

MASTER DEGREE  
ENVIRONMENTAL HEALTH AND COMMUNICATION  
IN GENERAL AND SPECIAL EDUCATION AND TRAINING  
**SILLABI AND THESIS**

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**A' SEMESTER**





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### COURSE OUTLINE

#### 1. GENERAL

<b>SCHOOL</b>	School of Public Health		
<b>DEPARTMENT</b>	Department of Public and Community Health		
<b>LEVEL OF STUDIES</b>	PG LEVEL 7		
<b>COURSE CODE</b>	EHCE1	<b>SEMESTER</b>	A Mandatory
<b>COURSE TITLE</b>	<b>FOUNDATIONS OF ENVIRONMENTAL COMMUNICATION – PROTECTING HEALTH</b>		
<b>COORDINATOR</b>	KONSTANTINA SKANAVI		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
Seminars, Labs	3	4	
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	<i>Scientific Area, Skill Development</i>		
<b>PREREQUISITES:</b>			
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	English		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE URL:</b>			

#### 2. LEARNING OUTCOMES

*After successful completion of the course, postgraduate students will be able to understand:*



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### Environmental health and communication in general and special education and training

- the main concepts and principles governing environmental communication.
- the importance of systems thinking and the need for collective action.
- the interrelationship between material well-being and the environmental footprint burden.
- conduct research studies in environmental communication and promote innovative programs.
- develop research in the field of new technologies related to environmental communication.

#### General Skills

<i>Search, analysis and synthesis of data and information,</i>	<i>Project design and management</i>
<i>ICT Use</i>	<i>Equity and Inclusion</i>
<i>Adaptation to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision making</i>	<i>Sustainability</i>
<i>Autonomous work</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>
<i>Teamwork</i>	<i>Critical thinking</i>
<i>Working in an international environment</i>	<i>Promoting free, creative and inductive reasoning</i>
<i>Working in an interdisciplinary environment</i>	
<i>Production of new research ideas</i>	

### 3. COURSE CONTENT

1. *Main concepts and principles of environmental communication.*
2. *Interaction between material well-being and ecological footprint.*
3. *Anthropogenic pressures on the environment - environmental changes and damage to the ecosystem - effects on human health.*
4. *Objectives of sustainable development through the three axes: economy-society-environment.*
5. *Environmental risk factors for chronic diseases.*



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6. *Environmental risk factors for learning disorders.*
7. *Environmental risk factors for neurodevelopmental disorders.*
8. *Environmental risk factors for behavioral problems.*
9. *Environmental risk factors for mental health problems.*
10. *Design, implementation and evaluation of environmental communication interventions for students of typical development and students with special educational needs.*
11. *ICTs and environmental communication interventions*
12. *Studies presentation-Final Evaluation.*
13. *Feedback.*

#### 4. LEARNING & TEACHING METHODS - EVALUATION

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Face to face, Ms Teams	
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Eclass. Ppt email Ms Teams	
<b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i>  <i>The supervised and unsupervised workload per activity is indicated here, so</i>	<b>Activity</b>	<b>Workload/semester</b>
	Lectures/ Seminars	39
	Bibliographic research & analysis	31
	Progress Study	10
	Study Creation	20
	Total	100= 4 ECTS



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<p><i>that total workload per semester complies to ECTS standards.</i></p>	
<p><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Participation in lectures and seminars is mandatory <i>The language of evaluation is English .</i></p> <ul style="list-style-type: none"> <li>• An intermediate progress study Submitted to e-class 30%</li> <li>• A final study Submitted to e-class 70%</li> </ul> <p>The evaluation criteria are:</p> <ul style="list-style-type: none"> <li>• scientific methodology</li> <li>• bibliographic documentation</li> </ul> <p><i>Instructions can be found by students in the e-class</i></p>

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### COURSE OUTLINE

#### 1. GENERAL

<b>SCHOOL</b>	School of Public Health		
<b>DEPARTMENT</b>	Department of Public and Community Health		
<b>LEVEL OF STUDIES</b>	PG LEVEL 7		
<b>COURSE CODE</b>	EHCE2	<b>SEMESTER</b>	A Mandatory
<b>COURSE TITLE</b>	<b>INTRODUCTION TO EPIDEMIOLOGY AND PUBLIC HEALTH IN GENERAL AND SPECIAL EDUCATION</b>		
<b>COORDINATOR</b>	ARETI LAGIOY		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
Seminars, Labs		3	4
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<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	<i>Scientific Area, Skill Development</i>		
<b>PREREQUISITES:</b>			
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	English		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE URL:</b>			

#### 2. LEARNING OUTCOMES

*After successful completion of the course, postgraduate students will be able:*

- *Recognize and utilize available sources of data of epidemiological interest.*



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### Environmental health and communication in general and special education and training

- *To collect, analyze and interpret methodological primary descriptive data.*
- *Know and be able to correctly apply the types of descriptive epidemiological designs.*
- *Formulate correct causal hypotheses.*
- *Know and be able to correctly apply the types of analytical epidemiological designs to test causal hypotheses.*
- *To know what the characteristics are and how to plan and implement preventive intervention studies.*
- *Be aware of issues arising regarding the design, execution, analysis and interpretation of the results of preventive intervention studies.*

#### General Skills

<i>Search, analysis and synthesis of data and information,</i>	<i>Project design and management</i>
<i>ICT Use</i>	<i>Equity and Inclusion</i>
<i>Adaptation to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision making</i>	<i>Sustainability</i>
<i>Autonomous work</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>
<i>Teamwork</i>	<i>Critical thinking</i>
<i>Working in an international environment</i>	<i>Promoting free, creative and inductive reasoning</i>
<i>Working in an interdisciplinary environment</i>	
<i>Production of new research ideas</i>	

#### 3. COURSE CONTENT

1. Introduction - Environmental Health and Epidemiology.
2. Sources for data of epidemiological interest.
3. Descriptive epidemiological studies. Collect, analyze and interpret methodologically primary descriptive data. Population - sample - tools
4. Formulation and control of epidemiological hypotheses.
5. Analytical epidemiological designs to test causal hypotheses
4. Bibliography search, scientific article structure and presentation method



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<ol style="list-style-type: none"> <li>5. Systematic literature review.</li> <li>6. Bioethics in Research.</li> <li>7. Prospective-Retrospective-Interventional Epidemiological studies.</li> <li>8. Design, execution, analysis and interpretation of the results of preventive intervention studies. Models for Planning Implementation and Evaluation of preventive interventions in the community.</li> <li>9. 11.Epidemiological data for developmental disorders in DSM V / ICD 11.</li> <li>10. 12.Studies presentation-Final Evaluation.</li> <li>11. Feedback.</li> </ol>
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**4. LEARNING & TEACHING METHODS - EVALUATION**

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Face to face, Ms Teams	
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<p><i>semester complies to ECTS standards.</i></p>	
<p><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Participation in lectures and seminars is mandatory <i>The language of evaluation is English.</i></p> <ul style="list-style-type: none"> <li>• An intermediate progress study Submitted to e-class 30%</li> <li>• A final study Submitted to e-class 70%</li> </ul> <p>The evaluation criteria are:</p> <ul style="list-style-type: none"> <li>• scientific methodology</li> <li>• bibliographic documentation</li> </ul> <p><i>Instructions can be found by students in the e-class</i></p>

#### 5. SUGGESTED BIBLIOGRAPHY

1. Γενική και Κλινική Επιδημιολογία - Δ. Τριχόπουλος, Π.Δ. Λάγιου. ΕΚΔΟΣΕΙΣ ΠΑΡΙΣΙΑΝΟΥ, 2011
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## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	School of Public Health		
<b>DEPARTMENT</b>	Department of Public and Community Health		
<b>LEVEL OF STUDIES</b>	PG LEVEL 7		
<b>COURSE CODE</b>	EHCE3	<b>SEMESTER</b>	A Mandatory
<b>COURSE TITLE</b>	<b>HEALTH EDUCATION AND PROMOTION: FROM THE COMMUNITY TO THE SCHOOL OF SUSTAINABILITY AND INCLUSIVE EDUCATION</b>		
<b>COORDINATOR</b>	KONSTANTINA SKANA VI		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
Seminars, Labs		3	4
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	<i>Scientific Area, Skill Development</i>		
<b>PREREQUISITES:</b>			
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	English		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE URL:</b>			

### 2. LEARNING OUTCOMES

#### Learning Outcomes

*After successful completion of the course, postgraduate students will be able to understand:*



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### Environmental health and communication in general and special education and training

- *The third dimension of environmental education (Education regarding environment-Education within environment -Environmental education).*
- *Students with special needs are able to participate in social and environmental issues as active citizens.*
- *Environmental Education for children with Special Educational Needs creates a significant improvement in their cognitive, emotional and social development.*
- *Environmental Education is a way of social inclusion, acceptance and active participation for all.*

#### General Skills

<i>Search, analysis and synthesis of data and information,</i>	<i>Project design and management</i>
<i>ICT Use</i>	<i>Equity and Inclusion</i>
<i>Adaptation to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision making</i>	<i>Sustainability</i>
<i>Autonomous work</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>
<i>Teamwork</i>	<i>Critical thinking</i>
<i>Working in an international environment</i>	<i>Promoting free, creative and inductive reasoning</i>
<i>Working in an interdisciplinary environment</i>	
<i>Production of new research ideas</i>	

#### 3. COURSE CONTENT

1. Concept and principles of Environmental Education.
2. Object of Environmental Education.
3. Sustainability and education for sustainable development.
4. Environment and Health indicators of education and culture.
5. Definition of Inclusion in Special Education: basic principles and forms of Inclusion.
6. The concept of experiential learning.
7. Environmental awareness of students through participation in environmental activities.



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8. Environmental Education as a methodological "tool" in Special Education.
9. Developing educational environments and learning experiences that enable students to work to ensure quality of life.
10. Sustainable school and human security, human Rights, democracy.
11. Sustainable school and gender equality, cultural diversity, intercultural understanding,
12. Studies presentation-Final Evaluation.
13. Feedback.

**4. LEARNING & TEACHING METHODS - EVALUATION**

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Face to face, Ms Teams	
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Eclass. Ppt email Ms Teams	
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	Lectures/ Seminars	39
	Bibliographic research & analysis	31
	Progress Study	10
	Study Creation	20
	Total	100= 4 ECTS





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### Environmental health and communication in general and special education and training

<i>standards.</i>	
<p align="center"><b>STUDENT EVALUATION</b></p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Participation in lectures and seminars is mandatory <i>The language of evaluation is English .</i></p> <ul style="list-style-type: none"> <li>• An intermediate progress study Submitted to e-class 30%</li> <li>• A final study Submitted to e-class 70%</li> </ul> <p>The evaluation criteria are:</p> <ul style="list-style-type: none"> <li>• scientific methodology</li> <li>• bibliographic documentation</li> </ul> <p><i>Instructions can be found by students in the e-class</i></p>

#### 5. SUGGESTED BIBLIOGRAPHY

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### Environmental health and communication in general and special education and training

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### COURSE OUTLINE

#### 1. GENERAL

<b>SCHOOL</b>	School of Public Health		
<b>DEPARTMENT</b>	Department of Public and Community Health		
<b>LEVEL OF STUDIES</b>	PG LEVEL 7		
<b>COURSE CODE</b>	EHCE4	<b>SEMESTER</b>	A Mandatory
<b>COURSE TITLE</b>	CRISIS MANAGEMENT IN THE COMMUNITY AND AT SCHOOL		
<b>COORDINATOR</b>	KONSTANTINA SKANAVI		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
Seminars, Labs	3	4	
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific Area, Skill Development		
<b>PREREQUISITES:</b>			
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	English		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE URL:</b>			

#### 2. LEARNING OUTCOMES

*After successful completion of the course, postgraduate students will be able to understand:*

*- the crisis factors that teachers usually face, i.e, sexual abuse, injury, vandalism, natural disaster and bullying.*



## Master Degree

### Environmental health and communication in general and special education and training

- *Crises affect schools negatively by occurring in an unexpected time.*
- *Crisis plan of school are used to establish stability at school and enhance students` safety.*
- *An internal crisis is one that occurs within the school community. Its impact can either be limited within the school boundaries or extend in the community.*

#### General Skills

<i>Search, analysis and synthesis of data and information,</i>	<i>Project design and management</i>
<i>ICT Use</i>	<i>Equity and Inclusion</i>
<i>Adaptation to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision making</i>	<i>Sustainability</i>
<i>Autonomous work</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>
<i>Teamwork</i>	<i>Critical thinking</i>
<i>Working in an international environment</i>	<i>Promoting free, creative and inductive reasoning</i>
<i>Working in an interdisciplinary environment</i>	
<i>Production of new research ideas</i>	

### 3. COURSE CONTENT

1. Terrorist acts, political conflicts, war situations, assault with weapons at school. Strategies for dealing with bereavement and loss in the community and school.
2. Natural disasters. First response procedures. Planning a rescue team at school.
3. Consequences of the Covid 19 pandemic for students in the community and at school.
4. Poverty, social isolation and marginalization and their consequences in the community and at school.
5. Aggressive behaviors in the community and at school - digital bullying.
6. The victimization of LGBTQ Students in the community and at school.
7. The victimization of Special educational Needs students in the community and at school
8. Racial victimization in the community and at school.



## Master Degree

### Environmental health and communication in general and special education and training

9. Psychological climate in the classroom.
10. Social and emotional learning. A prevention approach to students with behavioral problems.
11. Implementation of behavior modification in schools for students with behavior problems.
12. Studies presentation-Final Evaluation.
13. Feedback.

#### 4. LEARNING & TEACHING METHODS - EVALUATION

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Face to face, Ms Teams	
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Eclass. Ppt email Ms Teams	
<b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i>  <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	<b>Activity</b>	<b>Workload/semester</b>
	Lectures/ Seminars	39
	Bibliographic research & analysis	31
	Progress Study	10
	Study Creation	20
	<b>Total</b>	<b>100= 4 ECTS</b>



## Master Degree

### Environmental health and communication in general and special education and training

<p style="text-align: center;"><b>STUDENT EVALUATION</b></p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Participation in lectures and seminars is mandatory <i>The language of evaluation is English.</i></p> <ul style="list-style-type: none"> <li>• An intermediate progress study Submitted to e-class 30%</li> <li>• A final study Submitted to e-class 70%</li> </ul> <p>The evaluation criteria are:</p> <ul style="list-style-type: none"> <li>• scientific methodology</li> <li>• bibliographic documentation</li> </ul> <p><i>Instructions can be found by students in the e-class</i></p>
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#### 5. SUGGESTED BIBLIOGRAPHY

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### Environmental health and communication in general and special education and training

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- Boegel, M., & Mark, M. (2009). Becoming Multicultural: Using the power of the trans theoretical model of change. *InSight: Rivier Academic Journal*, 5(1), 1-6.
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- Allen, M., & Ashbaker, B. Y. (2004). Strengthening schools: Involving paraprofessionals in crisis prevention and intervention. *Intervention in School and Clinic*, 39(3), 139-146.
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## Master Degree

Environmental health and communication in  
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### COURSE OUTLINE

#### 1. GENERAL

<b>SCHOOL</b>	School of Public Health		
<b>DEPARTMENT</b>	Department of Public and Community Health		
<b>LEVEL OF STUDIES</b>	PG LEVEL 7		
<b>COURSE CODE</b>	EHCE5	<b>SEMESTER</b>	A
<b>COURSE TITLE</b>	INTERNSHIP I IN SPECIAL EDUCATION STRUCTURES		
<b>COORDINATOR</b>	AGATHI STATHOPOYLOY		
<b>TEACHING ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
<i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>			
Seminars, Labs		3	10
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b>	<i>Scientific Area, Skill Development</i>		
<i>Background, General Knowledge, Scientific Area, Skill Development</i>			
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	English		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE URL:</b>			

#### 2. LEARNING OUTCOMES

##### Learning Outcomes

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

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## Master Degree

### Environmental health and communication in general and special education and training

- observe the behavior of students with disabilities and special educational needs
- evaluate students with special educational needs / disabilities, prioritize their possibilities and difficulties in learning process

The students will be able to know the concept of the observation, the teaching organization, methods/ teaching techniques, teaching materials and their use, Information and Communication Technologies, the social structure of the class, the psychological sense of the class and planning observation protocols.

#### General Skills

*Name the desirable general skills upon successful completion of the module*

*Search, analysis and synthesis of data and information, ICT Use*

*Adaptation to new situations*

*Decision making Autonomous work*

*Teamwork*

*Project design and management Equity and Inclusion*

*Respect for the natural environment Sustainability*

*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*



## Master Degree

### Environmental health and communication in general and special education and training

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Critical thinking*

*Promoting free, creative and inductive reasoning*

### 3. COURSE CONTENT

1. Observation and recording methods in the classroom.
2. Observation: methods/ teaching techniques.
3. Observation: teaching materials and their use.
4. Observation: Information and Communication Technologies.
5. Observation: social structure of the class.
6. Observation: psychological sense of the class.
7. Observation: Individual observation of pupils with special educational needs.
8. Assessment questionnaire for learning disabilities.
9. Assessment questionnaire for emotional problems.
10. Assessment questionnaire for behavioral problems.
11. Assessment questionnaire for communication problems.
12. Presentation of a final evaluation of a student with special educational needs.
13. Feedback.

### 4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;"><b>TEACHING METHOD</b></p> <p style="text-align: center;"><i>Face to face, Distance learning, etc.</i></p>	<p>Face to face, Ms Teams</p>
<p style="text-align: center;"><b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b></p> <p style="text-align: center;"><i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Eclass. Ppt email Ms Teams</p>



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<p><b>TEACHING ORGANIZATION</b></p> <p><i>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<b>Activity</b>	<b>Workload/semester</b>
	Seminars	36
	Observation	32
	Questionnaire use	32
	Internship present in Schools	150
	Total course	250
<p><b>STUDENT EVALUATION</b></p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Multiple Choice Test, Formative or Concluding,</i></p>	<p><i>The language of evaluation is English.</i></p> <p><i>The evaluation method is so Formative as well as final.</i></p>	



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<p><i>Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p><i>The students during their Internship in the schools will complete observation protocols and questionnaires for children with special educational needs.</i></p> <p><i>During scheduled meetings, the supervisors enrich the instructions. In the last meeting, they will conduct the final evaluation of the students' work.</i></p> <p><i>Purpose of the evaluation: Students` progress in relation to the objectives of the Internship and constant feedback.</i></p> <p><i>Evaluation criteria: The pedagogical and scientific completion of the Observation Protocols and questionnaire</i></p> <p><i>Instructions can be found by students in the e-class</i></p>
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**5. SUGGESTED BIBLIOGRAPHY**

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- American Association on mental Retardation. (1992). *Mental Retardation: Definition, Classification, and Systems of Supports*, 9th Edition. Washington, DC.
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## Master Degree

### Environmental health and communication in general and special education and training

together. In Downing, J.E. Including students with severe and multiple disabilities in typical classrooms.

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- Muyskens, P. & Ysseldyke, J. E. (1998). Student academic responding time as a function of classroom ecology and time of day. *The Journal of Special Education*, 31(4): 411-424.
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- Wallace, M. J. (1998). *Action research for language teachers*. U.K.: Cambridge University Press.
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**COURSE OUTLINE**

**1. GENERAL**

<b>SCHOOL</b>	School of Public Health		
<b>DEPARTMENT</b>	Department of Public and Community Health		
<b>LEVEL OF STUDIES</b>	PG LEVEL 7		
<b>COURSE CODE</b>	EHCE6	<b>SEMESTER</b>	A Elective
<b>COURSE TITLE</b>	<b>THEORIES OF LEARNING AND SPECIAL EDUCATION</b>		
<b>COORDINATOR</b>	ZAHAROULA TAVOULARI		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
Seminars, Labs	3	4	
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	<i>Scientific Area, Skill Development</i>		
<b>PREREQUISITES:</b>			
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	English		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE URL:</b>			

**2. LEARNING OUTCOMES**

<p>Upon successful completion of the course the student will be able to know:</p> <ul style="list-style-type: none"> <li>the basic psycho-pedagogical principles of learning theories related to educational practice with a focus on special education,</li> </ul>
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### Environmental health and communication in general and special education and training

- the basic models of instruction and the utilization of learning strategies with a focus on special education,
- to design tools, collect, understand and use data and transform them into complete documented action plans in collaboration with other members of the school community in order to improve education at school / special education school,
- to use the tools at their disposal correctly and effectively in order to plan and implement innovative teaching practices in the field of special education,
- to be able to mobilize the necessary, material and human resources, for the creation of learning communities at school / special education school,
- to communicate ideas, plans and procedures effectively to the other members of the school community (teachers, parents, students) and the local community with professionalism based on structured argumentation,
- think and act creatively and innovatively on (a) promoting student inclusion and learning, (b) involving and mobilizing parents and the local community, and (c) supporting instruction and school teachers' and other staff's professional development on instruction,
- to set goals and turn ideas and plans into actions using the knowledge and skills acquired
- to demonstrate creative synthetic ability and special problem-solving skills related to teaching and special issues related to Special Education
- to take responsibility for decision-making in problematic situations concerning issues of teaching choices composing short or medium-term individualized study programs at school / special education school.

#### General Skills

*Search, analysis and synthesis of data and information,*  
*ICT Use*  
*Adaptation to new situations*  
*Decision making*  
*Autonomous work*  
*Teamwork*  
*Working in an international environment*  
*Working in an interdisciplinary environment*  
*Production of new research ideas*

*Project design and management*  
*Equity and Inclusion*  
*Respect for the natural environment*  
*Sustainability*  
*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*  
*Critical thinking*  
*Promoting free, creative and inductive reasoning*

### 3. COURSE CONTENT



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### Environmental health and communication in general and special education and training

1. Introduction to learning theories, conceptual approach of the term, a framework of teaching models and strategies and evaluation of their importance in relation to educational practice in special education
2. From Herbertianism to Behaviorism I. Behavioral model of teaching, analysis, prerequisite activities, particularization of learning objectives, principles of behaviorism in special education teaching.
3. Behaviorism II. Assumptions, examples, observation keys on decision making in behavioristic special education teaching strategies.
4. Socio-cognitive learning theories. Socio-cognitivist model of teaching and principles of socio-cognitive theory in special education teaching practice.
5. Cognitive learning theories I. Conceptual approach of cognitive learning theories, precursors of cognitive learning theories, cognitive constructivism.
6. Cognitive learning theories II. Cognitive constructivist model of teaching, teaching principles and educational applications in special education.
7. Social constructivism. Social constructivist model of teaching, teaching principles and educational applications in special education.
8. Heuristics - inquiry learning. Basic theoretical concepts, analysis, prerequisite activities, particularization of learning objectives, teaching principles and educational applications in special education.
9. Gagne's model of instruction. Basic theoretical concepts, analysis, prerequisite activities, particularization of learning objectives, teaching principles and educational applications in special education.
10. Information processing learning model. Basic theoretical concepts, analysis, prerequisite activities, particularization of learning objectives, teaching principles and educational applications in special education.
11. Multiple intelligence theory, interconnected learning . Basic theoretical concepts, analysis, prerequisite activities, particularization of learning objectives, teaching principles and educational applications in special education.
12. Studies presentation-Final Evaluation.
13. Feedback.



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**4. LEARNING & TEACHING METHODS - EVALUATION**

<p><b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i></p>	Face to face, Ms Teams													
<p><b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	Eclass. Ppt email Ms Teams													
<p><b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<table border="1"> <thead> <tr> <th data-bbox="641 958 967 999"><i>Activity</i></th> <th data-bbox="967 958 1299 999"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="641 999 967 1039">Lectures/ Seminars</td> <td data-bbox="967 999 1299 1039">39</td> </tr> <tr> <td data-bbox="641 1039 967 1115">Bibliographic research &amp; analysis</td> <td data-bbox="967 1039 1299 1115">31</td> </tr> <tr> <td data-bbox="641 1115 967 1155">Progress Study</td> <td data-bbox="967 1115 1299 1155">10</td> </tr> <tr> <td data-bbox="641 1155 967 1196">Study Creation</td> <td data-bbox="967 1155 1299 1196">20</td> </tr> <tr> <td data-bbox="641 1196 967 1236">Total</td> <td data-bbox="967 1196 1299 1236">100= 4 ECTS</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Workload/semester</i>	Lectures/ Seminars	39	Bibliographic research & analysis	31	Progress Study	10	Study Creation	20	Total	100= 4 ECTS
<i>Activity</i>	<i>Workload/semester</i>													
Lectures/ Seminars	39													
Bibliographic research & analysis	31													
Progress Study	10													
Study Creation	20													
Total	100= 4 ECTS													
<p><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding,</i></p>	<p>Participation in lectures and seminars is mandatory <i>The language of evaluation is English .</i></p> <ul style="list-style-type: none"> <li>• An intermediate progress study Submitted to e-class 30%</li> <li>• A final study Submitted to e-class 70%</li> </ul>													



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### Environmental health and communication in general and special education and training

*Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*

*Please indicate all relevant information about the course assessment and how students are informed*

The evaluation criteria are:

- scientific methodology
- bibliographic documentation

*Instructions can be found by students in the e-class*

#### 5. SUGGESTED BIBLIOGRAPHY

- Dweck, C. S., & Master, A. (2008). Self-theories motivate selfregulated learning. In D. H. Schunk & B. J. Zimmerman (Eds.), *Motivation and self-regulated learning: Theory, research, and applications* (pp. 31–51). New York: Taylor & Francis.
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- Ennis, R. H. (1987). A taxonomy of critical thinking dispositions and abilities. In J. B. Baron & R. J. Sternberg (Eds.), *Teaching thinking skills: Theory and practice* (pp. 9–26). New York: Freeman.
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## Master Degree

### Environmental health and communication in general and special education and training

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- Piaget, J., & Inhelder, B. (1969). *The psychology of the child*. New York: Basic Books.
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- Skinner, E. A., Wellborn, J. G., & Connell, J. P. (1990). What it takes to do well in school and whether I've got it: A process model of perceived control and children's engagement and achievement in school. *Journal of Educational Psychology*, 82, 22–32.
- Slavin, R. E. (1994). *Using team learning* (4th ed.). Baltimore: Johns Hopkins University, Center for Research on Elementary Schools
- van Merriënboer, J. J. G., & Sweller, J. (2005). Cognitive load theory and complex learning: Recent developments and future directions. *Educational Psychology Review*, 17, 147–177.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press. Vygotsky, L. (1987). *The collected works of L. S. Vygotsky: Vol. 1. Problems of general psychology* (R. W. Rieber & A. S. Carton, Vol. Eds.; N. Minick, Trans.). New York: Plenum.



Master Degree

Environmental health and communication in  
general and special education and training

**COURSE OUTLINE**

**1. GENERAL**

<b>SCHOOL</b>	School of Public Health		
<b>DEPARTMENT</b>	Department of Public and Community Health		
<b>LEVEL OF STUDIES</b>	PG LEVEL 7		
<b>COURSE CODE</b>	EHCE7	<b>SEMESTER</b>	A Elective
<b>COURSE TITLE</b>	<b>SPECIAL EDUCATION INTERVENTION PROGRAMS</b>		
<b>COORDINATOR</b>	ZOI KARABATZAKI		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
Seminars, Labs	3	4	
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	<i>Scientific Area, Skill Development</i>		
<b>PREREQUISITES:</b>			
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	English		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE URL:</b>			

**2. LEARNING OUTCOMES**

*Purpose of the course is students learning about the principles of intervention programs and be able to plan specific Individualized Education Program (IEP).  
Upon successful completion of the course students will be able to :*



## Master Degree

### Environmental health and communication in general and special education and training

- Know the current intervention programs for students with disabilities
- Plan an appropriate Individualized Education Program for each learning difficulty.
- Know the curricula for students with disabilities
- Know the principles of differentiated teaching
- Understand the role of motivation in Special Education

#### General Skills

*Search, analysis and synthesis of data and information,*

*ICT Use*

*Adaptation to new situations*

*Decision making*

*Autonomous work*

*Teamwork*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project design and management*

*Equity and Inclusion*

*Respect for the natural environment*

*Sustainability*

*Demonstration of social, professional and moral responsibility and sensitivity to*

*gender issues*

*Critical thinking*

*Promoting free, creative and inductive reasoning*

### 3. COURSE CONTENT



Master Degree

Environmental health and communication in  
general and special education and training

1. Planning IEP for students with Special Needs.
2. IEP Learning Disabilities planning for Elementary Schools Students.
3. IEP Behavioral Problems planning for Elementary School Students.
4. IEP Learning Disabilities planning for Secondary schools Students.
5. IEP Behavioral Problems planning for Secondary schools Students.
6. Intervention Programs for students with Mental Disabilities 1.
7. Intervention Programs for students with Mental Disabilities 2.
8. Intervention Programs for students with ASD 1
9. Intervention Programs for students with ASD 2
10. Intervention Programs for students with Special Needs and ICTs.
11. Curriculum for students with Special Needs.
12. Studies presentation-Final Evaluation.
13. Feedback

**4. LEARNING & TEACHING METHODS - EVALUATION**

<p><b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i></p>	Face to face, Ms Teams	
<p><b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	Eclass. Ppt email Ms Teams	
<p><b>TEACHING ORGANIZATION</b></p>	<p><i>Activity</i></p>	<p><i>Workload/semester</i></p>





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Environmental health and communication in  
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<p><i>The ways and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	Lectures/ Seminars	39
	Bibliographic research & analysis	31
	Progress Study	10
	Study Creation	20
	Total	100= 4 ECTS
<p><b>STUDENT EVALUATION</b></p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant</i></p>	<p>Participation in lectures and seminars is mandatory <i>The language of evaluation is English .</i></p> <ul style="list-style-type: none"> <li>• An intermediate progress study Submitted to e-class 30%</li> <li>• A final study Submitted to e-class 70%</li> </ul> <p>The evaluation criteria are:</p> <ul style="list-style-type: none"> <li>• scientific methodology</li> <li>• bibliographic documentation</li> </ul> <p><i>Instructions can be found by students in the e-class</i></p>	



## Master Degree

### Environmental health and communication in general and special education and training

*information about the course  
assessment and how students  
are informed*

#### 5. SUGGESTED BIBLIOGRAPHY

- Clark, C. Dyson, A. Milward, A. and Skidmore, D. (1996). *Innovatory practice in mainstream schools for special educational needs*. University of Newcastle-upon-Tyne. Department for Education London: HMSO.
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## Master Degree

### Environmental health and communication in general and special education and training

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- Goldstein, S. & Jack, A. N. (2008). Assessment of autism spectrum disorders. New York; London: Guilford.
- Harniss, M. K., Stein, M. & Carnine, D. (2002). Promoting mathematics achievement. In M. R. Shinn,
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- Lord, C., Bristol, M.M. & Schopler, E. (1993). Early intervention for children with autism and related developmental disorders. In : E. Schopler, M. van Bourgondien, Sc M. Bristol (Eds.) *Pre-school issues in Autism*. New York: Plenum Press.
- Van Nieuwenhuijzen, M., Orobio de Castro, B., Wijnroks, L., Vermeer, A., & Matthys, W. (2009). Social problem solving and mild intellectual disabilities: Relations with externalizing behavior and therapeutic context. *American Journal on Intellectual and Developmental Disabilities*, 114, 42–51.
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Master Degree

Environmental health and communication in  
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**B SEMESTER**





Master Degree

Environmental health and communication in  
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**COURSE OUTLINE**

**1. GENERAL**

<b>SCHOOL</b>	School of Public Health		
<b>DEPARTMENT</b>	Department of Public and Community Health		
<b>LEVEL OF STUDIES</b>	PG LEVEL 7		
<b>COURSE CODE</b>	EHCE8	<b>SEMESTER</b>	<b>B Mandatory</b>
<b>COURSE TITLE</b>	<b>COMMUNICATION STRATEGIES ON HEALTH AND ENVIRONMENT</b>		
<b>COORDINATOR</b>	KONSTANTINA SKANA VI		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
Seminars, Labs	3	4	
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	<i>Scientific Area, Skill Development</i>		
<b>PREREQUISITES:</b>			
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	English		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE URL:</b>			

**2. LEARNING OUTCOMES**

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



## Master Degree

### Environmental health and communication in general and special education and training

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

- Identify the main principles of processing information theory using in communication.
- Describe the factors involved in people`s ability to make decisions through communication.
- Recognize the factors that influence the way the non-scientific community processes and understand scientific information.
- Understand the advantages and disadvantages of different communication strategies and the appropriate use of each one according to the context.

#### General Skills

*Search, analysis and synthesis of data and information,  
ICT Use  
Adaptation to new situations  
Decision making  
Autonomous work  
Teamwork  
Working in an international environment  
Working in an interdisciplinary environment  
Production of new research ideas*

*Project design and management  
Equity and Inclusion  
Respect for the natural environment  
Sustainability  
Demonstration of social, professional and moral responsibility and sensitivity to gender issues  
Critical thinking  
Promoting free, creative and inductive reasoning*

#### 3. COURSE CONTENT

1. *Introduction to communication. Communication transactions model.*
2. *Perceptual process. Attribution theory. Cognitive discrepancy theory. Processing information theory. Likelihood processing model.*
3. *Health communication. Eco model. Cognitive discrepancy theory. Danger and danger perception. Important assessment for justifying causality. Hill criteria.*
4. *Strategies and theories of health/environmental communication practice. Choice of strategic practice. Educational approach.*
5. *Information guidance theory. Health belief model.*
6. *Social-cognitive theory. Complete model.*



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7. *Applying theories to strategies practice. Intervention mapping. Entertainment education.*
8. *Health/environment communication intervention design. Stakeholders role. Cycle of planning.*
9. *From Creative Brief to Concepts, Messages and Materials.*
10. *Resources, Activities, Techniques. Intervention effectiveness.*
11. *Moral issues.*
12. *Studies presentation-Final Evaluation.*
13. *Feedback.*

**4. LEARNING & TEACHING METHODS - EVALUATION**

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Face to face, Ms Teams	
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Eclass. Ppt email Ms Teams	
<b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i>  <i>The supervised and unsupervised workload per activity is indicated here, so</i>	<b>Activity</b>	<b>Workload/semester</b>
	Lectures/ Seminars	39
	Bibliographic research & analysis	31
	Progress Study	10
	Study Creation	20
	<b>Total</b>	<b>100= 4 ECTS</b>



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<p>that total workload per semester complies to ECTS standards.</p>	
<p><b>STUDENT EVALUATION</b> Description of the evaluation process</p> <p>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</p> <p>Please indicate all relevant information about the course assessment and how students are informed</p>	<p>Participation in lectures and seminars is mandatory <i>The language of evaluation is English.</i></p> <ul style="list-style-type: none"> <li>• An intermediate progress study Submitted to e-class 30%</li> <li>• A final study Submitted to e-class 70%</li> </ul> <p>The evaluation criteria are:</p> <ul style="list-style-type: none"> <li>• scientific methodology</li> <li>• bibliographic documentation</li> </ul> <p><i>Instructions can be found by students in the e-class</i></p>

**5. SUGGESTED BIBLIOGRAPHY**

- Τσαμπούκου-Σκαναβή Κ., (2004), *Περιβάλλον και Επικοινωνία: Δικαίωμα στην επιλογή*, Καλειδοσκόπιο, ΑΘΗΝΑ.
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- Hall, L., Whalin, L., Burks, A., Burry, Y. H., Herman, J. L., & Kuzawa, D. (2016). *A Guide to Technical Communications: Strategies & Applications*. Ohio State University.
- Kibe, C. W. (2014). Effects of communication strategies on organizational performance: A case study of Kenya Ports Authority. *European journal of business and management*, 6(11), 6-10.
- Kreuter, M. W., & Wray, R. J. (2003). Tailored and targeted health communication: strategies for enhancing information relevance. *American journal of health behavior*, 27(1), S227-S232.
- Ya-Ni, Z. (2007). Communication strategies and foreign language learning. *US-China Foreign Language*, 5(4), 43-48.
- Murray, E., McFarland-Piazza, L., & Harrison, L. J. (2015). Changing patterns of parent-teacher communication and parent involvement from preschool to school. *Early child development and care*, 185(7), 1031-1052.
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- Popovska, N. G., Popovski, F., & Dimova, P. H. (2021). Communication strategies for strengthening the parent-teacher relationships in the primary schools. *International Journal of Research Studies in Education*, 123-134.
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- Walker, J. M., & Dotger, B. H. (2012). Because wisdom can't be told: using comparison of simulated parent-teacher conferences to assess teacher candidates' readiness for family-school partnership. *Journal of Teacher Education*, 63(1), 62-75.
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- White, E., & King, L. (2020). Conceptual framework for scholarly communication guidance by the academic library: The case of Kwame Nkrumah University of Science and Technology. *Journal of Librarianship and Information Science*, 52(4), 1137-1151.



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- White, E., & King, L. (2020). Conceptual framework for scholarly communication guidance by the academic library: The case of Kwame Nkrumah University of Science and Technology. *Journal of Librarianship and Information Science*, 52(4), 1137-1151.
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- Green, E. C., Murphy, E. M., & Gryboski, K. (2020). The health belief model. *The Wiley encyclopedia of health psychology*, 211-214.

**COURSE OUTLINE**

**1. GENERAL**

<b>SCHOOL</b>	School of Public Health		
<b>DEPARTMENT</b>	Department of Public and Community Health		
<b>LEVEL OF STUDIES</b>	PG LEVEL 7		
<b>COURSE CODE</b>	EHCE9	<b>SEMESTER</b>	<b>B Mandatory</b>
<b>COURSE TITLE</b>	<b>COMMUNICATION FOR BEHAVIORAL CHANGE: INDIVIDUALS AND COMMUNITIES IN THE CONTEXT OF SUSTAINABILITY AND INCLUSIVE EDUCATION</b>		
<b>COORDINATOR</b>	KONSTANTINA SKANAVI		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
Seminars, Labs	3	4	
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	<i>Scientific Area, Skill Development</i>		
<b>PREREQUISITES:</b>			
<b>TEACHING &amp; EXAMINATION</b>	English		



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### Environmental health and communication in general and special education and training

<b>LANGUAGE:</b>	
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	NO
<b>COURSE URL:</b>	

## 2. LEARNING OUTCOMES

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

- Understand theoretically and empirically the effectiveness of behavioral modification theories in school settings.
- Understand the effectiveness of cognitive and behavioral theories in the treatment of a range of child and adolescent mental health and behavioral problems.
- Understand the importance of emotion regulation training for students in school settings.

### General Skills

*Search, analysis and synthesis of data and information,  
ICT Use  
Adaptation to new situations  
Decision making  
Autonomous work  
Teamwork  
Working in an international environment  
Working in an interdisciplinary environment  
Production of new research ideas*

*Project design and management  
Equity and Inclusion  
Respect for the natural environment  
Sustainability  
Demonstration of social, professional and moral responsibility and sensitivity to gender issues  
Critical thinking  
Promoting free, creative and inductive reasoning*

## 3. COURSE CONTENT

1. *Attitudes configuration*
2. *Attitudes modification process.*
3. *Prevention of health behaviors. Attributions theory. Danger perception. Self-effectiveness.*



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4. *Motivation theory and self-identification theory.*
5. *Behavior modification model*
6. *Social-cognitive models*
7. *Protection motivation theory*
8. *Theory of Planned Behaviour -theory of reason action.*
9. *Communication- verbal, no verbal-empathy- emotional quality-presentation skills.*
10. *Cognitive behavior therapy and cognitive behavioral intervention for behavioral modification.*
11. *Personality disorders*
12. *Studies presentation-Final Evaluation.*
13. *Feedback.*

**4. LEARNING & TEACHING METHODS - EVALUATION**

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Face to face, Ms Teams	
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Eclass. Ppt email Ms Teams	
<b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i>	<b>Activity</b>	<b>Workload/semester</b>
	Lectures/ Seminars	39
	Bibliographic research & analysis	31
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	<b>Total</b>	<b>100= 4 ECTS</b>



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<p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	
<p><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Participation in lectures and seminars is mandatory <i>The language of evaluation is English .</i></p> <ul style="list-style-type: none"> <li>• An intermediate progress study Submitted to e-class 30%</li> <li>• A final study Submitted to e-class 70%</li> </ul> <p>The evaluation criteria are:</p> <ul style="list-style-type: none"> <li>• scientific methodology</li> <li>• bibliographic documentation</li> </ul> <p><i>Instructions can be found by students in the e-class</i></p>

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**COURSE OUTLINE**

**1. GENERAL**

<b>SCHOOL</b>	School of Public Health		
<b>DEPARTMENT</b>	Department of Public and Community Health		
<b>LEVEL OF STUDIES</b>	PG LEVEL 7		
<b>COURSE CODE</b>	EHCE10	<b>SEMESTER</b>	<b>B Mandatory</b>
<b>COURSE TITLE</b>	<b>LEADERSHIP AND EVALUATION OF THE EDUCATIONAL PROJECTS IN SPECIAL EDUCATION</b>		
<b>COORDINATOR</b>	DIONYSIOS LOYKERIS		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
Seminars, Labs	3	4	
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	<i>Scientific Area, Skill Development</i>		
<b>PREREQUISITES:</b>			
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	English		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE URL:</b>			

**2. LEARNING OUTCOMES**

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

- know and understand the different theories and different models of leadership and evaluation in educational structures and educational organizations





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- spend critical thought on the European and international framework and policies concerning the leadership as well as the evaluation of education in educational organizations emphasizing on special education and inclusive education.
- understand both basic and more complex concepts and procedures concerning the leadership and evaluation of education in educational organizations, with particular reference to special education and inclusive education
- make a good use of available school unit's resources, both intangible and material, of the aiming to the effective administration and qualitative evaluation of the school
- disclose effectively the ideas, plans and procedures to the members of the school community (educational parents, students) and the local community with professionalism, and with structured argumentation
- promote respect for diversity, multiculturalism and to demonstrate social, professional and moral responsibility and sensitivity to gender issues.
- encourage creative thinking, in order to enhance practices of criticism and self-criticism on issues of leadership and self-evaluation of educational work.
- think and act creatively and innovatively on issues of (a) promoting the inclusion and learning of students, (b) participation and mobilization of parents and the local community and (c) support of educational practice and professional development of the educational and other staff of the school unit
- manage and contribute effectively to the human resources progress, along with the effective management of the school unit and the staff evaluation within the educational structure.

#### General Skills

*Search, analysis and synthesis of data and information,  
ICT Use  
Adaptation to new situations  
Decision making  
Autonomous work  
Teamwork  
Working in an international environment  
Working in an interdisciplinary environment  
Production of new research ideas*

*Project design and management  
Equity and Inclusion  
Respect for the natural environment  
Sustainability  
Demonstration of social, professional and moral responsibility and sensitivity to gender issues  
Critical thinking  
Promoting free, creative and inductive reasoning*



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### Environmental health and communication in general and special education and training

#### 3. COURSE CONTENT

1. Basic theories, concepts and approaches of leadership.
2. Education Leadership and management. International trends, models and practices.
3. Educational management and leadership in education. Leadership and school improvement.
4. Basic theories, concepts and approaches of educational evaluation and evaluation of educational within the school unit.
5. Evaluation: basic element of the administrative and educational process. International trends, models and practices.
6. Total Quality Management and Common Evaluation Framework.
7. Self-evaluation of Education: A theoretical approach with emphasis on Special Education.
8. Models of educational evaluation of organizations I: Total Quality Management and EFQM: Adapt in the field of special education.
9. Models of educational evaluation of organizations II: Total Quality Management and CIPP: Adapt in the field of special education.
10. Models of educational evaluation of organizations III: Total Quality Management and BSC: Adapt in the field of special education.
11. Evaluation of the educational work and the teacher's work in Greece. Historical review, institutional framework, policies, procedures and practices.
12. Studies presentation-Final Evaluation.
13. Feedback.

#### 4. LEARNING & TEACHING METHODS - EVALUATION

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Face to face, Ms Teams
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in</i>	Eclass. Ppt email Ms Teams



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<i>Communication with students</i>													
<p><b>TEACHING ORGANIZATION</b></p> <p><i>The ways and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures/ Seminars</td> <td>39</td> </tr> <tr> <td>Bibliographic research &amp; analysis</td> <td>31</td> </tr> <tr> <td>Progress Study</td> <td>10</td> </tr> <tr> <td>Study Creation</td> <td>20</td> </tr> <tr> <td>Total</td> <td>100= 4 ECTS</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures/ Seminars	39	Bibliographic research & analysis	31	Progress Study	10	Study Creation	20	Total	100= 4 ECTS
	<i>Activity</i>	<i>Workload/semester</i>											
	Lectures/ Seminars	39											
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<p><b>STUDENT EVALUATION</b></p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p>	<p>Participation in lectures and seminars is mandatory <i>The language of evaluation is English.</i></p> <ul style="list-style-type: none"> <li>• An intermediate progress study Submitted to e-class 30%</li> <li>• A final study Submitted to e-class 70%</li> </ul> <p>The evaluation criteria are:</p> <ul style="list-style-type: none"> <li>• scientific methodology</li> <li>• bibliographic documentation</li> </ul> <p><i>Instructions can be found by students in the e-class</i></p>												



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Please indicate all relevant information about the course assessment and how students are informed

##### 5. SUGGESTED BIBLIOGRAPHY

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### COURSE OUTLINE

#### 1. GENERAL

<b>SCHOOL</b>	School of Public Health		
<b>DEPARTMENT</b>	Department of Public and Community Health		
<b>LEVEL OF STUDIES</b>	PG LEVEL 7		
<b>COURSE CODE</b>	EHCE11	<b>SEMESTER</b>	<b>B Mandatory</b>
<b>COURSE TITLE</b>	<b>ASSESSMENT OF SPECIAL EDUCATION NEEDS</b>		
<b>COORDINATOR</b>	AGATHI STATHOPOULOU		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
Seminars, Labs	3	4	
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	<i>Scientific Area, Skill Development</i>		
<b>PREREQUISITES:</b>			
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	English		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE URL:</b>			

#### 2. LEARNING OUTCOMES

##### Learning Outcomes

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



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### Environmental health and communication in general and special education and training

- *Evaluation methods for students with Special Educational Needs*
- *Pedagogical evaluation methods for students with Special Educational Needs*
- *Forms and electronic psychometric tools for intelligence evaluation*
- *Forms and electronic psychometric tools for behavioral evaluation*
- *Forms and electronic tools for the detection and diagnosis of Dyslexia*
- *Forms and electronic tools for evaluation all the type of Learning Disabilities*
- *Tools for early detection of Learning Disabilities*

#### General Skills

*Search, analysis and synthesis of data and information,*

*ICT Use*

*Adaptation to new situations*

*Decision making*

*Autonomous work*

*Teamwork*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project design and management*

*Equity and Inclusion*

*Respect for the natural environment*

*Sustainability*

*Demonstration of social, professional and moral responsibility and sensitivity to*

*gender issues*

*Critical thinking*

*Promoting free, creative and inductive reasoning*

### 3. COURSE CONTENT

1. Introduction to the concept of evaluation of students with Special Educational Needs.
2. Alternative forms of evaluation –PORTOFOLIO.
3. Gathering family, developmental and educational profile information- Individual Educational Program.
4. Intelligence quality tests.- Wisc V.
5. Test for Assessing Emotional and Behavioral Problems.





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6. Early detection tools for reading, writing and math difficulties-Dyslexia detection tools.
7. Children's drawing as an early detection tool.
8. Test detection of Developmental Coordination Disorder.
9. Assessment of learning disabilities in students with autism spectrum disorder (ASD).
10. Assessment of learning disabilities in students with borderline intelligence and mild mental retardation.
11. Writing assessment report.
12. Studies presentation-Final Evaluation.
13. Feedback.

**4. LEARNING & TEACHING METHODS - EVALUATION**

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Face to face, Ms Teams	
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Eclass. Ppt email Ms Teams	
<b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i>	<b>Activity</b>	<b>Workload/semester</b>
	Lectures/ Seminars	39
	Bibliographic research & analysis	31
	Progress Study	10
	Study Creation	20
	<b>Total</b>	<b>100= 4 ECTS</b>



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<p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	
<p><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Participation in lectures and seminars is mandatory <i>The language of evaluation is English .</i></p> <ul style="list-style-type: none"> <li>• An intermediate progress study Submitted to e-class 30%</li> <li>• A final study Submitted to e-class 70%</li> </ul> <p>The evaluation criteria are:</p> <ul style="list-style-type: none"> <li>• scientific methodology</li> <li>• bibliographic documentation</li> </ul> <p><i>Instructions can be found by students in the e-class</i></p>

**5. SUGGESTED BIBLIOGRAPHY**

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**COURSE OUTLINE**

**1. GENERAL**

<b>SCHOOL</b>	School of Public Health		
<b>DEPARTMENT</b>	Department of Public and Community Health		
<b>LEVEL OF STUDIES</b>	PG LEVEL 7		
<b>COURSE CODE</b>	EHCE12	<b>SEMESTER</b>	B
<b>COURSE TITLE</b>	<b>INTERNSHIP (II) IN SPECIAL EDUCATION STRUCTURES</b>		
<b>COORDINATOR</b>	AGATHI STATHOPOYLOY		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
Seminars, Labs	3	10	
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific Area, Skill Development		
<b>PREREQUISITES:</b>	Internship i		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	English		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE URL:</b>			

**2. LEARNING OUTCOMES**

**Learning Outcomes**

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

- observe the behavior of students with disabilities and special educational needs
- observe and evaluate students with special educational needs /disabilities, prioritize their possibilities and difficulties in the learning process,
- evaluate these students using pedagogical assessment tools
- plan and implement educational interventions
- suggest ways of intervention and support these students,
- develop an Individualized Education Program (IEP),
- planning and implement teaching including students with special educational needs /



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disabilities	
<b>General Skills</b>	
<i>Name the desirable general skills upon successful completion of the module</i>	
<i>Search, analysis and synthesis of data and information,</i>	<i>Project design and management</i>
<i>ICT Use</i>	<i>Equity and Inclusion</i>
<i>Adaptation to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision making</i>	<i>Sustainability</i>
<i>Autonomous work</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>
<i>Teamwork</i>	<i>Critical thinking</i>
<i>Working in an international environment</i>	<i>Promoting free, creative and inductive reasoning</i>
<i>Working in an interdisciplinary environment</i>	
<i>Production of new research ideas</i>	

### 3. COURSE CONTENT

<ol style="list-style-type: none"> <li>1. Method for teaching and IEP plan for students with Reading Difficulties.</li> <li>2. Method for teaching and IEP plan for students with Grammar Difficulties.</li> <li>3. Method for teaching and IEP plan for students with Writing Difficulties.</li> <li>4. Method for teaching and IEP plan for students with Dyscalculia.</li> <li>5. Method for teaching and IEP plan for students with Communication Problems.</li> <li>6. Method for teaching and IEP plan for students with Behavioral Problems.</li> <li>7. Method for teaching and IEP plan for students with Social Problems.</li> <li>8. Method for teaching and IEP plan for students with Physical Disabilities.</li> <li>9. Method for teaching and IEP plan for Gifted Students .</li> <li>10 Method for teaching and IEP plan for students with Intellectual Disabilities.</li> <li>11. Method for teaching and IEP plan for students with Attention Deficit Hyperactivity Disorder.</li> <li>12 Evaluation of IEP plan.</li> <li>13 Feedback.</li> </ol>
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### 4. LEARNING & TEACHING METHODS - EVALUATION

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Face to face, Ms Teams
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education,</i>	Eclass. Ppt email



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### Environmental health and communication in general and special education and training

<i>in Communication with students</i>	<b>Ms Teams</b>	
<p><b>TEACHING ORGANIZATION</b></p> <p><i>The ways and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<b>Activity</b>	<b>Workload/semester</b>
	Seminars	36
	IEP Plan	32
	Teaching method	32
	Internship present in Schools	150
	<b>Total course</b>	<b>250=10ECTS</b>
<p><b>STUDENT EVALUATION</b></p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Participation in meetings with supervisors is obligatory</p> <p><i>The language of evaluation is English.</i></p> <p><i>The evaluation method is both Formative and final.</i></p> <p><i>During the meetings with the supervisors they will be planning Individualized Intervention Programs for students with Special Educational Needs based on the literature. Internship supervisors will give specific instructions for their design.</i></p> <p><i>Purpose of evaluation: Students` progress in relation to the objectives of the Internship, their constant feedback and the possible modification of the design of Individualized Intervention Program.</i></p> <p><i>Evaluation criteria: The pedagogical and scientific design of the Individualized Intervention Programs according to the instructions provided by the supervisors.</i></p> <p><i>Instructions can be found by students in the e-class</i></p>	

#### 5. SUGGESTED BIBLIOGRAPHY

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**COURSE OUTLINE**

**1. GENERAL**

<b>SCHOOL</b>	School of Public Health		
<b>DEPARTMENT</b>	Department of Public and Community Health		
<b>LEVEL OF STUDIES</b>	PG LEVEL 7		
<b>COURSE CODE</b>	EHCE13	<b>SEMESTER</b>	B Elective
<b>COURSE TITLE</b>	<b>ECOTHERAPY: FROM THEORY TO PRACTICE</b>		
<b>COORDINATOR</b>	KONSTANTINA SKANAVI		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
Seminars, Labs	3	4	
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific Area, Skill Development		
<b>PREREQUISITES:</b>			
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	English		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE URL:</b>			

**2. LEARNING OUTCOMES**

**Learning Outcomes**

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

- Understand the basic principles of ecotherapy.



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- *Accept the importance of implementing ecotherapy.*
- *Realize the value of environmental awareness.*
- *Understanding the levels of application of ecotherapy.*
- *Understanding the role of ecotherapy in general and special education and training*
- *Understanding the relationship between educational progress and ecotherapy*

**General Skills**

*Search, analysis and synthesis of data and information,  
ICT Use  
Adaptation to new situations  
Decision making  
Autonomous work  
Teamwork  
Working in an international environment  
Working in an interdisciplinary environment  
Production of new research ideas*

*Project design and management  
Equity and Inclusion  
Respect for the natural environment  
Sustainability  
Demonstration of social, professional and moral responsibility and sensitivity to gender issues  
Critical thinking  
Promoting free, creative and inductive reasoning*

**3. COURSE CONTENT**

1. *Introduction to the concepts of ecosystem, health-medical entities, environment, treatment (person - environment).*
2. *Philosophy and interdependence of happiness and good biology in human body systems. The need for ecotherapy.*
3. *Circulation and existence of life: in man, society, the natural environment.  
Common axes of structure and treatment*
4. *Working with systems and scales. The extra-verbal environment, the environmental consciousness and their relationship with biological activities, social and psycho-emotional components of man and community.*



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5. *Ecotherapy Levels. Multiple treatments, multiple methods of connection and communication with nature (environment). Neurodevelopmental disorders, learning disabilities, emotional disorders, behavioral problems.*
6. *Emotional geography and human geography. Ecotherapy as biological therapy and psychotherapy. The environment as a "third space" of treatments and Health assurance.*
7. *Ecotherapy as a framework to help teachers deal with neurodevelopmental disorders, learning disabilities, emotional disorders, behavioral problems.*
8. *Experiential and existential dimensions in the restoration of the environment and the human in ecotherapy.*
9. *The environment as an educational model for all the children. Adopting living standards for prevention emotional disorders and behavioral problems.*
10. *Individual and community health management and promotion programs. Ecotherapy models. Relationship with health systems.*
11. *Digital environment and virtual environment. Productivity but also co-morbidity. The higher the technological progress the more ecotherapeutic needs arise.*
12. *Studies presentation - Final evaluation*
13. *Feedback*

**4. LEARNING & TEACHING METHODS - EVALUATION**

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Face to face, Ms Teams	
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Eclass. Ppt email Ms Teams	
<b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory</i>	<b>Activity</b>	<b>Workload/semester</b>
	Lectures/ Seminars	39
	Bibliographic research & analysis	31
	Progress Study	10



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<p><i>Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	Study Creation	20
	Total	100= 4 ECTS
<p><b>STUDENT EVALUATION</b></p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Participation in lectures and seminars is mandatory <i>The language of evaluation is English .</i></p> <ul style="list-style-type: none"> <li>• An intermediate progress study Submitted to e-class 30%</li> <li>• A final study Submitted to e-class 70%</li> </ul> <p>The evaluation criteria are:</p> <ul style="list-style-type: none"> <li>• scientific methodology</li> <li>• bibliographic documentation</li> </ul> <p><i>Instructions can be found by students in the e-class</i></p>	



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## 5. SUGGESTED BIBLIOGRAPHY

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### COURSE OUTLINE

#### 1. GENERAL

<b>SCHOOL</b>	School of Public Health		
<b>DEPARTMENT</b>	Department of Public and Community Health		
<b>LEVEL OF STUDIES</b>	PG LEVEL 7		
<b>COURSE CODE</b>	EHCE14	<b>SEMESTER</b>	B Elective
<b>COURSE TITLE</b>	<b>INTERCULTURAL COMMUNICATION AND INCLUSIVE EDUCATION IN THE FIELD OF ENVIRONMENTAL HEALTH</b>		
<b>COORDINATOR</b>	KONSTANTINA SKANAVI		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
Seminars, Labs	3	4	
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	<i>Scientific Area, Skill Development</i>		
<b>PREREQUISITES:</b>			
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	English		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE URL:</b>			

#### 2. LEARNING OUTCOMES

##### Learning Outcomes

*After successful completion of the course, postgraduate students will be able to :*



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- *To be introduced to the basic ways of thinking of cross-cultural analysis and interpretation of social reality.*
- *To understand the basic concepts that constitute the "raw material" with which intercultural theory and its arguments are constructed.*
- *To allow them to see below the surface of everyday life and grasp new levels of social reality.*
- *To state and explain the characteristics of multicultural societies, the dimensions of otherness, identity, the process of creating stereotypes, prejudices and racism in society and school.*
- *To know the characteristics of the country's minority - ethnic - immigrant groups*
- *To know the management models of alterity, their characteristics and to distinguish between them.*

#### General Skills

<i>Search, analysis and synthesis of data and information,</i>	<i>Project design and management</i>
<i>ICT Use</i>	<i>Equity and Inclusion</i>
<i>Adaptation to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision making</i>	<i>Sustainability</i>
<i>Autonomous work</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>
<i>Teamwork</i>	<i>Critical thinking</i>
<i>Working in an international environment</i>	<i>Promoting free, creative and inductive reasoning</i>
<i>Working in an interdisciplinary environment</i>	
<i>Production of new research ideas</i>	

#### 3. COURSE CONTENT

1. The new environment
2. Social transformations





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3. Theories of alterity
4. The concept of "identity" and "difference"
5. Ethnic-minority groups in Greece
6. Concept of intercultural communication – relation to intercultural dialogue
7. Managing Otherness
8. Racism - Stigma
9. Ethnocultural diversity
10. Interculturality and health
11. Presentation of work I
12. Studies presentation II-Final Evaluation.
13. Feedback.

**4. LEARNING & TEACHING METHODS - EVALUATION**

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Face to face, Ms Teams	
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Eclass. Ppt email Ms Teams	
<b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp;</i>	<b>Activity</b>	<b>Workload/semester</b>
	Lectures/ Seminars	39
	Bibliographic research & analysis	31
	Progress Study	10
	Study Creation	20
	<b>Total</b>	<b>100= 4 ECTS</b>



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<p><i>analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>						
<p><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Participation in lectures and seminars is mandatory <i>The language of evaluation is English .</i></p> <ul style="list-style-type: none"> <li>• An intermediate progress study Submitted to e-class 30%</li> <li>• A final study Submitted to e-class 70%</li> </ul> <p>The evaluation criteria are:</p> <ul style="list-style-type: none"> <li>• scientific methodology</li> <li>• bibliographic documentation</li> </ul> <p><i>Instructions can be found by students in the e-class</i></p>						

**5. SUGGESTED BIBLIOGRAPHY**

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**C SEMESTER**





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#### Writing of the thesis-30 ECTS

##### **Introduction**

An important prerequisite for the completion of studies and the award of the title to each postgraduate student is the writing of the postgraduate dissertation. Thus, after the successful completion of the courses, the writing of the postgraduate dissertation and the approval of its content by the three-member committee, the thesis is presented at a special event (support), after the announcement of the date and the place of presentation at least 15 days before the specific date. The Master's thesis is credited with 30 ECTS credits:

##### **1. The process**

At the end of the second semester, the proposed topics for postgraduate thesis are announced on the website of the MSc. The student studies the topics and comes in consultation with the instructor of the MSc who has proposed a topic that interests him. Subsequently, the instructor of the MSc submits an application to the Coordinating Committee for the acceptance of supervision of the postgraduate thesis of the specific student no later than June 30 (of the second semester). The C.E. approves the appointment of a supervisor and decides to appoint two more teachers of the program to become, together with the supervisor, members of the three-member examination committee that will grade the postgraduate dissertation.

A prerequisite for the submission of the M.E and the support is the successful completion of the courses and the internship. The work is supported from 1-30 March after the end of the third semester. The Thesis is submitted in three copies to the Secretariat of the Master's Thesis (in electronic form), one for each member of the Examination Committee from 1 to 28 February. In any case, the work must come into the hands of the committee one month before the support. The three-member committee submits its comments at least one week before the support.

For serious and documented reasons, the M.P. may, with the agreement of the Supervisor, request an extension for one month of the date of submission of his/her postgraduate thesis.

This thesis is presented in an extraordinary open seminar lasting one (1) hour and is graded by the members of the three-member Examination Committee. For the approval of the M.C., a positive vote of at least two members of the Selection Board is required. The grade of the assignment is derived from the average of the passing grades of the examiners. The grade of the Master's Degree is



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deduced from the average grade of the M.E. and the average of the grade of the courses. The grading scale is defined from 0-10; the passing grade is defined as six (6) and its greater.

Each work is checked with the help of special plagiarism software. If any part of the M.E. contains part of or makes use of another author's scientific work without attribution, it is considered plagiarism and the M.E. is nullified. In this case, it is possible by decision of the H.C.C. to allow the student to submit an M.E. on the same or another subject within the next semester.

After the support process, the MF passes the corrections proposed during the support process and submits his/her corrected work in electronic form to the Secretariat of the MSc, which posts it on the website of the MSc and submits it to the repository of postgraduate theses.

In case of a negative judgement, the MF has the possibility of resubmission after a maximum period of 4 months and after improving the work according to the observations of the evaluation committee. A second judgment follows and the examination-presentation of the Master's Thesis takes place in September. In this case, the M.F. is obliged to register for each additional semester and pay the relevant tuition fees, in order to be entitled to submit the corrected assignment by the end of the sixth semester.

In case of second failure, the MF will not be awarded a Master's degree.

#### **2. Posting of the Diploma Thesis in the repository "Polynoe"**

The dissertation should be submitted to the institutional repository "Polynoe" according to the instructions listed below:

[https://polynoe.lib.uniwa.gr/item\\_submission\\_guide.pdf](https://polynoe.lib.uniwa.gr/item_submission_guide.pdf).

Before posting the diploma theses in "Polynoe", the digital signature of the document is considered necessary. After signing, no modification of the document is allowed, because all digital signatures are canceled.

After the check by the managers of the repository "Polynoe" and the posting is completed, a confirmation message is sent via e-mail from "Polynoe", which you forward to the secretariat of the Postgraduate Program, with notification to the secretariat of the Department ([pchealth@uniwa.gr](mailto:pchealth@uniwa.gr)). Only then is the process considered completed.