

STUDY GUIDE OF THE POSTGRADUATE STUDIES PROGRAM

« Environmental health and communication in  
general and special education and training»  
"Environmental health and communication in general  
and special education and education"

<https://pchenvihealth.uniwa.gr>

ATHENS 2023



# POSTGRADUATE STUDIES PROGRAMME

## « Environmental health and communication in general and special education and training» "Environmental health and communication in general and special education and education"

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## **POSTGRADUATE STUDIES PROGRAMME**

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### **University of West Attica**

The University of West Attica was founded in March 2018 by Law 4521. The establishment of the newly established University came through the process of merging the TEI of Athens and the University of Piraeus Technological Sector. In 2019, the National School of Public Health joined the newly founded University.

The University of West Attica is a dynamic and constantly evolving institution that aspires to realize its vision and mission and achieve its goals, investing both in the development of modern teaching methods, adapted to the needs of students, the labor market and society, as well as in modern material and technical infrastructure (teaching resources, training rooms, laboratories) which it has.

Our University offers modern undergraduate and postgraduate programs, which provide our graduates with the opportunity to acquire specialized scientific knowledge, skills and abilities, connecting the academic community with society and the labor market.

At the University of West Attica there are a total of twenty-seven (27) departments, which operate under the academic umbrella of six (6) faculties, covering a wide range of scientific fields, such as social, administrative and economic sciences, engineering sciences, health and welfare sciences, food sciences and artistic studies.

According to official data, PADA is the third largest university institution in the country in terms of number of enrolled undergraduate students, with approximately 57,800 students. In order to meet the teaching, research and administrative needs of the University, 608 faculty members, 138 members of EDIP and ETEP and 345 members of administrative staff are employed on a permanent basis.

The combination of a high number of permanent, experienced and highly qualified human resources, along with the existing modern infrastructure, are elements that ensure the further academic development of the University.

Our University offers a wide range of educational services ranging from two-year courses to doctoral dissertations. In particular, HRW offers undergraduate studies leading to a 4-year degree (level 6) or a 5-year diploma in engineering

postgraduate studies leading to a postgraduate degree (level 7)

doctoral studies (level 8).

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#### **Purpose of the MSc**

The Postgraduate Program entitled "Environmental health and communication in general and special education and training" of the Department of Public and Community Health of the School of Public Health of the University of West Attica aims to further promote scientific knowledge, develop research and high-level specialization of graduates in theoretical and applied areas for issues related to both the promotion of responsible environmental behavior and health promotion of participants as well as the promotion by them of issues related to Special Education and Pedagogy of integration in Greece or abroad. The Postgraduate Program entitled "Environmental health and communication in general and special education and training" in October 2023 has received Certification from the International Organization ACQUIN .

ACQUIN is a school accreditation system founded as a consequence of the European Bologna process. It is located in Germany and is empowered to award its quality seal to study programs which have successfully undergone accreditation. ACQUIN operates internationally.

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### **Expected Learning Outcomes**

The Postgraduate Program aims at:

1. Promotion of social, professional and ethical responsibility and sensitivity to diversity and interculturalism.
2. Provision of academic knowledge in the field of Environmental Communication, Health Promotion and Special Education
3. Development of research in the field of new technologies related to Special Education, Ecotherapy and Health Promotion.
4. Development of multifaceted professional career of postgraduate graduates and utilization of the knowledge they will gain during their studies for the better performance of their professional work.
5. Evaluation of advanced and complex concepts, approaches and methods from communication science, with particular reference to inter- and interdisciplinary problems and approaches identified in the scientific literature.
6. Implement appropriate design for quantitative and qualitative empirical research, selecting appropriate research methods for data collection and analysis and demonstrating the ability to identify needs for new theoretical, methodological and practical approaches.
7. Evaluation of educational principles that can improve the effectiveness of teaching in Special Education as well as critically compare the appropriateness of different teaching methods in different learning contexts (e.g. individual, group, formal, informal).
8. Promote the initiation of constructive, interdisciplinary and interdisciplinary discussions and collaborations within and between different social and scientific organisations and professions
9. Creation of scientists with the required skills for successful careers in the private, public and academic sector in the field of Special Education as well as in the field of prevention - promotion of public health
10. Preparation for postgraduate studies at doctoral level. During the studies, the student is encouraged to conduct research and be encouraged to participate in national and international conferences, as well as to publish papers in international scientific journals.

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#### **Curriculum**

In order to obtain the Postgraduate Diploma (MSc), the accumulation of 90 ECTS credits, attendance and successful completion of the relevant obligations of students during three semesters (30 credits/ECTS per semester) are required. The obligations include the preparation of a postgraduate dissertation. The attendance of all educational activities is mandatory and is a prerequisite for the evaluation of the student. The Program of Studies includes in each of the first two semesters 4 compulsory courses, 1 elective and the Internship of each semester where it is compulsory. Each course corresponds to 4 ECTS and to the Internship 10 ECTS. In the third semester a compulsory Master's thesis of 30 ECTS is carried out.

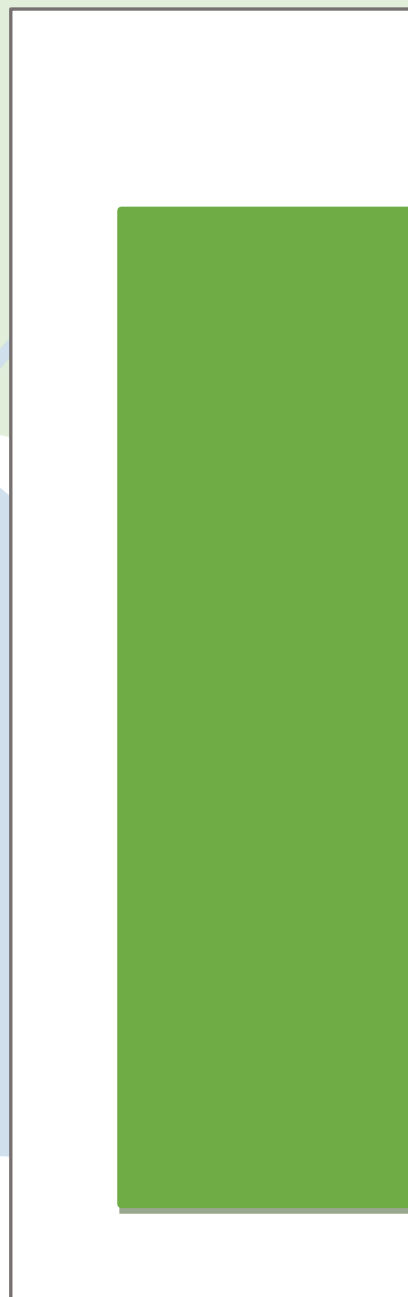
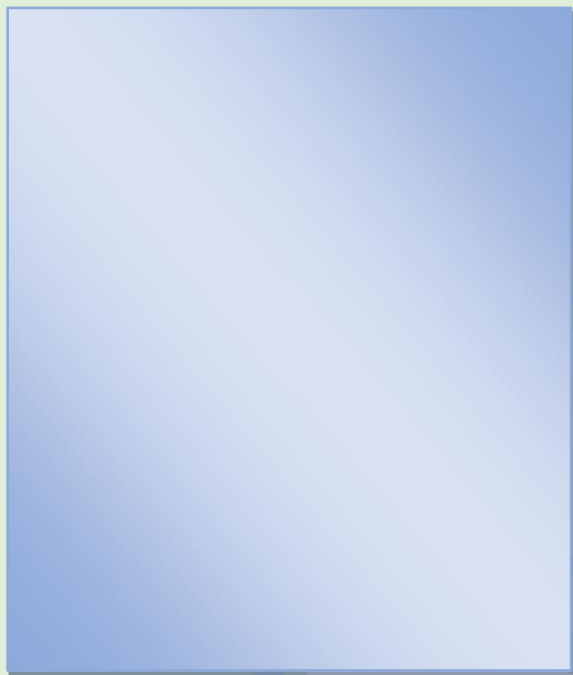
Total ECTS of the programme 90.



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**Traineeship Regulation**



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#### **Article 1: General**

In the Program of Studies of the MSc "*Environmental health and communication in general and special education and training*" of the Department of Public and Community Health of the School of Public Health of the University of West Attica includes **mandatory practical training** in Special Education structures of 20 ECTS credits (500 hours total workload), as provided in the Government Gazette No. 52425/Z1/Issue B' 1152/05.04. 2019d, on the definition of criteria for the relevance of doctoral and postgraduate degrees with the subjects of Special Education (E.A.E.) and School Psychology.

According to the above Government Gazette (52425/Z1/Issue B' 1152/05.04.2019δ) the following are provided: *"e) The compulsory Practical Training must correspond to at least 20 ECTS credits, of which at least 60% must be implemented in Special Education School Units (S.M.E.A.E.) and/or in general and vocational education schools, attended by students with disabilities and/or special educational needs, in Centers for Diagnosis, Evaluation, Counseling and Support (K.E.Δ.A.Σ.), in Medical and Pedagogical Service Centers of the Ministry of Health, in Counseling Stations of Municipalities, in Community Mental Health Centers, in schools operating within public hospitals and in Legal Entities of Public or Private Law (N.Π.Δ.Δ. or N.Π.Ι.Δ.) supervised by the Ministry of Labor, Social Security and Social Solidarity, which provide education, Training and counseling support services to people over fifteen (15) years of age with disabilities. The practical training, the realization of which is certified by the supervising teacher of the Postgraduate Program and by a signed attendance list by the director of the school unit or the head of K.ED.A.S.Y. (a) Observation and planning of courses or educational interventions. Observation and planning may include participation in teaching or supervised autonomous teaching, subject to the necessary preparation under the responsibility of the supervising teacher and the presence of the responsible teachers. b) Supervision of internships to support students in the implementation of their work in the context of internships, specialized seminars on applied pedagogy, learning and teaching and/or case studies, for the education of students with disabilities and/or special educational needs.*

#### **Article 2: Purpose**

The purpose of the compulsory internship of the MSc "*Environmental health and communication in general and special education and training*" *is to train students, as future EAE teachers, to observe the school/educational environment as well as the behavior of students with disabilities and special educational needs, evaluate these students at a pedagogical level, design and implement educational interventions and teaching.*

#### **Article 3: Implementation and workload**



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It is implemented in the first two semesters and the total of 20 ECTS credits are distributed as follows: 10 ECTS credits (250 hours workload) in the first semester, 10 ECTS credits (250 hours workload) in the second semester. The practical training is carried out by 60% with physical presence in the school units and / or bodies provided for in the Government Gazette 52425 / Z1 / Issue B ' 1152 / 05.04.2019d and by 40% with the implementation of supervised work. More specifically, the practice The first and second semesters include a workload of 250 teaching hours for each semester. Of the total 250 hours of each semester, 150 hours are carried out with physical presence within the school unit or institution that receives students, while the remaining 100 hours correspond to meetings with supervisors and workload to complete the protocols and the evaluation report of the internship. The completion of the traineeship is certified by the **supervising** teacher. The attendance of students is recorded in a diary/attendance register, which is signed by the head of the school unit or institution.

All documents of the Internship are posted on eclass under the responsibility of the students.

#### **Article 4: Traineeship Structure**

The Internship is structured as follows:

1. Observation using specific protocols available to students. - Pedagogical assessment of a student with specific tools proposed to students, after relevant training - (First semester),
2. Design of courses or educational interventions, participation in teaching and supervised autonomous teaching or educational intervention, after preparation under the responsibility of the supervising teacher (second semester).

#### **Article 5: Coordination of traineeships**

The practical training of each semester is coordinated by a specific instructor of the MSc. The Coordinator of the semester internship communicates with the supervising professors and informs them about their duties. It holds the initial meeting with the students and informs them on how to carry out the internship of the specific semester. It uploads on the eclass the educational material to be used, as well as the relevant instructions. He takes care of the settlement of problems and difficulties that may arise and answers the questions posed by supervisors and students.

#### **Article 6: Supervision of traineeships**

Each supervising professor is responsible for a small group of students whom he supervises and guides by organizing regular meetings with them of a seminar nature. He is responsible for communication and cooperation with the school unit or institution where students carry out the internship. Monitors on a regular basis the progress of students' activities and work as well as their consistent presence in the field of internships. He explains to the students how to complete the Protocols and

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answers their questions. Also, during the internship he can intervene and advise students whenever he deems it appropriate. At the end of each semester, it collects the completed Protocols, the attendance lists of students signed by the heads of school units and institutions, the Evaluation Report of the internship and certifies its realization. He also keeps attendance records with the group of students he supervises.

#### **Article 7: Obligations of students**

At the beginning of each semester, each student chooses the school unit and/or institution that will implement his/her internship and undertakes specific student(s). For the purpose of the internship, students are provided with special forms-protocols in which they record their observations on the behavior of students and on the school/educational environment in which they attend, The evaluation of the students they have undertaken, the design of their interventions or the course, the results of these interventions as well as their overall experience from their internship. Students take care on their own responsibility to be informed about announcements regarding internships. They are obliged to consistently observe the hours of attendance at the school unit or institution where they carry out their internship. They have the right to absences up to 10% of the estimated time of the internship each semester. During the internship, students have an obligation to apply the principles of educational ethics and professional behavior. They must cooperate harmoniously with their supervisor and with the staff of the school unit or institution that has received them and follow the instructions of those responsible. Their activities must be strictly limited within the scope of the tasks assigned to them. Otherwise, the institution may decide to terminate a student's internship at its premises. For their part, students must inform their supervisor in time if serious difficulties or problems arise in the implementation of their internship. Each student is responsible for the distribution, completion and submission to his/her supervisor of all his/her internship documents. Students are also required to participate in regular meetings with their supervisor. The time of the meetings with the supervisors of the Internship is counted in the total workload as teaching time and receives the corresponding ECTS credits, so the presence of students is mandatory. Since working teachers are likely to attend the MSc, it has been provided that there will be some flexibility in the implementation of the internship in terms of the following: a) The students of the MSc may carry out their practical training in the school unit where they already work, provided that students with a certificate as having special educational needs attend this unit, at hours that do not coincide with their working hours. b) School units are considered both special education schools and general education schools, public or private. c) it can also take place in the afternoon hours in all-day schools and d) it can take place throughout the working days and hours of K.E.D.A.S.Y. or those bodies provided by Government Gazette 52425 / Z1 / Issue B '1152 / 05.04.2019d.

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#### **Article 8: School units and traineeships**

School units and internship bodies cooperate with the MSc with the consent of the teachers' association or the managers and employees. They welcome students and undertake to ensure the conditions that will allow them to carry out their internship under the guidance of the supervising professor, without hindering their operation. They do not pay any form of financial or other compensation nor are they charged with insurance coverage or other benefits to students. In addition, no form of employment relationship is created between students and collaborating institutions. The program of activities and the obligations of students in the place where they carry out the internship are determined by their supervisor, in consultation with the Head of the school unit, the responsible teacher of the class or the administrative head of the institution.

#### **Article 9: Evaluation of traineeships**

The evaluation of the Internship is done by meeting the following criteria:

##### **First Semester**

- a) Submission of attendance with certified attendance, through physical presence, in a school unit and/or institution with a total duration of 150 hours.
- b) Completed School/Educational Context Observation Protocol.
- c) Completed Protocol of personalized observation of a student with SEN.
- d) Completed Questionnaire for behavior problems of a student with SEN  
( For students of all levels)
- e) Completed Protocol of Basic Skills of a student with SEN  
(For students attending primary school and A and B Gymnasium)
- or  
Completed Protocol for the informal assessment of language or mathematics of a student with SEN  
(For students attending the third grade of Gymnasium and Lyceum)
- or  
Completed developmental key of observation of a student with SEN  
( For students attending Kindergarten)
- g) Report on the overall evaluation of the first semester internship

##### **Semester B**

- a) Submission of attendance with certified attendance, through physical presence, in a school unit and/or institution with a total duration of 150 hours.
- b) Completed Protocol of educational intervention of 1 student with SEN (general data)

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- c) Completed Protocol for the educational intervention of 2 students with SEN (EEP)
- d) Report on the overall evaluation of the second semester traineeship

All protocols are posted on the e-class in the courses Internship A Semester and Practical B Semester under the responsibility of the students.



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#### **Curriculum**

##### **SEMESTER A (Fall)**

##### **Foundations of Environmental Communication - Protecting Health**

**4 ECTS- COMPULSORY**

**Course Coordinator: Professor Konstantina Skanavi**

**kskanavi@uniwa.gr**

Human health and well-being are inextricably linked to the web of interactions that characterize life on this planet and the concept of communication plays a catalytic role in shaping the corresponding conditions. The natural environment affects humans and at the same time receives interventions from human societies. The modern way of life causes environmental and social problems resulting from the increased consumer demands of people. Current challenges include environmental degradation, climate change, antimicrobial resistance, etc. This course highlights how to manage change through the prism of communication. The rate of environmental degradation requires citizens to participate in environmental decision-making. Every citizen must acquire the ability to understand environmental issues, understand the causes of problems and assess possible solutions as well as have participatory skills. This requires the development of a communication process between citizens, administration and specialists. Environmental Communication is the process that can ensure the promotion of the most appropriate decisions and legislation for the protection of the environment and the promotion of health. The ability of citizens to influence with their actions the public structure for the promotion of environmental health is emphasized throughout the course. The main purpose of the course is to provide trainees with specific information and critical evaluation skills regarding environmental problems. These skills will enable them to participate in decision-making processes, thus determining the quality of health and the environment in the decades to come

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**Introduction to Epidemiology and Public Health in General and Special  
Education**

**4 ECTS/COMPULSORY**

**Course Coordinator: Professor Areti Lagiou**

[alagiou@uniwa.gr](mailto:alagiou@uniwa.gr)

Epidemiology is defined as the study of the distribution and evolution of diseases, but also more generally of health-related issues in the human population (descriptive epidemiology), but also of the factors that shape them or can affect them (analytical epidemiology). Based on these characteristics, Epidemiology is one of the most basic sciences for understanding the principles of Public Health. The very concept of health, as a "state of absolute physical, mental and social well-being", which is a fundamental human right, requires a broader view and treatment of the issues that concern human populations. In this context, Epidemiology is an indispensable tool for Measurement and description of morbidity and mortality and control of their developments over time

Discovery of causative factors and investigation of causative mechanisms in diseases and health conditions in general

Investigation of the causes and conditions that caused the outbreak of a particular epidemic

Evaluation of the effectiveness of preventive and therapeutic measures

Organization, planning and evaluation of health care services

The course "Basic Principles of Epidemiology" will discuss: the subject and purposes of Epidemiology, the concepts of etiology and classification of human diseases and health conditions, the sources of data for finding information on human diseases, the widely used indicators for estimating morbidity and mortality, as well as the basic types of epidemiological research, for which their design and basic characteristics, the way of realization as well as the analysis and evaluation of their data will be analyzed. At the end of the course, students will be able to understand how Epidemiology contributes to the investigation and evaluation of the various health issues that concern human populations as well as to the finding and evaluation of methods to address them.



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**Health Education and Promotion: From the Community to the School of  
Sustainability and Inclusive Education**

**4 ECTS/COMPULSORY**

**Course Coordinator: Associate Professor: Evanthia Sakellari**

[sakellari@uniwa.gr](mailto:sakellari@uniwa.gr)

According to the World Health Organization, health promotion is defined as "the process that enables individuals and communities to increase control over factors that affect their health and thus improve their health." Many of the factors that contribute to an ongoing interaction and make people healthy or sick – such as income, social status, geographical area, educational level, culture, political system – are partially/inadequately, and/or outside the scope of health promotion. Health promotion practices require a shift in emphasis from messages focused on disease prevention, to a more ecological and holistic approach, taking into account the social, environmental and cultural contexts in which human populations live, work and perpetuate (cities, families, workplaces, recreation and communities). An environment can be defined as a place or social context in which people participate in daily activities, in which environmental, organizational and personal factors interact with health and well-being. Good regulation can offer an opportunity to promote health and well-being, but lack of regulation can limit it. The course aims to understand the different theories that govern the relationships of their daily living in the environment with which they interact.

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#### **Crisis Management in the Community and at School**

**4 ECTS- COMPULSORY**

**Course Coordinator: Professor Konstantina Skanavi**

**[kskanavi@uniwa.gr](mailto:kskanavi@uniwa.gr)**

It is a given that humanity will often face the risk of possible crises and survival is based on existing knowledge and proven experience at all levels of their management both locally, nationally, European and globally. Political communication concerns the creation and exchange of ideas and opinions between citizens, civil servants, political institutions and related entities such as the media and how information can be used for political gain or to achieve political goals. This course aims to bridge science with policy-making for functioning communities in crisis situations. The relationship between the three processes of political communication is studied: production (how messages are developed and transmitted), content (what is contained in each message) and output (how messages are received and interpreted). Gaps in understanding and effective intervention in health, nutrition and environmental crisis management are highlighted. The scope includes understanding risk, disasters, communicating risk and formulating a code of communication with all stakeholders. Finally, the important stages of the crisis management cycle are presented, which are prevention, risk reduction, preparedness, response and recovery to strengthen our resilience.



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#### **Internship (I) in Special Education Structures**

**10 ECTS- COMPULSORY**

**Course Coordinator: Agathi Stathopoulou**

**Member of Laboratory Teaching Staff**  
[a.stathopoulou@uniwa.gr](mailto:a.stathopoulou@uniwa.gr)

The purpose of the course is to indulge students in the concept of observation and assessment of students with SEN within school contexts. With successful participation in this course, students will be able to observe the educational frameworks of students with disabilities and special educational needs, in terms of axes: space organization, teaching organization, use of methods/techniques/strategies, teaching materials and use of materials, use of new technologies in teaching, social structure of the classroom, psychological climate of the classroom. They will also be able to use pedagogical assessment tools, prioritize their strengths and difficulties, suggest ways to intervene and support these students and write the final evaluation report of students with special educational needs/disabilities.

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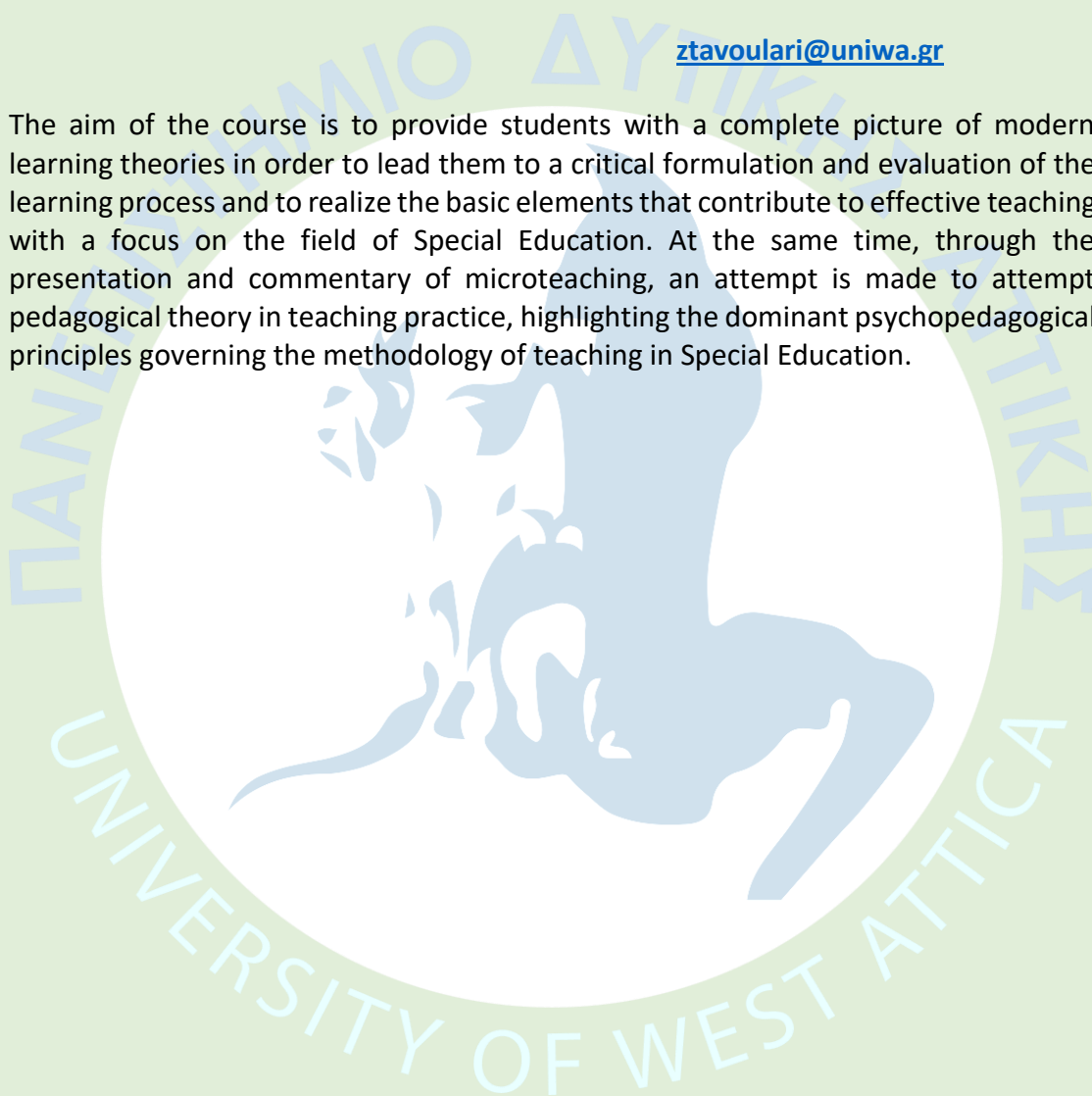
**Theories of Learning and Special Education**

**4 ECTS- ELECTIVE**

**Course Coordinator: Zacharoula Tavoulari, University of West Attica  
Associate**

[ztavoulari@uniwa.gr](mailto:ztavoulari@uniwa.gr)

The aim of the course is to provide students with a complete picture of modern learning theories in order to lead them to a critical formulation and evaluation of the learning process and to realize the basic elements that contribute to effective teaching with a focus on the field of Special Education. At the same time, through the presentation and commentary of microteaching, an attempt is made to attempt pedagogical theory in teaching practice, highlighting the dominant psychopedagogical principles governing the methodology of teaching in Special Education.



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#### **Special Education Intervention Programs**

**4 ECTS- ELECTIVE**

**Course Coordinator: Zoe Karabatzaki, University of West Attica Associate**

[zkarampatzaki@uniwa.gr](mailto:zkarampatzaki@uniwa.gr)

The purpose of the course is to acquaint students with the basic Intervention Programs for students with SEN/disabilities, the curricula offered and how to develop an Individualized Education Educational Program. Upon successful completion of the course, students will be able to get acquainted with the basic Intervention Programs for students with SEN/disabilities. Also get to know the basic principles of differentiated teaching and understand the role of motivation in the education of students with SEN/disabilities



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**Second semester (Spring)**

**Communication Strategies on Health and Environment**

**4 ECTS- COMPULSORY**

**Course Coordinator: Professor Konstantina Skanavi**

**[kskanavi@uniwa.gr](mailto:kskanavi@uniwa.gr)**

The interdependence of environment and health encourages learners to become aware of how today's environmental issues determine the quality of our daily lives. This course presents the framework of a strategic approach aimed at effective communication regarding the protection and promotion of environmental health. This strategic approach is presented as a framework of principles for effective practice applied to a wide range of communication functions in order for learners to be able to put into practice a design that is understandable, valid and reliable.

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#### **Communication for Behavioral Change: Individuals and Communities in the Context of Sustainability and Inclusive Education**

**4 ECTS- COMPULSORY**

**Course Coordinator: Professor Konstantina Skanavi**

**kskanavi@uniwa.gr**

The course starts from the idea that behavior change processes require an in-depth insight into people's daily communication strategies. The course initially defines the subject of communication skills in the light of the ecological model and deals particularly with the analysis of psychological factors in the implementation of communication practices, ranging from public discussions on healthy food and climate change to online discussions on new (bio) technologies. The focus focuses on the various ways in which people influence each other as part of their daily routine, as well as how practitioners can learn from these methods. It examines how credibility is assessed in negotiations and discussions. Finally, the course focuses on various ways in which we can use in practice the interaction-analytical approach with the ultimate goal of enabling trainees to actively participate both individually and in groups in decision-making that determine the quality of health and the environment through an effective communication prism.

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#### **Leadership and Evaluation of the Educational Projects in Special Education**

**4 ECTS- COMPULSORY**

**Course Coordinator: Dionysios Loukeris, University of West Attica Associate**

**dloukeris@uniwa.gr**

The aim of the course *is* for postgraduate students to know and understand the different theories and different models of management / leadership and evaluation in educational structures and educational organizations. Also to know, critically understand and reflect on educational policies and the institutional framework for the operation, administration and evaluation of school units and educational work, especially in special education structures. *And* to know, critically understand and reflect on the European and international framework of policies and practices related to leadership and evaluation in education with emphasis on special education. Finally, formulate evidence-based judgments, analyses, interpretations and explanations on issues 7 of leadership and evaluation of education.



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#### **Assessment of Special Education Needs**

**4 ECTS- COMPULSORY**

**EDIP Course Coordinator: Agathi Stathopoulou**

**Member of Laboratory Teaching Staff**

[a.stathopoulou@uniwa.gr](mailto:a.stathopoulou@uniwa.gr)

The purpose of the course is to immerse postgraduate students in the field of educational assessment. It includes all modern educational tools and gives specific instructions for their application in educational practice.

By successfully participating in this course, students will be able to know:

- basic elements for the assessment methods of students with Special Educational Needs.
- Basic psychometric tools, forms and electronics for intelligence assessment.
- basic tools, forms and electronics for the detection and diagnosis of Dyslexia.
- basic assessment tools for different types of Special Learning Difficulties.
- basic tools for early detection of Learning Disabilities.

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### **Internship (II) in Special Education Structures**

**10 ECTS- COMPULSORY**

**EDIP Course Coordinator: Agathi Stathopoulou**

**Member of Laboratory Teaching Staff**

**[a.stathopoulou@uniwa.gr](mailto:a.stathopoulou@uniwa.gr)**

The purpose of the internship of the MSc is to teach students, as future HAU teachers, to observe the behavior of students with disabilities and special educational needs, to evaluate these students at a pedagogical level, to design and implement educational interventions and lessons. More specifically, after the successful completion of the Internship-III, students will be able to use pedagogical assessment tools, observe and evaluate students with special educational needs/disabilities, prioritize their capabilities and difficulties, suggest ways to intervene and support these students, draw up an Individualized Education Program (EPE), design and implement teaching including students with special needs. educational needs/disabilities.



## **POSTGRADUATE STUDIES PROGRAMME**

### **« Environmental health and communication in general and special education and training» "Environmental health and communication in general and special education and education"**

#### **Ecotherapy: From Theory to Practice**

**4 ECTS- Elective**

**Course Coordinator: Professor Konstantina Skanavi**

**[kskanavi@uniwa.gr](mailto:kskanavi@uniwa.gr)**

In recent decades there has been increasing interest in the therapeutic potential of nature and interest in the potential of "green interventions" for the benefit of mental health. Ecotherapy, in many cases, stems from the belief that humans are part of the life fleet and that our souls are not isolated or separate from our environment. Ecopsychology provides individuals with an opportunity to explore their relationship with nature – an area that can be overlooked in many other types of psychotherapy. While some practitioners teach and practice ecopsychology exclusively, other mental health professionals incorporate aspects of ecotherapy into their existing practices. Since ecotherapy is an umbrella term for nature-based approaches to therapy, the types of interventions used are many. Some activities are carried out under the guidance of a therapist while others are performed individually. Some interventions are done in groups, while others require a 'one-onone' setting.

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### **« Environmental health and communication in general and special education and training» "Environmental health and communication in general and special education and education"**

#### **Intercultural Communication and Inclusive Education in the Field of Environmental Health**

**4 ECTS- Elective**

**Course Coordinator: Professor Konstantina Skanavi**

**[kskanavi@uniwa.gr](mailto:kskanavi@uniwa.gr)**

The aim of the course is to introduce postgraduate students to the basic ways of thinking of intercultural analysis and interpretation of social reality and to understand the basic concepts that constitute the "raw material" with which intercultural theory and its arguments are structured. In addition, to see beneath the surface of everyday life and perceive new levels of social reality and to state and explain the characteristics multicultural societies, the dimensions of diversity, identity, the process of creating stereotypes, prejudices and racism in society and school. They will also be able to get to know the characteristics of the minority-ethnic immigrant groups of the country.

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**C' semester**

**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 Coordinating Committee 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 evaluation committee that will grade the postgraduate dissertation.

A prerequisite for the submission of the postgraduate dissertation 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 to the Secretariat of the Master's (in electronic form), from 1 to 28 February. In any case, the work must come of the evaluation 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 postgraduate student may, with the agreement of the Supervisor, request an extension for one month of the date of submission of his/her postgraduate dissertation.

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This dissertation is presented in an extraordinary open seminar lasting one (1) hour and is graded by the members of the three-member evaluation committee. For the approval of the postgraduate dissertation, a positive vote of the three members of the evaluation committee is required. The grade of the dissertation is derived from the average of the passing grades of the examiners. The grade of the Master's Degree is deduced from the average grade of the postgraduate dissertation 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 postgraduate dissertation contains part of or makes use of another author's scientific work without attribution, it is considered plagiarism and the postgraduate dissertation is nullified. In this case, it is possible by decision of the Coordinating Committee to allow the student to submit an postgraduate dissertation on the same or another subject within the next semester.

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

In case of a negative judgement, the postgraduate student 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 examination-presentation of the Master's Thesis.

In case of continuous failure, the postgraduate student 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).

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Before posting the diploma theses in "Polynoi", 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 "Polynoi", 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 complete

#### **Academic Advisor**

For each postgraduate student, a faculty member is appointed by the Coordination Committee, following a proposal by the S.E., as an advisor. The study advisor monitors the course of the postgraduate student, provides specific information about the Postgraduate Program and the correlation of studies with his/her scientific background and perspective, discusses with the postgraduate student his/her future plans for his/her academic and professional development, advises him/her on improving his/her work in relation to the requirements of the Department, for the use of the University's resources and infrastructure and, more generally, for academic, organizational or administrative issues and may suggest issues concerning the postgraduate student in the CC. The study advisor does not necessarily undertake the supervision of the Master's Thesis.

#### **Interconnection of the Academic Advisor with Students of the MSc**

After the appointment of the Academic Advisors, the secretariat of the MSc provides them with the e-mail addresses of the students assigned to them in order to communicate with them about the topics of their studies.

The Academic Advisor of Studies holds scheduled meetings with all the students assigned to him and for each meeting he prepares a relevant report where he informs in writing the Coordinating Committee of the MSc about the progress of the institution and conveys to it the problems posed by the students and concern the operation of the Postgraduate Program. In his report, he can point out malfunctions or shortcomings that create problems for students and suggest measures to address them.

The first meeting of the Academic Advisor (meeting of acquaintance, reception, determination of the way of communication, is set at the beginning of the winter semester).

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The Academic Advisor announces on the website of the MSc how it is accessible and conducts, in addition to the predetermined meetings, personal meetings with each student if requested.

The Director of the MSc and the Coordinating Committee are obliged to cooperate and support the Academic Advisors in their work and to take into account comments, suggestions, recommendations and applications.

#### **Complaints Management Committee**

HAVING REGARD TO THE PROVISION OF ARTICLE 23, PARA. 11, CASE H' OF LAW 4485/2017 "ORGANIZATION AND OPERATION OF HIGHER EDUCATION, REGULATIONS FOR RESEARCH AND OTHER PROVISIONS" (GOVERNMENT GAZETTE: 114 / T. A / 4-8-2017) AND AIMING AT STRENGTHENING the student-centered educational process and systematically improving the quality of the educational and administrative services provided, the Coordinating Committee of the Postgraduate Studies *Program "Environmental health and communication in general and special education and education"* decided to establish the Committee for the Management of Student Complaints and Objections.

The Committee consists of two members of the teaching staff of the MSc, who are appointed by the Coordinating Committee (CC) of the MSc, and the Director of the MSc, who is appointed automatically President of the Committee.

The members of the Commission shall have a term of office of two years, which shall be renewable.

The Committee accepts complaints and objections of postgraduate students, which relate to the educational and administrative services provided by the MSc. Matters relating to the purely academic work of teachers do not fall within the competence of the Committee.

The members of the Committee are committed to follow the personal data protection policy of University of West Attica posted at: <https://www.uniwa.gr/politiki-prostasias-dedomenon-prosopikoy-charaktira/>.

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The Committee ensures that complaint handling data, while protecting the personal data of complainants and ensuring their confidentiality, are available for review by the bodies that evaluate the operation of the School.

The Commission shall take a final and irrevocable decision on any question referred to it. If he/she deems it appropriate, he/she may refer an issue to the Assembly of the Department or to the Ethics Committee of the University of West Attica.

#### **Facilities and services for students**

The University of West Attica, having as its mission the provision of excellent quality education and education through high-level undergraduate and postgraduate programs in the cognitive fields it treats, tries during its studies to ensure for its students a series of quality services and benefits. Quality services and benefits aimed both at ensuring satisfactory living conditions and at promoting social, cultural, physical and mental development of its students. Following the above approach, the University of West Attica through its administrative services tries to facilitate its students in their daily lives, always taking into account the current legislation and the decisions of the administration of our University. Thus, students can benefit from a range of benefits and facilities depending on their needs and interests.

#### **European Health Insurance Card (E.K.A.A.)**

<https://merimna.uniwa.gr/eyropaiki-karta-asfalisis-astheneias-e-k-a-a/>

#### **Healthcare**

<https://merimna.uniwa.gr/iatrofarmakeytiki-perithalpsi/>

#### **Psychosocial Support**

<https://prosvasi.uniwa.gr/atomiki-psychologiki-ypostirixi/>



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#### **USEFUL INFORMATION**

1) Courses that take place remotely, are carried out through **MS Teams** MS Teams is located as an application in the institutional e-mail given to students, but also the application is installed on mobile or computer :<https://www.uniwa.gr/wp-content/uploads/2020/03/UNIWA-MS-Teams-Student-Guide.pdf>

2) The educational material is provided to students through the **e-class**.

The **UNIWA Open e-Class** platform is an integrated e-Course Management System. It follows the philosophy of open source software and supports the Asynchronous Distance Learning service without restrictions and commitments. Access to the service is done using a simple web browser without requiring specialized technical knowledge: <https://eclass.uniwa.gr/>

#### **Useful Links**

Academic Identity Acquisition Service

<https://academicid.minedu.gov.gr>

