

COURSE SYLLABUS

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	MSc Clinical Interventions in Addictions		
COURSE CODE	KΠΕ-09	SEMESTER	2 nd
COURSE TITLE	Lab: Intervening in families facing the challenges of addiction		
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
Experiential activities		3	5.0
Role plays and critical reflections			
Video analysis			
<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>	Special background and skills development laboratory		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/user/index.php?id=1263		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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>This laboratory course provides graduate students with knowledge of the theoretical concepts and practice in the therapeutic methods of postmodern family/systemic intervention approaches applied in the treatment of substance abuse and addiction. Graduate students will study and apply the theories, practices, and technical skills of the following postmodern approaches: Narrative therapy, Collaborative conversations, Solution-focused therapy, and Community Narratives.</p> <p>The experiential laboratory activities will emphasize understanding human interaction, meaning making and problem solving related to addictions through relational and narrative lenses. Graduate students will explore the relationship between meaning, language, stories and cultural discourses through laboratory exercises. At the end of the laboratory course students are expected to:</p> <ul style="list-style-type: none"> - understand the theoretical and practical applications of postmodern theories, - understand that theoretical insights into the social construction of reality can be applied to interpreting interpersonal interactions, creating meaning, constructing problems, and solving them, - know how to identify and apply the basic theoretical principles of postmodern family approaches to individuals and their families facing the challenges of substance dependence,

- have learned how to maintain a non-pathologizing attitude and how to ask questions that are productive and that lead to the family's/person's preferred change,
- use language and the therapeutic relationship in a way that helps individuals to move away from the real effects of the social, cultural, and political context that keeps their problems active,
- have developed knowledge, skills, and abilities to recognize and respond to the structural inequalities that exist in society and in the broader systemic contexts of families facing the challenges of addictions,
- have learned how to work with beneficiaries of rehabilitation services to co-create stories of hope, liberation, and possibility,
- understand the relationship between language, stories, social construction of knowledge and cultural narratives - particularly in relation to the life experiences of marginalized populations, acceptance of difference and examination of their own socio-cultural positioning,
- have learned to challenge the power imbalance that characterizes the therapeutic relationship and to place the self-efficacy of the family or individual above their own power and expertise; and
- have acquired knowledge of moral sensitivity and apply the principles of ethics and ethics in therapeutic relationships.

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>

Professional development

- Developing a personal perspective and know-how on the application of postmodern systems theories to addictions
- Application of clinical skills related to the planning, organization, and case management systemic-family intervention in addictions
- Identifying, analyzing, and applying the processes involved in clinical practice
- Reflection and practice of critical and self-critical thinking
- Respecting and demonstrating understanding of differences and multiculturalism
- Skills in providing and accepting feedback

Demonstrate social, professional and ethical responsibility and humility

- Implementing interventions based on ideas/perspectives that consider culture, gender, religion, family dynamics and family organization, family norms, as well as family resources and strengths
- Awareness of treatment effectiveness and knowledge of outcome factors in family and community culture.

(3) COURSE OUTLINE

This intensive laboratory course introduces students to postmodern concepts and practices and how they apply to conversations with people facing the challenges of addiction.

Outline of lectures and laboratory exercises

- Postmodern systems perspectives in understanding the family: theoretical foundations
- Working systemically through the postmodern approach
- The visual history of the family
- Narrative Family Therapy: theory
- Narrative Family Therapy: intervention
- Collaborative Conversations - theoretical principles
- Collaborative Conversations - intervention
- Solution Focused Therapy: theory

- Solution Focused Therapy: intervention
- Community narratives
- Deconstructing stories of tired people with problems of use, abuse, and dependence
- Rewriting dialogues: creating new stories
- Constructing narratives that make a difference.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Educational videos, video recordings, use of e-learn, therapeutic case study simulations	
TEACHING METHODS <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. 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>	Activity	Semester workload
	Interactive teaching with laboratory exercises	39 hours 13 x 3 - 1.56 ECTS
	Reflective practice diary and "Proposed stories of Identity"	60 hours - 2,40 ECTS
	Video recorded session and its analysis	30 hours – 1.2 ECTS
	Course total	129 hours 5.16 ECTS
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure 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 Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>The total grade (100%) in the course will be calculated as follows:</p> <ul style="list-style-type: none"> - 20% from the presence and active participation of the graduate student, preparation of personal study during the semester and participation in role-play activities and simulations) - 20% Reflective practice (reflection journal) - 20% "Proposed Stories of Identity" critical reflection - 40% Video recording and session analysis 	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
- Anderson, H. (1997). *Conversation, language, and possibilities: A postmodern approach to therapy*. Basic Books.
 - Anderson, H., & Jensen, P. (Eds.). (2007). *Innovations in the reflecting process*. Karnac Books.
 - Anderson, H., Cooperrider, D. L., Gergen, K. J., Gergen, M. M., McNamee, S., & Whitney, D. (2008). *The appreciative organization*. Chagrin Falls, OH: Taos Institute Publications.
 - Anderson, H., & Gehart, D. (Eds.). (2012). *Collaborative therapy: Relationships and conversations that make a difference*. Routledge.
 - de Shazer, S. (1988). *Clues: Investigating solutions in brief therapy*. New York, NY: W.W. Norton and Co.
 - Gergen, K., & Gergen, M. (2012). *Playing with Purpose: Adventures in performative social science*. Alta Mira Press.

- Gergen, K. (2009). *Relational being, beyond self and community*. NY: Oxford University Press.
- McNamee, S. & Gergen, K. (1991). *Therapy as social construction*. London: Sage.
- O'Hanlon, B. (1999). *Do one thing different*. NY: William Morrow and Co.
- White, M., & Epston, D. *Narrative means to therapeutic ends*. NY: W.W. Norton & Co.
- White, M. (2007). *Maps of narrative practice*. New York: W.W. Norton & Co.
- White, M. (2004). *Narrative Practice and Exotic Lives: Resurrecting diversity in everyday life*. Adelaide: Dulwich Centre Publications.
- *Related academic journals:*
Family Process, Dulwich Centre, Journal of Systemic Therapies, Addiction, International Journal of Mental Health and Addiction, Addiction, Research & Theory, Alcohol Dependence, Journal of Substance Abuse Treatment.