

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PSYCHOLOGY		
<b>LEVEL OF STUDIES</b>	PRE-GRADUATE		
<b>COURSE CODE</b>	<b>Ψ3613</b>	<b>SEMESTER</b>	<b>5<sup>th</sup></b>
<b>COURSE TITLE</b>	PSYCHOLOGICAL INTERVENTION AFTER A NATURAL DISASTER		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES, TRAINING IN NEW SKILLS, AND ROLE PLAYING		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	SKILLS DEVELOPMENT (SEMINAR)		
<b>PREREQUISITE COURSES:</b>	As described for all seminars in the Study Guide.		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=111">https://elearn.uoc.gr/course/view.php?id=111</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>This seminar aims to introduce students to the variety of psychological interventions developed for the management of the effects of natural disasters and the prevention of severe psychopathology due to the exposure to disasters. Students are familiarized with the development, the structure, the content, and the challenges and limitations of psychological intervention in the aftermath of the disaster (with an emphasis on crisis intervention).</p> <p>On the successful completion of the course students are expected to...</p> <ol style="list-style-type: none"> <li>1. become familiar with the psychological and social responses of individuals and communities to a natural disaster,</li> <li>2. have realized the appropriate methods for developing ad hoc specialist teams for intervening after a natural disaster,</li> <li>3. have developed elementary skills in crisis intervention, such as in stress defusion and Critical Incident Stress Management,</li> <li>4. be able to assess the effectiveness and the limitations of relevant interventions.</li> </ol> <p><b>General Competences</b></p>
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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?

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology.

Project planning and management.

Team work.

### (3) SYLLABUS

1. Definition of the 'crisis' process. Impact on functioning and wellbeing.
2. Adaptation difficulties in the aftermath of a disaster.
3. General principles of providing help to the victims of the disaster.
4. Psychosocial interventions: The first moments.
5. Psychological interventions: reaching out.
6. Interventions for special groups of the population (e.g., children).
7. Special techniques of crisis counselling (CISM, stress defusing and debriefing, basic techniques in stress management).
8. Helping the helpers.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching. Use of e-class for the support of teaching and the achievement of learning outcomes, and for communicating with students.		
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. 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>  <i>The student's study hours for each learning activity are</i>	<b>Teaching methods</b>	<b>Workload</b>	<b>ECTS Credits</b>
	Lectures/meetings	39 hours, (13 meetings x 3 h)	1,56
	Written report preparation	45 hours	1,80
	Homework	35 hours	1,40
	Preparation for the oral (in-class) presentation	16 hours	0,64
	Homework and report feedback	3 hours	0,12
	<b>Total</b>	<b>138 hours</b>	<b>6</b>

<p>given as well as the hours of non-directed study according to the principles of the ECTS</p>	
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><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, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Team written report (literature review with a special emphasis on relevant research findings; 8000-10000 words; 80% of the final grade).</p> <p>Oral in-class presentation and discussion of the report (20% of the final grade).</p> <p>Language of evaluation: Greek.</p>

#### (5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> <li>• Καραδήμας, Ε. (2004). <i>Καταστροφές και ψυχοκοινωνική παρέμβαση. Πρακτικό εγχειρίδιο βασικών αρχών παρέμβασης</i>. Πακέτο σημειώσεων. [in Greek]</li> <li>• NSW Health (2000). <i>Handbook of disaster mental health response</i>. Sydney: NSW, Center for Mental Health.</li> <li>• Young, B.H., Ford, J.D., Ruzek, J.I., Friedman, M.J., &amp; Gusman, F.D. (2001). <i>Disaster mental health services: A guidebook for clinicians and administrators</i>. Menlo Park, CA: Department of Veterans Affairs, The National Center for Post-Traumatic Stress Disorder.</li> <li>• James, R.K., &amp; Gilliland, B.E. (2013). <i>Crisis intervention strategies</i> (7<sup>th</sup> edition). Belmont, CA: Brooks/Cole.</li> </ul>
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