

COURSE SYLLABUS

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Psychology		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	KPE - 10	SEMESTER	2nd
COURSE TITLE	Group interventions in 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	
Laboratory Exercises	3	5	
Simulations			
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		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://elearn.uoc.gr		

(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>The course is designed to provide both theoretical and experiential understanding of how group interventions can be applied in addiction programming. The emphasis is placed on learning the processes and techniques that can be used by participating as a group member. The graduate students will learn about the principles of group dynamics, including group processes, stages of group development, therapeutic factors and member's roles and behaviours that emerge in a group setting. The students will also be trained in basic group leadership skills and competencies, including communication and crisis and conflict management skills. They will learn how to apply effective psycho-educational and experiential techniques in groups. By participating in the group and through self-reflective practice the students are expected to develop understandings of the importance of critical reflection in group therapy. The course will also address the basic characteristics and the functioning of self-help groups for people who are addicted to substances.</p>
<p>General Competences</p> <p><i>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></p> <p><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>Respect for the natural environment</i></p>

<i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
Adapting to new situations Autonomous work Teamwork - cooperative work Work in an interdisciplinary environment Communication skills Respect for diversity Crisis and conflict management Decision - making Self-awareness and reflective practice Social, professional, and ethical responsibility	

(3) COURSE OUTLINE

<ol style="list-style-type: none"> 1. Introduction to theoretical approaches of group counseling 2. Group development and phases specific tasks - regulatory framework of a group 3. Group leadership competencies 4. Group Process: Communication principles within the group 5. Group Process: Emerging member's roles and behaviors 6. Group Process: The concept of transference – countertransference 7. Group Process: Functional and dysfunctional groups 8. Management of crises, conflicts and of member's difficult behavior 9. Understanding subjective and collective constructions of a group 10. Experiential techniques in group therapy 11. Psycho-education activities in group therapy 12. Basic features of Self-help recovery groups. Emerging methodologies that are being applied. 13. Supervision of videotaped group therapy simulations I 14. Supervision of videotaped group therapy simulations II

(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>	power points , audio/visual aids, University's online learning platform	
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> <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>	Activity	Semester workload
	Interactive teaching-learning processes	39 hours (1.56 ECTS)
	Cooperative learning, experiential methods (modeling, role plays, simulations, demonstrations)	20 hours (.80 ECTS)
	Supervision of group therapy session demonstration	20 hours (.80 ECTS)
	Group work planning and demonstration of a group therapy session	25 hours (1 ECTS)
	Reflective journal	25 hours (1 ECTS)
	Course total	129 hours (5,16 ECTS)

STUDENT PERFORMANCE EVALUATION	
<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>Assignments are graded on a percentage system, with a perfect score being 100%.</p> <ol style="list-style-type: none"> 1. Written Reflective journal (50% of overall grade) 2. Simulation of group therapy session. Students will lead a simulated group therapy session, with other students serving as group members. (50% of overall grade)

(5) BIBLIOGRAPHY

- Suggested bibliography:

- Agazarian, Y. M. (2004). *Systems-Centered Therapy for Groups* (1st ed.). Routledge. <https://doi.org/10.4324/9780429480744>.
- M. Agazarian, Y.M. (1995). *The Visible and Invisible Group* (1st ed.). Routledge. <https://doi.org/10.4324/9780429483721>
- Corey, G. (2023). *Theory and practice of group counseling* (10th ed.). Cengage Learning.
- Corey, M.S., Corey, G. & Corey, C. (2014). *Groups: Process and Practice* (9th Ed.). Brooks/Cole.Gantt, S.P.
- Miller, G. (2012). *Group Exercises for Addiction Counseling*. Wiley
- Velasquez, M., Crouch, C., Stephens, N., & DiClemente, C. (2015). *Group Treatment for Substance Abuse. Stages-of-Change Therapy Manual* (Second Edition). Guilford Press.
- Yalom, I. D., & Leszcz, M. (Collaborator). (2005). *The theory and practice of group psychotherapy* (5th ed.). Basic Books/Hachette Book Group.

Related academic journals:

- *Journal of Groups in Addiction & Recovery*