

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	Social Economic and Political Sciences		
<b>DEPARTMENT</b>	Social Work		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	ΣΤ1	<b>SEMESTER</b>	6th
<b>COURSE TITLE</b>	Counselling		
<b>TEACHING ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
<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>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific Area and Skill Development		
<b>PREREQUISITES:</b>	none		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	Greek and english		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	Yes		
<b>URL COURSE:</b>			

### 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.*

After the successful completion of this subject :

- Students should have developed knowledge of the brief counselling theories and they should know how to apply them in social work practice
- They should be able to use counselling skills in child protection, in women's counselling, in supporting individuals who are survivors of violence and abuse and live in conditions of vulnerability.
- They should be able to recognize discrimination and oppression, racism and sexism and use critical thinking and critical reflection. They should be able to work with gender and diversity issues (e.g. with muslim minority women or women refugees, and issues regarding family violence, etc)
- They be aware of issues regarding social exclusion and social separation and support people in vulnerable conditions
- They should always be aware about the issues of care and inclusion and their link with Counselling in social work.
- They should have had the opportunity to participate in stimulation workshops and role playing through the use of new technologies.
- They should be used to critical thinking, critical reflection.
- They should have developed their creativity skills and their self awareness along with recognizing their strengths and abilities.

#### 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*

1. Search, analysis and synthesis of data and information using the necessary technologies
2. Adaptation to new situations
3. Autonomous work
4. Teamwork
5. Working in an interdisciplinary environment
6. Equity and inclusion
7. Demonstration of social, professional and moral responsibility and sensitivity to gender and diversity issues
8. Critical thinking
9. Promoting free, creative and inductive thinking

### 3. COURSE CONTENT

The course is an introduction to theory and methodology of counselling in social work. The aim is to support students in understanding how counselling works, to develop communication skills and intervention techniques, to get used to models of brief counselling. It encounters the basic theoretical schools such as person-centred, humanistic and existential, cognitive behavioural, crisis intervention, feminist approach and systemic family therapy as well as anti-discrimination and anti-oppressive approaches in counselling. It also focuses on the strengths based social work. As communication skills and interview techniques form the basis for social work and counselling, the course provides the opportunity to students through stimulation workshops and role playing to develop intervention techniques and reflect verbally and non verbally . Case studies and vignettes (Child protection, child abuse and neglect, counselling women , intra-family violence) are also explored and the importance of self awareness, critical thinking and critical reflection.

**Content:**

- Interview: The importance of verbal and non verbal communication, skills and techniques
- Supportive Counselling Relation : Therapeutic Coalition
- Theoretical approaches in Brief Counselling
- Person- centred, development philosophy and interventions (Case studies)
- Humanistic and Existentialist theories
- Role playing
- Systemic Approaches and family counselling
- Cognitive Behavioural approaches
- Ant-discriminatory Counselling (Feminist and Radical Theories)
- Multicultural Counselling
- Supervision in Counselling: Theories and Models
- Role playing and simulation workshops
- Family Counselling with people with disabilities, counselling foster parents, counselling elderly and carers
- Ethics in Counselling

**4. LEARNING & TEACHING METHODS - EVALUATION**

<p><b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i></p>	<p>Face to face and use of technology to support distance learning</p>
<p><b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT, Stimulation laboratory and Interactive teaching with the use of communication</p>

<b>TEACHING ORGANIZATION</b>	<i>Activity</i>	<i>Workload/semester</i>
<p>The way and methods of teaching are described in detail.</p> <p>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; 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	25
	Participation in guided discussions in the context of the lectures	25
	Small individual practice tasks	25
	Independent Study	25
	Total Course	125
	(25 hours of workload per credit)	
<p><b>STUDENT EVALUATION</b></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>Oral exams (Role playing )written assignment and written exams.</p>	

## 5. SUGGESTED BIBLIOGRAPHY

- McLeod, J., 2005. *Εισαγωγή στη συμβουλευτική*. Αθήνα: Μεταίχμιο
- Κανδυλάκη, Α (2009) *Η Συμβουλευτική στην Κοινωνική Εργασία*, Εκδόσεις Τόπος
- Μαλικιώση-Λοϊζου, Μ., 2012. *Συμβουλευτική ψυχολογία*. Αθήνα: Εκδόσεις Πεδίο
- McLeod, J (2020) *Δεξιότητες Συμβουλευτικής*, Gutenberg

## Additional

- Brown, S. D. & Lent, R. W., (eds.), 2008. *Handbook of counseling psychology*. N.York: John Wiley & Sons.
- Corey, G., 2005. *Θεωρία και Πρακτική της Συμβουλευτικής και της Ψυχοθεραπείας*. Αθήνα: Παρίκος
- Gelard, K. & Gelard, D., 2011. *Η Συμβουλευτική στα παιδιά*. Αθήνα: Πεδίο
- Gelso, C. J. & Fretz, B. R., 1992. *Counseling psychology*. Harcourt Brace Jovanovich.
- Ivey, A & Gluckstern, N., 1995. *Συμβουλευτική, Βασικές Δεξιότητες Επιδροής*. Ελληνικά Γράμματα.
- Κανδυλάκη, Α., 2001. *Η Συμβουλευτική στην Κοινωνική Εργασία*. Αθήνα: Σύγχρονες Ακαδημαϊκές και Επιστημονικές Εκδόσεις
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- Μαλικιώση-Λοϊζου, Μ (2012). *Συμβουλευτική Ψυχολογία*. Αθήνα: Εκδόσεις Πεδίο
- Μαλικιώση-Λοϊζου, Μ. (2007). *Συμβουλευτική Ψυχολογία: Σύγχρονες προσεγγίσεις*. Αθήνα: Ατραπός
- Μαλικιώση-Λοϊζου, Μ. & Παπαστυλιανού, Α., (επιμ), (2009). *Η Συμβουλευτική Ψυχολογία στους Άνδρες*. Αθήνα: Ελληνικά Γράμματα
- Μαλικιώση-Λοϊζου, Μ., Σιδηροπούλου-Δημακάκου, Δ. & Κλεφτάρας, Γ. (επιμ), 2006. *Η Συμβουλευτική Ψυχολογία στις Γυναίκες*. Αθήνα: Ελληνικά Γράμματα
- Μακλόκλιβ, Μ., 2001. *Ψυχοδυναμική Συμβουλευτική*. Αθήνα: Εκδόσεις Καστανιώτη
- Μπρούζος, Α., 2004. *Προσωποκεντρική Συμβουλευτική*. Αθήνα: Γ. Δαρδανός-Κ. Δαρδανός
- Παπαθεοφίλου, Ρ., Σακκάς, Δ, Πολέμη-Τοδούλου, Μ και Φραγκούλη, Α., 1994. *Διεπαγγελματική Συμβουλευτική*. Αθήνα: Ελληνικά Γράμματα
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- Spinelli, E., 2009. *Ερμηνεύοντας τον Κόσμο*. Αθήνα: Άσπρη Λέξη

- Τριλίβα, Σ. & Chimienti, G.,1998. *Πρόγραμμα Ελέγχου των Συγκρούσεων «Ε και «Εσύ» γινόμαστε «Εμείς»*. Αθήνα: Ελληνικά Γράμματα.
- Τριλίβα, Σ. & Chimienti, G.,1998. *Πρόγραμμα Ελέγχου των Συγκρούσεων «Ε και «Εσύ» γινόμαστε «Εμείς» :Τετράδιο Δραστηριοτήτων*. Αθήνα: Ελληνικά Γράμματα.
- Woolfe, R. & Dryden, W. (eds), 1996. *Handbook of counseling psychology*. London: Sage.
- Welfel, E. R.,1998. *Ethics in counseling and psychotherapy: Standards, research, and emerging issues*. Boston: Brooks/Cole.
- Woolfe, R., Strawbridge, S., Douglas, B. & Dryden, W., (eds.), 2010. *Handbook of Counselling Psychology*. London: Sage

## Journals

- *Counselor Education and Supervision*
- *Journal of Counseling & Development*,
- *The Family Journal: Counseling and Therapy for Couples and Families*
- *Journal of Counseling Psychology*
- *The Journal of Multicultural Counseling and Development*
- *Counselor Education and Supervision*
- *Journal of Educational Counseling*
- *European journal of counseling Psychology*
- *The Counseling Psychologist*
- *The Career Development Quarterly*
- *International Journal for the Advancement in Counselling*
- *The Journal of Consulting and Clinical Psychology*

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	
<b>Contact details:</b>	
<b>Supervisors: (1)</b>	
<b>Evaluation methods: (2)</b>	
<b>Implementation Instructions: (3)</b>	

(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.