A6. Course Outlines

MSc Programme

“Strategies of Developmental and Adolescent Health”

School of Medicine, Athens

National and Kapodistrian University of Athens

CONTENTS

1st Semester

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CHILD AND ADOLESCENT MENTAL HEALTH
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COMMUNICATION AND DEVELOPMENT OF HEALTH SERVICES FOR CHILDREN AND ADOLESCENTS
EDUCATIONAL PSYCHOLOGY AND PSYCHOSOCIAL HEALTH OF CHILDREN AND ADOLESCENTS
COMMUNICATION AND DEVELOPMENT OF PREVENTION AND INTERVENTION SERVICES FOR CHILDREN AND ADOLESCENTS IN EDUCATIONAL SETTINGS
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1ST SEMESTER

BASIC PRINCIPLES OF PUBLIC HEALTH I (ADY1)

A) GENERAL

SCHOOL	MEDICINE
DEPARTMENT	MEDICINE
LEVEL OF STUDIES	MSc
COURSE CODE / SEMESTER	Semester of studies: 1st
COURSE TITLE	BASIC PRINCIPLES OF PUBLIC HEALTH I (ADY1)
INDEPENDENT TEACHING ACTIVITIES	Weekly teaching hours: 4 (Lectures and Practical Exercises) Credit units (ECTS): 8
COURSE TYPE	General knowledge
PREREQUISITE COURSES	-
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Greek
COURSE OFFERED TO ERASMUS STUDENTS	-
COURSE WEBSITE (URL)	https://eclass.uoa.gr/modules/units/index.php?course=MED2416&id=35277

B) LEARNING OUTCOMES

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

- To know and understand the basic principles and strategies of Public Health for children and adolescents, in accordance with the guidelines and frameworks of the World Health Organization (WHO)
- To describe and assess the health status of the child and adolescent population in Greece, taking into account social, economic and environmental determinants of health
- To understand the role and importance of Prevention (primary, secondary and tertiary) and Health Education in improving the health of children and adolescents
- To identify, analyze and evaluate special prevention topics in childhood and adolescence, including vaccinations, nutrition, physical activity and mental health
- To identify and assess high-risk behaviors and addictive behaviors in childhood and adolescence, as well as their effects on physical, mental and social health
- To know and understand the basic principles of design, organization and operation of youth-friendly services for adolescents and young people, in accordance with WHO standards and recommendations
- To apply the principles of Public Health in the design and evaluation of prevention and health promotion interventions for children and adolescents
- To know and use the Social and Emotional Empowerment (SEE) and Life Skills (LS) protocols, according to the CASEL framework, in interventions irrespective of professional specialty
- To critically evaluate Public Health policies, programs and actions concerning Developmental and Adolescent Health at national and international level

General competencies

- Decision-making
- Autonomous work
- Teamwork
- Respect for diversity and multiculturalism
- Demonstration of social, professional and ethical responsibility and sensitivity to gender issues
- Exercise of criticism and self-criticism

C) COURSE CONTENT

- Introduction / WHO
- Use of Illicit Addictive Substances – Medical Use of Cannabis / Findings of the Poison Center in Children and Adolescents
- Violence and Bullying In and Around School – How to Remain Human in the Age of Artificial Intelligence (AI)
- Special Prevention Topics in Childhood and Adolescence
- The Manifestation of the COVID-19 Pandemic in Children and Adolescents: Clinical and Psychosocial Effects and Recommendations
- Communication with the Adolescent and the Family
- Expression of Sexuality in Children and Adolescents
- High-Risk Behaviors in Adolescence – Alcohol
- HPV Disease and Cancer in Greece
- Smoking and Adolescence
- Vaccinations – New Trends
- Microbiome in Adolescence
- Allergies and Environmental Challenge
- Children and Adolescents in Institutions: Psychoemotional Effects / Mental Health and Art
- Preventive Periodic Screening in Childhood

D) TEACHING AND LEARNING METHODS – ASSESSMENT

MODE OF DELIVERY	Face-to-face and distance learning
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class electronic platform
ORGANIZATION OF TEACHING (semester workload, in hours)	Lectures = 56 Study & analysis of literature = 32 Independent study = 112 Total for the course (25 hours of workload per credit unit) = 200
STUDENT ASSESSMENT	Final written assessment with multiple-choice questions (100% of the final grade)

E) RECOMMENDED BIBLIOGRAPHY

- Alamolhoda, S. H., et al. (2022). Adolescent mental health during COVID-19 pandemic: A systematic review.

- Jones, E. A. K., Mitra, A. K., & Bhuiyan, A. K. M. (2021). Impact of COVID-19 on mental health in adolescents. International Journal of Environmental Research and Public Health, 18(5), 2470. https://doi.org/10.3390/ijerph18052470
- Ma, L., Mazidi, M., Li, K., et al. (2021). Prevalence of mental health problems among children and adolescents during the COVID-19 pandemic: A systematic review and meta-analysis. Journal of Affective Disorders, 293, 78–89. https://doi.org/10.1016/j.jad.2021.06.021
- Salmon, S., Pappas, K. V., Taillieu, T. L., et al. (2024). The association between adolescent vaping and subsequent use of other substances and risk factors for polysubstance use. International Journal of Mental Health and Addiction, 22, 3491–3509. https://doi.org/10.1007/s11469-023-01062-6
- Sayed, A. A., et al. (2024). The effects of COVID-19 on the mental health of children and adolescents: A review. Cureus, 16(3), e56473. https://doi.org/10.7759/cureus.56473
- Sharma, A., McCausland, K., & Jancey, J. (2021). Adolescents' health perceptions of e-cigarettes: A systematic review. American Journal of Preventive Medicine. https://doi.org/10.1016/j.amepre.2020.12.013
- Tsitsika, A., & Giotakos, O. (2026). And suddenly everything changes… the fascinating period of adolescence [in Greek]. Athens: PEDIO Publications.
- Tsitsika, A., & Kapaniaris, A. (2019). Digital Generation – the use of technology by children and adolescents [in Greek]. Athens: PEDIO Publications.
- Tsitsika, A., & Tzavela, E. (2016). And yet it is not teasing – bullying in the environment of the child and the adolescent [in Greek]. Athens: PEDIO Publications.
- World Health Organization. (n.d.-a). Adolescent health risks and solutions. https://www.who.int/health-topics/adolescent-health
- World Health Organization. (n.d.-b). Alcohol, e-cigarettes & cannabis: Concerning trends in adolescent substance use. https://www.who.int/publications/i/item/9789240042193
- Journal of Adolescent Health.
- Journal of Child Psychology and Psychiatry.
- Systematic reviews on adolescent mental health changes during COVID-19 pandemic. European Child & Adolescent Psychiatry.

BASIC PRINCIPLES OF EPIDEMIOLOGY AND RESEARCH METHODOLOGY (VAE)

A) GENERAL

SCHOOL	MEDICINE
DEPARTMENT	MEDICINE
LEVEL OF STUDIES	MSc
COURSE CODE / SEMESTER	Semester of studies: 1st
COURSE TITLE	BASIC PRINCIPLES OF EPIDEMIOLOGY AND RESEARCH METHODOLOGY (VAE)
INDEPENDENT TEACHING ACTIVITIES	Weekly teaching hours: 4 (Lectures and Practical Exercises) Credit units (ECTS): 8
COURSE TYPE	General background, skills development
PREREQUISITE COURSES	-
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Greek
COURSE OFFERED TO ERASMUS STUDENTS	-
COURSE WEBSITE (URL)	https://eclass.uoa.gr/modules/units/index.php?course=MED2416&id=35278

B) LEARNING OUTCOMES

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

- To identify, record and describe epidemiological data
- To know the basic research methods of analytical epidemiology
- To recognize and understand health indicators and to apply them to the measurement of health in the context of Developmental and Adolescent Health
- To use health indicators in the design, organization and operation of Developmental and Adolescent Health Services
- To know and apply the tools of Epidemiology
- To know and design the types of epidemiological studies (prospective studies, case-control studies, cross-sectional studies, clinical trials)
- To critically assess systematic errors in various designs (prospective studies, case-control studies, cross-sectional studies, clinical trials)
- To design and conduct clinical research in the context of Developmental and Adolescent Health
- To know and apply the key points of univariate (parametric and non-parametric) and multivariate statistical analyses
- To know and use modern tools for searching and retrieving important scientific information from the field of biomedical sciences, including searching of bibliographic databases
- To know and carry out systematic reviews and meta-analyses, with an emphasis on topics of Developmental and Adolescent Health

General competencies

- Decision-making
- Autonomous work
- Teamwork
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas

C) COURSE CONTENT

- Introduction – types of epidemiological studies – Descriptive epidemiological studies; Epidemiological indicators and statistical measures
- Introduction to Analytical Epidemiology: relative risk, attributable risk, confidence interval
- Hypothesis testing – Confounding factors – Case-control studies
- Systematic errors in case-control studies
- Prospective studies: design and assessment of systematic errors
- Design of clinical trials
- Univariate analysis: Parametric and non-parametric methods; Writing up research and publication
- Systematic reviews and meta-analyses
- Clinical epidemiology. Sensitivity, specificity, diagnostic value; Linear regression, Logistic regression, Survival analysis
- Practical exercise in systematic review

D) TEACHING AND LEARNING METHODS – ASSESSMENT

MODE OF DELIVERY	Face-to-face and distance learning
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class electronic platform
ORGANIZATION OF TEACHING (semester workload, in hours)	Lectures = 56 Study & analysis of literature = 7 Independent study = 112 Total for the course (25 hours of workload per credit unit) = 175
STUDENT ASSESSMENT	Group work (PROBLEM BASED LEARNING) and its oral presentation (20%) on meta-epidemiological topics (systematic review and meta-analysis in the field of Developmental and Adolescent Health). Final written examination (80%), including multiple-choice questions. A grade of at least 5/10 is required for successful completion.

E) RECOMMENDED BIBLIOGRAPHY

- Higgins J, Thomas J (2024) Cochrane Handbook for Systematic Reviews of Interventions. Version 6.2. Available at https://training.cochrane.org/handbook/current
- The Joanna Briggs Institute (JBI) (2024). JBI Manual for Evidence Synthesis. https://jbi-global-wiki.refined.site/space/MANUAL
- Saracci R (2022) Epidemiology: a short introduction [in Greek]. Papadopoulos Publications.

- University of Bern. (2021) Strengthening the reporting of observational studies in epidemiology (STROBE). Material available at https://www.strobe-statement.org/
- Page MJ, et al. (2021) The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. BMJ, 372, n71.
- Triola MM, Triola MF, Roy J. (2021) Biostatistics for the Biological and Health Sciences [Greek edition]. P.Ch. Paschalidis – Broken Hill Publishers Ltd.
- Sarafis P., Bamidis P. (2020) Health Services. Systems and Policies [in Greek]. "Broken Hill Publishers LTD".
- Lash T.L., VanderWeele T.J., Haneuse S., Rothman K.J. (2020) Modern Epidemiology 4th edition. Wolters Kluwer.
- Webb P., Bain C., Page A. (2018) Essential Epidemiology. An introduction for Students and Health Professionals. Cambridge University Press. 3rd Edition.
- Giesecke J. (2017) Modern Infectious Disease Epidemiology, CRC Press. Taylor & Francis Group.
- Galanis P. (2017) Research methodology in the health sciences [in Greek]. Kritiki Publications.
- Olsen J., Greene N., Saracci R., Trichopoulos D.(2015) Teaching Epidemiology: a Guide for Teachers in Epidemiology, Public Health and Clinical Medicine. 4th Edition. Oxford University Press.
- Galanis P. (2013). Basic principles of literature searching in PubMed [in Greek]. Nursing (Nosileftiki), 52(1), 25-34.
- Centers for Disease Control and Prevention (CDC) (2012). Principles of Epidemiology in Public Health Practice. Third Edition. October 2006. Updated May 2012.
- Aschengrau A., Seage G. (2012) Epidemiology [Greek edition]. Paschalidis Publications (edited by A. Chatzakis).
- Farmer R., Lawrensen R., Miller D. (2011) Epidemiology and Public Health Medicine, 5th edition, Lecture Notes [Greek edition]. Parisianou Publications.
- Trichopoulos D., Lagiou P. (2011) General and Clinical Epidemiology [in Greek], Parisianou Publications, Athens.
- Galanis P., Sparos L. (2010) Handbook of Epidemiology [in Greek]. Vita Publications.
- Liberati A, et al. (2009) The PRISMA statement for reporting systematic reviews and meta-analyses of studies that evaluate health care interventions: explanation and elaboration. J Clin Epidemiol., 62(10), e1-34.
- Ioannidis J.P.A. (2009) Principles of Evidence-Based Medicine [in Greek]. Litsas Medical Publications. Athens.

CHILD AND ADOLESCENT DEVELOPMENT AND BEHAVIOR (ASPE)

A) GENERAL

SCHOOL	MEDICINE
DEPARTMENT	MEDICINE
LEVEL OF STUDIES	MSc
COURSE CODE / SEMESTER	Semester of studies: 1st
COURSE TITLE	CHILD AND ADOLESCENT DEVELOPMENT AND BEHAVIOR (ASPE)
INDEPENDENT TEACHING ACTIVITIES	Weekly teaching hours: 4 (Lectures and Practical Exercises) Credit units (ECTS): 7
COURSE TYPE	General background, skills development
PREREQUISITE COURSES	-
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Greek
COURSE OFFERED TO ERASMUS STUDENTS	-
COURSE WEBSITE (URL)	https://eclass.uoa.gr/modules/units/index.php?course=MED2416&id=35279

B) LEARNING OUTCOMES

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

- To know and understand the stages of physical, psychological, emotional and social development of the child and adolescent
- To understand and assess normal growth and puberty, as well as deviations from normal patterns
- To know and apply basic principles of psychological and educational assessment of children and adolescents
- To identify and assess the nutritional needs of the child and adolescent in relation to developmental stages
- To understand the concept of body image in adolescence and its relationship to mental health
- To identify, describe and assess eating disorders, growth and puberty disorders, as well as overweight and obesity in childhood and adolescence
- To know basic developmental aspects related to psychodermatology, genetics and epigenetics and their importance for Developmental and Adolescent Health
- To understand the particularities of development and psychosocial adjustment of children and adolescents with chronic conditions, including childhood and adolescent cancer
- To understand and assess the concept of transition from pediatric to adult health services and its importance for continuity of care
- To know and design psychoeducational interventions for coping with behavioral difficulties and psychosocial adjustment of children and adolescents
- To apply psychoeducational interventions in school and family settings, taking into account the developmental stage and social environment of the child and adolescent

- To critically evaluate the effectiveness of interventions aimed at improving the physical and psychosocial health of children and adolescents

General competencies

- Adaptation to new situations
- Decision-making
- Autonomous work
- Teamwork
- Respect for diversity and multiculturalism
- Demonstration of social, professional and ethical responsibility and sensitivity to gender issues
- Exercise of criticism and self-criticism

C) COURSE CONTENT

- Navigating Child Health and Wellbeing in the Digital Age
- School Readiness and Adjustment
- Approaching the Adolescent
- Dermatological Manifestations and Conditions from the Newborn to the Adolescent
- The Structure of Special Education and Training. Contemporary Institutional Framework and Legislation – Challenges & Prospects
- Practices for Detecting/Diagnosing Neurodevelopmental Disorders in Preschool Age and Childhood
- Autism – Autistic-Type Disorders
- Specific Developmental Disorders of Motor Function
- Gen A – Gen Z: Characteristics and Contemporary Challenges
- Use of Supplements – Doping
- Overweight and Obesity in Children and Adolescents
- Developmental Assessment at Key Ages

D) TEACHING AND LEARNING METHODS – ASSESSMENT

MODE OF DELIVERY	Face-to-face and distance learning
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class electronic platform
ORGANIZATION OF TEACHING (semester workload, in hours)	Lectures = 56 Study & analysis of literature = 7 Independent study = 112 Total for the course (25 hours of workload per credit unit) = 175
STUDENT ASSESSMENT	Final written assessment with multiple-choice questions (100% of the final grade)

E) RECOMMENDED BIBLIOGRAPHY

- Avci, H., Baams, L., & Kretschmer, T. (2025). A systematic review of social media use and adolescent identity development. Adolescent Research Review, 10, 219–236. https://doi.org/10.1007/s40894-024-00251-1

- Cha, J. H., Ryu, S., Park, M., et al. (2025). Developmental screening of neurodevelopmental disorders before age 6: A nationwide health screening program. Pediatric Research, 97, 1566–1574. https://doi.org/10.1038/s41390-024-03516-6
- Clinical Practice Guideline for the Evaluation and Treatment of Children and Adolescents With Obesity. (2023). Pediatrics, 151(2), e2022060640. https://doi.org/10.1542/peds.2022060640
- Eastwood, J. G., et al. (2025). Child and adolescent health and well-being: Programmatic approaches (WHO/Global Review). https://doi.org/10.13140/RG.2.2.27764.32645
- Kansra, A. R., et al. (2021). Childhood and adolescent obesity: A review. Pediatrics Review (PMC). https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7835259/
- Reynaud, E., Vecchierini, M. F., Charles, M. A., & Plancoulaine, S. (2019). Sleep and its relation to cognition and behaviour in preschool-aged children: A systematic review. arXiv. https://arxiv.org/abs/1904.05036
- Sarmiento-Riveros, A., Aguilar-Cordero, M. J., Barahona-Barahona, J. A., et al. (2025). Child and adolescent health programs in obesity and depression: A systematic review and meta-analysis. Nutrients, 17(6), 1088. https://doi.org/10.3390/nu17061088
- van der Lubbe, A., et al. (2024). Novel insights into obesity in preschool children with autism spectrum disorder. Child Psychiatry & Human Development. https://doi.org/10.1007/s10578-024-01679-1
- Wabitsch, M., et al. (2023). Child and adolescent obesity. Nature Reviews Disease Primers, 9, 24. https://doi.org/10.1038/s41572-023-00435-4
- White, B. M., Prasad, R., Ammar, N., Yaun, J. A., & Shaban-Nejad, A. (2025). Digital health innovations for screening and mitigating mental health impacts of adverse childhood experiences: Narrative review. arXiv. https://arxiv.org/abs/2502.00066

CHILDREN, ADOLESCENTS AND MASS MEDIA – INTERNET (MME)

A) GENERAL

SCHOOL	MEDICINE
DEPARTMENT	MEDICINE
LEVEL OF STUDIES	MSc
COURSE CODE / SEMESTER	Semester of studies: 1st
COURSE TITLE	CHILDREN, ADOLESCENTS AND MASS MEDIA – INTERNET (MME)
INDEPENDENT TEACHING ACTIVITIES	Weekly teaching hours: 4 (Lectures and Practical Exercises) Credit units (ECTS): 7
COURSE TYPE	General background, skills development
PREREQUISITE COURSES	-
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Greek
COURSE OFFERED TO ERASMUS STUDENTS	-
COURSE WEBSITE (URL)	https://eclass.uoa.gr/modules/units/index.php?course=MED2416&id=35280

B) LEARNING OUTCOMES

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

- To know and understand the concept of the Digital Citizen and the basic principles of safe, responsible and ethical use of technology by children and adolescents
- To understand the role of the Creative Internet in education, culture and the development of skills of children and adolescents
- To identify and assess the benefits and risks of Internet use in childhood and adolescence
- To know and recognize phenomena of internet addiction and problematic Internet use, as well as their effects on physical, mental and social health
- To understand the function and role of social networks in childhood and adolescence and their relationship with identity, self-image and interpersonal relationships
- To identify, describe and assess high-risk online behaviors (such as cyberbullying, exposure to inappropriate content, online grooming)
- To know and understand basic legal and ethical issues related to high-risk online behaviors of children and adolescents
- To understand the relationship of the Internet with sexuality, sex education and the formation of attitudes and behaviors in adolescence
- To know and apply principles of prevention and interventions for the promotion of digital health of children and adolescents
- To design and evaluate parent education and support interventions regarding high-risk online behaviors

- To critically evaluate programs and policies for digital protection and promotion of the mental health of children and adolescents at national and international level

General competencies

- Adaptation to new situations
- Decision-making
- Autonomous work
- Teamwork
- Respect for diversity and multiculturalism
- Demonstration of social, professional and ethical responsibility and sensitivity to gender issues
- Exercise of criticism and self-criticism

C) COURSE CONTENT

- Internet Addiction
- Legal Issues Concerning High-Risk Online Behaviors (CYBER BULLYING, HACKING, CHILD GROOMING and Child Pornography on the Internet)
- Internet Addiction or Internet Dependence
- Creative Internet: Designing Learning Experiences
- Climate Change – Impacts on Public Health, Data and Prospects
- Child and Adolescent Abuse
- Mental Health and Art & Use of Technology in Children with Developmental Particularities
- The Experience from the Programs YOUTH ONLINE/ACADEMY/ENABLE/YOUTH POWER and SELMA

D) TEACHING AND LEARNING METHODS – ASSESSMENT

MODE OF DELIVERY	Face-to-face and distance learning
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class electronic platform
ORGANIZATION OF TEACHING (semester workload, in hours)	Lectures = 56 Study & analysis of literature = 7 Independent study = 112 Total for the course (25 hours of workload per credit unit) = 175
STUDENT ASSESSMENT	Final written assessment with multiple-choice questions (100% of the final grade)

E) RECOMMENDED BIBLIOGRAPHY

- Floros, G. (2022). Association of cyberbullying and internet use disorder: A critical review. Frontiers in Psychiatry. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9483413/
- Marin, M. G. (2021). Internet addiction and attention in adolescents. Cyberpsychology, Behavior, and Social Networking, 24(9). https://doi.org/10.1089/cyber.2019.0698
- Panagiotidou, G. (2023). The impact of social networking websites in adolescence [in Greek] (Doctoral dissertation). National and Kapodistrian University of Athens. https://doi.org/10.12681/eadd/54499

- Şimşek, N. (2019). Internet addiction, cyberbullying, and victimization: Effects of internet use. PubMed Central. https://europepmc.org/article/med/31478968
- Soriano Molina, E. (2025). The association between internet addiction and mental health in adolescents: A systematic review. Behavioral Sciences (Basel), 15(2), 116. https://doi.org/10.3390/bs15020116
- Xie, Y., Zhang, M. M., Wang, C., et al. (2025). The effect of bullying victimization on internet addiction: mediated by cyberbullying perpetration and moderated by social support. BMC Public Health, 25, 2856. https://doi.org/10.1186/s12889-025-23905-8

2ND SEMESTER

BASIC PRINCIPLES OF PUBLIC HEALTH II (ADY2)

A) GENERAL

SCHOOL	MEDICINE
DEPARTMENT	MEDICINE
LEVEL OF STUDIES	MSc
COURSE CODE / SEMESTER	Semester of studies: 2nd
COURSE TITLE	BASIC PRINCIPLES OF PUBLIC HEALTH II (ADY2)
INDEPENDENT TEACHING ACTIVITIES	Weekly teaching hours: 4 (Lectures and Practical Exercises) Credit units (ECTS): 8
COURSE TYPE	General background, skills development
PREREQUISITE COURSES	-
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Greek
COURSE OFFERED TO ERASMUS STUDENTS	-
COURSE WEBSITE (URL)	https://eclass.uoa.gr/modules/units/index.php?course=MED2318&id=31829

B) LEARNING OUTCOMES

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

- To know the basic concepts of Public Health in the context of Developmental and Adolescent Age
- To evaluate scientific data in order to formulate rational Developmental and Adolescent Health policies
- To critically present and assess the current situation in contemporary Public Health issues concerning Developmental and Adolescent Health
- To know the policies and measures of primary, secondary and tertiary prevention in the context of Developmental and Adolescent Health
- To know the most important policies of national and international organizations for the prevention of significant risk factors with regard to Developmental and Adolescent Health
- To evaluate contemporary Public Health challenges with regard to Developmental and Adolescent Health
- To know the Basic Principles of Public Health concerning children and adolescents according to the World Health Organization (WHO)
- To assess the health of the Greek child and adolescent population
- To know the basic principles of Prevention and Health Education
- To describe special Prevention topics in childhood and adolescence
- To conceptually delineate high-risk behaviors and addictive behaviors
- To describe and apply best practices regarding the way “youth-friendly” services for adolescents/young people operate according to the WHO

- To describe and know the importance of Social and Emotional Empowerment (SEE)/Life Skills (LS) according to the CASEL framework

General competencies

- Adaptation to new situations
- Decision-making
- Autonomous work
- Teamwork
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas

C) COURSE CONTENT

- Epidemiology and Basic Principles of Public Health: Introduction and Perspectives
- World Health Organization – Youth-Friendly Services for Adolescents and Young People
- Transition and health services
- Hepatitis and HIV in children and adolescents
- Presentations of contemporary Public Health topics concerning Developmental and Adolescent Health (planetary health, One Health, new technologies, the new school, artificial intelligence, climate crisis, emerging diseases, pandemics, biopsychosocial approach to Developmental and Adolescent Health, digital-online literacy, socioeconomic inequalities and unmet health needs, harassment, delinquency, risk behaviors, addictions, nutrition, childhood neoplasms, sexual health, LGBTQI+ inclusive policies)

D) TEACHING AND LEARNING METHODS – ASSESSMENT

MODE OF DELIVERY	Face-to-face and distance learning
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class electronic platform
ORGANIZATION OF TEACHING (semester workload, in hours)	Lectures = 14 Study & analysis of literature = 36 Independent study = 50 Preparation of assignment(s) = 100 Total for the course (25 hours of workload per credit unit) = 200
STUDENT ASSESSMENT	Work in pairs of students (PROBLEM BASED LEARNING) and its oral presentation (50%) on contemporary Public Health topics in the field of Developmental and Adolescent Health. Final written examination (50%), including multiple-choice questions. A grade of at least 5/10 is required for successful completion.

E) RECOMMENDED BIBLIOGRAPHY

- Tsitsika, A., & Giotakos, O. “And suddenly everything changes… the fascinating period of adolescence” [in Greek]. PEDIO Publications, 2016.
- Plati C, Mpoumpa V, Papageorgiou A, Tsolia M, Psaltopoulou T, Vassilakou T, Sergentanis TN, Tsitsika AK. A Systematic Review on Interventions to Enhance Transition Process in Youth with

Chronic Disease: Are They Crucial for Transition Outcomes? Adv Exp Med Biol. 2026;1489:441-456.

- World Health Organization. Global Accelerated Action for the Health of Adolescents (AA-HA!) Guidance to Support Country Implementation. Women's, Children's and Adolescents' Health. Second Edition, 2023.
- OECD/European Union. State of Health in the EU. Greece: Country Health Profile 2023.
- Mavrikou M. Public health policy in Greece: From design to implementation [in Greek]. Papazisis Publications. Athens, 2023.
- Bodossaki Foundation, Action Plan for Public Health in the 21st century [in Greek], Athens, 2022.
- Ministry of Health. National Action Plan for Public Health 2021-2025 [in Greek]. Athens, 2021.
- Tountas Y. Health: The impact of the physical and social environment, institutions and human behavior [in Greek]. Epikentro Publications. Athens, 2021.
- Sarafis P, Bamidis P. Health Services. Systems and Policies [in Greek]. Broken-Hill Publishers. Athens, 2020.
- World Health Organization. Global standards for quality health-care services for adolescents: Standards and criteria, 2020.

CHILD AND ADOLESCENT DEVELOPMENTAL SCIENCE

A) GENERAL

SCHOOL	MEDICINE
DEPARTMENT	MEDICINE
LEVEL OF STUDIES	MSc
COURSE CODE / SEMESTER	Semester of studies: 2nd
COURSE TITLE	CHILD AND ADOLESCENT DEVELOPMENTAL SCIENCE
INDEPENDENT TEACHING ACTIVITIES	Weekly teaching hours: 4 (Lectures and Practical Exercises) Credit units (ECTS): 7
COURSE TYPE	General background, skills development
PREREQUISITE COURSES	-
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Greek
COURSE OFFERED TO ERASMUS STUDENTS	-
COURSE WEBSITE (URL)	https://eclass.uoa.gr/modules/units/index.php?course=MED2318&id=31831

B) LEARNING OUTCOMES

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

- To know and understand the basic principles of developmental science and developmental psychology in childhood and adolescence
- To understand the normal psychosomatic development of children and adolescents and to recognize deviations from developmental norms
- To know and apply basic principles of assessment of learning difficulties in children and adolescents
- To know and assess the cognitive functions of children and adolescents, in the context of educational and psychological assessment
- To understand and assess the psychosocial adjustment of children and adolescents in general and special education school units
- To identify, describe and assess developmental delay and the main developmental and neurodevelopmental problems
- To know and recognize specific learning difficulties, speech delay and language disorders
- To understand and assess behavioral disorders, autism spectrum disorders, attention deficit hyperactivity disorder and intellectual disability
- To know the particularities of the development of the gifted child and adolescent
- To identify and assess motor skills disorders and developmental problems of premature children
- To understand the developmental and psychosocial problems of children and adolescents with chronic illnesses
- To know and apply basic principles of counseling and career guidance in inclusive educational programs and settings

- To critically evaluate interventions for the support and inclusion of children and adolescents in educational and social environments

General competencies

- Adaptation to new situations
- Decision-making
- Autonomous work
- Teamwork
- Respect for diversity and multiculturalism
- Demonstration of social, professional and ethical responsibility and sensitivity to gender issues
- Exercise of criticism and self-criticism

C) COURSE CONTENT

- Diagnostic and Therapeutic Odyssey in a Child with Autism
- Attention Deficit Hyperactivity Disorder (ADHD) & Delinquency
- Learning Differently (specific learning difficulties & ADHD in children and adolescents)
- Forms of Child & Adolescent Abuse: The Role of the School
- Tools for Diagnosing Learning Difficulties in Preschool and Early School Age
- Assessment of Intelligence – WISC/WAIS
- Autism Spectrum Disorder – Early Diagnosis
- Children and Adolescents with Intellectual Disability
- Biopedagogical Approaches to Promoting the Holistic Development of Children and Adolescents
- Risks Associated with Prematurity and Intrauterine Growth Restriction
- Tools for Diagnosing Learning Difficulties in Secondary Education
- Specific Learning Difficulties
- Career Guidance
- MSc Theses
- Sleep Disorders in Children
- Speech Disorders in Children and Adolescents
- “Learning Differently”: Learning Difficulties and Attention Deficit Hyperactivity Disorder (ADHD)
- The Gifted Child in Education

D) TEACHING AND LEARNING METHODS – ASSESSMENT

MODE OF DELIVERY	Face-to-face and distance learning
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class electronic platform
ORGANIZATION OF TEACHING (semester workload, in hours)	Lectures = 56 Study & analysis of literature = 7 Independent study = 112 Total for the course (25 hours of workload per credit unit) = 175

STUDENT ASSESSMENT	Final written assessment with multiple-choice questions (100% of the final grade)

E) RECOMMENDED BIBLIOGRAPHY

- American Academy of Pediatrics. (2025). Developmental and Behavioral Pediatrics (2nd edition) [Greek edition]. https://www.skroutz.gr/s/54180681/American-Academy-Of-Pediatrics-Anaptyxiaki-Kai-Symperiforiki-Paidiatriki-2i-Ekd.html
- APA Handbook of Pediatric Psychology, Developmental-Behavioral Pediatrics, and Developmental Science. (2025). American Psychological Association. https://go.apa.org/handbook-pediatric/?utm_source=chatgpt.com
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- Floros, G. (2022). Association of cyberbullying and internet use disorder: A critical review. Frontiers in Psychiatry. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9483413/
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- Panagiotidou, G. (2023). The impact of social networking websites in adolescence [in Greek] (Doctoral dissertation). National and Kapodistrian University of Athens. https://doi.org/10.12681/eadd/54499
- Soriano Molina, E. (2025). The association between internet addiction and mental health in adolescents: A systematic review. Behavioral Sciences (Basel), 15(2), 116. https://doi.org/10.3390/bs15020116
- Şimşek, N. (2019). Internet addiction, cyberbullying, and victimization: Effects of internet use. PubMed Central. https://europepmc.org/article/med/31478968
- Xie, Y., Zhang, M. M., Wang, C., et al. (2025). The effect of bullying victimization on internet addiction: mediated by cyberbullying perpetration and moderated by social support. BMC Public Health, 25, 2856. https://doi.org/10.1186/s12889-025-23905-8

CHILD AND ADOLESCENT MENTAL HEALTH (PSYPE)

A) GENERAL

SCHOOL	MEDICINE
DEPARTMENT	MEDICINE
LEVEL OF STUDIES	MSc
COURSE CODE / SEMESTER	Semester of studies: 2nd
COURSE TITLE	CHILD AND ADOLESCENT MENTAL HEALTH (PSYPE)
INDEPENDENT TEACHING ACTIVITIES	Weekly teaching hours: 4 (Lectures and Practical Exercises) Credit units (ECTS): 8
COURSE TYPE	General background, skills development
PREREQUISITE COURSES	-
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Greek
COURSE OFFERED TO ERASMUS STUDENTS	-
COURSE WEBSITE (URL)	https://eclass.uoa.gr/modules/units/index.php?course=MED2318&id=31830

B) LEARNING OUTCOMES

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

- To know and understand the role and the strong impact of stress on the physical, psychological and neurodevelopmental course of children and adolescents
- To understand basic principles of the function of the human brain in childhood and adolescence
- To know and understand the function of the brain's reward systems and their relationship with behavior, emotion and decision-making in children and adolescents
- To understand the processes of identity formation and personality development in childhood and adolescence
- To identify and assess characterological difficulties and adjustment problems in children and adolescents
- To know and recognize anxiety disorders and depressive mood in childhood and adolescence
- To understand basic aspects of personality disorders in adolescence and their differential diagnosis from developmental difficulties
- To know and assess neurodevelopmental disorders that affect the emotional and behavioral functioning of children and adolescents
- To identify, assess and investigate self-destructive behaviors, including suicidal behaviors
- To understand phenomena of violence and aggressive behavior in childhood and adolescence and their psychosocial dimensions
- To understand and manage issues of loss, bereavement, parental divorce and relationship crises in the context of the development of children and adolescents

- To know and apply basic principles of counseling of children and parents, with or without special needs
- To know and apply principles of counseling and dialectical counseling in the school and family setting
- To strengthen the school–family link through appropriate psychosocial support interventions
- To critically evaluate interventions for the prevention and promotion of the mental health of children and adolescents

General competencies

- Adaptation to new situations
- Decision-making
- Autonomous work
- Teamwork
- Respect for diversity and multiculturalism
- Demonstration of social, professional and ethical responsibility and sensitivity to gender issues
- Exercise of criticism and self-criticism

C) COURSE CONTENT

- Eating Disorders – Organic Consequences
- Gender Incongruence
- Use of Technology in Autism
- Reward Systems of the Human Brain in Childhood and Adolescence
- Mental Health of the Child and the Adolescent
- Management of Loss – Divorce, Death
- Use of Tools of Psychosocial Functioning of Children and Adolescents in Daily Practice
- The Practice of Medicine in Antiquity: from Homer to Herbal Medicine and Melody Setting (melothesia)
- The Foundation of Rational Thought in Medicine: Comparing the Asclepieia with Modern Hospitals

D) TEACHING AND LEARNING METHODS – ASSESSMENT

MODE OF DELIVERY	Face-to-face and distance learning
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class electronic platform
ORGANIZATION OF TEACHING (semester workload, in hours)	Lectures = 56 Study & analysis of literature = 32 Independent study = 112 Total for the course (25 hours of workload per credit unit) = 200
STUDENT ASSESSMENT	Final written assessment with multiple-choice questions (100% of the final grade)

E) RECOMMENDED BIBLIOGRAPHY

- Bergh, C., & Södersten, P. (2025). Eating disorders in children and adolescents. Cambridge University Press.

- Beecham, J., & Knapp, M. (2014). Child and adolescent mental health interventions: A review of economic and clinical outcomes. Journal of Child Psychology and Psychiatry and Allied Disciplines.
- Galván, A. (2010). Adolescent development of the reward system. Nature Reviews Neuroscience.
- Herrmann, L., Reiss, F., & Becker-Hebly, I. (2023). Systematic review of gender-specific child and adolescent mental health care. Child Psychiatry & Human Development, 55(6), 1487–1501.
- Loomes, R., et al. (2025). Experiences of autistic adolescents with eating disorders: Treatment needs and adaptations. International Journal of Eating Disorders.
- White, B. M., Prasad, R., Ammar, N., Yaun, J. A., & Shaban-Nejad, A. (2025). Digital health innovations for screening and mitigating mental health impacts of adverse childhood experiences: Narrative review.

SOCIAL SCIENCES AND HEALTH (KEY)

A) GENERAL

SCHOOL	MEDICINE
DEPARTMENT	MEDICINE
LEVEL OF STUDIES	MSc
COURSE CODE / SEMESTER	Semester of studies: 2nd
COURSE TITLE	SOCIAL SCIENCES AND HEALTH (KEY)
INDEPENDENT TEACHING ACTIVITIES	Weekly teaching hours: 4 (Lectures and Practical Exercises) Credit units (ECTS): 7
COURSE TYPE	General background, skills development
PREREQUISITE COURSES	-
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Greek
COURSE OFFERED TO ERASMUS STUDENTS	-
COURSE WEBSITE (URL)	https://eclass.uoa.gr/modules/units/index.php?course=MED2318&id=31828

B) LEARNING OUTCOMES

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

- To know and understand the basic principles of social and cross-cultural psychology and their applications in the school community
- To understand the concept of socioeconomic status and its impact on the health, development and educational course of children and adolescents
- To assess the effects of socioeconomic crises on the mental and physical health of children and adolescents
- To know and understand the rights of the child and the adolescent and the institutional and legal framework for their protection
- To understand family dynamics and its role in the psychosocial development of children and adolescents
- To know and apply life skills in the promotion of mental health and social adjustment
- To understand the importance of free time and leisure activities in the development of children and adolescents
- To know and apply basic principles of career guidance in adolescence
- To know and apply principles of Social and Emotional Learning (SEL) in educational and community settings
- To identify and assess legal and ethical dilemmas concerning children and adolescents in educational and social environments
- To identify, describe and assess phenomena of child and adolescent delinquency

- To know and recognize forms of abuse and neglect of children and adolescents, as well as sexual exploitation and trafficking
- To understand the special needs and challenges of refugee, migrant and homeless children and adolescents
- To design and evaluate interventions for social inclusion, protection and support of vulnerable populations of children and adolescents
- To critically evaluate social protection and mental health promotion policies and programs for children and adolescents

General competencies

- Adaptation to new situations
- Decision-making
- Autonomous work
- Teamwork
- Respect for diversity and multiculturalism
- Demonstration of social, professional and ethical responsibility and sensitivity to gender issues
- Exercise of criticism and self-criticism

C) COURSE CONTENT

- Adolescent Delinquency
- Inclusion of Refugee and Migrant Children in the Education System
- Management of Sexuality in Children and Adolescents with Developmental Disorders
- ADHD and School Dropout
- Substance Use and Adolescence – Interventions
- Informing Parents of Bad News
- Bioethics and Adolescence in the Digital Age: Between Autonomy and Surveillance

D) TEACHING AND LEARNING METHODS – ASSESSMENT

MODE OF DELIVERY	Face-to-face and distance learning
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class electronic platform
ORGANIZATION OF TEACHING (semester workload, in hours)	Lectures = 56 Study & analysis of literature = 7 Independent study = 112 Total for the course (25 hours of workload per credit unit) = 175
STUDENT ASSESSMENT	Final written assessment with multiple-choice questions (100% of the final grade)

E) RECOMMENDED BIBLIOGRAPHY

- Chen, X., & Zhong, H. (2013). Delinquency and crime among immigrant youth — An integrative review of theoretical explanations. Laws, 2(3), 210–232. https://doi.org/10.3390/laws2030210
- Dembo, R., & Willett, J. (2010). Substance use and delinquent behavior among serious juvenile offenders. Office of Juvenile Justice and Delinquency Prevention.

- Dinçer, E., & Gülay, H. (2021). Positive youth justice: A strength-based approach to addressing delinquency and substance misuse. Journal of Youth and Adolescence.
- Ivert, A. K. (2020). Drug use and criminality among unaccompanied refugee minors. Semantic Scholar.
- Lidstone, T., et al. (2025). Education and inclusion of refugee and migrant children in schools. Journal of Intercultural Education.
- Simon, K. M., Harris, S. K., Shrier, L. A., & Bukstein, O. G. (2022). Adolescent substance use disorders: What have we learned? Journal of Child Psychology and Psychiatry.
- Tachtler, F., Michel, T., Slovák, P., & Fitzpatrick, G. (2020). Supporting the supporters of unaccompanied migrant youth: Designing for social-ecological resilience.
- White, B. M., Prasad, R., Ammar, N., Yaun, J. A., & Shaban-Nejad, A. (2025). Digital health innovations for screening and mitigating mental health impacts of adverse childhood experiences: Narrative review.
- Xampakis, D. (2023). Inclusion and integration of refugee children in the education system: Policies and practices [in Greek]. University of Athens.

3RD SEMESTER

DEVELOPMENTAL AND ADOLESCENT MEDICINE

A) GENERAL

SCHOOL	MEDICINE
DEPARTMENT	MEDICINE
LEVEL OF STUDIES	MSc
COURSE CODE / SEMESTER	Semester of studies: 3rd
COURSE TITLE	DEVELOPMENTAL AND ADOLESCENT MEDICINE
INDEPENDENT TEACHING ACTIVITIES	Weekly teaching hours: 4 (Lectures and Practical Exercises) Credit units (ECTS): 8
COURSE TYPE	Special background, specialization, general knowledge
PREREQUISITE COURSES	-
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Greek
COURSE OFFERED TO ERASMUS STUDENTS	-
COURSE WEBSITE (URL)	https://eclass.uoa.gr/modules/units/index.php?course=MED2318&id=36761

B) LEARNING OUTCOMES

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

- To know and understand the basic principles of diagnosis and therapeutic approach in Developmental and Adolescent Medicine, with an emphasis on the psychosocial particularities of adolescence
- To understand the development of children and adolescents and to recognize disorders thereof
- To assess the cognitive, emotional and psychosocial development of children and adolescents in the context of the clinical approach
- To know basic principles of Adolescent Gynecology and to recognize common clinical problems of adolescence
- To know and understand basic topics of Pediatric and Adolescent Endocrinology, including growth, puberty and metabolic disorders
- To know basic principles of Pediatric and Adolescent Dermatology and their relationship with psychosocial health
- To understand the clinical approach to infectious diseases in childhood and adolescence
- To know basic principles of diagnosis and management of oncological and hematological diseases in children and adolescents
- To know and understand basic topics of Allergology and Pediatric–Adolescent Pulmonology
- To apply an interdisciplinary approach to the diagnosis and treatment of children and adolescents, taking into account developmental, psychosocial and family parameters
- To critically evaluate therapeutic options and clinical interventions in the context of Developmental and Adolescent Health

- To understand the importance of holistic and individualized care of children and adolescents with acute or chronic conditions

General competencies

- Adaptation to new situations
- Decision-making
- Autonomous work
- Teamwork
- Respect for diversity and multiculturalism
- Demonstration of social, professional and ethical responsibility and sensitivity to gender issues
- Exercise of criticism and self-criticism

C) COURSE CONTENT

- Iron Deficiency in Children and Adolescents and Other Hematological Entities
- Asthma and Allergy in Children and Adolescents
- Dyslipidemias in Children and Adolescents
- Anatomical Malformations and Surgical Repair
- Gastroenterological and Rheumatological Problems in Childhood and Adolescence
- Headaches and Common Neurological Problems in Adolescence
- The Adolescent with Cancer
- Access of Vulnerable Social Groups to the Health System
- The Importance of Breastfeeding in Child Development: Long-Term Benefits
- Gynecology in Childhood and Adolescence
- Internet Addiction or Internet Dependence
- Mental Health and Art & Use of Technology in Children with Developmental Particularities
- Overweight – Obesity and Eating Disorders in Children and Adolescents
- HPV Disease and Cancer in Greece
- Functional Neurological Problems in Children and Adolescents
- Low Fertility (Declining Birth Rate): Seeking Solutions to a Multidimensional Challenge
- Cognitive-Behavioral Therapy
- Self-Image and Tools for Strengthening Self-Esteem
- Cognitive-Behavioral Therapy Workshop

D) TEACHING AND LEARNING METHODS – ASSESSMENT

MODE OF DELIVERY	Face-to-face and distance learning
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class electronic platform
ORGANIZATION OF TEACHING (semester workload, in hours)	Lectures = 56 Study & analysis of literature = 32 Independent study = 112 Total for the course (25 hours of workload per credit unit) = 200

STUDENT ASSESSMENT	Final written assessment with multiple-choice questions (100% of the final grade)

E) RECOMMENDED BIBLIOGRAPHY

- Avci, H., Baams, L., & Kretschmer, T. (2025). A systematic review of social media use and adolescent identity development. Adolescent Research Review, 10, 219–236. https://doi.org/10.1007/s40894-024-00251-1
- Cha, J. H., Ryu, S., Park, M., et al. (2025). Developmental screening of neurodevelopmental disorders before age 6: A nationwide health screening program. Pediatric Research, 97, 1566–1574. https://doi.org/10.1038/s41390-024-03516-6
- Kansra, A. R., et al. (2021). Childhood and adolescent obesity: A review. Pediatrics Review (PMC). https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7835259/
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- White, B. M., Prasad, R., Ammar, N., Yaun, J. A., & Shaban-Nejad, A. (2025). Digital health innovations for screening and mitigating mental health impacts of adverse childhood experiences: Narrative review. arXiv. https://arxiv.org/abs/2502.00066
- Xie, Y., Zhang, M. M., Wang, C., et al. (2025). The effect of bullying victimization on internet addiction: mediated by cyberbullying perpetration and moderated by social support. BMC Public Health, 25, 2856. https://doi.org/10.1186/s12889-025-23905-8
- Panagiotidou, G. (2023). The impact of social networking websites in adolescence [in Greek] (Doctoral dissertation). National and Kapodistrian University of Athens. https://doi.org/10.12681/eadd/54499

COMMUNICATION AND DEVELOPMENT OF HEALTH SERVICES FOR CHILDREN AND ADOLESCENTS

A) GENERAL

SCHOOL	MEDICINE
DEPARTMENT	MEDICINE
LEVEL OF STUDIES	MSc
COURSE CODE / SEMESTER	Semester of studies: 3rd
COURSE TITLE	COMMUNICATION AND DEVELOPMENT OF HEALTH SERVICES FOR CHILDREN AND ADOLESCENTS
INDEPENDENT TEACHING ACTIVITIES	Weekly teaching hours: 4 (Lectures and Practical Exercises) Credit units (ECTS): 7
COURSE TYPE	Special background, specialization, general knowledge
PREREQUISITE COURSES	-
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Greek
COURSE OFFERED TO ERASMUS STUDENTS	-
COURSE WEBSITE (URL)	https://eclass.uoa.gr/modules/units/index.php?course=MED2318&id=31825

B) LEARNING OUTCOMES

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

- To know and understand the basic principles of development, organization and operation of Developmental and Adolescent Health services
- To understand the importance of the holistic and interdisciplinary approach in the care of children and adolescents
- To staff, organize and coordinate Developmental and Adolescent Health services at clinical, community and educational level
- To understand the roles and responsibilities of health professionals and interdisciplinary teams in the care of children and adolescents
- To know and apply effective communication skills with children and adolescents, taking into account their developmental stage
- To know and apply communication and support skills for the family environment, recognizing that it is often part of the problem but also of the solution
- To apply techniques of active listening, empathy and management of difficult communication situations
- To know and apply principles of counseling in the context of Developmental and Adolescent Health services
- To design and evaluate interventions to support children, adolescents and families within organized services

- To assess the quality, effectiveness and sustainability of Developmental and Adolescent Health services
- To apply principles of ethics, protection of rights and confidentiality in the operation of services
- To contribute to the design of strategies for the improvement and development of Developmental and Adolescent Health services at local and national level

General competencies

- Adaptation to new situations
- Decision-making
- Autonomous work
- Teamwork
- Respect for diversity and multiculturalism
- Demonstration of social, professional and ethical responsibility and sensitivity to gender issues
- Exercise of criticism and self-criticism

C) COURSE CONTENT

- Principles of Nutrition in Children and Adolescents
- Design and Evaluation of Questionnaire-Based Research
- Qualitative Analysis – 1
- Qualitative Analysis – 2
- Accidents: Prevention, Impact and Public Health Strategies
- Safe Water Sports
- Wear and Geometry: The Role of Thyroid Hormone
- Artificial Intelligence: Positive Aspects and Concerns
- Support Structures for Children and Adolescents – Workshop
- Development of Emotional Intelligence in Childhood
- Emergency Pediatrics – First Aid – Accidents

D) TEACHING AND LEARNING METHODS – ASSESSMENT

MODE OF DELIVERY	Face-to-face and distance learning
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class electronic platform
ORGANIZATION OF TEACHING (semester workload, in hours)	Lectures = 56 Study & analysis of literature = 7 Independent study = 112 Total for the course (25 hours of workload per credit unit) = 175
STUDENT ASSESSMENT	Final written assessment with multiple-choice questions (100% of the final grade)

E) RECOMMENDED BIBLIOGRAPHY

- Avci, H., Baams, L., & Kretschmer, T. (2025). A systematic review of social media use and adolescent identity development. Adolescent Research Review, 10, 219–236. https://doi.org/10.1007/s40894-024-00251-1

- Cha, J. H., Ryu, S., Park, M., et al. (2025). Developmental screening of neurodevelopmental disorders before age 6: A nationwide health screening program. Pediatric Research, 97, 1566–1574. https://doi.org/10.1038/s41390-024-03516-6
- Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. Qualitative Health Research, 15(9), 1277–1288. https://doi.org/10.1177/1049732305276687
- Soriano Molina, E. (2025). The association between internet addiction and mental health in adolescents: A systematic review. Behavioral Sciences (Basel), 15(2), 116. https://doi.org/10.3390/bs15020116
- Xie, Y., Zhang, M. M., Wang, C., et al. (2025). The effect of bullying victimization on internet addiction: mediated by cyberbullying perpetration and moderated by social support. BMC Public Health, 25, 2856. https://doi.org/10.1186/s12889-025-23905-8

EDUCATIONAL PSYCHOLOGY AND PSYCHOSOCIAL HEALTH OF CHILDREN AND ADOLESCENTS

A) GENERAL

SCHOOL	MEDICINE
DEPARTMENT	MEDICINE
LEVEL OF STUDIES	MSc
COURSE CODE / SEMESTER	Semester of studies: 3rd
COURSE TITLE	EDUCATIONAL PSYCHOLOGY AND PSYCHOSOCIAL HEALTH OF CHILDREN AND ADOLESCENTS
INDEPENDENT TEACHING ACTIVITIES	Weekly teaching hours: 4 (Lectures and Practical Exercises) Credit units (ECTS): 5
COURSE TYPE	Special background, specialization, general knowledge
PREREQUISITE COURSES	Specialization: Education – Psychosocial Health and Development of Services for Children and Adolescents
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Greek
COURSE OFFERED TO ERASMUS STUDENTS	-
COURSE WEBSITE (URL)	https://eclass.uoa.gr/modules/units/index.php?course=MED2318&id=36762

B) LEARNING OUTCOMES

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

- To know and understand the basic principles of development, organization and operation of Developmental and Adolescent Health services
- To understand the importance of the scientific, holistic and interdisciplinary approach in the care of children and adolescents
- To staff, organize and coordinate Developmental and Adolescent Health services at clinical, community and educational level
- To know and understand the roles and responsibilities of health professionals and interdisciplinary teams
- To know and apply effective communication skills with children and adolescents, according to their developmental stage
- To apply communication, support and cooperation skills with the family environment, recognizing its emotional and psychosocial involvement
- To apply techniques of active listening, empathy and management of difficult communication situations
- To know and apply basic principles of counseling in the context of Developmental and Adolescent Health services
- To design, implement and evaluate interventions to support children, adolescents and families through organized services

- To apply principles of ethics, protection of rights and confidentiality in the operation of services
- To contribute to the strategic planning and continuous improvement of Developmental and Adolescent Health services at local and national level

General competencies

- Adaptation to new situations
- Decision-making
- Autonomous work
- Teamwork
- Respect for diversity and multiculturalism
- Demonstration of social, professional and ethical responsibility and sensitivity to gender issues
- Exercise of criticism and self-criticism

C) COURSE CONTENT

- Stereotypes and Prejudices in Education
- Education of Children with Intellectual Disability
- Design and Implementation of Individualized Education Programs for Students with Disabilities
- Cognitive-Behavioral Therapy
- Cognitive-Behavioral Therapy Workshop
- Self-Image and Tools for Strengthening Self-Esteem
- Internet Addiction or Internet Dependence
- Mental Health and Art & Use of Technology in Children with Developmental Particularities
- Access of Vulnerable Social Groups to the Health System
- The Importance of Breastfeeding in Child Development: Long-Term Benefits
- Gynecology in Childhood and Adolescence
- Overweight – Obesity and Eating Disorders in Children and Adolescents
- HPV Disease and Cancer in Greece
- Functional Neurological Problems in Children and Adolescents
- Low Fertility (Declining Birth Rate): Seeking Solutions to a Multidimensional Challenge
- Child and Adolescent with Cancer

D) TEACHING AND LEARNING METHODS – ASSESSMENT

MODE OF DELIVERY	Face-to-face and distance learning
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class electronic platform
ORGANIZATION OF TEACHING (semester workload, in hours)	Lectures = 25 Study & analysis of literature = 50 Independent study = 50 Total for the course (25 hours of workload per credit unit) = 125
STUDENT ASSESSMENT	Final written assessment with multiple-choice questions (100% of the final grade)

E) RECOMMENDED BIBLIOGRAPHY

- Daskalaki, E., Psaroudaki, K., Karkanaki, M., & Fragopoulou, P. (2020). Understanding the online behavior and risks of children: results of a large-scale national survey on 10-18 year olds. arXiv. https://arxiv.org/abs/2008.10274
- Durwin, C. C., & Reese-Weber, M. (2024). EdPsych Modules (4th ed.).
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COMMUNICATION AND DEVELOPMENT OF PREVENTION AND INTERVENTION SERVICES FOR CHILDREN AND ADOLESCENTS IN EDUCATIONAL SETTINGS

A) GENERAL

SCHOOL	MEDICINE
DEPARTMENT	MEDICINE
LEVEL OF STUDIES	MSc
COURSE CODE / SEMESTER	Semester of studies: 3rd
COURSE TITLE	COMMUNICATION AND DEVELOPMENT OF PREVENTION AND INTERVENTION SERVICES FOR CHILDREN AND ADOLESCENTS IN EDUCATIONAL SETTINGS
INDEPENDENT TEACHING ACTIVITIES	Weekly teaching hours: 4 (Lectures and Practical Exercises) Credit units (ECTS): 5
COURSE TYPE	Special background, specialization, general knowledge
PREREQUISITE COURSES	Specialization: Education – Psychosocial Health and Development of Services for Children and Adolescents
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Greek
COURSE OFFERED TO ERASMUS STUDENTS	-
COURSE WEBSITE (URL)	https://eclass.uoa.gr/modules/units/index.php?course=MED2318&id=36763

B) LEARNING OUTCOMES

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

- To know and understand the basic principles of design, development and operation of prevention and intervention services for children and adolescents in the educational setting
- To understand the importance of the scientific, holistic and interdisciplinary approach in the psychosocial support of children and adolescents
- To staff, organize and coordinate psychological and psychotherapeutic interventions in the school and the wider school community
- To know contemporary theoretical approaches to prevention and intervention, with an emphasis on cognitive-behavioral approaches
- To design, develop and implement prevention and intervention programs within the school community
- To know and apply effective communication skills with children and adolescents, taking into account their developmental stage
- To apply communication, cooperation and support skills with the family environment, recognizing its emotional and psychosocial burden
- To use techniques of active listening, empathy and management of difficult communication situations in the school setting
- To apply basic principles of counseling in the context of school and community mental health services

- To organize and implement support interventions for students with special educational needs (e.g. specific learning difficulties, ADHD)
- To support and empower the families of students with special educational needs, promoting school–family cooperation
- To assess the effectiveness of prevention and intervention interventions and services in the educational environment
- To apply basic principles of ethics, protection of rights and confidentiality in work with children, adolescents and families
- To contribute to the improvement and sustainable development of psychosocial support services for children and adolescents in the school setting

General competencies

- Adaptation to new situations
- Decision-making
- Autonomous work
- Teamwork
- Respect for diversity and multiculturalism
- Demonstration of social, professional and ethical responsibility and sensitivity to gender issues
- Exercise of criticism and self-criticism

C) COURSE CONTENT

- Suicidality and Self-Harm in Children and Adolescents
- Ophthalmological Problems in Children with Developmental Diversity – Use of Screens
- Principles of Nutrition in Children and Adolescents
- Design and Evaluation of Questionnaire-Based Research
- Qualitative Analysis – 1
- Qualitative Analysis – 2
- Accidents: Prevention, Impact and Public Health Strategies
- Safe Water Sports
- Wear and Geometry: The Role of Thyroid Hormone
- Artificial Intelligence: Positive Aspects and Concerns
- Support Structures for Children and Adolescents – Workshop
- Development of Emotional Intelligence in Childhood
- Emergency Pediatrics – First Aid – Accidents

D) TEACHING AND LEARNING METHODS – ASSESSMENT

MODE OF DELIVERY	Face-to-face and distance learning
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class electronic platform

ORGANIZATION OF TEACHING (semester workload, in hours)	Lectures = 25 Study & analysis of literature = 50 Independent study = 50 Total for the course (25 hours of workload per credit unit) = 125
STUDENT ASSESSMENT	Final written assessment with multiple-choice questions (100% of the final grade)

E) RECOMMENDED BIBLIOGRAPHY

- Asarnow, J. R., et al. (2019). Practitioner review: Treatment for suicidal and self-harm behaviours in adolescents and youths. Journal of Child Psychology and Psychiatry and Allied Disciplines, 60(4), 356–372. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6880954/
- Carbone, J. T. (2019). Child and adolescent suicidal ideation and suicide attempts: Trends, correlates, and prevention implications. The Journal of Pediatrics.
- Chhabria, A. (2023). Aggression, suicide, and self-harm in children and adolescents. Journal of Mental Health and Behaviour.
- Dai, Y., & Ouyang, N. (2025). Excessive screen time is associated with mental health problems and ADHD in US children and adolescents: Physical activity and sleep as mediators. arXiv.
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- Munsamy, A. J., et al. (2022). Screen-based behaviour in children is more than meets the eye: Impacts on mental health and cognitive development. Frontiers in Pediatrics.
- Prakosa, I. M., & Prajnaparamita, I. (2025). The impact of screen time on eye health: Clinical implications and prevention strategies. Journal of Diverse Medical Research, 2(4), 154–160.

PRACTICUM – MEDICAL TRACK

A) GENERAL

SCHOOL	MEDICINE
DEPARTMENT	MEDICINE
LEVEL OF STUDIES	MSc
COURSE CODE / SEMESTER	Semester of studies: 3rd
COURSE TITLE	PRACTICUM – MEDICAL TRACK
INDEPENDENT TEACHING ACTIVITIES	Weekly teaching hours: 8 (Lectures and Practical Exercises) Credit units (ECTS): 15
COURSE TYPE	Special background, specialization, general knowledge, skills development
PREREQUISITE COURSES	Specialization: Developmental and Adolescent Medicine and Development of Health Services for Children and Adolescents
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Greek
COURSE OFFERED TO ERASMUS STUDENTS	-
COURSE WEBSITE (URL)	-

B) LEARNING OUTCOMES

Upon completion of the practicum, students are expected to:

- Acquire specialized knowledge and skills in supporting the adjustment of children and adolescents in the school and the wider educational setting.
- Develop and apply techniques of social and emotional empowerment (Social and Emotional Empowerment) and life skills, which strengthen personal development and contribute to the cultivation of resilience.
- Approach the child, the adolescent and the family in a scientific, holistic and interdisciplinary manner, providing substantial and individualized support during critical developmental and transitional periods of life.
- Staff, organize and coordinate developmental and adolescent health services in accordance with the World Health Organization (WHO) standards for "youth-friendly" services, as well as with the Social and Emotional Empowerment (SEE) and Life Skills (LS) protocols, based on the CASEL framework, irrespective of specialty and in accordance with the theoretical background of their training.
- Assess the level, quality and effectiveness of the services provided to children and adolescents within structures, services and group interventions.
- Possess and apply effective communication skills with the child and the adolescent as well as with the family environment, aiming at the best possible handling of issues in a spirit of understanding, cooperation and mutual respect.
- Cope with professional competence with the particular difficulties of their role, the emotional burdens and the disappointments that may arise from the practice of their vocation.

- Continuously seek and utilize new, scientifically evidence-based approaches for improving the quality of the services provided.
- Contribute actively to the information, awareness-raising and support of children, adolescents and their families, with an emphasis on the prevention of psychosocial and pathogenic conditions.

General competencies

- Adaptation to new situations
- Decision-making
- Autonomous work
- Teamwork
- Respect for diversity and multiculturalism
- Demonstration of social, professional and ethical responsibility and sensitivity to gender issues
- Exercise of criticism and self-criticism

C) COURSE CONTENT

Course Content – Practicum Structures

The practicum of the course takes place in specialized clinical, university and community pediatric, adolescent and mental health structures, with the aim of substantially familiarizing students with the holistic, interdisciplinary and scientifically evidence-based care of children, adolescents and their families.

Specifically, students are placed at the Adolescent Health Unit (AHU) of the 2nd Department of Pediatrics of the University of Athens at the "Panagiotis & Aglaia Kyriakou" General Children's Hospital, where they come into contact with the model of "youth-friendly" health services, as defined by the World Health Organization. The training focuses on prevention, health promotion, psychosocial support and the management of complex issues of adolescence.

In parallel, the practicum at the Developmental Pediatrics Unit of the same Department offers training in the assessment of the development, behavior and psychosocial adjustment of children, as well as in cooperation with families within interdisciplinary teams.

At the Department of Pediatric and Adolescent Endocrinology – Growth and Development Clinic of the "Panagiotis & Aglaia Kyriakou" General Children's Hospital, as well as at the corresponding Department of the 2nd Department of Obstetrics and Gynecology of the University of Athens at the "Aretaieion" Hospital, students become familiar with issues of physical development, puberty, hormonal disorders and their psychosocial dimension, within the framework of the integrated care of children and adolescents.

The practicum extends to the Preschool and Early Childhood Development Department of the Pediatric Clinic of the "Asklepieion" General Hospital of Voula, where emphasis is placed on the early detection of developmental difficulties, on prevention and on support of the family during the first critical years of life.

Particular weight is given to practice in the field of mental health, through the Mental Health Sector – Child and Adolescent Psychiatry Department of the "Sismanogleio" General Hospital of Attica and the Psychiatric Sector – Child and Adolescent Psychiatric Clinic Department of the "Asklepieion" General Hospital of Voula. In this context, students participate in procedures of assessment, support and monitoring of children and adolescents with mental and emotional difficulties, in cooperation with multidisciplinary teams.

The practicum is complemented by educational interventions in the community, which include participation in four (4) organized talks in schools of Attica, as well as in Parent Academies, conferences and workshops, with the aim of health education, prevention and the strengthening of cooperation between school, family and health services.

Through participation in the above structures, students link their theoretical training with clinical and community practice, developing professional skills, scientific thinking and an attitude of responsibility towards child and adolescent health.

D) TEACHING AND LEARNING METHODS – ASSESSMENT

MODE OF DELIVERY	Face-to-face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of e-mail for communication with students
ORGANIZATION OF TEACHING (semester workload, in hours)	Practicum (placement), clinical practice = 120 Independent study = 255 Total for the course (25 hours of workload per credit unit) = 375
STUDENT ASSESSMENT	Report of practicum activities in the practicum logbook (host body, date, practicum hours, observations, clinical observation topics)

E) RECOMMENDED BIBLIOGRAPHY

- Asarnow, J. R., et al. (2019). Practitioner review: Treatment for suicidal and self-harm behaviours in adolescents and youths. Journal of Child Psychology and Psychiatry, 60(4), 356–372. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6880954/
- Dai, Y., & Ouyang, N. (2025). Excessive screen time is associated with mental health problems and ADHD in US children and adolescents: Physical activity and sleep as mediators. arXiv. https://arxiv.org/abs/2508.10062
- Prakosa, I. M., & Prajnaparamita, I. (2025). The impact of screen time on eye health: Clinical implications and prevention strategies. Journal of Diverse Medical Research, 2(4), 154–160.
- Suicide and Suicide Risk in Adolescents. (2023). Pediatrics, 153(1), e2023064800. https://publications.aap.org/pediatrics/article/153/1/e2023064800/196
- World Health Organization. (2020). World report on child injury prevention. WHO.

PRACTICUM – PSYCHOSOCIAL TRACK

A) GENERAL

SCHOOL	MEDICINE
DEPARTMENT	MEDICINE
LEVEL OF STUDIES	MSc
COURSE CODE / SEMESTER	Semester of studies: 3rd
COURSE TITLE	PRACTICUM – PSYCHOSOCIAL TRACK
INDEPENDENT TEACHING ACTIVITIES	Weekly teaching hours: 8 (Lectures and Practical Exercises) Credit units (ECTS): 20
COURSE TYPE	Special background, specialization, general knowledge, skills development
PREREQUISITE COURSES	Specialization: Education – Psychosocial Health and Development of Services for Children and Adolescents
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Greek
COURSE OFFERED TO ERASMUS STUDENTS	-
COURSE WEBSITE (URL)	-

B) LEARNING OUTCOMES

Upon completion of the practicum, students are expected to:

- Acquire specialization in supporting the adjustment of children and adolescents in the school and educational setting.
- Develop and apply techniques of social-emotional empowerment and life skills, which strengthen autonomy and contribute to the cultivation of resilience.
- Approach the child, the adolescent and the family in a scientific, holistic and interdisciplinary manner, offering substantial and individualized support during critical developmental phases.
- Staff, organize and coordinate developmental and adolescent health services, in accordance with the principles of the "youth-friendly" services of the World Health Organization (WHO), as well as with the Social and Emotional Empowerment (SEE) and Life Skills (LS) protocols, based on the CASEL framework, irrespective of specialty and in accordance with their theoretical training.
- Assess the level, quality and effectiveness of the services provided to children and adolescents within teams and structures.
- Develop and apply effective communication skills with the child and the adolescent and the family environment, aiming at the best possible handling of issues in a spirit of understanding, cooperation and respect.
- Cope with professional competence with the particular demands of their role, the professional difficulties, the disappointments and the emotional burden entailed by their vocation.
- Continuously seek and utilize new, scientifically evidence-based ways of improving the quality of the services provided.

- Contribute actively to the information, prevention and support of children, adolescents and their families, with the aim of averting pathogenic and psychosocially burdensome conditions.

General competencies

- Adaptation to new situations
- Decision-making
- Autonomous work
- Teamwork
- Respect for diversity and multiculturalism
- Demonstration of social, professional and ethical responsibility and sensitivity to gender issues
- Exercise of criticism and self-criticism

C) COURSE CONTENT

The practicum of the course is carried out in selected public and university health and mental health structures, with the aim of linking theoretical training with applied professional experience in the field of child, adolescent and family care.

A central role in the practicum is played by the Adolescent Health Unit (AHU) of the 2nd Department of Pediatrics of the University of Athens at the "Panagiotis & Aglaia Kyriakou" General Children's Hospital, where students become familiar with the provision of integrated, "youth-friendly" health services, in accordance with the guidelines of the World Health Organization. The training focuses on prevention, health promotion, psychosocial support and the empowerment of adolescents and their families.

The practicum extends to the structures of Thalpos – Mental Health, under the supervision of the Ministry of Health, specifically the Family Day Center and the Children and Adolescents Day Center. In these structures, students participate in prevention, assessment and psychosocial support interventions, with an emphasis on the systemic approach to the family, cooperation with interdisciplinary teams and the strengthening of the mental resilience of children and adolescents.

In addition, the practicum is carried out at the Naval Hospital of Piraeus, at the Special Care Center for Children of the Hellenic Navy, where students gain experience in the care of children with particular developmental, medical and psychosocial needs, within a special institutional and organizational environment.

As part of psychiatric training, students are placed at the Psychiatric Clinic of the 414 Military Hospital of Special Diseases, where they come into contact with the diagnosis, monitoring and management of mental disorders, as well as with the particularities of providing psychiatric services in a military hospital setting.

The practicum is complemented by educational interventions in the community, which include the delivery of four (4) organized talks in schools of Attica, as well as participation in Parent Academies, conferences and workshops, with the aim of health education, the prevention of psychosocial difficulties and the strengthening of cooperation between family, school and health services.

Through participation in the above structures, students develop professional skills, scientific competence and critical thinking, strengthening their readiness to provide quality child, adolescent and family health services.

D) TEACHING AND LEARNING METHODS – ASSESSMENT

MODE OF DELIVERY	Face-to-face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of e-mail for communication with students

ORGANIZATION OF TEACHING (semester workload, in hours)	Practicum (placement), clinical practice = 120 Independent study = 255 Total for the course (25 hours of workload per credit unit) = 375
STUDENT ASSESSMENT	Report of practicum activities in the practicum logbook (host body, date, practicum hours, observations, clinical observation topics)

E) RECOMMENDED BIBLIOGRAPHY

- Asarnow, J. R., et al. (2019). Practitioner review: Treatment for suicidal and self-harm behaviours in adolescents and youths. Journal of Child Psychology and Psychiatry, 60(4), 356–372. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6880954/
- Dai, Y., & Ouyang, N. (2025). Excessive screen time is associated with mental health problems and ADHD in US children and adolescents: Physical activity and sleep as mediators. arXiv. https://arxiv.org/abs/2508.10062
- Prakosa, I. M., & Prajnaparamita, I. (2025). The impact of screen time on eye health: Clinical implications and prevention strategies. Journal of Diverse Medical Research, 2(4), 154–160.
- Suicide and Suicide Risk in Adolescents. (2023). Pediatrics, 153(1), e2023064800. https://publications.aap.org/pediatrics/article/153/1/e2023064800/196
- World Health Organization. (2020). World report on child injury prevention. WHO.

4TH SEMESTER

STRATEGIES FOR THE DEVELOPMENT OF CHILD AND ADOLESCENT HEALTH – INTERVENTIONS/RESEARCH

A) GENERAL

SCHOOL	MEDICINE
DEPARTMENT	MEDICINE
LEVEL OF STUDIES	MSc
COURSE CODE / SEMESTER	Semester of studies: 4th
COURSE TITLE	STRATEGIES FOR THE DEVELOPMENT OF CHILD AND ADOLESCENT HEALTH – INTERVENTIONS/RESEARCH
INDEPENDENT TEACHING ACTIVITIES	Weekly teaching hours: 4 (Lectures and Practical Exercises) Credit units (ECTS): 6
COURSE TYPE	Special background, specialization, general knowledge
PREREQUISITE COURSES	-
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Greek
COURSE OFFERED TO ERASMUS STUDENTS	-
COURSE WEBSITE (URL)	https://eclass.uoa.gr/modules/units/index.php?course=MED2152&id=28624

B) LEARNING OUTCOMES

The course focuses on strategies for the development of interventions and research concerning childhood and adolescence. Its aim is to equip students with the necessary knowledge and skills so that they are able to staff, organize and coordinate corresponding programs. Particular emphasis is placed on the design of interventions that take into account the developmental, psychosocial and cultural characteristics of the age group (children or adolescents) to which they are addressed. At the same time, students become familiar with the appropriate tools and methods for evaluating the effectiveness and efficiency of interventions.

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

- To understand and apply basic theories and models of intervention development and research in childhood and adolescence
- To design, organize and coordinate intervention programs adapted to the needs of children and adolescents
- To take into account the developmental, psychosocial and cultural characteristics of the target age group when designing interventions
- To select and apply appropriate research tools and methods for evaluating the effectiveness and efficiency of interventions
- To analyze and interpret intervention evaluation data in a scientifically evidence-based manner
- To document and present the results of their interventions in clear and professional language

General competencies

- Adaptation to new situations
- Decision-making
- Autonomous work
- Teamwork
- Respect for diversity and multiculturalism
- Demonstration of social, professional and ethical responsibility and sensitivity to gender issues
- Exercise of criticism and self-criticism

C) COURSE CONTENT

- MSc THESES
- Bone Marrow Donor Program – Structure and Goal Setting
- From the Medical Opinion to the School and the Parents: Building Bridges of Support for the Child
- Strategies for Raising Awareness about Organ Donation
- Antimicrobial Resistance – The Role of Vaccines in Addressing It
- Techniques and Monitoring of Hand Hygiene Compliance, and Bundles of Measures and Compliance Tools in the Prevention and Surveillance of Healthcare-Associated Infections
- Health Promoting Schools
- Diagnostic and Therapeutic Odyssey in Children with Autism
- Biopedagogical Approaches to Promoting the Holistic Development of Children and Adolescents
- Strategies for Promoting Voluntary Blood Donation: Shaping the Awareness of the Voluntary Blood Donor among Young People
- Strategies for Preventing HIV and Hepatitis Infections
- Palliative Care in Children and Adolescents
- Actions of EDDYPPY

D) TEACHING AND LEARNING METHODS – ASSESSMENT

MODE OF DELIVERY	Face-to-face and distance learning
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class electronic platform
ORGANIZATION OF TEACHING (semester workload, in hours)	Lectures = 40 Study & analysis of literature = 30 Independent study = 80 Total for the course (25 hours of workload per credit unit) = 150
STUDENT ASSESSMENT	Final written assessment with multiple-choice questions (100% of the final grade)

E) RECOMMENDED BIBLIOGRAPHY

- Evans, A. M., Thabrew, H., Arroll, B., Cole, N., & Drake, R. (2021). Audit of psychosocial and palliative care support for children having allogeneic stem cell transplants at the New Zealand National Allogeneic Transplant Centre. Children, 8(5), 356. https://doi.org/10.3390/children8050356

- Mareschi, K. (2025). Educating tomorrow's donors: A high school initiative to raise awareness of blood and stem cell donation among adolescents. BMC Medical Education.
- Weisz, V., & Robbennolt, J. K. (1996). Risks and benefits of pediatric bone marrow donation: A critical need for research. Behavioral Sciences & the Law, 14(4), 375–391. https://doi.org/10.1002/(SICI)1099-0798(199623)14:4<375::AID-BSL247>3.0.CO;2-8
- Wilkins, M. L. (2013). Pediatric palliative care for youth with HIV/AIDS: Systematic review of the literature. HIV/AIDs Pediatric Palliative Care Review.

MSc THESIS

A) GENERAL

SCHOOL	MEDICINE
DEPARTMENT	MEDICINE
LEVEL OF STUDIES	MSc
COURSE CODE / SEMESTER	Semester of studies: 4th
COURSE TITLE	MSc THESIS
INDEPENDENT TEACHING ACTIVITIES	Weekly teaching hours: - Credit units (ECTS): 24
COURSE TYPE	Skills development
PREREQUISITE COURSES	-
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Greek
COURSE OFFERED TO ERASMUS STUDENTS	-
COURSE WEBSITE (URL)	-

B) LEARNING OUTCOMES

Upon successful completion of the MSc Thesis, students will be able to:

- Synthesize and critically utilize the theoretical and scientific knowledge acquired during their studies in the field of Developmental and Adolescent Health.
- Design and carry out, autonomously and/or with guidance, a research study, applying appropriate methodological and analytical approaches.
- Search for, evaluate and critically use scientific literature and research data.
- Analyze, interpret and present scientific data with clarity and documentation.
- Apply principles of ethics and scientific integrity in the conduct of research.
- Formulate evidence-based conclusions and proposals that contribute to the improvement of Developmental and Adolescent Health strategies.
- Present and defend orally and in writing the results of their work in a scientific and professional manner.

General competencies

- In-depth engagement with a specific topic of the scientific areas of the MSc Programme
- Synthesis ability with regard to knowledge
- Skills in searching for appropriate scientific information from the relevant scientific literature
- Critical thinking and skills related to research methodology
- Primary research study, literature or systematic review, or meta-analysis on a topic of Strategies of Developmental and Adolescent Health
- Scientific writing skills

- Skills in organizing and orally presenting the topic of the MSc thesis

C) COURSE CONTENT

- Definition of the MSc thesis topic and supervisor
- Writing of the protocol, feedback and approval by the supervisor, submission to the Secretariat of the MSc Programme
- Completion of application forms to the appropriate Ethics Committees – Approval by the General Assembly of the School of Medicine of NKUA
- Literature search and study – Processing of results
- Writing of the MSc thesis, plagiarism check using the Turnitin software
- Correction/approval by the supervisor, submission of the MSc thesis to the three-member committee
- Optional submission of a conference paper and/or publication in a Greek or international scientific journal
- Public oral defense of the MSc thesis
- Posting in the Institutional Repository PERGAMOS

D) TEACHING AND LEARNING METHODS – ASSESSMENT

MODE OF DELIVERY	One-to-one meetings, face-to-face or at a distance, between the supervising professor and the student
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of e-mail for communication with students; use of PowerPoint to support the MSc thesis
ORGANIZATION OF TEACHING (semester workload, in hours)	Literature search = 60 Research, systematic review = 140 Writing of the thesis = 300 Guided study = 100 Independent study = 250 Preparation of presentation = 50 Total for the course (25 hours of workload per credit unit) = 900
STUDENT ASSESSMENT	The student submits the written text of the MSc thesis to the three-member examination committee and defends it in a Public Presentation. The assessment is carried out by the three-member committee.

E) RECOMMENDED BIBLIOGRAPHY

- Study Regulations of the MSc Programme “Strategies of Developmental and Adolescent Health”. Guidelines for Writing the MSc Thesis of the MSc Programme “Strategies of Developmental and Adolescent Health” [in Greek].
- Higgins J, Thomas J (2021) Cochrane Handbook for Systematic Reviews of Interventions. Version 6.2. Available at https://training.cochrane.org/handbook/current
- University of Bern. (2021) Strengthening the reporting of observational studies in epidemiology (STROBE). Material available at https://www.strobe-statement.org/
- Liberati A, et al. (2009) The PRISMA statement for reporting systematic reviews and meta-analyses of studies that evaluate health care interventions: explanation and elaboration. J Clin Epidemiol, 62(10), e1-34.
- Sarafis P., Bamidis P. (2020) Health Services. Systems and Policies [in Greek]. “Broken Hill Publishers LTD”.