COURSE OUTLINE

1. GENERAL

FACULTY	SOCIAL SCIENCES		
DEPARTMENT	PSYCHOLOGY		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE CODE	**ΨΧ-3513**	**SEMESTER OF STUDY**	**5th and above**
COURSE TITLE	DIGITAL MENTAL HEALTH		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded to distinct parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits*	**TEACHING WEEKS**	**CREDITS**
Lectures, Lab exercises, Techniques training	3	6
Add rows if needed. The teaching organization and teaching methods used are described in detail in (d).		

COURSE TYPE *general background, specific background, specialization, general knowledge, skills development*	Skills Development (Workshop/Laboratory)
PREREQUISITE COURSES:	Research Methodology in Social Sciences I Statistics I (Prerequisites do not apply for Erasmus students)
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	ENGLISH
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=4791

2. LEARNING OUTCOMES

Learning Outcomes

The learning outcomes of the course are described, the specific knowledge, skills and competences of an appropriate level that students will acquire after the successful completion of the course.

Consult Appendix A

- *Description of the Level of Learning Outcomes for each cycle of study according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors of Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B*
- *Learning Outcomes Writing Summary Guide*

Workshop Overview:

The purpose of this workshop is to introduce students to the theories and concepts at the intersection of digital technologies and psychology and to encourage them to explore how digital technology can function as either a risk or protective factor for mental health and wellbeing. Course topics that students may examine during the workshop include: a) Social media and mental health, b) Internet-related addictions, c) Abusive online behaviours (i.e. cyberbullying and cybercrimes), d) Artificial intelligence and psychology, e) Virtual reality and psychology, and e) Digital exclusion.

The workshop also aims to equip students with the skills to use digital platforms like Canva in creating innovative digital outputs for knowledge dissemination and public engagement (i.e. infographics and video-abstracts) on the course topics mentioned above. Students are trained to search for and critically evaluate relevant literature, as well as to design digital outputs that integrate scientifically valid information with creative multimedia elements.

The workshop builds on foundational theoretical approaches in Clinical Psychology and Research Methods—covered in core courses such as Mental Health and Psychopathology and Research Methods in Social Sciences I.

By the end of the workshop, students will be able to:

- Critically analyze original scientific articles.

- Understand the interaction between digital technology and mental health, along with the relevant concepts and terminology.
- Use Canva to design electronic infographics and multimedia abstracts.
- Recognize and evaluate the challenges faced by contemporary mental health scientists in the digital environment.

General Competencies

Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which of them does the course aim at?.

Search, analyze and synthesize data and information, using the necessary technologies	*Project planning and management*
Adapting to new situations	*Respect for diversity and multiculturalism*
Decision-making	*Respect for the natural environment*
Autonomous work	*Demonstrate social, professional and ethical responsibility and sensitivity to gender issues*
Teamwork	*Criticism and self-criticism*
Working in an international environment	*Promoting free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Generation of new research ideas	*Other...*
	…….

Search, analysis and synthesis of data and information, using the necessary technologies.
Decision-making.
Autonomous work.
Teamwork.
Criticism and self-criticism.
Promotion of free, creative and inductive thinking.
Project planning and management.

3. COURSE CONTENT

The content of the course is linked to the 5 main axes of the curriculum:
Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethical and Social Responsibility [3], Communication Skills [4], Basic Preparation for Career and Professional Rehabilitation Decisions [5]. Next to each week, the number(s) of the axis to which it is connected should be indicated.

Week 1: Course Introduction [1,2]
Outlining the content, structure and assessment method of the course.

Week 2: Digital dissemination outputs A - The infographic [4, 5]
The 7 GRAPHIC principles of public health infographic design. How to design an effective infographic to disseminate psychological knowledge. Demonstrate using Canva to create an infographic.

Week 3: Practice Session A – The infographic [1, 4, 5]
Students design their own infographic on one of the course topics (see course overview), following instructions provided by the course tutor.

Week 4: Digital dissemination outputs B – The multimedia abstract [4, 5]
Explain the principles of designing an effective video abstract. Demonstrate visualizing the abstract of a published paper using Canva

Week 5: Student Presentations A – Social Media and Mental Health [2, 4, 5]
The first group of students gives a presentation on this topic. Each student presents individually – not as a group.

Week 6: Practice Session B – The multimedia abstract [2, 4, 5]
Students design their own video abstract on one of the course topics (see course overview), following instructions provided by the course tutor.

Week 7: Student Presentation B – Artificial Intelligence [2, 4, 5]
The second group of students gives a presentation on this topic. Each student presents individually – not as a group.

Week 8: Practice session C – Design Evaluation [2, 3]
Comprehension Tasks, Recall Tasks and Appeal Tasks. Students complete practical exercises to familiarize themselves with these processes which are used to evaluate the effectiveness of an infographic in delivering its message to the target audience.

Week 9: Interactive reflective session – Discussing about the interplay between digital technology and the human experience. [1, 2, 3, 4]
First in groups and then as a class, students reflect and express their opinions on various topics under the overarching theme: "How digital technology affects us as humans and how it alters they way we interact with others and the world". Reflective exercises are facilitated through a series of prompts such as short videos, short films, book extracts and news stories

Week 10: Broader Topics A – Digital Exclusion [1, 2]
Digital exclusion as a social inequality issue. Who is affected and which factors contribute to digital exclusion. Why is it important.

Week 11: Student Presentation C - Positive uses of digital technology for mental health and wellbeing [2, 4, 5]
The third group of students gives a presentation on this topic. Each student presents individually – not as a group.

Week 12: Broader Topics B – CyberCrime [1, 2]
What is cybercrime? How does it differ from abusive behaviours outside the digital world? Who is affected and how? Breaking common myths about cybercrime.

Week 13: Epilogue
Workshop closure: Reflections, Feedback and Q&A.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

<table>
<tr><td>DELIVERY
METHOD Face to face, Distance learning, etc.</td><td>Face to face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES
Use of ICT in Teaching, Laboratory Training, Communication with students</td><td>• Power Point Presentations
• Canva web-platform</td></tr>
<tr><td>TEACHING ORGANIZATION
The method and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography Study & Analysis, Tutorial, Internship (Placement), Clinical Practicing, Art Workshop, Interactive Teaching, Educational visits, Project Writing, Writing a project / assignments, Artistic creation, etc.

The student's study hours for each learning activity as well as the hours of unguided study according to ECTS principles are listed</td><td>
<table>
<tr><th>Activity</th><th>Semester Workload</th></tr>
<tr><td>Weekly meeting</td><td>39 hours (1.6 ECTs)</td></tr>
<tr><td>Independent study</td><td>56 hours (2.2 ECTs)</td></tr>
<tr><td>Independent work to complete exercises and assessments</td><td>55 hours (2.2 ECTS)</td></tr>
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<tr><td>Total Course</td><td>150 (6 ECTs)</td></tr>
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<tr><td>STUDENT EVALUATION
Description of the evaluation process</td><td>The evaluation is conducted in English.</td></tr>
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Assessment Language, Assessment Methods, Formative or Summative, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay/Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other/Others *Explicitly defined evaluation criteria and whether and where they are accessible to students are mentioned.*	There are three evaluation components. All components are individual assignments. - C1: Independently create an infographic, based on one of the provided course topics (35%). - C2: Select a published paper related to one of the course topics and independently produce a video-abstract of the paper (35%). - C3: Submit a 1800 words editorial on the topic of your in-class presentation, following the guidelines provided by the course tutor (30%). To pass the course, students must pass all three components.

5. RECOMMENDED-BIBLIOGRAPHY

- *Suggested Bibliography:*

Collection of relevant scientific articles of international bibliography

- *Related scientific journals:*

Journal of Medical Internet Research
JMIR Mental Health
The Lancet Digital Health
SAGE: Digital Health