

COURSE OUTLINE

1. GENERAL

FACULTY	SOCIAL SCIENCES		
SECTION	PSYCHOLOGY		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE CODE	ΨΧ-3210	SEMESTER OF STUDY	4 th
COURSE TITLE	Psychoeducational interventions for children with intellectual 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, student presentations, individual activities (e.g., analyzing articles, summarizing articles, researching and independently studying the literature)		3	6
<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-Seminar		
PREREQUISITE COURSES:	ΨΧ1101 Research Methodology in the Social Sciences I		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=6216		

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>In this seminar, students will explore issues related to psycho-educational approaches for children with intellectual disabilities. The course begins with fundamental theoretical approaches in the field of Educational Psychology, School Psychology, and Developmental Psychology I and II, which they studied in their respective prerequisite courses as well as in elective courses (Special Education). It focuses on and delves deeper into those areas of Educational, School, and Developmental Psychology that examine key developmental milestones, the psychological perspectives on intellectual disability and the multisystemic approach to the psychoeducation of individuals with intellectual disabilities.</p> <p>During the sessions, students are expected to</p> <ul style="list-style-type: none"> • Become familiar with the basic and contemporary literature concerning individuals with intellectual

disabilities

- Search for relevant scientific articles in databases and synthesize the literature
- Summarize and critically analyze the content of original research articles
- Present research articles
- Reflect on the ethical implications and practical applications of the research to be presented during the seminar
- Understand the core principles of psychoeducational programs for children with intellectual disabilities
- Be able to develop intervention strategies for more effectively addressing the difficulties arising from intellectual disabilities.

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

earching for, analyzing, and synthesizing data and information, using the necessary technologies.

- Teamwork
- Independent work
- Respect for diversity and multiculturalism, and sensitivity to gender issues.
- Exercising critical and self-critical thinking
- Promoting free, creative, and inductive thinking.

3. COURSE CONTENT

The course content is linked to the five core pillars of the curriculum:

Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethics and Social Responsibility [3], Communication Skills [4], Basic Preparation for Career Decisions and Professional Development [5].

During the first three weeks, the instructor will present the key topics, concepts, and theories that will form the basis of the seminar. In subsequent sessions, students will present scientific articles on the topics described, followed by a discussion.

Week 1: Outlining the profile of a person with an intellectual disability. Seminar presentation and introductory information, formation of working groups [1, 2]

Week 2: Basic Principles of Teaching Children with Intellectual Disabilities. Educational Methods – Teaching Techniques [1, 2]

Week 3: Psychoeducation for individuals with intellectual disabilities in Greece [1, 2, 5]

Week 4: Early Intervention [1, 2, 3, 4]

Week 5: Applied Behavior Analysis [1, 2, 3, 4]

Week 6: The Project Method [1, 2, 3, 4]

Week 7: Teaching Communication and Social Skills [1, 2, 3, 4, 5]

Week 8: Teaching Daily Living Skills [1, 2, 3, 4, 5]

Week 9: Intellectual Disability and Technology Use [1, 2, 3, 4]

Week 10: Psychoeducational Interventions for Children with ASD (Autism Spectrum Disorder) and Intellectual Disability [1, 2, 3, 4]

Week 11: Interventions for children with severe disabilities and multiple disabilities [1, 2, 3, 4]

Week 12: Sex education for children with intellectual disabilities [1, 2, 3, 4]

Week 13: Conclusions, Q&A, and instructions/feedback for the final assignment [1, 2, 3, 4, 5]

4. TEACHING AND LEARNING METHODS - ASSESSMENT

<p>DELIVERY <i>METHOD Face to face, Distance learning, etc.</i></p>	Face to face																		
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with students</i></p>	<p>Use of ICT in teaching. Support of the learning process through the electronic platform e-learn</p>																		
<p>TEACHING ORGANIZATION <i>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.</i></p> <p><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></p>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester Workload</th> <th>ECTS credits</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> <td>1,56</td> </tr> <tr> <td>Individual Weekly activities</td> <td>21</td> <td>0,84</td> </tr> <tr> <td>Collaboration with peers and group presentations</td> <td>40</td> <td>1,60</td> </tr> <tr> <td>Independent study and final assignment</td> <td>50</td> <td>2,00</td> </tr> <tr> <td>Total Course (25 hours of workload per credit unit)</td> <td>150</td> <td>6</td> </tr> </tbody> </table>	Activity	Semester Workload	ECTS credits	Lectures	39	1,56	Individual Weekly activities	21	0,84	Collaboration with peers and group presentations	40	1,60	Independent study and final assignment	50	2,00	Total Course (25 hours of workload per credit unit)	150	6
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<p>STUDENT EVALUATION <i>Description of the evaluation process</i></p> <p><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></p> <p><i>Explicitly defined evaluation criteria and whether and where they are accessible to students are mentioned.</i></p>	<p>-Literature review and individual written final assignment (50%) -Weekly activities (10%) -Presentation of scientific articles (30%) -Participation in seminar discussions (10%)</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

<p>Alevriadou, A., Gkiouri, S., & Pavlidou, K. (2016). <i>Managing Challenging Behaviors in Individuals with Intellectual Disabilities</i>. Pedio.</p> <p>Masulani-Mwale, C., Mathanga, D., Kauye, F., & Gladstone, M. (2018). Psychosocial interventions for parents of children with intellectual disabilities—A narrative review and implications for low-income settings. <i>Mental Health & Prevention</i>, 11, 24-32. https://doi.org/10.1016/j.mhp.2018.05.003</p>

Tournier, T., Wolkorte, R., Hendriks, A. H., Jahoda, A., & Embregts, P. J. (2021). Family involvement in person-centered approaches for people with intellectual disabilities and challenging behaviors: A scoping review. *Journal of Mental Health Research in Intellectual Disabilities*, 14(4), 349-374. <https://doi.org/10.1080/19315864.2021.1959689>

Soulis, S.-G. (2020). *A Study on Intellectual Disabilities*. Gutenberg.

-Scientific Journals

Research in Developmental Disabilities

International Journal of Developmental

Disabilities Journal of Autism and Developmental

Disorders Journal of Intellectual Disabilities