

COURSE OUTLINE

1. GENERAL

FACULTY	SOCIAL SCIENCES		
SECTION	PSYCHOLOGY		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE CODE	ΨX-2205	SEMESTER OF STUDY	4TH
COURSE TITLE	PSYCHOSOCIAL SUPPORT FOR PEOPLE WITH DISABILITIES		
INDEPENDENT TEACHING ACTIVITIES <i>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</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures by the instructor		3	4
<i>Add rows if needed. The teaching organization and teaching methods used are described in detail in 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skills Development</i>	Scientific Area-Elective Course		
PREREQUISITE COURSES:	Not required		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <p><i>The learning outcomes of the course are described, the specific knowledge, skills and competencies of an appropriate level that students will acquire after the successful completion of the course.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the Level of Learning Outcomes for each cycle of study according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors of Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Learning Outcomes Writing Summary Guide</i> <p>This course refers to key research results on psychosocial interventions in people with disabilities. A person with a disability has to deal not only with the effects of physical damage but also with the social impact of living in an environment inaccessible to all areas of his life (school, family, workplace, entertainment). Therefore, based on research based on the analysis of the lived experience of people with disabilities themselves and their families, proposals for psychosocial interventions that will remove and reduce stereotypes and "disablism" practices will be discussed.</p> <p>Students will re-encounter concepts taught in the context of Development and Learning courses (Developmental Psychology I and II, Educational Psychology) but also with Background courses from the Mental and Physical Health course (Counseling Psychology).</p>
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During the lectures, students are expected to:

- Familiarize themselves with the basic and modern literature on psychosocial support for people with disabilities.
- To reflect on the ethical implications and practical applications of disability research.
- Acquire knowledge on the application of theoretical knowledge in the field of interventions to people with disabilities.
- To develop critical capacity around issues related to disability and its treatment by the wider society.

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

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Working in an international environment

Working in an interdisciplinary environment

Generation of new research ideas

Project planning and management

Respect for diversity and multiculturalism

Respect for the natural environment

Demonstrate social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Promoting free, creative, and inductive thinking

- Search, analyze and synthesize data and information, using the necessary technologies
- Autonomous work
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Criticism and self-criticism
- Promoting free, creative and inductive thinking
- Teamwork
- Decision-making

3. COURSE CONTENT

The content of the course is linked to the 5 main axes of the curriculum:

Scientific bases [1], Scientific research and critical thinking [2], Ethics and social responsibility [3], Communication ability [4], Basic preparation for career decisions and professional rehabilitation [5].

Week 1: Presentation of the course organization chart and introductory elements. [1]

Week 2: Models of disability [1,2,3]

Week 3: Laws and Social History[1,2]

Week 4: The experience of disability: Stereotypes and attitudes, Emotion and everyday experiences [1,2,3,4,5]

Week 5: Families with disabilities[2,3,4,5]

Week 6: General treatment issues [1,2,3,4,5]

Week 7: Behavioral protocols for clients with disabilities [1,2,3,4,5]

Week 8: Interviews, assessment, evaluation and diagnosis [1,2,3,4,5]

Week 9: Partnerships, sexuality, pregnancy, childbearing and genetic testing[1,2,3,4,5]

Week 10: Special therapeutic issues for people with disabilities [1,2,3,4,5]

Week 11: Assistive technology and devices [1,2,3]

Week 12: Contemporary issues in disability research and policy making [1,2,3,4,5]

Week 13: Summing up/Conclusions, resolving questions and instructions/feedback[1,2,3,4,5]

4. TEACHING AND LEARNING METHODS - ASSESSMENT

DELIVERY <i>METHOD Face to face, Distance learning, etc.</i>	Face to face															
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with students</i>	Use of ICT in teaching. Support of the learning process through the electronic platform e-learn															
TEACHING ORGANIZATION <i>The method and methods of teaching are described in detail.</i> <i>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.</i> <i>The student's study hours for each learning activity are listed as well as the hours of unguided study so that the total workload at semester level corresponds to ECTS standards</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester Workload</th> <th style="text-align: center;">ECTS credits</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> <td style="text-align: center;">1,56</td> </tr> <tr> <td>Independent Study</td> <td style="text-align: center;">60</td> <td style="text-align: center;">2,4</td> </tr> <tr> <td>Final exams</td> <td style="text-align: center;">3</td> <td style="text-align: center;">0,12</td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">102</td> <td style="text-align: center;">4,08</td> </tr> </tbody> </table>	Activity	Semester Workload	ECTS credits	Lectures	39	1,56	Independent Study	60	2,4	Final exams	3	0,12	Total Course	102	4,08
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Final exams	3	0,12														
Total Course	102	4,08														
STUDENT EVALUATION <i>Description of the evaluation process</i> <i>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</i> <i>Explicitly defined evaluation criteria and whether and where they are accessible to students are mentioned.</i>	<p>Written final exam (100%) (and oral exam for students who have difficulties in writing)</p> <p>The assessment is conducted in Greek. For Erasmus students, in English.</p> <p>The assessment criteria are presented during the first class held in the lecture hall and are posted on the course website.</p>															

5. RECOMMENDED-BIBLIOGRAPHY

Albrecht G.L, Seelman K., Bury M. (2019). *Handbook of Studies in Disability. Modern Multidisciplinary Considerations.* (Edited by E. Deropoulou-Derou, A. Zoniou-Sideris). Pedio

Kirk, S., Gallagher, J., & Coleman, M. R. (2021). *Educating Children with Special Needs* (M. Georgiadis, S. Plexousakis & D. M. Tombrou, eds.). Utopia Publishing

Olkin, R. (2017). *Disability-affirmative therapy: A case formulation template for clients with disabilities.* Oxford University Press.

Olkin, R. (2019). *What psychotherapists need to know about disability* (A. Vlachou & G. Klefteras (Eds.)). Pedio

-Related scientific journals:

- *Disability & Society*

- *Disability and Rehabilitation*