

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΧ-3217	SEMESTER	6 th
COURSE TITLE	POSTPARTUM DEPRESSION: IMPLICATIONS FOR THE DEVELOPMENT OF CHILDREN		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skills Development (seminar)		
PREREQUISITE COURSES:	Methodology of Scientific Research in Social Sciences and Developmental Psychology I		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek language		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=1395		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</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 qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>The main objective of the seminar is to provide students with the opportunity to acquire fundamental knowledge about postpartum depression, as well as to understand its effects on the development of infants and children through the diversity of experiences that shape early interactions with significant others (e.g., mothers, fathers).</p> <p>More specifically, upon completion of the seminar, students are expected to:</p> <ul style="list-style-type: none"> • Understand the characteristics of postpartum depression in both mothers and fathers, • Understand the effects of postpartum depression on the cognitive, social, and emotional development of infants and children, as evidenced by contemporary empirical findings, • Understand the distinct as well as complementary influence that the mental health of significant others (mother, father) may have on development during the early years of life,
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- Identify the diversity of experiences that shape development during infancy across different cultures,
- Understand the importance of the quality of early interaction experiences for later development.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Search for, analysis and synthesis of data and information, with the use of the necessary technology,
- Production of new research ideas,
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues,
- Working independently,
- Criticism and self-criticism,
- Production of free, creative and inductive thought.

(3) SYLLABUS

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], and Basic Preparation for Career Decisions and Professional Development [5]** (next to each topic/week, the connection to these core pillars is indicated).

Week 1: Contemporary approaches on the effects of caregivers' mental health on infant development (instructor presentation) [1, 2, 3, 4, 5]

Week 2: Contemporary approaches on the effects of caregivers' mental health on infant development (instructor presentation) [1, 2, 3, 4, 5]

Week 3: Definition, characteristics, and epidemiology of maternal and paternal postpartum depression (student presentations, peer and instructor feedback) [1, 2, 3, 4, 5]

Week 4: Diagnosis, risk factors, and protective factors in maternal and paternal postpartum depression (student presentations, peer and instructor feedback) [1, 2, 3, 4, 5]

Week 5: Effects of postpartum depression on the cognitive, social, and emotional development of infants and children (student presentations, peer and instructor feedback) [1, 2, 3, 4, 5]

Week 6: Effects of postpartum depression on the cognitive, social, and emotional development of infants and children (student presentations, peer and instructor feedback) [1, 2, 3, 4, 5]

Week 7: Effects of postpartum depression on the cognitive, social, and emotional development of infants and children (student presentations, peer and instructor feedback) [1, 2, 3, 4, 5]

Week 8: Effects of postpartum depression on the cognitive, social, and emotional development of infants and children (student presentations, peer and instructor feedback) [1, 2, 3, 4, 5]

Week 9: The manifestation of maternal and paternal postpartum depression across different cultural contexts (student presentations, peer and instructor feedback) [1, 2, 3, 4, 5]
Week 10: Postpartum depression in high-risk groups of mothers (e.g., abused, adolescent, and epileptic women) (student presentations, peer and instructor feedback) [1, 2, 3, 4, 5]
Week 11: Postpartum depression in high-risk groups of mothers (student presentations, peer and instructor feedback) [1, 2, 3, 4, 5]
Week 12: Interventions for addressing maternal postpartum depression (student presentations, peer and instructor feedback) [1, 2, 3, 4, 5]
Week 13: Interventions for addressing maternal postpartum depression (student presentations, peer and instructor feedback) [1, 2, 3, 4, 5]

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face in classroom		
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching, Use of electronic platform e-learn in support of the educational process		
<p style="text-align: center;">TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester Work load	ECTS credits
	Lectures	6 hours	0,24
	Independent study for Presentation A	25 hours	1,0
	Independent study for Presentation B	35 hours	1,4
	Participation in oral presentation	33 hours	1,32
	Independent study and writing of the final assignment	45 hours	1,8
	Participation in oral examination	1 hour	0,04
	Course Total	145	5,8
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work,</i></p>	<p>Assessment is conducted in the Greek language.</p> <p>I. Two oral presentations in class (each accounts for 20% of the final grade). II. Written assignment (40% of the final grade). III. Oral examination (20% of the final grade).</p> <p>The assessment criteria are accessible to students through the course's online page hosted on the e-learn platform.</p>		

clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

Suggested Bibliography:

1 Kleiman, K. (2014). *Therapy and postpartum women: Notes on healing postpartum depression for clinicians and the women who seek their help*. New York: Routledge.

Walker, K. (2014) *Transformed by postpartum depression: Women's stories of trauma and growth*. Texas: Praeclarus Press.

Stewart, D.E., Robertson, E., Dennis, C-L., Grace, S.L., & Wallington, T. (2003). *Postpartum depression: Literature review of risk factors and interventions*. University Health Network Women's Health Program: Toronto Public Health.

Selected articles from the following scientific journals: *Developmental Psychology, Child Development, Journal of Affective Disorders, British Journal of Psychiatry, Journal of Health Care for the Poor and Underserved, Infant Behavior and Development, Infant and Child Development, Infancy, Infant Mental Health, Social Development, etc.*