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Study Guide

Master's Programme

“Strategies of Developmental and Adolescent Health ”

School of Medicine, NKUA

Academic Year 2025–2026

MSc Programme

“Strategies of Developmental and Adolescent Health”

The MSc Programme in Strategies of Developmental and Adolescent Health of the Department of the School of Medicine, National and Kapodistrian University of Athens (NKUA) has been operating since the academic year 2017–2018.

The programme has a duration of two (2) years and leads to the award of a Master's Degree (MSc) in Strategies of Developmental and Adolescent Health, with the following specializations:

SPECIALIZATIONS

The MSc Programme in Strategies of Developmental and Adolescent Health awards a Master's Degree (MSc) in the following specializations:

1. Developmental and adolescent health – development of health services for children and adolescents
2. Education – psychosocial health and development of services for children and adolescents

OBJECTIVE – PURPOSE

The aim of the MSc Programme in Strategies of Developmental and Adolescent Health is to provide high-level postgraduate education to health professionals and other specialists working with children and adolescents, equipping them with the necessary knowledge and skills to respond appropriately in their professional practice.

The MSc Programme in Strategies of Developmental and Adolescent Health holds particular significance, as its curriculum covers key developmental milestones from early childhood through adulthood, as well as expected behaviors, variations, and deviations (Developmental and Behavioral Health). Students are exposed to conditions that are often overlooked and go undiagnosed due to their diversity and atypical presentation, as



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well as the limited training and awareness of professionals. The role of the environment (family, preschool, school, peers) in shaping a child's or adolescent's personality, the emergence of symptoms, and the management of difficulties will be discussed. The aim is to understand how to approach young children and adolescents, as well as patients more broadly, as a psychosomatic whole.

The World Health Organization (WHO) prioritizes the care of children, adolescents, and youth, identifying these age groups as critical for reducing adult morbidity in the future. In Greece, the Adolescent Health Unit (M.E.Y.), 2nd Pediatric Clinic, University of Athens, Children's Hospital "A. & P. Kyriakou," is a pioneering structure and, in collaboration with WHO, serves the needs of preadolescents and adolescents from across the country seeking specialized, holistic assessment and management of issues encountered during these critical developmental stages. In April 2018, WHO awarded the M.E.Y. the distinction of Good Practice, based on international standards established for the functioning of services addressing preadolescents and adolescents.

The national needs are significant, and there is a clear gap regarding staffing of structures that provide evidence-based and interdisciplinary care for children's and adolescents' development. Furthermore, facilities providing such care require health professionals with expertise in the relevant field, such as physicians, nurses, health visitors, mental health specialists, social workers, occupational therapists, special educators, and others.

STRUCTURE OF THE MSc PROGRAMME

The MSc Programme begins in the autumn semester of each academic year. In cases where it is not possible to start in the autumn semester, the start may be moved to the spring semester by decision of the Assembly of the Medical School.

To obtain the MSc degree, a total of:

- one hundred twenty (120) ECTS credits are required for the specialization: Developmental and Adolescent Medicine and Development of Health Services for Children and Adolescents, and
- one hundred twenty (120) ECTS credits for the specialization: Education – Psychosocial Health and Development of Services for Children and Adolescents.

During their studies, postgraduate students are required to attend and successfully complete MSc courses, engage in research activities and scientific writing, and complete a postgraduate thesis.

Course instruction is delivered in person, with up to 35% of courses conducted via distance learning tools.

Courses are organized by semester, take place on a weekly basis, and are taught in Greek.

GENERAL DESCRIPTION OF THE PROGRAMME – OBJECTIVE AND PURPOSE

The purpose of the MSc Programme «Strategies of Developmental and Adolescent Health» is to provide high-level postgraduate education in the scientific field of Strategies of Developmental and Adolescent Health. The postgraduate degree is awarded by the Medical School of the National and Kapodistrian University of Athens (NKUA). The MSc leads to the award of a Master's Degree in Strategies of Developmental and Adolescent Health upon full and successful completion of the programme of studies in the following specializations:



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1. Developmental Adolescent Medicine and Development of Health Services for children and adolescents – 120 ECTS
2. Education – Psychosocial Health and Development of Services for Children and Adolescents – 120 ECT

The degrees are conferred by the Medical School of the National and Kapodistrian University of Athens.

Graduates of the MSc Programme will be able to:

1. Possess theoretical knowledge about the characteristics and specificities of childhood and adolescence.
2. Have expertise in facilitating the adaptation of children and adolescents to the school environment.
3. Approach children and adolescents scientifically and holistically, offering effective support during these critical stages of life.
4. Support, organize, and coordinate services in the field of developmental and adolescent health.
5. Evaluate the level and quality of services provided to children and adolescents within group or institutional settings.
6. Possess effective communication skills with children, adolescents, and their families to ensure the best possible handling of issues with understanding and cooperation.
7. Successfully manage professional challenges, frustrations, and the psychological demands of their work.
8. Continuously seek new ways to improve the services they provide on a scientific level.
9. Contribute to the education and support of specific age groups and their families, aiming at the prevention of health problems.
10. Act autonomously and demonstrate originality in solving scientific problems.
11. Collaborate within interdisciplinary teams and exchange ideas to produce new knowledge.
12. Design intervention programmes considering the specific characteristics of age groups.
13. Act independently at a professional level.
14. Possess knowledge and skills in scientific research, allowing them to produce scientific work, critically assess its quality, and apply its findings.
15. Study the Greek context and analyze issues with an understanding of the particularities of Greek society and the factors that influence them.
16. Argue clearly and accurately in written and oral communication and write academic papers with structured content.
17. Actively participate in research in the emerging field of developmental and adolescent health, as well as in school psychology.
18. Develop skills to apply theories and research methods to conduct and advance their own research.

GOVERNANCE & COMMITTEES

Competent Authorities for the Operation of the MSc Programme according to Law 4957/2022

At the University Level:

The competent authorities are the Postgraduate Studies Committee and the Senate.

At the School of Medicine, NKUA Level:

The competent authorities are:



1. The Assembly of the School of Medicine, NKUA

The Assembly's responsibilities include:

- a) Submitting proposals to the Senate, through the Postgraduate Studies Committee, regarding the necessity for establishing or modifying MSc programmes, as well as extending the duration of an MSc programme.
- b) Appointing the Director and the members of the Coordinating Committee of each MSc programme at the School of Medicine.
- c) Nominating representatives for the appointment of Programme Committees of Joint MSc Programmes in which the School of Medicine participates.
- d) Establishing committees to evaluate applications of prospective postgraduate students and approving their registration in the MSc programme.
- e) Assigning teaching duties among the MSc faculty and, if appropriate, assigning auxiliary teaching tasks in the MSc programme to PhD candidates of the School of Medicine under the supervision of an MSc faculty member.
- f) Establishing examination committees for the evaluation of postgraduate students' theses and appointing supervisors for each thesis.
- g) Certifying the successful completion of studies and awarding the Master's Degree.
- h) Approving the MSc programme's annual report, following recommendations from the Coordinating Committee (C.C.).
- i) Assigning MSc students to conduct auxiliary teaching in undergraduate programmes of the School of Medicine.
- j) Exercising any other legally assigned responsibilities.

By decision of the School of Medicine Assembly, the responsibilities under points (d) and (f) may be delegated to the MSc Coordinating Committee.

2. The Coordinating Committee (C.C.)

The C.C. consists of the Director of the MSc programme and four (4) faculty members of the School of Medicine, including full professors or associate professors, whose academic expertise is related to the MSc programme and who contribute to its teaching. Members of the C.C. are appointed by decision of the School of Medicine Assembly.

The C.C. is responsible for monitoring and coordinating the operation of the programme, and in particular:

- a) Preparing the initial annual budget of the MSc programme and any subsequent modifications (if the programme has its own resources) and submitting it for approval to the Research Committee of the Special Account for Research Funds (ELKE).
- b) Preparing the programme's annual report and submitting it to the School of Medicine Assembly for approval.
- c) Approving the expenditure of the MSc programme.



- d) Approving the award of scholarships, remunerated or non-remunerated, in accordance with the programme's founding decision and the Regulations of Postgraduate and Doctoral Studies.
- e) Recommending the allocation and assignment of teaching duties to the School Assembly.
- f) Proposing the invitation of Visiting Professors to cover MSc teaching needs.
- g) Drafting proposals for modifications to the curriculum and submitting them to the School Assembly.
- h) Recommending to the Assembly the redistribution of courses among academic semesters and addressing issues related to the quality enhancement of the MSc programme.

3. The Director of the MSc Programme

The Director is selected from the faculty of the School of Medicine, preferably at the rank of Professor or Associate Professor, and appointed by the School Assembly for a two-year term, renewable without limitation.

The Director's responsibilities include:

- a) Chairing the Coordinating Committee, preparing the agenda, and convening its meetings.
- b) Submitting proposals regarding the organization and operation of the MSc programme to the School Assembly.
- c) Submitting recommendations to the C.C. and other university bodies regarding the effective operation of the MSc programme.
- d) Acting as the Scientific Coordinator of the programme and exercising related responsibilities.
- e) Monitoring the implementation of decisions of the MSc governing bodies and of the Internal Regulations of Postgraduate and Doctoral Programmes, as well as overseeing budget execution.
- f) Exercising any other responsibilities specified in the MSc founding decision.

Neither the Director nor the members of the C.C. are entitled to any remuneration or compensation for performing these duties, which are part of their official responsibilities.

Administrative Support for the MSc Programme

- a) The School of Medicine Secretariat is responsible for the administrative and secretarial support of the MSc programme.
- b) The MSc programme may have its own resources and may hire external collaborators for administrative and secretarial support in accordance with current legislation, who remain under the supervision of the School Secretariat.

CATEGORIES AND NUMBER OF ADMISSIONS – ADMISSION PROCEDURE

The MSc Programme «Strategies of Developmental and Adolescent Health» accepts graduates of Universities or Technological Educational Institutes (TEI) in relevant fields of study (Departments of Health Sciences, Psychology, as well as other Humanities, Educational, Social, Economic, and Political Sciences) from Greece or corresponding Departments of recognized equivalent institutions abroad.



The MSc Programme «Strategies of Developmental and Adolescent Health» admits thirty-five (35) students per academic year and is planned to engage approximately seventy (70) instructors, with at least 60% from the Medical School of NKUA and 40% from Universities and Research Centers in Greece and abroad.

This corresponds to one (1) instructor per one (1) student.

It is noted that the maximum number of postgraduate students in the MSc Programmes of the Medical School is approximately 3,190 per year, in relation to roughly 2,157 undergraduate students per year and 572 faculty members of the Medical School of NKUA.

The above figures are approximate and reflect the data at the time of drafting the Regulations. In addition to the regular admissions, one (1) member from the categories E.E.P., E.D.I.P., and E.T.E.P. may be admitted per year, provided their work at the Institution is relevant to the field of study of the MSc Programme. IKY fellows and foreign fellows funded by the Greek State, in the same or a related field to that of the MSc Programme, are admitted without examinations.

ADMISSION PROCEDURES AND REGULATIONS

The selection of students is conducted in accordance with current legislation, the University's Regulations for Postgraduate and Doctoral Studies, and the provisions of the present Regulation. Annually, during the month of May, following a formal resolution by the General Assembly of the NKUA Medical School, a Call for Applications is issued and published on the official websites of both the MSc Program and the Institution. Applications, accompanied by the requisite supporting documentation, must be submitted to the MSc Secretariat within the designated timeframe specified in the Call, which may be extended by decision of the Medical School General Assembly. The General Assembly delegates the selection process to the Steering Committee (S.C.). Candidates are required to submit the following:

1. Formal Application Form
2. Detailed Curriculum Vitae (CV)
3. Certified Copy of Degree or an official Certificate of Completion of Studies
4. Scientific Publications in peer-reviewed journals (where applicable)
5. Documentation of professional or research experience (where applicable)
6. Valid National Identity Card (copy of both sides)
7. Two (2) Letters of Recommendation
8. English Language Proficiency Certificate: Minimum requirement of Independent User (B2 level)
9. Recognition of Academic Titles from Foreign Institutions (where applicable)

For candidates with degrees from foreign institutions who have not obtained a recognition certificate from D.O.A.T.A.P., a specialized committee verifies the status of the institution through the National Registry of Foreign Institutions. Pursuant to Article 307 of Law 4957/2022, if the institution is recognized, the candidate must submit a "Place of Study" certificate issued and sent by the foreign university. Degrees are not recognized if any part of the studies was conducted within Greek territory, unless it took place at a public Higher Education Institution. Candidates are evaluated based on a weighted scoring system:

- Undergraduate Degree Grade: 20%
- Certified English Language Proficiency: 15%



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- Scientific Publications and/or Research Papers: 10%
- Participation in relevant Conferences, Seminars, or Vocational Training: 5%
- Professional or Teaching Experience: 15%
- Letters of Recommendation: 10% Oral Interview: 25%

Following the ranking by the Admissions Committee, the Steering Committee compiles the final evaluation table for ratification by the General Assembly. Successful candidates are required to complete their registration within seven (7) days of the decision. In the event of a ranking tie, candidates are admitted as supernumeraries, provided they do not exceed 10% of the maximum intake capacity. Should a successful candidate fail to enroll, the position is offered to the next runner-up in the approved ranking list. Formal appeals regarding the selection process may be lodged within seven (7) working days from the announcement of the results.

DURATION OF STUDIES

The prescribed duration for the completion of the Postgraduate Program (MSc) leading to the Master of Science degree is defined as four (4) academic semesters, which includes the time required for the preparation and submission of the Master's Thesis. The maximum allowable time for the completion of studies is set at six (6) academic semesters for proven and significant reasons, following a formal application by the postgraduate student to the Steering Committee and a subsequent decision by the Assembly of the Medical School. Postgraduate students may submit a reasoned request for a suspension of studies due to documented serious reasons; this suspension may be granted only once and cannot exceed two (2) academic semesters in duration, nor can it be less than one (1) semester. Authorization for such leave is granted by decision of the Medical School Assembly following a recommendation by the Steering Committee, while semesters under suspension of student status are not counted towards the prescribed maximum duration of regular study.

At least two weeks prior to the expiration of the suspension period, the student is required to re-enroll in the program to resume their studies with the full rights and obligations of an active student. Students may request to terminate their suspension and return to the Program only in cases where they had initially applied for a suspension of two consecutive academic semesters. The application for the termination of the suspension must be submitted no later than two weeks before the commencement of the second semester of the suspension period. The duration of suspension or any extension of study time is evaluated and approved on a case-by-case basis by the Steering Committee, which then submits its recommendation to the Medical School Assembly.

MSC INFRASTRUCTURE

For the effective operation of the MSc, teaching and seminar rooms, lecture halls equipped with audiovisual equipment, and laboratories of the NKUA Medical School will be utilized. Most theoretical courses will take place in the "Dionysios Varonos" and "Georgios Ioakeimoglou" rooms, located at the Laboratory of Pharmacology, Building 16, 1st floor of the Medical School of the National and Kapodistrian University of Athens. Clinical practice/observation may take place at affiliated entities (e.g., the Adolescent Health Unit (A.H.U.) of the 2nd Department of Pediatrics of the University of Athens at the "Panagiotis & Aglaia Kyriakou" Children's Hospital, the Developmental Pediatric Unit of the same Department, the Department of



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Pediatric and Adolescent Endocrinology – Growth and Development Clinic of the "Panagiotis & Aglaia Kyriakou" Children's Hospital, etc.).

Clinical practice/observation, as well as the Master's Thesis, may also be conducted at the facilities of public or private affiliated departments and centers, either domestically or abroad, that possess the appropriate specialized scientific personnel, the required technical infrastructure, and expertise, following the approval of the Steering Committee.

PROGRAM OF STUDIES

The MSc program commences in the winter semester of each academic year. In the event that commencement in the winter semester is not feasible, it may be transferred to the spring semester by decision of the Medical School Assembly.

For the award of the Master of Science (MSc) degree, a total of one hundred and twenty (120) credits (ECTS) are required for the Specialization: "Developmental Adolescent Medicine and Development of Health Services for children and adolescents," and one hundred and twenty (120) ECTS for the Specialization: "Education-Psychosocial Health and Development of Services for Children and Adolescents".

The language of instruction and the writing of the Master's Thesis is Greek. During their studies, postgraduate students are required to attend and successfully complete postgraduate courses, engage in research activities, author scientific papers, and conduct a Master's Thesis. The preparation of the thesis takes place during the 4th semester of study and is credited with thirty (30) ECTS. Instruction is conducted through in-person teaching as well as distance learning methods, in accordance with current legislation

A. Curriculum per Specialization

Specialization: Developmental Adolescent Medicine and Development of Health Services for Children and Adolescents

1st Semester		
Compulsory Courses	Instruction Hours/Week	ECTS
Basic Principles of Public Health I	4	8
Child and Adolescent Development and Behavior	4	7
Basic Principles of Epidemiology and Research Methodology	4	8
Children, Adolescents and Media - Internet	4	7
Total	16	30
2nd Semester		



Compulsory Courses	Instruction Hours/Week	ECTS
Basic Principles of Public Health II	4	8
Child and Adolescent Developmental Science	4	7
Child and Adolescent Mental Health	4	8
Social Sciences and Health	4	7
Total	16	30
3rd Semester		
Compulsory Courses	Instruction Hours/Week	ECTS
Developmental and Adolescent Medicine	4	8
Communication and Development of Health Services for Children and Adolescents	4	7
Internship	8	15
Total	16	30
4th Semester		
Compulsory Courses	Instruction Hours/Week	ECTS
Health Development Strategies for Children and Adolescents – Interventions/Research	4	6
Master's Thesis		24
Total		30

Specialization: Education – Psychosocial Health and Development of Services for Children and Adolescents

1st Semester		
Compulsory Courses	Instruction Hours/Week	ECTS
Basic Principles of Public Health I	4	8
Child and Adolescent Development and Behavior	4	7
Basic Principles of Epidemiology and Research Methodology	4	8
Children, Adolescents and Media - Internet	4	7
Total	16	30
2nd Semester		
Compulsory Courses	Instruction Hours/Week	ECTS
Basic Principles of Public Health II	4	8
Child and Adolescent Developmental Science	4	7



Child and Adolescent Mental Health	4	8
Social Sciences and Health	4	7
Total	16	30
3rd Semester		
Compulsory Courses	Instruction Hours/Week	ECT S
Educational Psychology and Child and Adolescent Psychosocial Health	4	8
Communication and Development of Prevention and Intervention Services for Children and Adolescents in Educational Settings	4	7
Internship	8	15
Total	16	30
4th Semester		
Compulsory Courses	Instruction Hours/Week	ECT S
Health Development Strategies for Children and Adolescents – Interventions/Research	4	6
Master's Thesis		24
Total		30

B. Course Descriptions

Specialization: Developmental Adolescent Medicine and Development of Health Services for Children and Adolescents, according to WHO guidelines

1st Semester – Course Descriptions

Basic Principles of Public Health I

This course examines the Basic Principles of Public Health concerning children and adolescents according to the World Health Organization (WHO), the health status of the Greek population, the role of Prevention and Health Education, and specific prevention issues during childhood and adolescence, including high-risk and addictive behaviors. The course also describes and teaches the operation of "youth friendly" services as defined by the WHO, as well as Social and Emotional Empowerment (SEE) / Life Skills (LS) protocols according to the CASEL framework, applicable across all professional specialties.



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Child and Adolescent Development and Behavior

The course syllabus covers child and adolescent development, psychological and educational assessment, physiological growth, and the nutritional needs of children and adolescents. It addresses body image during adolescence, eating disorders, growth and puberty disorders, overweight and obesity in childhood and adolescence, as well as developmental issues related to psychodermatology, genetics, and epigenetics. Furthermore, it covers the specificities of children and adolescents with cancer and the concept of transition. The course also explores issues regarding psycho-educational interventions for managing behavioral difficulties and psychosocial adjustment of children and adolescents within the school and family context.

Basic Principles of Epidemiology and Research Methodology

This course explores scientific research methodology (quantitative and qualitative methods) and covers types of epidemiological studies, epidemiological indicators, and statistical measures. Topics include bibliographic databases, descriptive epidemiological studies, case-control studies, prospective studies, the concept of systematic errors, and general principles of clinical trial design. Additionally, the course covers basic types of statistical analysis (parametric methods and multivariate analysis), clinical epidemiology, systematic reviews, and meta-analysis.

Children, Adolescents and Media - Internet

In this course, students are taught the concept of the Digital Citizen in the context of technology use, Creative Internet in Education and Culture, and internet addiction. It examines social networks during childhood and adolescence, High-Risk Online Behaviors, and the legal issues surrounding them. Finally, the course addresses the relationship between the Internet and sexuality, as well as parental education regarding high-risk online behaviors.

2nd Semester – Course Descriptions

Basic Principles of Public Health II

The course syllabus includes the examination of public health issues concerning children and adolescents, the role of Prevention and Health Education, the HIV epidemic in pediatric and adolescent populations, adolescent pregnancy and contraception options, as well as new trends in vaccinations and sexually transmitted diseases. The operation of "youth friendly" services according to the WHO, and the Social and Emotional Empowerment (SEE) / Life Skills (LS) protocols according to the CASEL tool, are taught interactively (through role plays, quizzes, simulation of conditions, etc.) across all specialties.



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Child and Adolescent Developmental Science

This course examines the fundamental principles of developmental science and developmental psychology, as well as typical psychosomatic development. It focuses on the assessment and management of learning difficulties, the evaluation of cognitive functions in children and adolescents, and psychosocial adjustment in general and special education school units. Simultaneously, the course covers developmental delay, specific learning disabilities, speech delay, language disorders, behavioral disorders, autism spectrum disorders, attention deficit hyperactivity disorder (ADHD), intellectual disability, the gifted child and adolescent, motor skill disorders, developmental issues in premature infants, and developmental problems in children and adolescents with chronic illnesses. Issues regarding counseling and vocational guidance within inclusive educational programs and settings are also explored.

Child and Adolescent Mental Health

The course explores the significant impact of stress on child and adolescent development, the function of the human brain, and the reward systems of the brain during childhood and adolescence. Topics include identity formation, personality development, characterological difficulties, anxiety disorders, depressive affect in childhood/adolescence, personality disorders in adolescence, neurodevelopmental disorders, and the investigation of self-destructive, suicidal, and para-suicidal behaviors. It also addresses violence and aggressive behavior, management of loss, parental divorce, and relationship crises. Furthermore, the course examines the school-family connection, including counseling for children and parents (with or without special needs), and dialectical counseling within the school and family context.

Social Sciences and Health

The syllabus covers applications of social and intercultural psychology within the school community. Specifically, it explores concepts of socioeconomic status, the impact of crises on child and adolescent health, the rights of children and adolescents, family dynamics, life skills, leisure time, and vocational orientation. It also addresses social-emotional learning, legal and ethical dilemmas, juvenile delinquency, forms of abuse and neglect, sexual exploitation, trafficking, and specialized issues concerning refugees, migrants, and the homeless.

3rd Semester – Course Descriptions

Developmental and Adolescent Medicine

The course syllabus includes the diagnostic and therapeutic approach specialized to the unique needs of psychosocial evolution, as well as the adolescent age group. It examines growth and development along with their respective disorders, psychosocial and cognitive development, Adolescent Gynecology,



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Pediatric-Adolescent Endocrinology, and Pediatric-Adolescent Dermatology. Additionally, it covers infectious diseases, oncological and hematological issues, Allergology, and Pulmonology.

Communication and Development of Health Services for Children and Adolescents

The course focuses on the development of services that approach the child and adolescent scientifically and holistically, offering substantial support during this period of their lives. The objective is for students to frame, organize, and coordinate developmental and adolescent health services. Emphasis is placed on effective communication skills with both the child/adolescent and their family environment, which often suffers alongside them, to achieve the best possible management of the issue by the services.

Internship

Upon completion of the internship, the objectives for students are:

- To possess specialized knowledge in adapting the child and adolescent age group to the school context.
- To develop techniques for social-emotional empowerment and life skills that strengthen and aid in the attainment of resilience.
- To approach the child, the adolescent, and the family scientifically and holistically, providing essential support during these life periods.
- To frame, organize, and coordinate developmental and adolescent health services according to the WHO "youth friendly" operational guidelines and the Social and Emotional Empowerment (SEE) / Life Skills (LS) protocols, following the CASEL tool across all specialties, in accordance with their theoretical training.
- To evaluate the level and quality of services provided to children and adolescents within the framework of groups and structures.
- To possess effective communication skills with the child, the adolescent, and the family environment, to achieve the best possible management of issues in a spirit of understanding and cooperation.
- To successfully manage the specific professional difficulties, frustrations, and the psychological burden entailed by their vocation.
- To constantly seek new ways to improve the services they offer on a scientific level.
- To contribute to the information and support of these specific age groups and the family, aiming at the prevention of pathogenic conditions.
- To act proactively and demonstrate originality in solving scientific problems.
- To collaborate in interdisciplinary teams and exchange views and ideas for the production of new knowledge.



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- To design intervention programs taking into account the specific characteristics of the respective age groups.
- To act autonomously on a professional level.
- To possess knowledge and skills in scientific research that allow for both the production of scientific work and the critical evaluation of its quality and the utilization of its results.

Within the framework of clinical practice, a model Adolescent Health/Medicine Structure (Δομές εφηβικής υγείας - ΔΟΜ.Ε.Υ.Ι.) is established, which is "youth friendly" according to the World Health Organization (WHO) guidelines. In this structure, Social and Emotional Empowerment (SEE) / Life Skills (LS) protocols will be applied according to the CASEL tool, regardless of specialty.

4th Semester – Course Descriptions

Health Development Strategies for Children and Adolescents – Interventions/Research

This course focuses on development strategies for Interventions and Research concerning childhood and adolescence. The objective is for students to frame, organize, and coordinate relevant programs, to design interventions while taking into account the specific characteristics of the target age group (child or adolescent), and to be familiar with the appropriate tools for evaluating the effectiveness and efficiency of their interventions.

Master's Thesis

The preparation of the Master's Thesis focuses on the application of the knowledge and skills acquired by students regarding scientific methodology and the research process. The theses involve conducting studies appropriate to the specific case, such as descriptive studies, case-control studies, prospective studies, clinical trials, systematic reviews, and meta-analyses.

Specialization: Education – Psychosocial Health and Development of Services for Children and Adolescents

1st Semester – Course Descriptions

Basic Principles of Public Health I

This course examines the Basic Principles of Public Health concerning children and adolescents according to the World Health Organization (WHO), the health status of the Greek population, the role of Prevention



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and Health Education, and specific prevention issues during childhood and adolescence, including high-risk and addictive behaviors. The course also describes and teaches the operation of "youth friendly" services as defined by the WHO, as well as Social and Emotional Empowerment (SEE) / Life Skills (LS) protocols according to the CASEL framework, applicable across all professional specialties.

Child and Adolescent Development and Behavior

The course syllabus covers child and adolescent development, psychological and educational assessment, physiological growth, and the nutritional needs of children and adolescents. It addresses body image during adolescence, eating disorders, growth and puberty disorders, overweight and obesity in childhood and adolescence, as well as developmental issues related to psychodermatology, genetics, and epigenetics. Furthermore, it covers the specificities of children and adolescents with cancer and the concept of transition. The course also explores issues regarding psycho-educational interventions for managing behavioral difficulties and psychosocial adjustment of children and adolescents within the school and family context.

Basic Principles of Epidemiology and Research Methodology

This course explores scientific research methodology (quantitative and qualitative methods) and covers types of epidemiological studies, epidemiological indicators, and statistical measures. Topics include bibliographic databases, descriptive epidemiological studies, case-control studies, prospective studies, the concept of systematic errors, and general principles of clinical trial design. Additionally, the course covers basic types of statistical analysis (parametric methods and multivariate analysis), clinical epidemiology, systematic reviews, and meta-analysis.

Children, Adolescents and Media - Internet

In this course, students are taught the concept of the Digital Citizen in the context of technology use, Creative Internet in Education and Culture, and internet addiction. It examines social networks during childhood and adolescence, High-Risk Online Behaviors, and the legal issues surrounding them. Finally, the course addresses the relationship between the Internet and sexuality, as well as parental education regarding high-risk online behaviors.

2nd Semester – Course Descriptions

Basic Principles of Public Health II

The course syllabus includes the examination of public health issues concerning children and adolescents, the role of Prevention and Health Education, the HIV epidemic in pediatric and adolescent populations,



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adolescent pregnancy and contraception options, as well as new trends in vaccinations and sexually transmitted diseases. The operation of "youth friendly" services according to the WHO, and the Social and Emotional Empowerment (SEE) / Life Skills (LS) protocols according to the CASEL tool, are taught interactively (through role plays, quizzes, simulation of conditions, etc.) across all specialties.

Child and Adolescent Developmental Science

This course examines the fundamental principles of developmental science and developmental psychology, as well as typical psychosomatic development. It focuses on the assessment and management of learning difficulties, the evaluation of cognitive functions in children and adolescents, and psychosocial adjustment in general and special education school units. Simultaneously, the course covers developmental delay, specific learning disabilities, speech delay, language disorders, behavioral disorders, autism spectrum disorders, attention deficit hyperactivity disorder (ADHD), intellectual disability, the gifted child and adolescent, motor skill disorders, developmental issues in premature infants, and developmental problems in children and adolescents with chronic illnesses. Issues regarding counseling and vocational guidance within inclusive educational programs and settings are also explored.

Child and Adolescent Mental Health

The course explores the significant impact of stress on child and adolescent development, the function of the human brain, and the reward systems of the brain during childhood and adolescence. Topics include identity formation, personality development, characterological difficulties, anxiety disorders, depressive affect in childhood/adolescence, personality disorders in adolescence, neurodevelopmental disorders, and the investigation of self-destructive, suicidal, and para-suicidal behaviors. It also addresses violence and aggressive behavior, management of loss, parental divorce, and relationship crises. Furthermore, the course examines the school-family connection, including counseling for children and parents (with or without special needs), and dialectical counseling within the school and family context.

Social Sciences and Health

The syllabus covers applications of social and intercultural psychology within the school community. Specifically, it explores concepts of socioeconomic status, the impact of crises on child and adolescent health, the rights of children and adolescents, family dynamics, life skills, leisure time, and vocational orientation. It also addresses social-emotional learning, legal and ethical dilemmas, juvenile delinquency, forms of abuse and neglect, sexual exploitation, trafficking, and specialized issues concerning refugees, migrants, and the homeless.



3rd Semester – Course Descriptions

Educational Psychology and Child and Adolescent Psychosocial Health

In this course, students delve into topics concerning child and adolescent psychosocial health, as well as its interaction with Educational Psychology. The curriculum addresses issues related to behavioral problems and adjustment within the school context, generalized or specific learning disabilities, and topics regarding the education of gifted children and adolescents. Furthermore, the provision of school psychological services is examined at both the Greek and international levels, with an emphasis on multicultural psychology.

Communication and Development of Prevention and Intervention Services for Children and Adolescents in Educational Settings

The course focuses on the development of services that approach the child and adolescent scientifically and holistically, providing substantial support during this period of their lives. The objective is for students to frame, organize, and coordinate psychological and psychotherapeutic interventions within the school setting and the broader school community, with an emphasis on cognitive-behavioral approaches. Modern theoretical approaches regarding the design, development, and implementation of prevention and intervention programs within the school community are explored. Emphasis is placed on effective communication skills with both the child/adolescent and their family environment, which often suffers alongside them, to achieve the best possible management of the issue by the services. Finally, methods for supporting the families of students with special educational needs (specific learning disabilities, ADHD, etc.) are highlighted.

Internship

Upon completion of the internship, the objectives for students are:

- To possess specialized knowledge in adapting the child and adolescent age group to the school context.
- To develop techniques for social-emotional empowerment and life skills that strengthen and aid in the attainment of resilience.
- To approach the child, the adolescent, and the family scientifically and holistically, providing essential support during these life periods.
- To frame, organize, and coordinate developmental and adolescent health services according to the WHO "youth friendly" operational guidelines and the Social and Emotional Empowerment (SEE) / Life Skills (LS) protocols, following the CASEL tool across all specialties, in accordance with their theoretical training.



- To evaluate the level and quality of services provided to children and adolescents within the framework of groups and structures.
- To possess effective communication skills with the child, the adolescent, and the family environment, to achieve the best possible management of issues in a spirit of understanding and cooperation.
- To successfully manage the specific professional difficulties, frustrations, and the psychological burden entailed by their vocation.
- To constantly seek new ways to improve the services they offer on a scientific level.
- To contribute to the information and support of these specific age groups and the family, aiming at the prevention of pathogenic conditions.
- To act proactively and demonstrate originality in solving scientific problems.
- To collaborate in interdisciplinary teams and exchange views and ideas for the production of new knowledge.
- To design intervention programs taking into account the specific characteristics of the respective age groups.
- To act autonomously on a professional level.
- To possess knowledge and skills in scientific research that allow for both the production of scientific work and the critical evaluation of its quality and the utilization of its results.

Within the framework of clinical practice, a model Adolescent Health/Medicine Structure (ΔΟΜ.Ε.Υ.Ι.) is established, which is "youth friendly" according to the World Health Organization (WHO) guidelines. In this structure, Social and Emotional Empowerment (SEE) / Life Skills (LS) protocols will be applied according to the CASEL tool, regardless of specialty.

4th Semester – Course Descriptions

Health Development Strategies for Children and Adolescents – Interventions/Research

This course focuses on development strategies for Interventions and Research concerning childhood and adolescence. The objective is for students to frame, organize, and coordinate relevant programs, to design interventions while taking into account the specific characteristics of the target age group (child or adolescent), and to be familiar with the appropriate tools for evaluating the effectiveness and efficiency of their interventions.

Master's Thesis

The preparation of the Master's Thesis focuses on the application of the knowledge and skills acquired by students regarding scientific methodology and the research process. The theses involve conducting studies



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appropriate to the specific case, such as descriptive studies, case-control studies, prospective studies, clinical trials, systematic reviews, and meta-analyses.

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