Critical thinking
Promoting free, creative and inductive thinking

3. COURSE CONTENT

The goal of this course is the enhancement of theoretical, epistemological and methodological aspects and applications on the modern field of educational supervision and personal development. Emphasis is placed on understanding the boundaries of the role in personal development and in exercising social work. The programme content includes:

1. Defining educational supervision and personal development-the meaning of supervision and the role of the supervisor and the supervised
2. Group and peer supervision and the role of the social worker
3. Conflicting cultures – the function of the interdisciplinary group
4. Models of Educational Supervision and Personal Development
5. The risks for burn out and de-personalization
6. Environment and work culture
7. Self-directed learning, resistance, transference and counter-transference
8. Personal development, meaning and diverse identities
9. Internal and external obstacles in Educational Supervision and Personal Development
10. Empowerment of personal and professional skills
11. Experiential action learning and skills development
12. Emotional intelligence and empathy
13. Educational Supervision and Personal Development at the digital era.

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> <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	39
	Interactive teaching	14
	Written assignments or participation in educational activities	25
	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
STUDENT EVALUATION <i>Description of the evaluation process</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

Explicitly defined assessment criteria and if and where are accessible to students are mentioned.

For the final evaluation the following are taken into consideration:

1) Written assignments or participation in educational activities (preparing the various topics relevant to the curriculum, working on and presenting evidence, project planning).

2) Written exams

Writing and presenting assignments or participating in educational activities:

According to the criteria for writing up academic papers, assignments 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.

For the evaluation of educational activities, active participation, understanding of proper educational material, taking initiatives etc.

Relevant information is announced on the electronic class.

5. SUGGESTED BIBLIOGRAPHY

Anastasiou, A., Valkanos, E., Fragoulis, I. & Androutsou, D. (2015). The participation of mentoring in effective professional development of school leaders. *Educational Cycle*, 3 (1), 7-24

Alexandri, A. (2013). *Psychoanalysis. Supervision*. Athens: Beta Medical Publishers

Kaija Collin, Beatrice Van der Heijden and Paul Lewis (2012). Continuing professional development. *International Journal of Training and Development*, 16:3.

Hawkins, P. & Shohet, R (2009). *Supervision in treatment and social care professions*. Thessaloniki: University Studio Press

Maslach, C., Leiter, P.M. (2005), Stress and Burnout: the Critical Research, In C.L. Cooper (Ed), *Handbook of Stress Medicine and Health* (2nd ed), 153-170, London CRC Press

Maslach, C., Schaufeli, W., Leiter, P.M. (2001), Job Burnout, *Annual Review of Psychology*, 52, 397-422

Maslach, C., Jackson, E.S (1982), Burnout in the Health Professions: A Social Psychological Analysis, *Social Psychology of Health and Illness*, Hillsdale, NJ: Erlbaum, 227-251.

Maslach, C., Jackson, E.S., Leiter, P.M. (1996), *Maslach Burnout Inventory Manual*, 3rd ed. Consulting Psychologists Press, Palo Alto, CA.

Menzies-Lyth, Isabel (1960). Social Systems as a Defence Against Anxiety. *Human Relations*, 13:95-121

Michael P. Leiter, Christina Maslach (2000). *Preventing Burnout and Building Engagement: A Complete Program for Organizational Renewal*. USA: Jossey Bass

Papastamatis, A., Griva, E., Valkanos, E. & Yiavrimis, P. (2010). Professional Development of Trainers: Second Chance Schools Trainers and Suggested Training Policies. Thessaloniki: Kyriakides Publishing House.

Rogers, C. (2006). *On becoming a person*. Athens: Erevnites

Stathopoulou, A. & Vlahaki, L. (2020). Professional Burnout of EAE teachers working with students with mental defects. Panhellenic Conference of Sciences of Education, DOI: 10.12681/educ.2747 LicenseCC BY-NC-SA 4.0

Filippou, D. & Karadana, P. (2010). *Stories to dream...Games to grow...for animating experiential groups of personal development*. Athens: Kastaniotis

Alternative ways of examining a course in emergency situations

Teacher (full name):	Charalampos Pouloupoulos
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Supervisors: (1)	YES
Evaluation methods: (2)	Written assignment or/and 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.