

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
<b>DEPARTMENT</b>	DEPARTMENT OF SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	Level 6: Universities and Technological Educational Institutions		
<b>COURSE CODE</b>	E3-2019	<b>SEMESTER OF STUDIES</b>	5th semester
<b>COURSE TITLE</b>	SPECIAL TOPICS IN INTERVENTION METHODS AND TECHNIQUES		
<b>INDEPENDENT TEACHING ACTIVITIES</b> In case ECTS credits are awarded in separate parts of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded uniformly for the whole course, indicate the weekly teaching hours and the total number of credits.		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	4.0
<b>COURSE TYPE</b> Background, General Knowledge, Scientific Area, Skills Development	Scientific Area (Special Background)		
<b>PREREQUISITE COURSES</b>			
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.duth.gr/courses/437231/">https://eclass.duth.gr/courses/437231/</a>		

### 2. LEARNING OUTCOMES

#### Learning Outcomes

The learning outcomes describe the specific knowledge, skills and competences of an appropriate level that students will acquire after successfully completing the course.

Consult Appendix A:

- Description of the Level of Learning Outcomes for each cycle of studies according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 and 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Summary Guide for writing Learning Outcomes

Upon completion of the course, students will be able to:

select an appropriate intervention model according to the context and the request,  
connect theory, deontology and intervention techniques,  
design interventions at individual, family, group and community levels,  
use basic tools for needs assessment, social history and action planning,  
integrate an anti-oppressive, intercultural and empowerment perspective,  
assess the effectiveness of the intervention and reflect professionally.



General Competences	
<p>Taking into account the general competences that graduates must have acquired (as listed in the Diploma Supplement and shown below), indicate which of these the course aims at:</p> <p>Search, analysis and synthesis of data and information, using the necessary technologies Adaptation to new situations Decision-making Autonomous work Team work Work in an international environment Work in an interdisciplinary environment Production of new research ideas</p>	<p>Project planning and management Respect for diversity and multiculturalism Respect for the natural environment Demonstration of social, professional and ethical responsibility and sensitivity to gender issues Exercise of criticism and self-criticism Promotion of free, creative and inductive thinking</p>
<p>Adaptation to new situations Autonomous work</p>	

### 3. COURSE CONTENT

<p><b>1st week</b></p> <p><b>Theme:</b> Contemporary social work and levels of intervention <b>Objectives:</b> Students should understand the object of the course, the micro-meso-macro levels of intervention and the relationship between theory and action. <b>Key concepts:</b> professional identity, social justice, human rights, evidence-informed practice.</p> <p><b>2nd week</b></p> <p><b>Theme:</b> General social work and stages of intervention <b>Objectives:</b> To become familiar with the stages: assessment, planning, intervention, termination, evaluation, monitoring. <b>Key concepts:</b> problem solving, goal setting, monitoring.</p> <p><b>3rd week</b></p> <p><b>Theme:</b> Communication, professional relationship and interview <b>Objectives:</b> To practice techniques of active listening, exploration, clarification and enhancement of the professional relationship. <b>Key concepts:</b> rapport, boundaries, confidentiality, verbal and non-verbal communication.</p> <p><b>4th week</b></p> <p><b>Theme:</b> Intervention with individuals - clinical micro-level</p>
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**Objectives:**

To become familiar with basic intervention models with individuals, especially psychodynamic, cognitive-behavioral, person-centered and short-term approaches.

**Key concepts:** formulation, contracting, short-term intervention.

**5th week**

**Theme:** Crisis, risk and protection intervention

**Objectives:**

To apply basic principles of crisis intervention in cases of abuse, sudden loss or displacement.

**Key concepts:** crisis intervention, safety planning, referral, safeguarding.

**6th week**

**Theme:** Social work with family

**Objectives:**

To be introduced to systemic thinking, the genogram and family assessment.

**Key concepts:** family system, roles, boundaries, family life cycle.

**7th week**

**Theme:** Social work with groups

**Objectives:**

To understand group dynamics, stages of development and the role of the coordinator.

**Key concepts:** group process, cohesion, roles, resistance, group empowerment.

**8th week**

**Theme:** Community work and participatory interventions

**Objectives:**

To become familiar with models of community work, participatory inquiry, citizen mobilization and networking of agencies.

**Key concepts:** community work, asset mapping, participation, advocacy, empowerment.

**9th week**

**Theme:** Needs assessment and social planning

**Objectives:**

To use needs assessment tools and design social interventions with objectives, indicators and expected outcomes.

**Key concepts:** needs assessment, SWOT, baseline, logical framework, outcome indicators.

**10th week**

**Theme:** Mental health, trauma and resilience



**Objectives:**

To understand the contribution of the social worker in contexts of mental health and trauma-informed care.

**Key concepts:** trauma-informed care, recovery, stigma, interdisciplinary team.

**11th week**

**Theme:** Addictions, rehabilitation and communities of change

**Objectives:**

To become familiar with intervention approaches in the field of addictions, with emphasis on the helping relationship, the care network and destigmatization.

**Key concepts:** harm reduction, recovery orientation, relapse, family and addiction.

**12th week**

**Theme:** Anti-oppressive, intercultural, feminist and critical social work

**Objectives:**

To integrate anti-discriminatory practice perspectives and connect individual problems to structural causes.

**Key concepts:** anti-oppressive practice, anti-discriminatory practice, intersectionality, cultural humility, structural inequality.

**13th week**

**Theme:** Intervention evaluation, supervision and professional reflection

**Objectives:**

To appraise intervention work, recognize the boundaries of their role and use supervision as a learning tool.

**Key concepts:** evaluation, supervision, self-care, professional accountability.

## 4. TEACHING and LEARNING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b> Face-to-face, distance learning, etc.	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> Use of ICT in teaching, laboratory training, communication with students	Use of ICT in teaching	
<b>TEACHING ORGANIZATION</b> The teaching methods and modes are described in detail: lectures, seminars, laboratory exercises, fieldwork, bibliography study and analysis, tutorials, practical training, clinical practice, artistic workshop, interactive teaching, educational visits, project preparation, written assignments, artistic creation, etc.  The student study hours for each learning activity are indicated, as well as non-guided study hours, so that the total workload at semester level corresponds to ECTS standards.	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	120
	<b>Total Course</b>	<b>120</b>





standards of ECTS	
<b>STUDENT ASSESSMENT</b> Description of the assessment procedure.  Assessment Language, Assessment Methods, Formative or Summative, Multiple Choice Test, Short-Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other.  Explicitly defined assessment criteria are stated and whether and where they are accessible to students.	<b>Student assessment language</b> Greek  <b>Method (Formative or Summative)</b> Formative  <b>Student assessment methods Percentage</b> Written Examination with Short-Answer Questions 100

## 5. RECOMMENDED BIBLIOGRAPHY

<b>Eudoxus</b>  Dimitropoulou-Lagonika, M. (2006). <i>Methodology of Social Work: Intervention Models</i> . Topos.  Kallinikaki, Th. (2011). <i>Introduction to the Theory and Practice of Social Work</i> . Topos.  Kanellaki, A. (2008). <i>Counseling in Social Work: Skills and Techniques</i> . Topos.
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