Master's degree
Environmental Communication and Health Promotion

Syllabus

Master's degree
Environmental Communication and Health Promotion

Περιεχόμενα

Πρόγραμμα Μεταπτυχιακών Σπουδών
«Περιβαλλοντική Επικοινωνία και Προαγωγή Υγείας»

A' Semester

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Public Health		
DEPARTMENT	Department of Public and Community Health		
LEVEL OF STUDIES	PG LEVEL 7		
COURSE CODE	1 Mandatory	**SEMESTER**	**A**
COURSE TITLE	Foundations of Environmental Communication – Protecting Health		
COORDINATOR	KONSTANTINA SKANAVI		

TEACHING ACTIVITIES *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.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
Seminars , Labs	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	*Scientific Area, Skill Development*
PREREQUISITES:	
TEACHING & EXAMINATION LANGUAGE:	English
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

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

-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

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
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. *Main concepts and principles of environmental communication .*
2. *Interaction between material well-being and ecological footprint.*
3. *Anthropogenic pressures on the environment.*
4. *Environmental changes and damage to the ecosystem –Effects on human health.*
5. *Objectives of sustainable development through the three axes of balanced focus: economy-society-environment.*
6. *Environmental risk factors for chronic diseases .*
7. *Environmental risk factors for mental health problems.*
8. *Environmental risk Factors for poverty and immigration.*
9. *Environmental risk factors for the greenhouse effect.*
10. *Design, implementation and evaluation of environmental communication interventions .*
11. *ICTs and environmental communication interventions*
12. *Studies presentation-Final Evaluation.*
13. *Feedback.*

4. LEARNING & TEACHING METHODS – EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face, Ms Teams
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY	Eclass. Ppt

<table>
<tr><td>(ICT)
Use of ICT in Teaching, in Laboratory Education, in Communication with students</td><td>email
Ms Teams</td></tr>
<tr><td>TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</td><td>
<table>
<tr><th>Activity</th><th>Workload/semester</th></tr>
<tr><td>Lectures/ Seminars</td><td>39</td></tr>
<tr><td>Bibliographic research & analysis</td><td>35</td></tr>
<tr><td>Team Project</td><td>26</td></tr>
<tr><td>Study Creation</td><td>50</td></tr>
<tr><td>Total</td><td>150=6 ECTS</td></tr>
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<tr><td>STUDENT EVALUATION
Description of the evaluation process

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

Please indicate all relevant information about the course assessment and how students are informed</td><td>Participation in lectures and seminars is mandatory
The language of evaluation is English and Greek.

• An intermediate progress study Submitted to e-class 20%
• Project presentation 30%
• A final study Submitted to e-class 50%

The evaluation criteria are:
• scientific methodology
• bibliographic documentation

Instructions can be found by students in the e-class</td></tr>
</table>

5. SUGGESTED BIBLIOGRAPHY

- UNESCO (1976), The international workshop on environmental education. Belgrade, Yugoslavia. Final report. UNESCO: Paris.
- UNESCO (1978), Intergovermental Conference on Environmental Education (Tiblisi USSR), UNESCO: Paris. William
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- Skanavis, K., 2004, Environment and Communication: Having the Right to Choose (Athens: Kaleidoskopio).
- European Commission (2017). Attitudes of European citizens towards the environment. Special Eurobarometer 468. Survey requested by the European Commission, Directorate-General for Environment and co-ordinated by the Directorate General for Communication.
- Kaul, V. (2017). Environmental Crisis and the Role of Media. International Journal of Trend in Scientific Research and Development, Vol. 1, No. 4, pp.684-697.
- Αρσένη, Ε., Σελεβέντη, Μ. Κ., Κουνάνη, Α., & Σκαναβή, Κ. (2019). Ο ρόλος των ΜΜΕ στην ενημέρωση μικρών ελληνικών κοινωνιών στα περιβαλλοντικά ζητήματα: η περίπτωση της Σκύρου.
- Bowman, J.S. & Hanaford K. (1977). Mass media and the environment since Earth Day, Journalism Quarterly, Vol. 55, No.1, 160-165.
- Boykoff, M. and Boykoff, J., 2004, Balance as bias: global warming and the US prestige press. Global Environmental Change 14 (2), 125–136..
- Crick, B. (1998), Education for citizenship and the teaching of democracy in schools London Qualifications and Curriculum Authority. Final report of the Advisory Group on Citizenship. London Qualifications and Curriculum Authority.
- Li, Q., Cheung, C., Wei, R., Hui, E. S., Feldon, J., Meyer, U., ... & McAlonan, G. M. (2009). Prenatal immune challenge is an environmental risk factor for brain and behavior change relevant to schizophrenia: evidence from MRI in a mouse model. *PloS one*, *4*(7), e6354.
- Tran, N. Q. V., & Miyake, K. (2017). Neurodevelopmental disorders and environmental toxicants: epigenetics as an underlying mechanism. *International journal of genomics*, *2017*.

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Public Health		
DEPARTMENT	Department of Public and Community Health		
LEVEL OF STUDIES	PG LEVEL 7		
COURSE CODE	2 MANDATORY	**SEMESTER**	**A**
COURSE TITLE	Introduction to Epidemiology and Public Health for Communication Professionals		
COORDINATOR	**ARETH LAGIOY**		

TEACHING ACTIVITIES *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.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
Seminars , Labs	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	*Scientific Area, Skill Development*
PREREQUISITES:	
TEACHING & EXAMINATION LANGUAGE:	English
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

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

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

• To collect, analyze and interpret methodologically 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 are the characteristics and how to plan and implement preventive intervention studies

• Be aware of issues arising in the design, execution, analysis and interpretation of the

results of preventive intervention studies.
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* *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 - Environmental Health and Epidemiology.

2 Sources for data of epidemiological interest.

3. Morbidity and mortality rates. Etiology and Classification

4. Descriptive epidemiological studies. Collect, analyze and interpret methodologically primary descriptive data. Population - sample - tools

5. Formulation and control of epidemiological hypotheses.

6. Analytical epidemiological designs to test causal hypotheses

7. Bibliography search, scientific article structure and presentation method

8. Systematic literature review

9. Bioethics in Research

10. Prospective-Retrospective-Interventional Epidemiological studies

11. Design, execution, analysis and interpretation of the results of preventive intervention studies. Models for Planning Implementation and Evaluation of preventive interventions in the community.

12. Final evaluation *13. Feedback*

4. LEARNING & TEACHING METHODS - EVALUATION

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

Activity	***Workload/semester***
Lectures/ Seminars	39
Bibliographic research & analysis	35
Team Project	26
Study Creation	50
Total	150=6 ECTS

STUDENT EVALUATION *Description of the evaluation process* *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*	Participation in lectures and seminars is mandatory *The language of evaluation is English and Greek.* • An intermediate progress study Submitted to e-class 20% • Project presentation 30% • A final study Submitted to e-class 50% The evaluation criteria are: • scientific methodology • bibliographic documentation

Please indicate all relevant information about the course assessment and how students are informed	*Instructions can be found by students in the e-class*

5. SUGGESTED BIBLIOGRAPHY

1. Γενική και Κλινική Επιδημιολογία - Δ. Τριχόπουλος, Π.Δ. Λάγιου. ΕΚΔΟΣΕΙΣ ΠΑΡΙΣΙΑΝΟΥ, 2011
2. Βιοστατιστική - Δ. Τριχόπουλος, Α. Τζώνου, Κ. Κατσουγιάννη ΕΚΔΟΣΕΙΣ ΠΑΡΙΣΙΑΝΟΥ, 2002
3. Epidemiology: An Introduction - K. J. Rothman, OXFORD, 2ND EDITION, 2012
4. Επιδημιολογία και Προαγωγή Υγείας, Αρχές, Μέθοδοι και Εφαρμογές - R. M. Merrill, C.Frankefeld, M. Mink, N. Freeborne, A. Λάγιου. ΕΚΔΟΣΕΙΣ Π.Χ.ΠΑΣΧΑΛΙΔΗΣ, 2020
5. How to read a paper. The basics of Evidence-Based Medicine - T. Greenhagh, FIFTHEDITION, BMJI BOOKS 2014

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Public Health		
DEPARTMENT	Department of Public and Community Health		
LEVEL OF STUDIES	PG LEVEL 7		
COURSE CODE	3 Mandatory	**SEMESTER**	**A**
COURSE TITLE	Education and Health Promotion from School to Community		
COORDINATOR	**EVANTIA SAKELLARI**		

TEACHING ACTIVITIES *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.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
Seminars , Labs	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	*Scientific Area, Skill Development*
PREREQUISITES:	
TEACHING & EXAMINATION LANGUAGE:	English
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

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

-understand the basic concepts and principles of Health Promotion.
- know the aggravating and protective factors for health promotion .
- seek for valid scientific sources for their use in Health Promotion
- understand scientific studies for their use in Health Promotion
- recognize the health needs of various population groups and communities, either at the individual level, or at the family or community level.
- collaborate effectively with the interdisciplinary team for Community Health Promotion

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* *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.*Main concepts and principles of health promotion.*

2.Assessment of community health status and assessment of health needs. Methods and tools.

3.Assessment of health needs at the individual level, family level and community level.

4.Search for valid and scientific sources for their utilization in the context of Health Promotion.

5.Health Promotion in the general population.

6.Health promotion of specific populations, vulnerable groups and high risk groups.

7.Design, implementation and evaluation of health promotion interventions in various population groups in the community.

8.Health promotion in the school environment – European Network of Health Promotion Schools.

9.Community development and empowerment.

10. Vulnerable social groups. Mental Health Promotion.

11.ICTs use and Health Promotion

12. Project presentation

13. Final Evaluation- Feedback

4. LEARNING & TEACHING METHODS - EVALUATION

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

Activity	***Workload/semester***
Lectures/ Seminars	39
Bibliographic research & analysis	35
Team Project	26
Study Creation	50
Total	150=6 ECTS

STUDENT EVALUATION *Description of the evaluation process* *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*	Participation in lectures and seminars is mandatory *The language of evaluation is English and Greek.* • An intermediate progress study Submitted to e-class 20% • Project presentation 30% • A final study Submitted to e-class 50% The evaluation criteria are: • scientific methodology • bibliographic documentation *Instructions can be found by students in the e-class*

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

5. SUGGESTED BIBLIOGRAPHY

1. Richards A. D., Hallber R. I. (2018). Σύνθετες παρεμβάσεις στο χώρο της υγείας. Μία επισκόπηση των μεθόδων έρευνας. Εκδόσεις Δίσιγμα.

2. Cowley S. (2008). Community public health in policy and practice. A sourcebook. Bailliere Tindall Elsevier.

3. Sakellari E., Notara V., Lagiou A., Fatkulina, N., Ivanova S., Korhonen J., Kregar Velikonja N., Lalova V., Laaksonen C., Petrova G., Lahti M. (2021). Mental Health and Wellbeing at Schools: Health Promotion in Primary Schools with the Use of Digital Methods. Children, 8: 345.

4. Sakellari E. (2012). Assessment of health needs; the health visiting contribution to public health. International Journal of Caring Sciences, 5(1): 19-25.

5. Notara V., Sakellari E. (2013). Health promotion and school health. The Health Visiting role in Greece. International Journal of Caring Sciences, 6(1): 37-43.

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Public Health		
DEPARTMENT	Department of Public and Community Health		
LEVEL OF STUDIES	PG LEVEL 7		
COURSE CODE	4 Mandatory	**SEMESTER**	**A**
COURSE TITLE	Communication Policy in Crisis Management		
COORDINATOR	**KONSTANTINA SKANAVI**		

TEACHING ACTIVITIES *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.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
Seminars , Labs	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	*Scientific Area, Skill Development*
PREREQUISITES:	
TEACHING & EXAMINATION LANGUAGE:	English
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes
General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*

Teamwork *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. *Introduction – Corporate social responsibility*

2. Principles of academic research and Corporate Social Responsibility.

3. Ethics, Values and Corporate Social Responsibility.

4. Corporate responsibility case studies. Environmental crime.

5. Health and Safety of Employees.

6. Project management plan, project life cycle, project operation control.

7. Funding agencies and sources – project tenders, tender forms, network analysis in project management, procurement schedule and resource planning, project cost management, project communication management.

8. Human resource management, selection, training and performance of staff/project team. Project risk management, reasons for project failure and evaluation criteria.

9. Project Management Planning and Funding Assurance – Case Studies Presentation of plans.

10. Business ecosystems – the modern business environments for project implementation (business ecosystems)

11. Management of involved entities (stakeholder)

12. Project presentation

13. Final Evaluation- Feedback

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face, Ms Teams
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Lectures/ Seminars	39
Bibliographic research & analysis	35
Team Project	26
Study Creation	50
Total	150=6 ECTS

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- Atsuji S., (2020) **Unsafety** Disaster Management, Organizational Accidents, and Crisis Sciences for Sustainability, Springer, Japan

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- Alexandra, T., Cannon, T., and Krüger, F. (2018). Uncovering 'community': challenging an elusive concept. *Development and Disaster Related Work Societies* 8: 71.
- Bankoff, G., Frerks, G., and Hilhorst, D. (2007). *Mapping Vulnerability: Disasters, Development and People*. London: Earthscan.
- Burton, I., Kates, R., and White, G. (1993). *Environment as Hazard*, 2e. New York: Guilford Press. Centre for Research on the Epidemiology of Disasters (2018). Economic Losses, Poverty & Disasters 1998–2017. Report produced in conjunction with the United Nations Office for Disaster Risk Reduction.
- Haque, C.E. & Etkin, D. (2012). Dealing with disaster risk and vulnerability: people, community and resilience perspectives. In: *Disaster Risk and Vulnerability: Mitigation Through Mobilizing Communities and Partnerships*, (eds C.E. Haque & D. Etkin), McGill-Queen's University Press. Montreal, Canada, 3–27.
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- Oliver-Smith, A. (2005). Communities after catastrophe. In: *Community Building in the Twenty-First Century* (ed. S.E. Hyland), 25–44. Santa Fe, USA: School of American Research Press.
- Tierney, K. (2014). *The Social Roots of Risk: Producing Disasters, Promoting Resilience*. Stanford, USA: Stanford University Press.
- United Nations (2015). Sendai Framework for Disaster Risk Reduction 2015–2030. Available: https://www.unisdr.org/we/inform/publications/43291.
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- Begg, C., Ueberham, M., Masson, T., and Kuhlicke, C. (2016). Interactions between citizen responsibilization, flood experience and household resilience: insights from the 2013 flood in Germany. *International Journal of Water Resources Development* 33 (4): 591–608.
- Choi, S.O. and Brower, R.S. (2006). When practice matters more than government plans a network

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Public Health		
DEPARTMENT	Department of Public and Community Health		
LEVEL OF STUDIES	PG LEVEL 7		
COURSE CODE	5 Mandatory	**SEMESTER**	**A**
COURSE TITLE	Project Management Communication Plan and Securing Funding		
COORDINATOR	**IOANNIS PAPADAS**		

TEACHING ACTIVITIES *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.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
Seminars , Labs	3	6
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PREREQUISITES:	
TEACHING & EXAMINATION LANGUAGE:	English
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

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

- *To approach the design, presentation and implementation of projects related to environmental communication and health promotion in an interdisciplinary manner and based on modern, international practices, through the synthesis of 3 complementary perspectives/thematic fields:*

Corporate social responsibility
Project management
Business environment management for the sustainability of project results.

• Understand the project life cycle.
• Know the basic dimensions of project risk management, human resources, and stakeholders.
• To know the dynamics of investment and project management.

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
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 – Corporate social responsibility

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9. Project Management Planning and Funding Assurance – Case Studies Presentation of plans.

10. Business ecosystems – the modern business environments of project implementation (business ecosystems)

11. Stakeholder management - Project management and business sustainability. *12. Project presentation* *13. Final Evaluation - Feedback*

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face, Ms Teams
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Eclass. Ppt email Ms Teams
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Activity	***Workload/semester***
Lectures/ Seminars	39
Bibliographic research & analysis	35
Team Project	26
Study Creation	50
Total	150=6 ECTS

STUDENT EVALUATION *Description of the evaluation process* *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,*	Participation in lectures and seminars is mandatory *The language of evaluation is English and Greek.* • An intermediate progress study Submitted to e-class 20% • Project presentation 30% • A final study Submitted to e-class 50% The evaluation criteria are: • scientific methodology • bibliographic documentation

Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	*Instructions can be found by students in the e-class*

5. SUGGESTED BIBLIOGRAPHY

Bithas, G., Kutsikos, K., Warr, A., & Sakas, D. (2018). Managing Transformation within Service Systems Networks: A System Viability Approach. *Systems Research and Behavioral Science*, *35*(4), 469-484.

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Evangelinos, K., Fotiadis, S., Skouloudis, A., (...), Nikolaou, I., Lundy, S. (2018) Occupational health and safety disclosures in sustainability reports: An overview of trends among corporate leaders Corporate Social Responsibility and Environmental Management, 25(5), pp. 961-970

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Vargo, S. L., & Lusch, R. F. (2017). Service-dominant logic 2025. *International Journal of Research in Marketing*, *34*(1), 46–67.

Wen, Q., & Qiang, M. (2019). Project managers' competences in managing project closing. *Project Management Journal*, *50*(3), 361-375.

B' Semester

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Public Health		
DEPARTMENT	Department of Public and Community Health		
LEVEL OF STUDIES	PG LEVEL 7		
COURSE CODE	1 Mandatory	**SEMESTER**	**B**
COURSE TITLE	Health and Environmental Communication Strategies		
COORDINATOR	**KONSTANTINA SKANAVI**		

TEACHING ACTIVITIES *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.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
Seminars , Labs	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	*Scientific Area, Skill Development*
PREREQUISITES:	
TEACHING & EXAMINATION LANGUAGE:	English
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

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

Name the desirable general skills upon successful completion of the module

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

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.*
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

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

Activity	***Workload/semester***
Lectures/ Seminars	39
Bibliographic research & analysis	35
Team Project	26
Study Creation	50
Total	150=6 ECTS

STUDENT EVALUATION *Description of the evaluation process* *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*	Participation in lectures and seminars is mandatory *The language of evaluation is English and Greek.* • An intermediate progress study Submitted to e-class 20% • Project presentation 30% • A final study Submitted to e-class 50% The evaluation criteria are: • scientific methodology • bibliographic documentation *Instructions can be found by students in the e-class*

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

5. SUGGESTED BIBLIOGRAPHY

1. Τσαμπούκου-Σκαναβή Κ., (2004), Περιβάλλον και Επικοινωνία: Δικαίωμα στην επιλογή, *Καλειδοσκόπιο, ΑΘΗΝΑ.*
2. Parvanta, F.,C., & Bauerle Bass, S., (2020), Health Communication: Strategies and Skills for a New Era, HEALTH FOUNDATIONS, Jones & Bartlett Learning, LLC

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Public Health		
DEPARTMENT	Department of Public and Community Health		
LEVEL OF STUDIES	PG LEVEL 7		
COURSE CODE	2 Mandatory	**SEMESTER**	**B**
COURSE TITLE	Behavior Change Communication: Individuals and Communities		
COORDINATOR	**ANASTASIA BARBOUNI**		

TEACHING ACTIVITIES *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.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
Seminars , Labs	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	*Scientific Area, Skill Development*
PREREQUISITES:	
TEACHING & EXAMINATION LANGUAGE:	English
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	

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 *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* *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

14. *Attitudes configuration*

15. *Attitudes modification process.*

16. *Prevention of health behaviors. Attributions theory. Danger perception. Self-effectiveness.*

17. *Motivation theory and self identification theory.*

18. *Behavior modification model*

19. *Social-cognitive models*

20. *Protection motivation theory*

21. ***Theory of Planned Behaviour -theory of reason action .***

22. *Communication- verbal, no verbal-empathy- emotional quality-presentation skills.*

23. *Cognitive behavior therapy and cognitive behavioral intervention for behavioral modification.*

24. *Personality disorders*

25. *Studies presentation-Final Evaluation.*

13.Feedback.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face, Ms Teams
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Eclass. Ppt email Ms Teams

<table>
<tr>
<td>TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</td>
<td>
<table>
<tr><th>Activity</th><th>Workload/semester</th></tr>
<tr><td>Lectures/ Seminars</td><td>39</td></tr>
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<tr><td>Study Creation</td><td>50</td></tr>
<tr><td>Total</td><td>150=6 ECTS</td></tr>
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<tr>
<td>STUDENT EVALUATION
Description of the evaluation process

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

Please indicate all relevant information about the course assessment and how students are informed</td>
<td>Participation in lectures and seminars is mandatory
The language of evaluation is English and Greek.

• An intermediate progress study Submitted to e-class 20%
• Project presentation 30%
• A final study Submitted to e-class 50%

The evaluation criteria are:
• scientific methodology
• bibliographic documentation

Instructions can be found by students in the e-class</td>
</tr>
</table>

5. SUGGESTED BIBLIOGRAPHY

- Ajzen, I., & Fishbein, M., (2000). Attitudes and the Attitude-Behavior Relation: Reasoned and Automatic Processes, *European Review of Social Psychology*, 11:1, 1-33, DOI: 10.1080/14792779943000116

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- Gordan, M. (2014) 'A Review of B. F. Skinner's "Reinforcement Theory of Motivation"'.
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  Kwasnicka, D., Dombrowski, S.U., White, M., & Sniehotta, F., (2016). Theoretical explanations for maintenance of behaviour change: a systematic review of behaviour theories, *Health Psychology Review*, 10:3, 277-296, DOI: 10.1080/17437199.2016.1151372
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COURSE SYLLABUS

1. GENERAL

FACULTY	PUBLIC HEALTH		
SECTION	PUBLIC AND COMMUNITY HEALTH		
LEVEL OF STUDY	PG LEVEL 7		
COURSE CODE	3 Mandatory	**SEMESTER OF STUDY**	B
COURSE TITLE	HEALTH COMMUNICATION AND MEDIA		
COORDINATOR	**DIMITRIOS LAGGAS**		
INDEPENDENT TEACHING ACTIVITIES in case the credits *are awarded to distinct parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits*		**WEEKLY COURSES**	**CREDITS**
		3	6
COURSE TYPE *Background, General Knowledge, Scientific Area, Skills Development*			
PREREQUISITE COURSES:	NO		
LANGUAGE OF TEACHING AND EXAMINATIONS:	ENGLISH		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE E-PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes

The specific knowledge, skills and competencies of an appropriate level that postgraduate students will acquire upon successful completion of the course will beable to :

- Understand the concept of interaction and communication
- Understand the concept of social learning
- Understand the power of mediation of health communication
- Media representations of people's health

General Competencies

Taking into account the general competencies that the graduate of the postgraduate program must have acquired within the framework of this course;

Search, analyze and synthesize data and information, using the necessary technologies *Adapting to new situations* *Decision-making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Generation of new research ideas*	*Project planning and management* *Demonstrate social, professional and ethical responsibility and sensitivity to communication* issues *Criticism and self-criticism* *Promoting free, creative and inductive thinking*

3. COURSE CONTENT

1. Conceptual approach to communication/evaluation of social attitudes.
2. Qualitative research methodology in the field of health communication.
3. SMEs and decision-making
4. Media as a source of historical narrative
5. SMEs and health
6. Medical research and media
7. The role of health news in people's health
8. Vulnerability, differences
9. Journalism and television audiences
10. Internet communication and fear
11. Media violence
12. Project presentation.
13. Final Evaluation - Feedback

4. TEACHING AND LEARNING METHODS - ASSESSMENT

DELIVERY *METHOD Face to face, Distance learning, etc.*	*Mixed: Face-to-face, Distance learning*	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in Teaching, Laboratory Training, Communication with postgraduate students*	**Eclass.** **Ppt** **Email** **MsTeams**	
TEACHING ORGANIZATION *The method and methods of teaching are described in detail.*	***Activity***	***Semester Workload***

Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography Study & Analysis, Tutorial, Internship (Placement), Clinical Practicing, Art Workshop, Interactive Teaching, Educational visits, Project Writing, Writing a project / assignments, Artistic creation, etc. *The hours of study of the postgraduate student for each learning activity are listed as well as the hours of unguided study so that the total workload at semester level corresponds to ECTS standards*	Lectures/Seminars	39
	Study and analysis of literature	35
	Elaboration of a group project	26
	Write a progress/final paper	50
	Total Course	**150=6 ECTS**
STUDENT EVALUATION *Description of the evaluation process*	Attendance at lectures is mandatory. *The assessment language is Greek and English.* • *An intermediate written assignment – progress* *Submitted to e-class 20%* • *Project* Presentation *30%* • *A final written assignment* *Submitted to e-class 50%* *The evaluation criteria are:* • *The scientific methodology* • *Bibliographic documentation* Instructions can be found in the e-class of the course	

5. RECOMMENDED BIBLIOGRAPHY

1.Dominick, J. (1990). The Dynamics of Mass Communication. New York: McGraw Hill

2.McQuailD. (Ed.). (1972). Sociology of Mass Communications. Harmondsworth: Penguin.

3.McGuire J.W. (1968). Theory of the structure of human thought. In R.P. Abelson et al. (eds) Theory or Cognitive Consistency: a source book. Chicago: Rand McNally.

4.McCombs, M. & Shaw, D. (1972). The agenda-setting function of mass media. Public Opinion Quarterly, 36, 176-185.

5.Lyengar, S. (1991). Is anyone responsible? How television frames political issues. Chicago: University of Chicago Press.

6.Lyengar, S. (2005). Speaking of Values: The Framing of American Politics. The Forum, 3(3)

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9. McQuail, D. (1994). Mass Communication Theory. London: Sage.

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COURSE SYLLABUS

1. GENERAL

FACULTY	PUBLIC HEALTH		
SECTION	PUBLIC AND COMMUNITY HEALTH		
LEVEL OF STUDY	PG LEVEL 7		
COURSE CODE	9 Elective	**SEMESTER OF STUDY**	΄Β
COURSE TITLE	Technology and digital design in health communication		
COORDINATOR	**VENETIA NOTARA**		
INDEPENDENT TEACHING ACTIVITIES in case the credits *are awarded in distinct parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits*		**WEEKLY COURSES**	**CREDITS**
		3	6
COURSE TYPE *Background, General Knowledge, Scientific Area, Skills Development*			
PREREQUISITE COURSES:	NO		
LANGUAGE OF TEACHING AND EXAMINATIONS:	GREEK and ENGLISH		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE E-PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes

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

- improve cognitive abilities, individual skills (self-confidence, social communication), as well as the development of motor skills.
- They build their ideas with alternative ways of expression and favor direct access.
- Understand the concepts and value of communication

General Competencies

Taking into account the general competencies that the graduate of the postgraduate program must have acquired in the context ofthe presentcourse;

Search, analyze and synthesize data and information, using the necessary technologies
Adapting to new situations
Decision-making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Generation of new research ideas
Project planning and management
Respect for the natural environment
Criticism and self-criticism
Promoting free, creative and inductive thinking

3. COURSE CONTENT

1.*Technology and Digital Design*

2.New technologies and means of communication in health

3. Critical Communication Teaching

4.Communication models

5. The Digital World

6. Advantages of using New Technologies and Media in the educational process

7. Integration of New Technologies and Media in the educational process

8. Health Informatics

9. Transmission of messages between transmitter and receiver

10. New technologies and means of expression

11. Digital age and health *12. Project* presentation. *13. Final Evaluation - Feedback.*

4. TEACHING AND LEARNING METHODS - ASSESSMENT

DELIVERY *METHOD Face to face, Distance learning, etc.*	*Mixed: Face-to-face, Distance learning*
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in Teaching, Laboratory Training, Communication with postgraduate students*	**Eclass.** **Ppt** **Email** **MsTeams**
TEACHING ORGANIZATION *The method and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography Study & Analysis, Tutorial, Internship (Placement), Clinical Practicing, Art Workshop, Interactive Teaching, Educational visits, Project Writing, Assignment / Assignment Writing, Artistic creation, etc.* *The hours of study of the postgraduate student for each learning activity are listed as well as the hours of unguided study so that the total workload at semester level corresponds to ECTS standards*	

Activity	*Semester Workload*
Lectures/Seminars	39
Study and analysis of literature	35
Elaboration of a group project	26
Writinga progress/final paper	50
Total Course	**150=6 ECTS**

STUDENT EVALUATION *Description of the evaluation process*	Attendance at lectures is mandatory. *The assessment language is Greek and English.* • *An intermediate written assignment – progress* *Submitted to e-class 20%*

	• *Παρουσίαση Project 30%* • *A final written assignment Submitted to e-class 50%* *The evaluation criteria are:* • *The scientific methodology* • *Bibliographic documentation* Instructions can be found in the e-class of the course

5. SUGGESTED BIBLIOGRAPHY

Zogopoulos E. (2001), ''New technologies and means of communication in the educational process''. Keyarithm.

Zogopoulos E. (2005), ''The World of Informatics''. Keyarithm.

Kaimaki V. (1997), ''Two-way communication of printed media and Internet''. Papasotiriou.

Kossyvaki F. (1997), ''Critical Communication Teaching''. Gutenberg.

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McQuail N., Vidal S., (2000), ''Communication models''. Kastaniotis.

Matsangouras I. (2004), ''Group collaborative teaching and learning''.Grigoris.

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Posman P. (1997), ''Technopoleio.Subordination of culture to Technology''.Kataniotis.

Postik M. (1995), ''The educational relationship''. Gutemberg.

Frymier B.A., Houser M.L., (2000), ’’The teacher-student relationship as an interpersonal relationship’’. Communication Education, 49.

Hofstede G. (1996), ’’Cultures and Organzations:Software of the Mind:Intercultural Cooperation and its Importance for Survival’’. McGraw-Hill.

McComps B., Vakili D., (2005), ’’A learner-centered framework for E-learning’’. Teachers College Record Volume 107.

McCrosky C.J., Richmond P.V. Bennett E.V.,(2006) , ’’The relationships of student end-of-class motivation with teacher communication behaviors and instructional outcomes’’, Communication Education Vol.55, No 4.

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Public Health		
DEPARTMENT	Department of Public and Community Health		
LEVEL OF STUDIES	PG LEVEL 7		
COURSE CODE	10 Elective	**SEMESTER**	**B**
COURSE TITLE	Ecotherapy: From theory to practice		
COORDINATOR	**IOANNIS SKIADAS**		

TEACHING ACTIVITIES *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.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
Seminars , Labs	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	*Scientific Area, Skill Development*
PREREQUISITES:	
TEACHING & EXAMINATION LANGUAGE:	English
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

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

- *Understand the basic principles of ecotherapy.*

• 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 crisis, epidemic and chronic disease management .

• Understanding the relationship between finances and ecotherapy

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* *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

5. Ecotherapy Levels. Multiple populations, multiple treatments, multiple methods of connection and communication with nature (environment). Cardiovascular diseases, mental mood and environmental problems: the most frequent and more substantial issues to deal with.

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 people deal with crises, epidemics and chronic diseases.

8. Experiential and existential dimensions in the restoration of the environment and the human in ecotherapy.

9. The environment as an educational model. Adopting living standards for conservation health and disease prevention. 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. Project presentation 13. Final Evaluation- Feedback

4. LEARNING & TEACHING METHODS - EVALUATION

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

Activity	***Workload/semester***
Lectures/ Seminars	39
Bibliographic research & analysis	35
Team Project	26
Study Creation	50
Total	150=6 ECTS

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or*	Participation in lectures and seminars is mandatory *The language of evaluation is English and Greek.* • An intermediate progress study Submitted to e-class 20%

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 *Please indicate all relevant information about the course assessment and how students are informed*	• Project presentation 30% • A final study Submitted to e-class 50% The evaluation criteria are: • scientific methodology • bibliographic documentation *Instructions can be found by students in the e-class*

5. SUGGESTED BIBLIOGRAPHY

- Summers, J. K., & Vivian, D. N. (2018). Ecotherapy–A forgotten ecosystem service: A review. *Frontiers in psychology*, *9*, 1389.
- Kras, N. (2021). Exploring the benefits of ecotherapy-based activities at an urban community college. *Community College Journal of Research and Practice*, *45*(2), 117-123.
- Burls, A. (2007). People and green spaces: promoting public health and mental well-being through ecotherapy. *Journal of public mental health*.
- Wilson, N., Ross, M., Lafferty, K., & Jones, R. (2009). A review of ecotherapy as an adjunct form of treatment for those who use mental health services. *Journal of Public Mental Health*, *7*(3), 23-35.
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- Farmer, P. (2014). Ecotherapy for mental health. *Journal of Holistic Healthcare*, *11*(1).
- Kahveci, H., & Göker, P. (2019). Mental health and wellbeing; Ecotherapy. In *SETSCI: Conference Proceedings* (Vol. 3, pp. 308-311).
- Phelps, C., Butler, C., Cousins, A., & Hughes, C. (2015). Sowing the seeds or failing to blossom? A feasibility study of a simple ecotherapy-based intervention in women affected by breast cancer. *ecancermedicalscience*, *9*.
- Chalquist, C. (2009). A look at the ecotherapy research evidence. *Ecopsychology*, *1*(2), 64-74.
- Clare, S., & Tudor, K. (2023). Ecotherapy Practice: Perceived Obstacles and Solutions. *Transactional Analysis Journal*, *53*(1), 21-37.
- Kalashnikova, I. V., Gontar, O. B., Zhirov, V. K., & Kalashnikov, A. O. (2016). Integrated animal-assisted and plant-assisted ecotherapy for preschool children with speech disturbances: a program for the Arctic. *Ecopsychology*, *8*(2), 79-88.
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- Asah, S. T., Bengston, D. N., Westphal, L. M., & Gowan, C. H. (2018). Mechanisms of children's exposure to nature: Predicting adulthood environmental citizenship and commitment to nature-based activities. Environment and Behavior, 50(7), 807-836.
- Keniger, L. E., Gaston, K. J., Irvine, K. N., & Fuller, R. A. (2013). What are the benefits of interacting with nature?. *International journal of environmental research and public health*, *10*(3), 913-935.
- Chawla, L. (2015). Benefits of nature contact for children. *Journal of planning literature*, 30(4), 433-452.

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Public Health		
DEPARTMENT	Department of Public and Community Health		
LEVEL OF STUDIES	PG LEVEL 7		
COURSE CODE	11 Elective	**SEMESTER**	**B**
COURSE TITLE	Intercultural Communication in the field of environmental health		
COORDINATOR	ANDROMACHI MPOUNA		

TEACHING ACTIVITIES *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.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
Seminars , Labs	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	*Scientific Area, Skill Development*
PREREQUISITES:	
TEACHING & EXAMINATION LANGUAGE:	English-Greek
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

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

- *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

Name the desirable general skills upon successful completion of the module

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

3. COURSE CONTENT

1.*The new environment*

2. Social transformations

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

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face, Ms Teams
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Eclass. Ppt email Ms Teams
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Please indicate all relevant information about the course assessment and how students are informed	*Instructions can be found by students in the e-class*

5. SUGGESTED BIBLIOGRAPHY

Asante, M. K., Miike, Y. & Yin, J. (Eds.), (2014). The global intercultural communication reader (2nd ed.). New York: Routledge.

Nieto, S. (2006). Solidarity, courage and heart: what teacher educators can learn from a new generation of teachers. Intercultural Education, 17, 457-473

Joyner, B. E., & Payne, D. (2002). Evolution and implementation: A study of values, business ethics and corporate social responsibility. *journal of Business Ethics*, *41*, 297-311.

Wan-Jan, W. S. (2006). Defining corporate social responsibility. *Journal of Public Affairs: An International Journal*, *6*(3-4), 176-184.

Teja, A. (2017). Indonesian FinTech business: New innovations or foster and collaborate in business ecosystems?. *The Asian Journal of Technology Management*, *10*(1), 10

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. Alternatively, it is possible to practice in areas with a subject related to the academic subject of the Master's and for the postgraduate student to submit a technical report in accordance with the academic specifications of a thesis.

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.

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 greaters.

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 the examination-presentation of the Master's Thesis takes place in September. In this case, the postgraduate student 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 postgraduate student will not be awarded a Master's degree.