ERASMUS



HELLENIC MEDITERRANEAN UNIVERSITY

COURSE OUTLINES

Department of Social Work

School of Health Sciences

Academic Year 2026-2027

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PERSON-CENTED AND CULTURALLY SENSITIVE COMMUNICATION IN

COURSE OUTLINE

Responsible: Kleio Koutra

1. GENERAL			
SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Social Work		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	8000.1.218.0	**SEMESTER**	2nd
COURSE TITLE	Person-Cented and Culturally Sensitive Communication in		

INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	6
Total	**3**	**6**

COURSE TYPE general background, special background, specialised general knowledge, skills development	ΠΡΟΑΙΡΕΤΙΚΟ-ΑΓΓΛΟΦΩΝΟ
PREREQUISITE COURSES	KANENA
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English
OFFERED TO ERASMUS STUDENTS	Yes (in English) — Spring Semester
COURSE WEBSITE (URL)	https://eclass.hmu.gr/courses/SW579

2. LEARNING OUTCOMES

Learning outcomes

The aim of this course is to equip undergraduate students in social work with the **knowledge, skills, and values** required for **effective, person-centered, and culturally responsive communication** in community-based health and social care settings.
Students will learn to recognize communication as a **core intervention tool** in social work practice, fostering trust, empowerment, and collaboration between professionals, service users, and communities. Students are expected to:

Knowledge

- Explain key theories of person-centered and culturally sensitive communication and their application in social work.
- Understand how cultural values, language, and social determinants affect communication in health and social care.
- Compare models of community-based care and professional communication between Greece and the USA.
- Identify ethical and professional boundaries in cross-cultural and interprofessional collaboration.

Skills

- Apply active listening, empathy, and motivational interviewing to foster trust and engagement with clients and communities.
- Use tools such as the COMFORT model, Calgary–Cambridge Guide, and TeamSTEPPS strategies to enhance

communication in interprofessional teams.

- Demonstrate culturally aware and trauma-informed responses when working with vulnerable populations (e.g., refugees, older adults, LGBTQ+, people with disabilities).
- Adapt communication for digital and community settings (telehealth, outreach, family meetings).

Competencies

- Integrate **communication, cultural humility, and ethics** as foundational aspects of social work identity.
- Collaborate effectively with health professionals, community leaders, and families in diverse environments.
- Reflect critically on their communication style, biases, and assumptions, using self-evaluation tools.
- Apply lessons learned from **Greek and American practice contexts** to strengthen inclusive, evidence-based interventions.

General Competences

Interdisciplinary work

Respect of diversity and multicultural environments

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

Display of social, professional and ethical accountability

Decision-making

Autonomous work

Critical thinking and self-criticism

3. SYLLABUS

Unit 1. Communication, Culture, and Social Work Foundations

- The role of communication as a helping process in social work.
- Person-centered practice and the social work code of ethics.
- Communication challenges in Greek and U.S. social welfare systems.

Unit 2. Theories and Models of Communication in Care

- COMFORT Communication Curriculum (Wittenberg et al., 2018).
- Calgary–Cambridge Guide and the structure of professional encounters.
- TeamSTEPPS and interprofessional collaboration in practice.

Unit 3. Culture and Context

- Cultural humility, bias awareness, and reflective practice.
- Communication with refugees, migrants, and multicultural communities in Greece and the USA.
- Intercultural competence and the social worker's advocacy role.

Unit 4. Digital and Community Communication

- Digital health communication (Asan et al., 2021; WHO Digital Health Toolkit).
- Ethics, privacy, and accessibility in technology-mediated interactions.
- Community-based communication methods and participatory approaches (Living Lab).

Unit 5. Empathy, Trust, and Relationship-Building

- Relational aspects of trust (Doyle et al., 2013; Sharkiya, 2023).

- Managing difficult conversations (illness, trauma, end-of-life).
- Role-plays based on cross-national case studies (Greek community centers vs. U.S. integrated health clinics).

Unit 6. Comparative Seminar: Greece & USA

- Communication patterns, ethics, and cultural assumptions.
- Case presentations: service user narratives from both systems.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Hydrid
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	Use of ICT in teaching Supporting learning procedure and communication with students through the E-Class platform
TEACHING METHODS The manner and methods of teaching are described in detail.	**Activity** / **Semester workload** Lectures: 50 Field-based / case study exercises: 40 Independent study: 30 Group assignment: 30 **Course total: 150**
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure	Student performance will be assessed through a **combination of continuous and final evaluation methods**, reflecting the holistic, person-centered, and intercultural orientation of the course. Evaluation will be **shared between HMU and Rutgers faculty**, ensuring transparency, academic equivalence, and feedback consistency. **Assessment Components:** • **Final Essay – 40%** Students will write a reflective and comparative essay analyzing **communication approaches in community health and social work** in **Greece and the USA**, integrating theory and practice (COMFORT, Calgary–Cambridge, TeamSTEPPS). • **Workshop & Role-Play Participation – 30%** Assessment of students' applied communication skills during **interactive simulations**, role plays, and group discussions, focusing on empathy, collaboration, and cultural responsiveness. • **Midterm Reflection Portfolio – 20%** A short reflective journal on self-awareness, communication challenges, and personal learning growth during the course. • **Peer and Faculty Feedback – 10%** Evaluation through structured feedback sessions between peers and instructors (HMU and Rutgers), emphasizing professional communication and teamwork.

5. ATTACHED BIBLIOGRAPHY

- Payne, M. (2021). Modern Social Work Theory – Fifth edition.
- Koutra, K., Burns, C., Sinko, L., Kita, S., Bilgin, H., & Saint Arnault, D. (2022). Trauma Recovery Rubric: A Mixed-Method Analysis of Trauma Recovery Pathways in Four Countries. International Journal Environmental Research & Public Health, 19, 10310. https:// doi.org/10.3390/ijerph191610310

- Koutra K. (2015). Community development: A challenging strategy for Social Capital, Health Promotion and Community Social Work. In: Social Capital: Global Perspectives, Management Strategies and Effectiveness, USA: Nova Science Publishers, INC
- Kleio Koutra, Ann W. Roy, & Effrosyni D. Kokaliari (2020). The effect of social capital on NSSI and suicidal behaviors among college students in Greece following the economic crisis. International Social Work Journal, 63(1) 100–112. https://doi.org/10.1177/ 002087281 8776726
- Rodelli, M., Koutra, K., Thorvaldsdottir, K.B., Bilgin, H., Ratsika, N., Testoni, I., Saint Arnault, M.D. (2022). Conceptual Development and Content Validation of a Multicultural Instrument to assess the Normalization of Gender-Based Violence. Sexuality & Culture, 26, 26–47. https://doi.org/10.1007/s12119-021-09877-y
- Bywaters, P., McLeod, E., and Napier, L. (2009). Social work and global health inequalities: Practice and policy developments. Policy Press Scholarship Online DOI:10.1332/ policypress/ 9781847421951.003.0011
- Handbook for Public Health Social Work (2013). R. Keefe & E.T. Jurkowski (Ed). The Social Work Section Of The American Public Health Association. Springer Pub.
- The Social Determinants of Health: A Social Work Perspective (2016). The Newfoundland and Labrador Association of Social Workers (NLASW)
- Siegrist, J. and Marmot, M. (2006). Social Inequalities in Health. New evidence and policy implications. Oxford University Press

ASYLUM AND MIGRATION IN EUROPE AND THE MEDITERRANEAN

COURSE OUTLINE

Responsible: Eleni Koutsouraki

1. GENERAL			
SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Social Work		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	8000.1.126.0	**SEMESTER**	2nd
COURSE TITLE	Asylum and Migration in Europe and the Mediterranean		

INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	5
Total	**3**	**5**

COURSE TYPE general background, special background, specialised general knowledge, skills development	
PREREQUISITE COURSES	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English
OFFERED TO ERASMUS STUDENTS	Yes (in English) — Spring Semester
COURSE WEBSITE (URL)	

2. LEARNING OUTCOMES

Learning outcomes

In this course students will have the opportunity to learn about the rights of displaced populations, acquire skills to identify monitoring bodies at international and European level, acquire knowledge on asylum and migration policies and understand the challenges faced by Greece due to its geographical location, frequent crises in the Mediterranean region and its status as a member state of the European Union (EU).

The goals of the course are: to provide students with knowledge about asylum and migration in Europe and the Mediterranean, relevant EU policies, protection of the rights of displaced populations and current challenges in the EU and in Greece.

General Competences

- Autonomous work
- Teamwork
- Working in an international environment
- Working in an interdisciplinary environment
- Production of free, creative and inductive thinking
- Respect for difference and multiculturalism
- Search, analysis and synthesis of data and information, also using the necessary technologies
- Generating new research ideas

- Showing social, professional and ethical responsibility and sensitivity to gender issues and discrimination towards oppressed populations
- Decision-making
- Critical thinking

3. SYLLABUS

- Migration, border control and right to asylum
- Refugee status determination procedure (RSD)
- Solidarity in refugee protection
- EU externalization policies
- Common European Asylum System (CEAS)
- Vulnerable refugees and migrants
- Administrative detention
- Family reunification
- Migration crises in Europe and the Mediterranean
- EU Asylum and Migration Pact

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	• Support of learning process through the asynchronous platform e-class • Use of PowerPoint during lectures. • Use of video/DVD during lectures. • Email (communication with students) • Lectures • Case studies • Small-group task-oriented discussions • Individual reading
TEACHING METHODS The manner and methods of teaching are described in detail.	**Activity** / **Semester workload** Lectures (3X13) / 33 Writing-presentation of essay / 33 Reading / 54 **Course total** / **120**
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure	1. Oral presentation and written submission of a short essay 80% 2. Attendance and Participation 20%

5. ATTACHED BIBLIOGRAPHY

V. Banti-Markouti, M. Sounoglou (Eds.), *Human Rights and International Protection for vulnerable asylum applicants*, Nomiki Bibliothiki, 2021

G. Campesi, "Seeking Asylum in Times of Crisis: Reception, Confinement, and Detention at Europe's Southern Border", *Refugee Survey Quarterly*, 37 (1), 2018, pp. 44–70

C. Costello, *The Human Rights of Migrants and Refugees in European Law*, Oxford University Press, 2015

C. Costello, “Safe country? Says who?”, *International Journal of Refugee Law*, 28 (4), 2016, pp. 601–622

M. -T. Gil-Bazo, “The safe third country concept in international agreements of refugee protection –assessing state practice”, *Netherlands Quarterly of Human Rights*, 33 (1), 2015, pp. 42-77

G. Gilbert, “Why europe does not have a refugee crisis”, *International Journal of Refugee Law*, 27 (4), 2015, pp. 531-535

J. Hathaway, *The Rights of Refugees under International Law*, Cambridge University Press, 2021

S. Horii, “Dependency, and EU Agencies: The Hotspot Approach in the Refugee Crisis”, *Refugee Survey Quarterly*, 37 (2), 2018, pp. 204-230

A. –G. Hurwitz, *The collective responsibility of states to protect refugees*, Oxford University Press, 2009

E. Koutsouraki, “Refusal of international protection under the EU-Turkey Deal”, *Ordine internazionale et diritti umani*, 2018 (1), Sapienza Universita di Roma – Intercenter Universita di Messina, pp. 55-75

E. Koutsouraki, “The indefinite detention of undesirable and unreturnable third country nationals in Greece”, *Refugee Survey Quarterly*, Oxford Journals, 36 (1) 2017, Oxford University Press, pp. 85-106

S. Morano-Foadi, “Solidarity and Responsibility: Advancing Humanitarian Responses to EU Migratory Pressures”, *European Journal of Migration & Law*, 19 (3), 2017, pp. 223–254

Journals:

European Journal of Migration and Law

International Journal of Refugee Law

Journal of Immigrant & Refugee Studies

Journal of International Migration and Integration

Journal of Refugee Studies

Refugee Survey Quarterly

COMMUNITY-BASED PARTICIPATORY RESEARCH

COURSE OUTLINE

Responsible: Kleio Koutra

1. GENERAL			
SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Social Work		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	0804.5.018.0	**SEMESTER**	1st
COURSE TITLE	Community-Based Participatory Research		

INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course	**WEEKLY TEACHING HOURS**	**CREDITS**
	0	4
Total	**0**	**4**

COURSE TYPE general background, special background, specialised general knowledge, skills development	Optional
PREREQUISITE COURSES	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English
OFFERED TO ERASMUS STUDENTS	Yes (in English) — Winter Semester
COURSE WEBSITE (URL)	https://eclass.hmu.gr/courses/SW432/

2. LEARNING OUTCOMES

Learning outcomes

In this course the students will have the opportunity to establish or advance their understanding of the methodological and epistemological approach to applied community projects in which researchers and community members collaborate as equals in the research process. Also known as participatory action research (PAR). The goals of the course are: to provide students with an overview of CBPR principles, to help students acknowledge the significance of CBPR both as a set of methods for identifying and addressing local issues of concern and as a vehicle for applying the principles of equity, cultural humility, mutual learning, and social justice to the relationships between researchers and communities.

General Competences

- Decision making
- Intercultural Competence.
- Collection and synthesis of information
- Advancement of free, creative and inductive thinking
- Working in an interdisciplinary environment
- Design and Management of Projects, Interventions
- Respect for diversity and multiculturalism
- Exercise of criticism and self-criticism

3. SYLLABUS

- Community-based participatory research (CBPR) methodological and epistemological approach
- Community-Based Participatory Research principles
- Historical Development of Community-Based Participatory Research
- Building trust between researchers, the Community Advisory Board, and the community
- Ethics in Community-Based Participatory Research
- Barriers to Successful Community-Based Participatory Research Projects
- Methodological Features of a Participatory Evaluation Model
- Positionality and power of researchers, community collaborators, and research participants
- Participatory action research in culturally complex societies: opportunities and challenges
- Practice in Community-Based Participatory Research methods (Photovoice, Photo Elicitation, Action research, Body Mapping, Levels of Participation, Mapping and Power Analysis, Participatory Community Arts Projects, Participatory Geographical Information Systems (PGIS), Participatory Poverty Assessments, Participatory Visual Methods: a Case Study, Power, Reflective Practice, Rivers of Life).

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	• Support of learning process through the asynchronous platform e-class • Use of PowerPoint during lectures. • Use of video/DVD during lectures. • Email (communication with students)
TEACHING METHODS The manner and methods of teaching are described in detail.	
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure	1. Final presentation and critical analyze published research and present a small research proposal 60% 2. Attendance and Participation 20% 3. Assessment criteria are referred upon e-class. 20%

Activity	**Semester workload**
Assignments (3X13)	33
Experiential activities	13
Homework	20
Reading	54
Course total	**120**

5. ATTACHED BIBLIOGRAPHY

- Juliana F. F. Amauchi, Maeva Gauthier, Abdolzaher Ghezeljeh, Leandro L. L. Giatti, Katlyn Keats, Dare Sholanke, Danae Zachari & Jutta Gutberlet (2022) The power of community-based participatory research: Ethical and effective ways of researching, Community Development, 53:1, 3-20, DOI: 10.1080/15575330.2021.1936102
- Kwan, C., & Walsh, C. A. (2018). Ethical Issues in Conducting Community-Based Participatory Research: A Narrative Review of the Literature. The Qualitative Report, 23(2), 369-386. https://doi.org/10.46743/2160-3715/2018.3331
- Hacker, K. (2013). Community-based participatory research. SAGE Publications, Inc., https://doi.org/10.4135/9781452244181

DOMESTIC VIOLENCE AND SOCIAL WORK PRACTICE

COURSE OUTLINE

Responsible: Maria Papadakaki

1. GENERAL			
SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Social Work		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	0804.6.016.0	**SEMESTER**	1st
COURSE TITLE	Domestic Violence and Social Work Practice		

INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4
Total	**3**	**4**

COURSE TYPE general background, special background, specialised general knowledge, skills development	Optional
PREREQUISITE COURSES	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English
OFFERED TO ERASMUS STUDENTS	Yes (in English) — Winter Semester
COURSE WEBSITE (URL)	https://eclass.hmu.gr/courses/SW329/

2. LEARNING OUTCOMES

Learning outcomes

The lesson aims to raise students' awareness on domestic violence issues, to improve their knowledge and reinforce their skills in addressing and dealing efficiently with abused people in the health and social care settings. At the end of the course students should be able to gain:

Knowledge

- Understand the mechanism of violence and interpretive theoretical approaches.
- Recognize the early physical, emotional and behavioral signs of abuse and its consequences to the child and adult.

Skills

- Sorting out cases of abuse using reliable tools.
- Conducting assessment and risk assessment.
- Providing counseling to victims and their families.
- Recording and documenting the case in a file.
- Advocate and defend the rights of victims.
- Implementation of the current legislation for cases of abuse of children and adults.
- Design and implementation of individualized interventions to support victims of abuse and perpetrators.

Abilities

- Critical analysis and reflection on the factors that influence the practice of social work in the management of abuse cases.
- Interdisciplinary management of abuse cases
- Evidence-based decision-making on the individualized victim and perpetrator support plan.

General Competences

- Collection and synthesis of information
- Decision making
- Individual work
- Interdisciplinary work
- Professional responsibility
- Critical thinking
- Self-evaluation

3. SYLLABUS

1. Theory of violence
2. Risk factors and consequences
3. Clinical indicators of domestic violence
4. Clinical protocols and practice guidelines for the identification and management of domestic violence
5. Cultural competency in responding to domestic violence victims
6. Screening for domestic violence
7. Interviewing basics, barriers to interviewing, sensitive questioning
8. Recording and documentation of domestic violence
9. Information sharing
10. Counselling techniques
11. Referral – networking
12. Reporting requirements - Mandatory reporting
13. Legal framework

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face-to-face / In vivo
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	• Υποστήριξη μαθησιακής διαδικασίας μέσω της ηλεκτρονικής πλατφόρμας e-class • Ηλεκτρονικές παρουσιάσεις με τη χρήση του Προγράμματος PowerPoint • Επικοινωνία με τους φοιτητές μέσω της χρήσης του ηλεκτρονικού ταχυδρομείου.

TEACHING METHODS The manner and methods of teaching are described in detail.	<table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>80</td></tr><tr><td>Experiential activities</td><td>20</td></tr><tr><td>Reading</td><td>20</td></tr><tr><td>Course total</td><td>120</td></tr></table>
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure	Final written examinations

5. ATTACHED BIBLIOGRAPHY

- TRAUMA COUNSELING. THEORIES AND INTERVENTIONS FOR MANAGING TRAUMA, STRESS, CRISIS AND DISASTER, 2025, ISBN 9789600245561, Συγγραφέας: Lopez Levers Lisa, Επιμέλεια: Δρίτσας Ιωάννης, Παπαδακάκη Μαρία, Παππά Λαμπρινή
- Χατζηφωτίου Σ. (2021) Κοινωνική Εργασία και Ενδοοικογενειακή βία. Εκδόσεις Τζιόλα
- Bewley,S., Welch, J. (2016) ABC Ενδοοικογενειακή βία. Εκδόσεις: Παρισιάνου
- Papadakaki M., Tzamalouka G., Chatzifotiou S., Chliaoutakis J. “Seeking for risk factors of intimate partner violence (IPV) in a Greek national sample: the role of self- esteem” Journal of Interpersonal Violence 2009; 24(5): 732-750. doi: 10.1177/0886260508317181.
- Papadakaki M., Prokopiadou D., Petridou E., Kogevinas M., Lionis C. “Defining physicians ’readiness to screen and manage intimate partner violence in Greek primary care settings” Evaluation and the Health Professions 2012; 35(2):199-220. doi: 10.1177/0163278711423937.
- Papadakaki M., Kastrinaki E., Drakaki R., Chliaoutakis J. “Managing Intimate Partner Violence at the Social Services Department of a Greek University hospital” Journal of Social Work 2013; 5: 533- 549. doi:10.1177/1468017311435445.
- Papadakaki M, Petridou E, Kogevinas M, Lionis C. “Measuring the effectiveness of an intensive IPV training program offered to Greek general practitioners and residents of general practice.” BMC Medical Education 2013; 13 (1):46. doi: 10.1186/1472-6920- 13-46.
- Papadakaki M., Petridou E., Petelos E., Germeni E., Kogevinas M., Lionis C. “Management of Victimized Patients in Greek Primary Care Settings: A Pilot Study” Journal of Family Violence 2014; 29(4): 371-379. doi:10.1007/s10896-014-9596-3. doi:10.1016/j.eurger.2013.07.386.
- Krahe B., Berger A., Vanwesenbeeck I., Bianchi G., Chliaoutakis J., Fernandez-Fuertes A.A., Fuertes A., Gaspar de Matos M., Hadjigeorgiou E., Haller B., Hellemans S., Izdebski Z., Kouta C., Meijnckens D., Murauskiene L., Papadakaki M., Ramiro L., Reis M., Symons K, Tomaszewska P., Vicario-Molina I., Zygadlo A. “Prevalence and Correlates of Youth Sexual Aggression and Victimization in 10 European Countries: A Multilevel Analysis” Culture, Health and Sexuality 2015; 8: 1-18. doi: 10.1080/ 13691058.2014.989265.
- Krahe,B., deHaas,S.,Vanwesenbeeck,I., Bianchi,G., Chliaoutakis,J., Fuertes,A., de Matos,M.G., Hadjigeorgiou,E., Hellemans,S., Kouta,C., Meijnckens,D., Murauskiene,L., Papadakaki,M., Ramiro,L., Reis,M., Symons,K.., Tomaszewska,P., Vicario-Molina,I., Zygadlo, A. “Interpreting Survey Questions About Sexual Aggression in Cross-Cultural Research: A Qualitative Study with Young Adults from Nine European Countries” Sexuality & Culture 2016; 20 (1): 1-23. doi:10.1007/s12119-015-9321-2.
- Kouta C, Pithara C, Zobnina A, Apostolidou Z, Christodoulou J, Papadakaki M, Chliaoutakis J. A systematic review of training interventions addressing sexual violence against marginalized at-risk groups of women” Health Education Research 2015; 30(6):971-84. doi: 10.1093/her/cyv053.
- Papadakaki, M., Tsalkanis, A., Prokopiadou, D., Goutsou, M., Chliaoutakis, J. Is sexual assault a problem in Greek prisons? Initial evidence from a Greek Male prison. Safety 2019, 5(4), 84; https://doi.org/10.3390/safety5040084

- Papadakaki, M.; Ratsika, N.; Pelekidou, L.; Halbmayr, B.; Kouta, C.; Lainpelto, K.; Solinc, M.; Apostolidou, Z.; Christodoulou, J.; Kohont, A.; Lainpelto, J.; Pithara, C.; Zobnina, A.; Chliaoutakis, J. (2021) Migrant Domestic Workers 'Experiences of Sexual Harassment: A Qualitative Study in Four EU Countries. Sexes 2021, 2, 272-292. https:// doi.org/10.3390/sexes2030022.

Προτεινόμενα επιστημονικά περιοδικά

- Journal of Family Violence (https://www.springer.com/journal/10896)
- Journal of Interpersonal Violence (https://journals.sagepub.com/home/jiv)
- Trauma, Violence & Abuse (https://journals.sagepub.com/home/tva)
- Aggressive Behavior (https://onlinelibrary.wiley.com/journal/10982337)

INTERPERSONAL RELATIONSHIPS AND WELL-BEING

COURSE OUTLINE

Responsible: Anthi Argyroudi

1. GENERAL			
SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Social Work		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	0804.6.018.0	**SEMESTER**	Winter/Spring
COURSE TITLE	Interpersonal Relationships and Well-Being		

INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course	**WEEKLY TEACHING HOURS**	**CREDITS**
	0	4
Total	**0**	**4**

COURSE TYPE general background, special background, specialised general knowledge, skills development	Elective
PREREQUISITE COURSES	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English
OFFERED TO ERASMUS STUDENTS	Yes (in English) — Both Winter and Spring Semesters
COURSE WEBSITE (URL)	https://eclass.hmu.gr/courses/SW116/

2. LEARNING OUTCOMES

Learning outcomes

This course will introduce the students to the psychology of human relationships. It will address knowledge and skills needed for positive relationships in the community, family, and career settings. Its primary focus will be romantic relationships, although other kinds of close relationships (e.g., family, friends, work relationships) will also be discussed. The goals of this course are: (1) to provide students with a comprehensive overview of the research in the psychology of human relationships and of its underlying theories; (2) to help students acknowledge the significance of interpersonal relationships in their daily life; (3) to help students discern those problem situations in which interpersonal skills are required; (4) to cope with unhealthy relationships and respond non-violently, with awareness and empathy; (5) to learn how to effectively apply knowledge in daily living. The course is largely experiential as it includes a lot of classroom activities. Hopefully, by successfully completing this course the students will have:

Knowledge (of):

- identify and describe the core theories of the psychology of human relationships
- acknowledge the significance of interpersonal relationships,
- assessments tools for measuring people's dysfunctional relationships
- strategies to improve interpersonal relationships (through experiential activities)

Skills:

- interpret, critically evaluate, and discuss scientific research related to human relationships,

- develop a better understanding of the self and others in terms of how we relate to other people,
- to assess people's interpersonal dysfunctional relationships
- to develop and maintain healthy interpersonal relationships

Abilities

- apply knowledge in daily life experiences and interpersonal relationships (e.g., improve other's people dysfunctional relationships)
- acquire insight into their own dysfunctional relationships and apply knowledge and skills to improve their relationship

General Competences

- Independent work
- Teamwork
- Interdisciplinary work
- Respect of diversity and multicultural environments
- Accountability and sensitivity of gender issues
- Display of social, professional, and ethical accountability
- Decision-making
- Autonomous work
- Critical thinking and self-criticism
- Advancement of free, creative, and inductive thinking

3. SYLLABUS

1 st week: Introduction to the psychology of interpersonal relationships

2nd week: Relationships in modern society

3rd week: Impact on health, mental health, well-being, and happiness

4th week: Psychological resilience and social networks

5th week: Theories of interpersonal relationships

6th week: Assessment of interpersonal relationships

7th week: Kindness and forgiveness

8th week: Stress, conflicts, and conflict resolution

9th week: Infidelity, betrayal, and jealousy

10th week: Coercion, manipulation, exploitation, and interpersonal violence

11th week: Interpersonal skills and coping strategies

12th week: Compassionate, empathetic, or non-violent communication

13th week: Dissolution and Loss

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face-to-face / In vivo

<table>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>• Support of learning process through the asynchronous platform e-class
• Use of power point during lectures.
• Use of video/DVD during lectures.
• Email, fb, Microsoft Teams (communication with students)</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.</td><td><table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>40</td></tr>
<tr><td>Class activities / Experiential activities</td><td>40</td></tr>
<tr><td>Analysis of audiovisual material</td><td>20</td></tr>
<tr><td>Homework</td><td>20</td></tr>
<tr><td>Reading</td><td>60</td></tr>
<tr><td>Course total</td><td>180</td></tr>
</table></td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure</td><td>a. Final exam test of multiple-choice type
b. Homework and class presentations of group projects
c. Group Discussions
d. Self-Assessments
e. Attendance and Participation
Assessment criteria are referred upon eclass. Exam degrees are uploaded at eclass and exam papers are available upon request by the students.</td></tr>
</table>

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https://fbmedia-lys.com/get?cid=2481&kw=The%20Two%20of%20Me%20By%20John%20Birtchnel

FIELD-BASED PRACTICE IN SOCIAL WORK II

COURSE OUTLINE

Responsible: Aikaterini Oikonomou

1. GENERAL			
SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Social Work		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	0804.7.004.0	**SEMESTER**	1st
COURSE TITLE	Field-based practice in Social Work II		

INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course	**WEEKLY TEACHING HOURS**	**CREDITS**
	22	8
Total	**22**	**8**

COURSE TYPE general background, special background, specialised general knowledge, skills development	Obligatory /Social Work
PREREQUISITE COURSES	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English
OFFERED TO ERASMUS STUDENTS	Yes (in English) — Both Winter and Spring Semesters
COURSE WEBSITE (URL)	https://eclass.hmu.gr/courses/SW441/

2. LEARNING OUTCOMES

Learning outcomes

Field practice – Supervision II is designed to support students to implement Interdisciplinary Social Work by joining an Organization. In the framework of the Organization, the students take action and work to develop diagnostic assessment, progressive implementation of intervention and evaluation of the intervention. In particular, the course aims at developing the trainees' ability to: use all stages of the problem-solving process (assessment, intervention planning, intervention, evaluation) The expected learning outcomes are distinguished in the results from the internship and the results of the student's participation in the process group supervision.

Students are expected from Practice II to:

- They are familiar with the organizational and administrative structure of the Social Service and the services provided
- Have become familiar with - gradually merging into the programs, actions and networking of the Social Service with other Organizations
- Recognize the role of the Social Worker and the boundaries between the different disciplines within the interdisciplinary group
- Use conscious methods, techniques and skills at the individual, group, and community level
- Perform and evaluate integrated interdisciplinary intervention
- Present their work and their diagnostic assessment within a staff and interdisciplinary team council

- They can observe the principles of professional ethics.
- Evaluate the work of the Organization, explore unmet needs and develop a reflection on their coverage.
- Contribute to the development of the interconnection of the Social Services to better meet the needs of the community and the community

At the same time, students from the Supervision II process are expected to:

- Draw on issues of design, implementation and evaluation of the intervention at the level of individual, group, family, community.
- Develop self-criticism to respond to educational goals and the contribution of educational experience to their overall development.
- Develop self-knowledge - self-control.
- Have developed the ability to record and present (written and oral) their work and to compile summary reports
- Have developed the ability to cooperate with members of the oversight team

Have developed initiative and gradual autonomy from the supervisor

General Competences

- General Capabilities
- Decision making
- Autonomous Work
- Teamwork
- Working in an interdisciplinary environment
- Design and Management of Projects, Interventions
- Respect for diversity and multiculturalism
- Exercise of criticism and self-criticism
- Promoting free, creative and inductive thinking

3. SYLLABUS

The laboratory lesson "Practical Laboratory Exercise-Supervision II consists of:

1. Practical Laboratory Exercise II, held in selected Social Services / Practice Exercises Organizations. Practical Laboratory Exercise II is designed to familiarize students with the implementation of social work within the framework of social organizations. Trainees are invited to focus on problem solving and problem-solving issues on an individual, family, and team-level basis, to develop and implement an action plan to address the problems they have identified and evaluate the interventions they have implemented.

2. The 3-hour Group II Supervision which supports Practical Laboratory Exercise II and is conducted weekly by faculty members, EDIP and scientific associates (PD 407) of a Social Worker's Specialty.

3. The two-hour Personal Development and Empowerment Lab. This workshop aims to empower students, empower them, strengthen their self-esteem, deepen their self-awareness, self-awareness, personal development and self-improvement, improve communication and ability to work with others.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face to face, small supervision groups

<table>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>• Support Learning Process via the e-class platform
• Communicating with students via email</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.</td><td><table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Stay within, Group supervision, Personal Development Lab, Writing reports, Presentation of works, Study & Analysis of Literature, Independent Study</td><td>240</td></tr>
<tr><td>Course total</td><td>240</td></tr>
</table></td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure</td><td>• The presence of the student is necessary in both parts (Practice in the Organization and weekly group supervision)
• Required attendance rate of 80%, while the final grade of the course is evaluated both.
• Required is the fulfillment of specific educational criteria, according to the expected learning outcomes. Educational evaluation criteria are accessible to students in the e-class
• During the semester; the group supervises an intermediate assessment (including self-assessment of the student) as well as a final evaluation.
• In the Personal Development Laboratory the student's participation in experiential exercises is evaluated.</td></tr>
</table>

5. ATTACHED BIBLIOGRAPHY

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? Poulopoulos, C. (2011). Social work and dependencies. The communities of change. Athens: Place

? Sachatzidou, E.Δ. (2011). The group as a method and tool of social work. Athena

Related Academic Journals:

? Social work

? The Step of Social Sciences

? Social Research Survey

? Social Work

? European Social Work

? Community practice

? British Journal of Social Work

? Child & Family Social Work

FIELD-BASED PRACTICE IN SOCIAL WORK III

COURSE OUTLINE

Responsible: Aikaterini Oikonomou

1. GENERAL			
SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Social Work		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	0804.8.003.0	**SEMESTER**	Winter/Spring
COURSE TITLE	Field-based practice in Social Work III		

INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course	**WEEKLY TEACHING HOURS**	**CREDITS**
	0	14
Total	**0**	**14**

COURSE TYPE general background, special background, specialised general knowledge, skills development	Obligatory /Social Work
PREREQUISITE COURSES	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English
OFFERED TO ERASMUS STUDENTS	Yes (in English) — Both Winter and Spring Semesters
COURSE WEBSITE (URL)	https://eclass.hmu.gr/courses/SW441/

2. LEARNING OUTCOMES

Learning outcomes

Practical Training - Supervision III main objective is to consolidate and expand the knowledge and skills acquired during Practical Laboratory Exercise II, so that they can realize the professional role of the social worker without special guidance from the supervisor.

Upon successful completion of the course, students will be able to:

• Consciously associate the theoretical approaches of Social Work with implementation, having the capacity of an integrated cross-method approach. If the intervention concerns the individual-family, they deepen on counseling issues aimed at restoring social functioning, empowering a person-family. If community involvement goes deeper into community development strategies aimed at improving living conditions.

• Have developed professional role awareness through responsibility, initiative development, development of interdisciplinary cooperation, respecting the principles and values of Social Work.

• Use the knowledge and skills acquired during the training as well as the opportunities offered by the Organization to help prevent and address modern social problems of individuals, families, groups and communities

• Understand the role of the social worker in investigating - identifying social needs designing and submitting proposals for implementing social programs at the local level.

• Use sources - programs (National, European Union programs) to meet social needs.

• Develop initiatives and promote innovation in the development and implementation of programs

• Promote dynamics of self-help and activation of the population to meet social needs.

• Contribute to the development of the interconnection of Social Services to better meet the needs of the community and the community

In relation to Supervision III, students are expected to:

• Have developed an integrated ability to record and present (written and spoken) their work

• Associate theoretical knowledge with the implementation of social work

• Promote teamwork in the context of educational supervision

• Present their work to the supervisory team in a clear and comprehensive way

• Effectively deal with their emotional involvement, attitudes and prejudices that affect their relationship with the Service's employees and staff

• They have developed a social worker identity

General Competences
? General Capabilities
? Decision making
? Autonomous Work
? Teamwork
? Working in an interdisciplinary environment
? Design and Management of Projects, Interventions
? Respect for diversity and multiculturalism
? Exercise of criticism and self-criticism
? Promoting free, creative and inductive thinking

3. SYLLABUS
The laboratory lesson "Practical Laboratory Exercise-Supervision III consists of: 1. Practical Laboratory Exercise III conducted in selected Social Services / Practice Exercises Organizations selected by the Department. Practical Laboratory III aims to familiarize students with the implementation of social work in the framework of the operation of Social Organizations, to acquire a professional identity, to empower them so that they can function as social workers, achieving autonomy from the supervisor. Trainees make use of the knowledge and skills they have acquired during the training, as well as the opportunities offered by the Organization to help prevent and address modern social problems of individuals, families, groups and communities. 2. The 3-hour Group II Supervision which supports Practical Laboratory Exercise III and is performed on a weekly basis by members of the faculty, EDIP and scientific associates (PD 407) of the Social Worker's Specialty.

4. TEACHING and LEARNING METHODS - EVALUATION	
DELIVERY Face-to-face, Distance learning, etc.	Face to face, small supervision groups
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	• Support Learning Process via the e-class e-class platform • Communicating with students via email

TEACHING METHODS The manner and methods of teaching are described in detail.	<table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Practical Exercise Group supervision Writing reports Presentation of work Study & Analysis of Literature Case Study-Analysis Individual / group exercises Independent Study</td><td>420</td></tr><tr><td>Course total</td><td>420</td></tr></table>
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure	The presence of the student is necessary in both parts (Practice in the Organization and weekly group supervision) Required attendance rate of 80%, while the final grade of the course is evaluated both. Required is the fulfillment of specific educational criteria, according to the expected learning outcomes. Educational evaluation criteria are accessible to students in the e-class During the semester; the group supervises an intermediate assessment (including self-assessment of the student) as well as a final evaluation

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HELLENIC MEDITERRANEAN UNIVERSITY

International Relations Office

Estavromenos, 71410 Herakleion, Crete, Greece

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Generated on November 12, 2026