

COURSE OUTLINE

1. GENERAL

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|---|---|------------------------------|-----------------|
| FACULTY | SOCIAL SCIENCES | | |
| SECTION | PSYCHOLOGY | | |
| LEVEL OF STUDY | UNDERGRADUATE | | |
| COURSE CODE | ΨΧ-3213 | SEMESTER OF STUDY | 4 th |
| COURSE TITLE | Quality of life of children with chronic illnesses in school setting | | |
| 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=2762 | | |

2. LEARNING OUTCOMES

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| <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 education and, more broadly, to the quality of life of students with chronic illnesses. The course builds upon basic theoretical approaches in the fields of Health Psychology and Educational Psychology, which students have already studied in their respective foundational courses as well as in elective courses (Special Education). It focuses on and delves deeper into those areas of Educational Psychology and Health Psychology that pertain to the emotional, social, and educational needs of the child with a medical condition.</p> <p>In addition, it focuses on the impact that major chronic diseases occurring in childhood have on the lives of both the children themselves and the entire family, as well as on the key areas of intervention for a successful school experience for the student with the condition (intervention with the child,</p> |

teaching staff and classmates, family, and collaboration between healthcare professionals, the school, and the family).

During the sessions, students are expected to

- Become familiar with the basic and contemporary literature regarding children with chronic illnesses and the impact on quality of life
- Search for relevant scientific articles through 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 key components of school reintegration programs for students with chronic illnesses
- Understand the impact of chronic illnesses on children and how they specifically affect the quality of life of young students
- Be able to develop intervention strategies for the most effective educational support of a student with a chronic illness

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

- Searching for, analyzing, and synthesizing data and information, using the necessary technologies.
- Teamwork
- Independent work
- Respect for diversity and multiculturalism, and sensitivity to gender issues.
- Critical thinking
- Promotion of 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 vocational rehabilitation [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 by the students, followed by a discussion.

Week 1: Conceptual clarifications (the term “children with chronic illness”). Seminar presentation and introductory information, formation of working groups [1, 2]

Week 2: Psychoeducational needs of students with asthma/allergies, diabetes, epilepsy, neoplasms, and other serious illnesses, and quality of life (factors that impair the quality of life of children with chronic illnesses, psychosocial impacts of health problems on the child, psychological characteristics of children with chronic illnesses) [1,2]

Week 3: Intervention for students with chronic illness (recommended intervention strategies for a successful and improved school experience for students with chronic illness) [1, 2, 5]

Week 4: Children and adolescents with asthma/allergies and quality of life [1, 2, 3, 4] Week 5: Children and adolescents with neoplasms and quality of life [1, 2, 3, 4] Week 6: Children and adolescents with diabetes and quality of life [1, 2, 3, 4] Week 7: Children and adolescents with other types of chronic diseases (rare, infectious, etc.) and quality of life [1, 2, 3, 4] Week 8: Schooling issues—School within the hospital [1, 2, 3, 4] Week 9: Family Issues [1, 2, 3, 4] Week 10: School Reintegration Programs for Students with Chronic Illnesses [1, 2, 3, 4] Week 11: Mental resilience and children with chronic illnesses [1, 2, 3, 4] Week 12: The use of technology and robots [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 style="text-align: center;">DELIVERY</p> <p><i>METHOD Face to face, Distance learning, etc.</i></p> | Face to face | | | | | | | | | | | | | | | | | | | | |
|--|---|---------------------|--|-----------------|--------------------------|---------------------|----------|----|------|------------------------------|----|------|--|----|------|--|----|------|---|------------|----------|
| <p style="text-align: center;">USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</p> <p><i>Use of ICT in Teaching, Laboratory Training, Communication with students</i></p> | Use of ICT in teaching. Support of the learning process through the electronic platform e-learn | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: center;">TEACHING ORGANIZATION</p> <p><i>The method and methods of teaching are described in detail.</i></p> <p><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></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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester Workload</i></th> <th style="text-align: center;"><i>ECTS credits</i></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>Individual Weekly activities</td> <td style="text-align: center;">21</td> <td style="text-align: center;">0.84</td> </tr> <tr> <td>Collaboration with peers and group presentations</td> <td style="text-align: center;">40</td> <td style="text-align: center;">1,60</td> </tr> <tr> <td>Independent study and final assignment</td> <td style="text-align: center;">50</td> <td style="text-align: center;">2,00</td> </tr> <tr> <td>Total Course (25 hours of workload per credit unit)</td> <td style="text-align: center;">150</td> <td style="text-align: center;">6</td> </tr> </tbody> </table> | | | <i>Activity</i> | <i>Semester Workload</i> | <i>ECTS credits</i> | 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 style="text-align: center;">STUDENT EVALUATION</p> <p><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

Burton, L. (2022). *The family life of sick children: A study of families coping with chronic childhood disease*. Routledge.

Kneipp, S. (2022). *The Care of Children in Sickness and in Health*. Legare Street Press.

Inhestern, L., Nasse, M. L., Krauth, K. A., Kandels, D., Rutkowski, S., Escherich, G., & Bergelt, C. (2024). Reintegration into school, kindergarten and work in families of childhood cancer survivors after a family-oriented rehabilitation program. *Frontiers in Pediatrics*, 12. <https://doi.org/10.3389/fped.2024.1288567>

Peikert, M. L., Inhestern, L., & Bergelt, C. (2018). Psychosocial interventions for rehabilitation and reintegration into daily life of pediatric cancer survivors and their families: A systematic review. *PLoS One*, 13(4), e0196151. <https://doi.org/10.1371/journal.pone.0196151>

Petrongolo, J. L., Zelikovsky, N., Keegan, R. M., Furth, S. L., & Knight, A. (2019). Examining uncertainty in illness in parents and children with Chronic kidney disease and Systemic lupus erythematosus: A Mediation Model of Internalizing Symptoms and Health-Related Quality of Life. *Journal of Clinical Psychology in Medical Settings*, 27(1), 31–40. <https://doi.org/10.1007/s10880-019-09617-3>

Scientific Journals

Advances in School Mental Health Promotion

The Journal of Pediatrics

Quality of Life Research

The Lancet Child & Adolescent Health Journal of Asthma

Journal of Pediatric Nursing

Journal of Child Health Care Cancer

BMJ Paediatrics Open

The Journal of School Nursing