



**ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΕΣΣΑΛΙΑΣ**

ΤΜΗΜΑ ΕΠΙΣΤΗΜΗΣ ΦΥΣΙΚΗΣ ΑΓΩΓΗΣ & ΑΘΛΗΤΙΣΜΟΥ



**STUDY GUIDE**

POSTGRADUATE STUDY PROGRAM

**EUROPEAN MASTER IN SPORT AND EXERCISE PSYCHOLOGY**

DEPARTMENT OF PHYSICAL EDUCATION AND SPORT SCIENCE  
UNIVERSITY OF THESSALY



**EUROPEAN MASTER  
IN SPORT & EXERCISE  
PSYCHOLOGY**

**2025**

## CONTENTS

INTRODUCTION .....	1
ABBREVIATIONS .....	1
1. GENERAL INFORMATION .....	2
1.1. The University of Thessaly .....	2
1.1.1. Schools .....	3
1.1.2. Rectory authorities .....	5
1.1.3. Strategy .....	5
1.1.4. Structures (PEK IASON, DEKA, MOKE, Mediation) .....	6
1.1.5. Internationalization .....	8
1.1.6. Artistic groups .....	9
1.1.7. Cultural groups .....	9
1.1.8. Support (Counseling, Access & Disability, Harassment-Bullying).....	10
1.2. The city of Trikala .....	11
1.3. The campus of the University of Thessaly in Karyes Trikala .....	13
1.3.1. Faculty - Departments .....	13
1.3.2. Facilities .....	13
2. Master’s Program “European Master in Sport and Exercise Psychology” .....	15
2.1. Establishment .....	15
2.2. Physiognomy .....	15
2.3. Vision .....	16
2.4. Basic principles .....	16
2.5. Quality policies .....	16
2.6. Management of the Program .....	17
2.6.1. Committees of the Program .....	17
2.7. Staff .....	19
2.8. Facilities .....	20
2.9. Research Laboratories .....	21
2.9.1. Center for Research and Evaluation of Human Performance .....	22
2.9.2. Laboratory of Exercise Psychology and Quality of Life .....	28
2.9.3. Laboratory of Informatics .....	29
2.9.4. Laboratory of Applied Leisure Science: Nature, Sports, Arts .....	30
3. INFORMATION FOR STUDENTS .....	31
3.1. Special protocols and rules due to the pandemic .....	31
3.2. Course registration .....	31

3.3. Attending courses .....	31
3.4. Suspension of studies .....	31
3.5. Exams .....	31
3.6. Code of Ethics .....	33
3.7. Plagiarism Prevention Service .....	33
3.8. Use of IT services .....	34
3.9. Organization and tools of remote teaching .....	34
3.10. Course evaluation .....	34
3.11. Library and Information Center .....	35
3.12. Preparatory courses and seminars .....	35
3.13. Student mobility - Erasmus .....	35
3.14. Career prospects .....	37
3.15. Connecting teaching with research .....	38
3.16. Supervision of student progress .....	39
4. STUDY PROGRAM .....	39
4.1. EQF Level 7 Learning Outcomes and credits .....	39
4.1.1. Knowledge .....	39
4.1.2. Skills .....	39
4.1.3. Abilities .....	39
4.2. Syllabus for the Postgraduate Diploma .....	40
4.3. Course content .....	43
4.3.1. Semester A .....	43
4.3.2. Semester B .....	44
4.3.3. Semester C .....	45
4.4. Master Thesis .....	46
4.4.1. Procedure for submitting the thesis for examination .....	47
4.5. Practicum .....	48
4.6. Completion of studies .....	48
5. TUITION FEES .....	48
6. APPENDICES .....	49
6.1. Careers and Employability of EMSEP Graduates .....	49
6.2. Publications Stemming from EMSEP Dissertations .....	54

## INTRODUCTION

To a large extent, this Study Guide was based on the contents of the Study Guide of the Undergraduate Study Program of the Department of Physical Education and Sport Science (DPESS) of the University of Thessaly (UTH) and was adapted accordingly.

In the first part of the Study Guide there is useful information regarding the University of Thessaly, the city of Trikala as well as the University of Thessaly campus in Karyes, Trikala. In the second part there is a presentation of the Master's Program focused on its personality, vision, principles, quality policies, management, staff, facilities and Laboratories. The third includes particularly useful instructions for students regarding: course registration, exams, the code of ethics, the use of IT services, the organization and tools of remote teaching, the evaluation of courses, but also student support services, counseling, disability and access, the use of books and articles from the library, the Erasmus program, etc. The fourth part of the Study Guide describes the Master Thesis and the Practicum.

## ABBREVIATIONS

CRIE: Center Of Research Innovation And Excellence

HAHE: Hellenic Authority for Higher Education

ELKE: Special Account of Research Funds

QAU: Quality Assurance Unit

OMEA: Internal Evaluation Team

PAKEK: University Research Center

UTH: University of Thessaly

PGP: Postgraduate Program

DPESS: Department of Physical Education and Sports Science

SPESSD: School of Physical Education, Sport Science and Dietetics

## 1. GENERAL INFORMATION

### 1.1. University of Thessaly

The University of Thessaly (UTH) (<https://www.uth.gr/>) was founded in 1984 and accepted its first students in the academic year 1988-89. With its administrative headquarters in the city of Volos, it has grown throughout the Region of Thessaly (Volos, Larissa, Karditsa and Trikala) and in a part of Central Greece (Lamia).



Rector's Building - Administrative Services of the University of Thessaly in Volos  
(Papastratos Building)

More than 40,000 undergraduate students currently study at the University of Thessaly and approximately 6,000 postgraduate students and PhD candidates while it is staffed by teaching and research staff members of all categories, 427 administrative staff members. In addition, the teaching of the courses is supported by a sufficient number of contracted teachers.

The University of Thessaly is a dynamically developing higher education institution, which, according to the data of the Shanghai Ranking of World Universities, as of 2019 (<http://www.shanghairanking.com>), is ranked in the top 1,000 universities internationally. Its mission is to advance knowledge through teaching and research and to contribute to cultural and economic development at local, national and international levels. In order to achieve its goals, TY seeks to create a learning environment that promotes critical thinking, innovation, freedom of expression and the cultivation of faith in democratic ideals.

According to data from the Quality Assurance Unit (QAU) of the University of Thessaly  
*"The University of Thessaly is ranked for the 2nd year in a row among the 600-800 best universities worldwide, according to the popular World University Rankings (WUR), published by Times Higher Education (THE) for 2021- [https:// www.timeshighereducation.com/](https://www.timeshighereducation.com/). The 2021 THE ranking list presents the ranking of the top 1527 universities worldwide and draws data from the 2017-2018 academic year. The Times Higher Education ranking is one of the most widespread*

worldwide for providing objective data on the performance of HEIs but also for its influence on students, academics, chancellors and policy makers. According to THE, the University of Thessaly is ranked 3<sup>rd</sup> in Greece, after the University of Crete and the Kapodistrian University of Athens .



The University of Thessaly demonstrates a constant interest in high-quality scientific research. Considering it as a necessary condition for the production and transmission of new knowledge: it encourages the scientific distinction of research staff in all fields, rewards high individual and collective performance and cultivates a favorable climate for research and teaching innovation.

### 1.1.1. Schools

The academic structure of the University includes 8 Faculties and 37 Departments (which include 71 PMS):

Faculties	Departments
1. School of Engineering	<ol style="list-style-type: none"> <li>1. Department of Architecture</li> <li>2. Department of Civil Engineering</li> <li>3. Department of Electrical and Computer Engineering</li> <li>4. Department of Mechanical Engineering</li> <li>5. Department of Planning and Regional Department</li> </ol>
2. School of Humanities and Social Sciences	<ol style="list-style-type: none"> <li>1. Department of Culture, Creative Media and Industries</li> <li>2. Department of Early Childhood Education</li> <li>3. Department of History, Archaeology and Social Anthropology</li> <li>4. Department of Language and Intercultural Studies</li> </ol>
	<ol style="list-style-type: none"> <li>5. Department of Special Education</li> <li>6. Department of Primary Education</li> </ol>

3. School of Physical Education, Sport Science and Dietetics	<ol style="list-style-type: none"> <li>1. Department of Nutrition and Dietetics</li> <li>2. Department of Physical Education and Sport Science</li> </ol>
4. School of Health Sciences	<ol style="list-style-type: none"> <li>1. Department of Biochemistry and Biotechnology</li> <li>2. Department of Nursing</li> <li>3. Department of Physiotherapy</li> <li>4. Department of Public and One Health</li> <li>5. Faculty of Medicine</li> <li>6. Faculty of Veterinary Medicine</li> </ol>
5. School of Economics and Business Administration	<ol style="list-style-type: none"> <li>1. Department of Accounting and Finance</li> <li>2. Department of Business Administration</li> <li>3. Department of Economics</li> </ol>
6. School of Technology	<ol style="list-style-type: none"> <li>1. Department of Energy Systems</li> <li>2. Department of Environmental Science</li> <li>3. Department of Forestry, Wood Science and Design</li> <li>4. Department of Digital Systems</li> </ol>
7. School of Agricultural Sciences	<ol style="list-style-type: none"> <li>1. Department of Agriculture, Crop Production and Rural Environment</li> <li>2. Department of Agrotechnology</li> <li>3. Department of Animal Science</li> <li>4. Department of Food Science and Nutrition</li> <li>5. Department of Ichthyology and Aquatic Environment</li> </ol>
8. School of Sciences	<ol style="list-style-type: none"> <li>1. Department of Computer Science and Biomedical Informatics</li> <li>2. Department of Informatics and Telecommunications</li> <li>3. Department of Mathematics</li> <li>4. Department of Physics</li> </ol>

In addition, the UTH includes the General Departments of Larissa and Lamia, which do not award first-cycle degrees but cover the educational needs of the UTH Departments.

### 1.1.2. Rectory authorities

The rectory authorities of the University of Thessaly for the period 2023-2026 are as follows:

*Rector:*

Professor **Charalambos Billinis**



*Vice Rector:*

Professor **Ioannis Stefanidis**



*Vice Rector:*

Professor **Spyridon Karamanos**



*Vice Rector:*

Professor **Efthymios Providas**



*Vice Rector:*

Professor **Ioannis Anagnostopoulos**



### 1.1.3. Strategy

The University of Thessaly seeks to preserve and enrich the social good of knowledge, ensuring the right of access of the new generation to it, but at the same time the possibility of the country to choose a new model of development which will systematically and effectively utilize knowledge for the benefit of society. To support the creative forces and the new generation, to transmit ideas and good practices, to produce new knowledge through research, to create networks and positive examples of the utilization of knowledge in the modern environment, composing a new web that connects it with the needs of the country and public policies.

The focus of the development strategy of UTH includes:

- Its evolution into one of the most productive Universities in the country, with an emphasis on the excellent education of its students, excellence, high-level research and its decisive contribution to the development of local societies.
- Its recognition in the international arena for the production, utilization and dissemination of knowledge, as well as its collaborations with the global scientific community. The intensity of efforts towards the expansion and strengthening of its autonomy.
- The completion of the restructuring of its academic and administrative structure, the



expansion of research horizons and the quality upgrade of the teaching work, through the addition of the new Departments of the former TEI.

- The strengthening of the finances and the completion of the infrastructure for the accommodation of all its Departments and services.
- The improvement of the quality indicators of all administrative units of the Foundation and the indicators of its teaching, research and social work.
- Strengthening the environment of motivation and excellence to attract highly trained scientists and exploit strong research teams.
- The development of motivation strategies for students, teachers and administrative employees.
- Consolidation of stable and decent working conditions for all categories of personnel.

#### **1.1.4. Structures (PAKEK IASON, CRIE, IEU, Mediation)**

The Structures of the University related to Research and Innovation are organized based on international standards and provide high-level services for the development of Research Programs and Innovative Applications of the institution, the results of which work multiplying for the reputation and competitiveness of TΘ in the international academic world map.

##### **1.1.4.1. "IASON" University Center for Research Innovation and Development**

Based on Law 4589/2019, the University Research Center (URC) was established at the University of Thessaly under the title "IASON" University Research Center for Innovation and Development, as an academic unit of the Foundation, based in Volos. Purposes of the PAKEK are:

- Conducting basic and applied research.
- The utilization of research results for the benefit of Greek society.
- The contribution to the specialization of young scientists.
- The provision of services to public and private bodies.
- Training and practice.
- Mediation between the public and private sectors for the development of research units in companies.
- The promotion of the Greek language and Greek culture abroad.

Institutes of URC:

- Intelligent Production Systems And Intelligent Cities, based in Volos,
- Digital Culture and Communication and Education Technologies, based in Volos,
- Rural Development, based in Killeler,
- Animal Genetic Improvement, based in Karditsa,
- Kinesiology, based in Trikala,
- Systems Security and Data Science, based in Lamia,
- Diagnosis and treatment of cancer, based in Larissa,
- Rehabilitation and Wellness, based in Lamia,
- Teaching and teacher training, based in Volos,
- Entrepreneurship and Innovation, based in Larissa,
- Cotton And Agricultural Education, based in Karditsa,
- Wood - Furniture And Wooden Packaging, based in Karditsa,
- Medicinal And Aromatic Plants, based in Trikala,

- International Education, based in Amfissa.

#### *1.1.4.2. Structure of Research, Innovation and Excellence (RIE)*

The Structure of Research, Innovation and Excellence (RIE) of UTH aims to support multi-level academic and research activities, for which the common denominator is innovation and excellence. The purpose is to recognize and strengthen excellence, to increase the research competitiveness of the Foundation, to aim at the production of innovative products and to promote the provision of services to society and businesses in specialized fields. RIE operates as an independent structure, is supervised by the Senate of UTH and applies the internal operating regulations, as published in Official Gazette 4710/t.B'/29-12-2017.

#### *1.1.4.3. Unit for Innovation and Entrepreneurship (IEU)*

The Innovation and Entrepreneurship Unit (IEU) of the University of Thessaly is a development of the "Encouragement of Entrepreneurial Actions, Innovative Applications and Elective Courses of the Students of the University of Thessaly" Programs. (A and B phase, EPEAEK II). It is implemented within the Operational Program "Education and Lifelong Learning: 2007-2013" and is part of a wider planning for the career and employment of graduates and the connection of the Foundation with the labor market.

IEU's fundamental goals are the development of the entrepreneurial and innovative abilities of the students of the University and their support in undertaking entrepreneurial action. To achieve its goals, IEU implements:

- Teaching courses related to entrepreneurship and innovative activity.
- Ensuring direct contact with the business community, with the help of visits to productive entities and the utilization of established entrepreneurs and / or high-ranking business executives.
- Full use of the possibilities offered by new technologies, by using modern management and business planning tools.
- Support in taking entrepreneurial action and implementing business ideas.

#### *1.1.4.4. Mediation*

The mediation of the results of the research carried out at the University of Thessaly is supported by the Outreach Office of the Research Committee. The mission of the Office is to exploit the results of research through processes that are consistent with the academic principles and code of ethics of the institution.

The University implements an "open door" policy and seeks cooperation with public and private funding bodies, with the aim of exploring possibilities for the utilization of research results.

The extroversion of the University is served by the "Guide of Laboratories and Service Units", which is subject to constant renewal covering a wide range of research activities and is thus an important tool for offering technology to businesses.

Businesses that are interested in cooperating with the University in the context of exploitation of research results, cooperate with the competent officials of ELKE in identifying areas of common interest and are informed about the constantly updated number of research results.

The exploitation of research results is also served by the institutionalized "Regulation on the management of intellectual property rights", which is part of the "Guide to funding and management".

### **1.1.5. Internationalization**

Internationalization for the University of Thessaly means:

Teaching and research staff with international studies and connections: UTH was founded in the late 1980s, having the opportunity to attract a critical number of young, dynamic, internationally qualified, multilingual and internationally connected teaching and research staff members. Most of the Departments were established and operated during 1990s and early 2000s, a period characterized by economic growth and brain gain, with the repatriation of highly trained academic and research staff from around the world. The history of UTH to this day, has shaped an inherently internationalized learning and research environment.

Education adapted to the international environment: The undergraduate and postgraduate programs adhere to international standards and adopt the European Credit Transfer System (ECTS). The study programs are interdisciplinary and designed according to international standards and use multilingual literature and educational materials. As a public university, UTH is constitutionally obliged to offer undergraduate studies mainly in the Greek language. Starting from 2018-2019, it now offers an increasing number of undergraduate courses in English. These courses are aimed at both incoming international and Greek students.

Education oriented to the world: The design and implementation of English-language study programs that will attract foreign students to the UTH is a priority of the University. In this direction, summer schools are already organized, as well as international and joint postgraduate study programs, which serve to strengthen the international extroversion of our academic community.

Increasing number of international students: Every year, UTH welcomes students from all over the world, who visit the University to study in the context of Erasmus+ international mobility. It has concluded and maintains active more than 350 bilateral student mobility agreements, with more than 250 universities around the world. The University of Thessaly currently offers international master's and doctoral study programs in specific areas of specialization. It also organizes and hosts summer schools that attract young people from all over the world. During the 2019-2020 academic year, UTH welcomed a record number of incoming students from 20 different countries around the world.

International network of research groups: The research groups of UTH participate as partners or coordinators in a number of international research programs. Broadening the network of research activity is at the heart of our research strategy.

Visits of international scholars and researchers: The institution's academic research groups seek to attract talents and young scholars and researchers from the international field. Visiting professors and fellows are integrated into the teaching and research activities of the UTH, in order to obtain mutual educational benefits.

Strengthening the exposure of the academic community to the international environment: Reciprocity is at the core of the internationalization strategy of UTH. The mobility of our students and the academic and administrative staff of the Foundation is encouraged. UTH utilizes all

available funding tools for the benefit of students and staff to be able to visit, teach, research and train at HEIs around the world.

Promoting multilingualism : At the University of Applied Sciences, language proficiency is considered an essential skill for academic development. Through the Foreign Language Center, Greeks and other students are given the opportunity to expand their knowledge of foreign languages. Specially designed Greek language courses are offered to all foreign students, while English, French, German, Italian language learning courses are also offered, and from the academic year 2020-2021 Asian language courses, for both Greek and foreign students.

Open access : As a public academic institution, the University of Thessaly ensures that all facilities and services offered to national students are also available to foreign students. An effort is made to provide all available information for students in English and Greek.

Co-curricular activities : At the University of Thessaly, social and cultural activities, as well as participatory practices, are at the core of productive learning and knowledge. International students and professors participate in the learning experience, a stone's throw from cultural heritage monuments and world-famous tourist destinations. In order to strengthen their cultural immersion, students are invited to participate in parallel activities based on the rich cultural, sports, environmental resources of the region (theatre, music, sports, outdoor activities, cultural excursions, etc.). Also, foreign students and visitors are actively encouraged to participate in projects of common interest and social initiatives of UTH (environmental policy, refugee, volunteering, etc.).

### **1.1.6. Artistic groups**

The theater group of the "Third Floor" Theater gives the students the opportunity to get to know the art of theater, to work as a team and to discover their expressive potential through theatrical play and improvisation. The group comes into contact with the art of theater through exercises and games and the participants are encouraged to practice the body, voice, speech as expressive means and tools in this creative experience. The group then chooses a project they wish to work on and begin research work on it (usually a children's play at the University Christmas party and one for the wider public before the summer). The group works collaboratively and experimentally, guided by a director/theatre teacher, and is encouraged to propose and explore the material for the final performance. The final result is presented to the University community, but also outside it (participation in the 14th Serres University Conference, visit and presentation in the prisons of Kassavetia, appearances in theaters in the cities). At the same time, the theater-pedagogical group operates which plans and organizes play visits, often with an educational aim (e.g. recognition and management of emotions - Roma support center) or just for social/entertainment reasons in places such as schools, orphanages, seminars teachers etc.

### **1.1.7. Cultural groups**

#### *1.1.7.1. Musical Ensembles of the University of Thessaly*

The Musical Ensembles of the University of Thessaly (vocal group and instrumental ensembles) are made up of students from the University's Departments. Their goal is to promote the collective

musical creation and musical cultivation of students with vocal expression as the main medium. With their artistic activity through the realization of concerts, seminars, music publications, festivals, cultural exchanges, etc., they contribute to the active presence of the University in relation to culture.

#### *1.1.7.2. University of Thessaly Choir*

It was founded in 2015 in Volos, where its headquarters are also located. Students participate in its classes and all departments of the University from Volos, Larissa, Karditsa, Trikala and Lamia are involved in its activities. In 2015 she started her artistic activities, which she continues consistently to this day. The choir's rehearsals take place in the "Skouvara" hall, on the mezzanine (building 3) of the waterfront complex of the PTH.

#### *1.1.7.3. yUTH-Radio*

A web radio called yUTH-Radio operates in the University. The station has been operating since 2013 and is hosted by the Student Association of the Department of Spatial Engineering, Urban Planning and Regional Development. Students from all Departments and Schools participate in the operation of the station, as well as any academic member of the University who wishes. The broadcasts of the station are mainly aimed at the student community and the wider public, while at the same time, the events and actions of the University are supported and promoted.

### **1.1.8. Support (Advice, Access & Disability, Harassment-Bullying)**

#### *1.1.8.1. Consulting*

The Student Counseling Service of the Laboratory of Psychology and Applications in Education enables students of all Departments of the University of Thessaly, if they wish, to receive psychological support and help for their personal difficulties and concerns, as well as to be trained in acquiring management and problem-solving skills that they may face.

#### *1.1.8.2. Access and Disability*

The aim of the PROSVASI service of the University of Thessaly is to record the needs of students with disabilities and/or special educational needs (SEN) and their teachers, as well as to inform and support them. Also, an important mission of PROSVASI is the operational intervention in the premises of the UTH with the aim of improving their accessibility for students with special needs.

Students with SEN and lecturers register on the PROSVASI online platform to express their needs, to be informed and/or to receive support regarding issues of access to the UTH. Indicatively, students can register in PROSVASI in order to inform the Service of obstacles to their access, request support during their courses or some variation in their exams.

If the students require support, fellow students take on the role of volunteers with the aim of strengthening the access of their fellow students. Specifically, student volunteers, in collaboration with faculty members, can help disabled people move around the University premises, fill out applications, attend classes, convert various files into another format, prepare for exams. Finally, for the hearing-impaired students of the University of Thessaly, there is the possibility of interpretation in Greek sign language.

In addition to the students, teachers who wish to receive information or support to enhance the access of students, can consult the instructions posted on the PROSVASI website.

Also, if they want personalized information or support, they register online on the PROSVASI platform. To date, 148 students with disabilities and/or special educational needs are enrolled in PROSVASI, studying in all departments of the University of Thessaly.

### 1.1.8.3. Harassment – Bullying

No form of direct or indirect discrimination, victimization, intimidation or harassment is tolerated at the University of Thessaly and the principle of equal treatment is guaranteed. The University's policy for dealing with the above issues aims to develop an academic and working environment in which harassment and bullying have no place and where all members of the academic community will be assured that their problem will be dealt with discreetly and responsibly from the Foundation. More information on all Support Services is presented at: <https://www.uth.gr/zoj/ypostirixi>.

## 1.2. The city of Trikala



The Litheos river with the central pedestrian bridge.

Trikala is a city in Western Thessaly and is the capital of the Trikala Regional Unit. The wider area of Trikala has been inhabited since prehistoric times and the first signs of life in the cave of Theopetra date back to 49,000 BC. about. Neolithic settlements from 6,000 BC have also been discovered. in Megalo Kefalovrisos and other locations. The city of Trikala is built on the ancient city of Triikka or Trikki, which was founded around the 3rd millennium BC. and it was named so after the nymph Trikki, daughter of Pinios or according to others of the river Asopos. The city was an important center of antiquity, as Asklepios lived and worked here, which today is the emblem of the Municipality of Triikkaia.



The statue of Asclepius, the God of Medicine, in a central part of the city.

On the northeastern side of the town of Trikala dominates the medieval castle, which was built by the Byzantine Emperor Justinian in the 6<sup>th</sup> century AD. in the ruins of the acropolis of ancient Trikki. At its foot lies the old town consisting of the districts of Varousi and Manavika. The first one stands out for its old mansions, built between the 17<sup>th</sup> century and the 19<sup>th</sup> century and its narrow streets. In the second, there are many restaurants and taverns that are an attraction for visitors.



The fortress of Trikala.

The city of Trikala is considered a "smart" city, since it has implemented and is implementing actions, such as the driverless bus, smart parking system, smart city platforms, etc. It is also characterized by the widespread use of bicycles for the movement of citizens. It has a great cultural heritage and has highlighted notable artists, such as Tsitsanis, where the

Tsitsanis Museum operates in his memory, Kaldaras, Virvos, Mitropanos, etc. The city also has other cultural attractions such as the Osman Shah Ottoman Complex (Mosque) and the Kliafa History and Culture Center.

Trikala is located 20 kilometers from Meteora, a cluster of sandstone cliffs outside the town of Kalambaka. The monasteries of Meteora, which are built on the tops of some of the rocks, are the second most important monastic complex in Greece after Mount Athos and since 1988 have been included in the list of UNESCO World Heritage Sites.



Meteora with its monastic complex.

### 1.3. UTH Campus at Karyes, Trikala

#### 1.3.1. School - Departments

The city of Trikala is home to the School of Physical Education, Sport Science and Dietetics (SPESSD) and hosts the following two Departments of the University:

- Department of Physical Education and Sport Science (DPESS) ( [www.pe.uth.gr](http://www.pe.uth.gr) ).
- Department of Dietetics and Nutrition ( [www.dnd.uth.gr](http://www.dnd.uth.gr) ).

#### 1.3.2. Facilities

Of the two Departments of the University of Thessaly based in Trikala, DPESS is located in the southern part of the city, in the area of Karyes in a total area of 180 acres, and the Department of Dietetics and Nutrition in the northern part of the city, housed in a 3,000 sq. m. building while, at the same time, it also uses spaces, such as the DPESS auditorium in the Karyes area.





Photo of the ground plan of the plots and premises of DPESS (Source: Google Earth).



Photo of the facilities and premises of DPESS.

## 2. THE EUROPEAN MASTER IN SPORT AND EXERCISE PSYCHOLOGY

### 2.1 Establishment

The Master's Program "European Master in Sport and Exercise Psychology" operates in accordance with Government Gazette 5338/07.09.2023 i.B'. and its mission is to cultivate and promote the high-level training of researchers and practitioners for the development of sport psychology, which is grounded in the scientific foundations of sport and exercise, psychology and public health. Education of the Master's Program focuses on the psychological support of athletes and the promotion of healthy habits and lifestyles through regular engagement in various forms of physical activity. The Program responds to the increased demands for specialists in Europe and around the world to (1) provide psychological support to athletes to improve their quality of life and performance, and (2) to address the major challenges associated with the poor health status and sedentary lifestyle of modern people. The program works in addition to the undergraduate studies provided by Departments of Greek Universities, filling a gap that exists in the education provided at national and European level. More specifically, the Program aims to prepare students for professional work and for admission to doctoral degree programs in the psychology of physical education, exercise and sport. Specifically, the Program seeks to empower students and prepare executives who:

- They have knowledge and understanding of the psychology of sport and exercise, which provides the infrastructure for originality in the development or implementation of ideas to promote physical activity, health, quality of life and high performance in the fields of sport and public health , often within a research context.
- They can apply knowledge in sport and exercise psychology as well as problem-solving skills in new or unfamiliar environments to promote exercise, health, quality of life and high performance.
- They have the ability to generalize knowledge and handle complex problems of human behavior in areas of sports and exercise and physical education.
- They can make judgments about human behavior in sports, exercise and physical education with incomplete or limited information, but which include reflection on social and moral responsibilities linked to the application of their knowledge and judgments.
- They can communicate their findings on issues of human behavior in sport, exercise and physical education, and the knowledge and rationale on which they are based, to audiences of specialist and non-specialist populations, clearly and concisely.
- They have the learning abilities that allow them to continue to study in the field of sport and exercise psychology in a self-determined or autonomous way to communicate their findings on human behavior in the areas of sport, exercise and physical education, as well as the knowledge and reasoning on which these are based, to audiences of special and non-special populations, clearly and unambiguously.

### 2.2 Physiognomy

The Program awards a double degree. The Degree is titled: "European Master in Sport and Exercise Psychology". It is structured in 2 years (4 academic semesters), which include courses and preparation of a diploma thesis and internship. The minimum duration to complete the program is 2 years. The total number of credits (ECTS) required is 120. The possibility of temporary suspension of studies is provided, which cannot exceed two (2) consecutive semesters. The semesters of suspension of the student status are not counted towards the prescribed maximum duration of normal studies.

The Program has been formulated in accordance with the quality assurance procedures required. During their studies, postgraduate students are required to attend postgraduate courses, participate in all educational and research activities and prepare a postgraduate thesis.

### **2.3 Vision**

The significant recognition of the applications of psychology in the field of sports and exercise for health, but also the need to cultivate lifelong involvement in sports and exercise through Physical Education has created a growing demand for experts in the field in recent years. The Program aims to develop executives with knowledge and skills in counseling athletes and trainees, executives with abilities to lead programs that promote physical activity, health and quality of life, and education executives with expertise in the psychology of school physical education and education health. In addition, it aims to prepare graduates suitable for continuation in the Doctoral course of study.

Our vision is the creation of an interdisciplinary and intercultural human-centered culture for Sports, Exercise and Physical Education, with the aim of improving health and quality of life, highlighting lifelong Exercise through the modernization of Physical Education, and empowering of the people who surround Sports.

### **2.4 Basic principles**

The basic principles that govern the operation of the DPES and by extension the PSS Psychology of Sports Exercise and Physical Education are:

- Integrity
- Respect
- Cooperation
- Academic freedom
- Extroversion
- Justice
- Innovation
- Excellence
- Connection with society
- Meritocracy
- Impartiality
- Transparency
- Democracy
- Preserving the prestige of the academic status

### **2.5 Quality policies**

The Master's Program "European Master in Sport and Exercise Psychology" strictly follows and applies the quality policies of the University of Thessaly that have been established by the Quality Assurance Unit of the Foundation and are posted: [https://www.uth.gr/sites/default/files/modip/2019/Politiki%20Diasfalissi%20Poiotitas\\_126025942\\_4.pdf](https://www.uth.gr/sites/default/files/modip/2019/Politiki%20Diasfalissi%20Poiotitas_126025942_4.pdf)

The quality policy " *Aims at the systematic improvement of the quality indicators of all units of the Foundation, administrative and academic, at the creation of a motivational environment and*

*the development of motivation and excellence strategies for students, teachers and administrative employees. This policy is in harmony with its strategic planning, internal and external evaluation reports, the planning and reports of its administrations, and the decisions of the competent bodies. Finally, it goes through processes of continuous renewal and revision with the ultimate goal of improving its services to students, and its contribution to the promotion of science and research in society .*

## **2.6 Management of the Program**

Competent Bodies for the administration, organization and operation of the Program according to articles 81-83 of Law 4957/2022, are:

**a) the Senate of the University of Thessaly has the following responsibilities:**

- a) approves the establishment of a Master's Program or the amendment of the decision to establish a Master's Program, b) approves the extension of the duration of the operation of the Master's Program,
- c) decides on the abolition of the Programs offered by the University.

**b) The Assembly of the DPESS UTH** is responsible for the organization, administration and management of the Program and in particular:

- a) assigns the teaching work to the teachers of the Program
- b) recommends to the Senate the amendment of the decision establishing the Program, as well as the extension of the duration of the Program
- c) verifies the successful completion of the studies, in order to award the Master's Degree,
- d) approves the Program budget, following the recommendation of the Coordinating Committee (CC).

By decision of the Assembly of the Department, the responsibilities of para. a) and d) may be transferred to the CC of the Program.

**c) The Coordinating Committee (CC) of the Program** , consisting of the Director of the Program and two (2) members of the Teaching Research Staff (DEP) of DPESS, who have a related subject to that of the Program and undertake teaching work at the Program. The members of the CC are determined by a decision of the Assembly of DPESS UTH.

The CC is responsible for monitoring and coordinating the operation of the program and in particular:

- a) sets up Committees for the evaluation of the applications of the candidate postgraduate students and approves their registration in the Program,
- b) sets up examination committees for the examination of postgraduate students' theses and designates the supervisor for each thesis,
- c) prepares the initial annual budget of the Program and its amendments, since the Program has resources in accordance with article 84 of Law 4957/2022, and recommends its approval to the Research Committee of the Special Research Funds Account (ELKE),
- d) draws up the budget of the program and recommends its approval to the Assembly of DPESS UTH,

- e) approves the expenditure of the Program,
- f) approves the granting of scholarships, remunerative or non-remunerative, in accordance with what is defined in the decision establishing the Program and the Regulations for postgraduate and doctoral studies,
- g) recommends to the Assembly of DPESS UTH the distribution of teaching work, as well as the assignment of teaching work to the categories of teachers in article 83 of Law 4957/2022,
- h) recommends to the Assembly of DPESS UTH the invitation of Visiting Professors to meet the teaching needs of the Program,
- i) draws up a plan for the amendment of the study program, which it submits to the Assembly of DPESS UTH,
- j) recommends to the Assembly of DPESS UTH the redistribution of courses between academic semesters, as well as issues related to the quality upgrade of the curriculum.

Emeritus Professors of DPESS may participate in the CC, as long as they provide teaching work at Program. The members of the CC are not entitled to remuneration or any compensation for the performance of the responsibilities assigned to them and related to the performance of their duties.

**d) The International Coordinating Committee (ICC) of EMSEP** consisting of the director of EMSEP and a representative from each cooperating European University (Chieti-Pescara and Leipzig) and their deputies. The ICC examines the annual evaluations of the EMSEP and recommends to the CC matters concerning the academic part of the program, i.e. the teaching, the courses, the joint intensive course(s), the way of implementing the internship and the supervision of the thesis, including co-supervision from faculty members from different universities.

**e ) The Director of the Program** comes from the faculty members of DPESS UTH in order of priority at the rank of Professor or Associate Professor and is appointed by decision of the Assembly of the Department for a two-year term, with the possibility of renewal without limitation. The Director of the Program has the following responsibilities:

- a) presides over the CC, draws up the agenda and convenes its meetings,
- b) recommends the issues related to the organization and operation of the Program to the Assembly of DPESS UTH,
- c) recommends to the CC and the other bodies of the Program and the University of Thessaly issues regarding the effective operation of the Program,
- d) is Scientific Manager of the program in accordance with article 234 of Law 4957/2022 and exercises the corresponding responsibilities,
- e) monitors the implementation of the decisions of the Program committees and the Internal Regulation of postgraduate and doctoral study programs, as well as the monitoring of the execution of the Program's budget,
- f) exercises any other responsibility that is defined in the decision establishing the Program.

The Director of the Program is not entitled to remuneration or any compensation for the performance of the responsibilities assigned to him and related to the performance of his duties.

## 2.7 Staff

The teaching work of the Program is assigned, following a decision of the DPESS Assembly, to the following categories of teachers:

- a) members of the Teaching Research Staff (DEP), Special Educational Staff (EEP), Laboratory Teaching Staff (EDIP) and Special Technical Laboratory Staff (ETEP) of DPESS or other Departments of UTH or another Higher Education Institution or Higher Military Educational Institution, with additional employment beyond their legal obligations
- b) emeritus Professors or retired faculty members of DPESS or other Departments of UTH or another Higher Education Institution,
- c) cooperating professors, especially from the cooperating international universities of Chieti-Pescara and Leipzig,
- d) commissioned teachers,
- e) visiting professors or visiting researchers,
- f) researchers and specialist operational scientists of research and technological bodies of article 13A of Law 4310/2014 (A' 258) or other research centers and institutes of the country or abroad,
- g) scientists of recognized prestige, who have specialized knowledge and relevant experience in the subject matter of Program.

The assignment of the teaching work of the Program is carried out by a decision of the Assembly of DPESS, following a recommendation of the CC of the Program.

The lecturers of the above cases a) to f) have the right to supervise theses (in accordance with par. 1 of article 83 of Law 4957/2022) provided that they hold a doctoral degree. By decision of the CC of the Program, the supervision of diploma theses may also be assigned to DPESS Faculty, EEP and EDIP members, who have not undertaken teaching work in the Program.

By decision of the Assembly of DPESS, supplementary teaching work may be assigned to PhD candidates of DPESS or SPESSD, under the supervision of a Program professor.

The professors' obligations include:

- following the course schedule,
- the writing of a detailed description of the course with reference to the objectives, the weekly structure of the teaching hours, the suggested bibliography and the requirements of the course (practical exercises, presentations, etc.),
- the posting of the educational material in the e-class from the beginning of each lesson,
- the completion of the students' attendance register,
- the observance of 2 office hours per week for meetings with Program students,
- conducting exams and choosing subjects,
- the correction of the written exams and the sending of the score within five (5) days from the date of the exam.

The members of DPESS UTH who carry out teaching work in the Master's Program European Master in Sport and Exercise Psychology are included in the table below:

N/A	FULL NAME	STEP	E-MAIL
1	ANDROUTSOS ODYSSEAS	ASSOCIATE PROFESSOR	oandroutsos@uth.gr
2	GALANIS EVANGELOS	ASSISTANT PROFESSOR	egalanis@uth.gr

3	GIAKAS IOANNIS	PROFESSOR	<a href="mailto:ggiakas@pe.uth.gr">ggiakas@pe.uth.gr</a>
4	GOUDAS MARIOS	PROFESSOR	<a href="mailto:mgoudas@pe.uth.gr">mgoudas@pe.uth.gr</a>
5	DIGELIDIS NIKOLAOS	PROFESSOR	<a href="mailto:nikdig@pe.uth.gr">nikdig@pe.uth.gr</a>
6	THEODORAKIS IOANNIS	PROFESSOR	<a href="mailto:theodorakis@pe.uth.gr">theodorakis@pe.uth.gr</a>
7	KOKARIDAS DIMITRIOS	ASSOCIATE PROFESSOR	<a href="mailto:dkokar@pe.uth.gr">dkokar@pe.uth.gr</a>
8	KOMOUTOS NIKOLAOS	ASSOCIATE PROFESSOR	<a href="mailto:nzourba@pe.uth.gr">nzourba@pe.uth.gr</a>
9	KROMMIDAS HARALAMPOS	ASSISTANT PROFESSOR	hkrom@uth.gr
10	BOUGLAS VASILIOS	EDIP	bbouglas@pe.uth.gr
11	MORRES IOANNIS	ASSISTANT PROFESSOR	iomorres@uth.gr
12	PAPAIOANNOU ATHANASIOS	PROFESSOR	sakispap@uth.gr
13	PATSIAOURAS ASTERIOS		spats@uth.gr
14	HASSANDRA MARIA	ASSISTANT PROFESSOR	mxasad@pe.uth.gr
15	HATZIGEORGIADIS ANTONIOS	PROFESSOR	ahatzi@uth.gr

The PMS Secretariat is staffed by two (2) administrative officers:

N/A	FULL NAME	STEP	E-MAIL
1	MARIA KOUTSIANITI	ADMINISTRATIVE STAFF	<a href="mailto:msc@uth.gr">msc@uth.gr</a>
2	KONSTANTINOS TANNAS	ADMINISTRATIVE STAFF	msc-emsep@uth.gr

## 2.8 Facilities

The Program operates at DPESS, which has an excellent and modern infrastructure and building facilities: four (4) buildings, with a total area of 4000 sq.m. on a plot of land of 150 acres in the campus of Trikala. The UTH campus in Trikala is a very well-organized academic space and has:

- a) A modern library which is constantly updated,
- b) Office/Annex of ELKE,
- c) Internship Office,
- d) Laboratories,
- e) Video conference room,
- f) Computer room, and
- g) Other infrastructure.

In addition, the following are planned or implemented: student residences, an indoor gym, and 1000 sq.m. halls.

The Program courses are held in the auditorium, in the classrooms, as well as in the DPESS Laboratories, which are fully equipped with computers, with all the necessary software, as well as projection, teleconferencing and remote education systems. The very valuable and modern laboratory and electronic equipment of DPESS, which is currently worth more than €4,500,000 and is installed in the building facilities of DPESS, will also be available to the Program's students. On a case-by-case basis and for the conduct of supplementary and/or preparatory courses, it is possible to utilize other classrooms/laboratory areas as well as practice areas, provided that this does not hinder the educational process of the undergraduate education program. Finally, there is the connection with all the student care services of the University of Thessaly.



Part of the DPESS facilities.



Part of the DPESS facilities.



The DPESS auditorium.



## 2.9 Research Laboratories

The Department has a Research Center that includes five Laboratories as well as three additional independent Laboratories. All research laboratories cover research/scientific purposes and are used to support courses in the study programs (undergraduate, postgraduate), as well as doctoral and postdoctoral research:

Center for Research and Evaluation of Human Performance

1. The SmArT Lab
2. Lab of Biomechanics and Ergonomics



3. Lab of Functional Architecture of Mammals in their Environment (Fame Lab)
4. Lab of Experimental Physiology and Therapeutic Exercise
5. Training and Physical Conditioning Lab
6. Laboratory of Exercise Psychology and Quality of Life
7. Laboratory of Informatics
8. Laboratory of Applied Leisure Science: Nature, Sports, Arts

### **2.9.1. Center for Research and Evaluation of Human Performance**

The Center for Research and Evaluation of Human Performance (CREHP) includes five Laboratories which are presented in the following sub-sections. Its purpose is the development of activities related to the biological background of exercise for human health and high-level sports. In order to achieve this goal, CREHP promotes research and cooperation with other domestic and foreign research centers, contributes to the scientific guidance of high-level athletes and participates in the information and training of students in the new scientific and technological developments related to the field of biology human movement. Goal: the international recognition of our research and teaching activities.

CREHP conducts all laboratory courses related to physiology, biochemistry, exercise physiology and environmental physiology, training and biomechanics. Through these courses students participate in the measurement and evaluation of the physical performance of both athletes and the general population.

CREHP conducts basic and applied research to improve physical performance and quality of life. Some of the laboratory research topics are: Environmental physiology issues, occupational heat stress, gray adipose tissue function, diabetes and obesity, effects of exercise on the lipid profile and the role of exercise and nutrition in the functioning of the human body, analysis of contributing factors in muscle contraction, biomechanical analysis of healthy and injured movements, technical analysis and evaluation of athletic movements, effectiveness of training and exercise programs in sports and fitness.

The center evaluates football and basketball team players and a large number of athletes in various individual sports (track and field, swimming, cycling, wrestling, etc.). In addition, free exercisers in various sports and physical activities are also evaluated. CREHP is able to test aerobic capacity, anaerobic capacity, muscle strength and other parameters of human performance (body composition, flexibility, etc.). The assessment provides information about the type of training an athlete should follow and the degree of improvement after a specific training intervention. The results of the measurements are used to compare the athletes of the same team and can also be compared with a database of a very large number of athletes of the same sport held by CREHP.

#### **Director:**

Athanasios Tsiokanos, Professor in Biomechanics

Establishment Government Gazette Issue: 180/09/08/2000

#### **Contact:**

Center for Research and Evaluation  
of Human Performance DPESS, University of Thessaly  
Karies

42100, Trikala  
E-mail: ptsimeas@uth.gr  
Tel.: 24310 47067

### 2.9.1.1. *The SmArT Lab*

The research subjects of the Laboratory are:

- Exercise Induced Muscle Inflammation
- Exercise in old age
- Biochemistry and Physiology of Team and Individual Sports
- Evaluation of Training Methods
- Sports Nutrition
- Training and Readiness in Army Personnel
- Exercise and Obesity
- Exercise in Clinical Populations

The Lab aims are:

- Improving the health and performance of young and old people
- Increasing the sports performance of professional and amateur athletes
- Finding ways to increase physical activity
- Providing information on improving health and athletic performance through proper nutrition
- Using diet and exercise to treat chronic disease



The permanent staff of the Laboratory includes:

- Thanasis Tziamurtas, Professor
- Yiannis Fatouros, Professor
- Hara Deli, Assistant Professor
- Dimitris Draganidis, Assistant Professor
- Panagiotis Tsimeas, EEP
- Dimitris Batsilas, EEP
- Niki Syrou, EDIP

**Director:**

Athanasios Tziamurtas, Professor of Exercise Biochemistry

**Web page:**

[www.smartgroup.edu.gr](http://www.smartgroup.edu.gr)

**Contact:**

E-mail: ptsimeas@uth.gr

Tel .: 24310 47067

*2.9.1.2. Lab of Biomechanics and Ergonomics*

The research subjects of the Laboratory are:

- Motion analysis in patients with anterior cruciate ligament rupture
- Body posture
- Eccentric exercise as a training and muscle fatigue mechanism
- Building intelligent traffic analysis tools

The Laboratory aims are:

- Understanding the mechanics of movement
- Scientific support of athletes

Available instruments and motion analysis systems:

- VICON T-series optical-electronic motion analysis system with 10 cameras
- Two Bertec 4060-05 power floors
- Wireless Electromyograph Myon MA-320 EMG system (Myon AG, Schwarzenberg, Switzerland) with 8 channels
- CYBEX NORM isokinetic dynamometer (jointly with the other CREHP laboratories)
- Technogym floor ergometer



The permanent staff of the Laboratory includes:

- Yiannis Yiakas, Professor of New Technologies in Motion Analysis
- Thanasis Tsiokanos, Associate Professor of Biokinetics
- Panagiotis Tsaklis, Professor of Biomechanics and Ergonomics
- Themis Tsatalas, EDIP

**Director:**

Giannis Giakas, Professor of New Technologies in Motion Analysis

**Web page:**

[www.pe.uth.gr/index.php/erevna/ergastiria/item/92](http://www.pe.uth.gr/index.php/erevna/ergastiria/item/92)

**Contact:**

E-mail: [ggiakas@uth.gr](mailto:ggiakas@uth.gr)

Tel.: 24310 47010

### *2.9.1.3. Lab of Functional Architecture of Mammals in their Environment (FAME Lab)*

The FAME Lab (Functional Architecture of Mammals in their Environment) research team was founded in 2008. Since then it has participated in over 20 research projects funded by the European Union and other international organizations (funding of more than 19 million euros in the last decade), has published over 230 scientific articles and has presented its work in more than 310 international conferences.

FAME Lab researchers envision a world in which the vast majority of people understand how the environment affects their lives and plan their goals and activities with the long-term well-being of humanity in mind. Their goal is to show the way in this direction and to inspire individuals and organizations to become their fellow travelers towards the creation of the world they dream of.

FAME Lab researchers seek to help society understand and adapt to the effects of environmental factors. They believe that understanding and addressing the factors that negatively impact health, physical performance and productivity, and adapting to them, will undoubtedly accelerate the improvement of the quality of life for all people – in a sustainable and equitable way.

The research objects of the Laboratory are:

- Effects and adaptations to exposure to different environmental factors
  - Heat
  - Cold
  - Altitude
  - Scuba diving
  - Missions
  - Space
  - Air pollution
- Cellular function, health and aging
- Occupational heat stress



**Director:**

Andreas Flouris, Associate Professor of Physiology

**Web page:**

[www.famelab.gr](http://www.famelab.gr)

**Contact:**

E-mail: [aflouris@uth.gr](mailto:aflouris@uth.gr)

Tel .: 24310 47029

*2.9.1.4. Lab of Experimental Physiology and Therapeutic Exercise*

The research subjects of the Laboratory are:

- The mechanisms of muscle function
  - Combining biophysical, biochemical, and mechanical methods, our laboratory investigates muscle function and the soreness phenomenon of skeletal muscle under conditions of chronic pathology in both isolated muscle fibers and myoblasts.
  - The combination of the different methods allows the direct correlation of the observations with the basic interaction mechanisms of the sarcomeric proteins.
- The beneficial properties of exercise in chronic diseases
  - In collaboration with the attending physicians, the laboratory applies to patients with chronic diseases specially designed exercise programs aiming to improve the quality of life with undeniably positive results:
    - In the progression of the disease
    - In patients' level of functioning
    - In their health and therefore in their hospitalization rates
    - In their mental health and therefore in their social life
    - In their ability to remain "productive members of society"

The Lab aims are:

- Understanding of muscle function and especially the parameters that contribute to muscle stiffness or weakness and affect the overall state of health and physical performance.
- Investigation of the factors associated with morbidity that in turn lead to muscle atrophy, induce hypoactivity and increase the risk for premature death.

- In the prevention and treatment of chronic diseases through specially designed and personalized exercise programs.
- In understanding the mechanisms of repair of muscle dysfunction to reveal effective interventions to increase muscle function.



**Directors:** Christina Karatzaferi, Professor of Exercise Physiology-Myology  
Georgios Sakkas, Associate Professor of Exercise in Clinical Populations

**Contact:**

E-mail: ck@uth.gr / gsakkas@uth.gr

Tel.: 24310 47015 / 24310 47022

*2.9.1.5. Training and Physical Conditioning Lab*

The purpose of the lab is: a) to cultivate and promote the science of coaching with academic and applied teaching and research, b) to contribute to the progress of Greek sports through the scientific support of athletes and coaches and c) to plan, implement and to promote actions to increase physical activity and adopt healthy habits with the aim of improving the health and quality of life of the population.

The research objects of the Laboratory are:

- Acute and long-term adaptations of exercise in the various systems of the human body
- Design and implement exercise programs to promote health and improve performance
- Assessment of physical condition in mass and competitive sports
- Exercise in the workplace



The permanent staff of the Laboratory includes:

- Vasilios Gerodimos, Professor of Coaching
- Konstantina Karatrandou, Assistant Professor in Mass and Work Sports Coaching

**Director:**

Vasilios Gerodimos, Professor of Coaching

**Website:** <http://traininglab.gr>

**Contact:**

E - mail : bgerom @ uth . Gr

Tel.: 24310 47005

### **2.9.2. Laboratory of Exercise Psychology and Quality of Life**

The research subjects of the Laboratory are:

- Physical Education & Youth Sports
  - Promotion of physical activity
  - Motivation in physical education and youth sports
- Exercise and Health
  - Health education programs - Smoking
  - Exercise and depression / Dementia
- Sports Performance
  - Attention & concentration
  - Self-talk
- Social role of sports
  - Equality in society
  - Integration through sports



The permanent staff of the Laboratory includes:

- Giannis Theodorakis, Professor
- Athanasios Papaioannou, Professor
- Marios Goudas, Professor
- Antonis Hatzigeorgiadis, Professor
- Nikolaos Digelidis, Professor
- Nikolaos Komoutos, Associate Professor
- Maria Hasandra, Assistant Professor
- Charalambos Krommidas, Assistant Professor
- Evangelos Galanis, Assistant Professor
- Ioannis Morres, Assistant Professor
- Nadia Filippou, EDIP

**Director:** Antonis Hatzigeorgiadis, Professor

**Web page:**

<http://psych.pe.uth.gr>

**Contact:**

E-mail: [psylab@uth.gr](mailto:psylab@uth.gr)

Tel.: 24310 47024

### **2.9.3. Laboratory of Informatics**

The Laboratory of Informatics was established in order to provide the appropriate academic environment to meet the educational and research needs of DPESS in the field of Informatics and its applications in education and Physical Education. Regarding education, the objectives of the Laboratory are:

- The design and organization of courses and education, information and training programs in IT and Information and Communication Technologies (ICT)
- The design and organization of courses and programs of education, information and training in subjects of applications of Information Technology and ICT in Physical Education

Regarding research, the objectives of the Laboratory are:

- The design, development and evaluation of digital environments for the learning of Information Technology and ICT subjects



- The design, development and evaluation of digital environments for learning Physical Education subjects
- The design, development and evaluation of digital environments to promote health and physical activity
- The design, development and evaluation of digital educational games
- The study of the effects of existing digital environments on the knowledge, motor skills and physical activity of young people of all abilities

**Director:**

Marina Papastergiou, Professor of IT in Education and Digital Learning Media for Physical Education

Gazette of establishment: Gazette 1191/22-06-2015

**Contact:**

E-mail: mpapas@uth.gr

Tel.: 24310 47028

**2.9.4. Laboratory of Applied Leisure Science: Nature, Sports, Arts**

APPLIED LEISURE LAB (APPLE LAB) was founded in 2018 to support and nurture a sense of well-being by combining leisure, sports and the arts with leisure.

The study of free time in a scientific way in modern society is very important since free time includes the concepts of free time, entertainment, fun and play. The approach of the Laboratory is formed on three levels: Scientific Research, Educational Programs, Events & Projects.

The Laboratory aims at:

- Research collaboration with academic institutions, Laboratories, Professional associations.
- Implementation of research proposals and programs, student exchange
- Organization of leisure events, seminars, conferences, carrier days
- Carrying out educational trips, visits to sports centers, skiing
- Undertaking consulting services, development projects and studies in related agencies
- Writing books, supporting journals, providing lifelong learning training programs
- Cooperation with government bodies, companies, links of the Kinetic Recreation market
- Connection with society, through movement events, art, culture, environment

The permanent staff of the Laboratory includes:

- Haris Kouthouris, Professor of Leisure Activities Management
- Alexandra Bekiari, Associate Professor of Pedagogy with an emphasis on Physical Education
- Vassiliki Zisi, Associate Professor of Physical Activity in the Elderly
- Asterios Patsiaouras, EEP (Applied Teaching in Physical Education and Sports: Special Volleyball Coaching)
- Aglaia Zafeiroudi, EEP (Kinetic Recreation: Yoga-Pilates-Contemporary Dance)
- Anastasia Blandi, EEP (Swimming: Didactic and Special Training of Swimming)

**Director:**

Haris Kouthouris, Professor of Leisure Activities Management

**Web page:**

[www.applelabway.com](http://www.applelabway.com)

**Contact:**

Email: [applelabonline@gmail.com](mailto:applelabonline@gmail.com)

Tel .: 24310 47004

### 3. INFORMATION FOR STUDENTS

#### 3.1. Special protocols and rules due to the pandemic

All the prescribed rules and measures to avoid the spread of the Covid-19 coronavirus are applied at the University of Thessaly. The Protocol and the Case Management Staff are presented at: <https://www.uth.gr/news/diaheirisi-pithana-upoptoy-i-epibebaiomenoy-kroysmatos-covid-19>

#### 3.2 Course Registration

The declaration of courses is mandatory for the 2<sup>nd</sup> and 3<sup>rd</sup> semesters of the Program (the first semester includes only compulsory courses). Violation of the declaration deadline is equivalent to losing the possibility to attend the current semester. In this case, a decision of the CC is required to continue studying.

The deadlines for submission of declarations are announced by the Secretariat of the Program. With this declaration, students acquire the right to participate in the exams of these courses.

Students who have been graded with a grade of six (6.0) or higher in a course are not eligible to re-register and retake it.

#### 3.3 Course attendance

Each cycle (duration) of the Program leading to a postgraduate diploma lasts four (4) semesters for full study. Course attendance is mandatory. For all courses it is required to attend at least 75% of the lectures in each semester. Absences of more than 25% in a course result in the student failing the specific course. In this case, the student repeats the course.

#### 3.4. Suspension of studies

Postgraduate students may be granted, upon submission of a relevant application, a temporary suspension of studies, which may not exceed two (2) consecutive semesters. During the suspension, the graduate student loses student status. The time of the suspension is not counted towards the maximum duration of regular studies.

#### 3.5. Exams

The evaluation and grading in each course is the exclusive responsibility of the teacher, it is done in complete independence from the other courses and is a derivative of the objective assessment of the student's performance in the specific course (assignments, exams, etc.). The evaluation criteria are clearly defined and stated in the outline of each course.

The rating scale for evaluating the performance of postgraduate students is defined from

zero (0) to ten (10), as follows:

- Excellent (8.5 to 10)
- Very Good (6.5 to 8.49)
- Good (5 to 6.49).

A passing grade is five (5) and higher.

In the event that a student fails a course, he or she may be re-examined in that course in the re-examination period in September. The student's maximum number of revisions in a course is up to three (3) times. If he fails to obtain a passable grade in the 3 examination periods, he has one more opportunity to examine it, following his application by a three-member committee of Faculty members of the University of Thessaly, who have the same or related field of study as the subject being examined and are appointed by the Assembly of DPESS. The person in charge of the professor examination is excluded from the committee.

The exam program is published by the Department Secretariat with a relevant announcement on the website of the Program. Special care is taken for the oral examination of students with proven special needs prior to their admission to the Institution, in accordance with the procedure defined by the relevant Support Structure of the University of Thessaly.

The exams are conducted as follows:

- At the beginning of the examination and immediately after the delivery of the subjects, the examinees can submit clarifying questions to the examiner in charge, if he accepts it.
- At the beginning of each examination, examinees must sign the relevant list issued by the Secretariat. There should be a list for each examination room. In the same list, the invigilators also write their own names, as well as the total number of students in the room.
- Examinees must comply with the instructions of the invigilators on how to arrange themselves in the examination room.
- The consumption of coffee, soft drinks, food, etc. is not allowed in the examination area.
- Smoking is prohibited in the examination area, in accordance with current legislation.
- The examination begins with the performance of the subjects. The maximum exam time is two hours or any other time set by the instructor. The examination time cannot exceed the time limit set in the examination schedule.
- Students are not allowed to enter the examination room if the examinees have left the room and in any case if more than 15 minutes have passed since the start of the examination. A student who arrives late is not entitled to additional examination time.
- During the exams, no items other than the subjects, sealed exam stickers, pen and any other item/aid ( such as calculators, rulers, printed aids, proofreader), which is useful or has been defined in advance as necessary by the instructor to conduct the exams.
- Students must bring to the exam themselves all the necessary aids (such as calculators, rulers, printed aids), as these have been designated by the teacher. The use of other examinees' aids is not permitted.
- During the exams, the use of mobile phones or other devices that allow electronic communication is not allowed. These devices must be switched off and away from the bearings. The appearance of such devices during examinations is automatically considered

- as an intention to use them and results in the exam paper being nullified.
- If the supervisors notice that an examinee is behaving in a suspicious manner (e.g. conversations, possession or exchange of notes and other objects, irregular body positioning, notes on desks, facilitating or participating in copying, etc.), they must act, according their judgment, in one of the following ways:
    - a) giving a verbal remark,
    - b) moving the student to another position,
    - c) expulsion from the room and nullification of the exam paper. In case of application of the last action, the responsible teacher should be informed within a reasonable period of time (at the latest by the end of the examination procedure), who, depending on the case, may bring the matter to the Assembly for sanctions against the student.
  - It is forbidden for examinees to leave the examination room for any reason before handing in their written paper.
  - During the examination, not less than two examinees are allowed to remain in the examination room.
  - The examinees cannot hand in their paper and leave the room before at least 15 minutes have passed since the start of the examination (unless another time has been set by the professor in charge).
  - Along with the exam sheets, the examinees must hand in the subjects as well as any notebooks they may have used. Also, they must write their name on all forms, subjects, exam stickers and any drafts.
  - The writings and topics are kept by the responsible professor for at least two (2) years.

### **3.6. Code of Ethics**

A Code of Ethics is in force at the University of Thessaly, so that all members of the academic community, lecturers, researchers, students and administrative staff, cooperate in the implementation of the basic principles of ethics and ethics. Adherence to the principles of the Code contributes on the one hand to the personal improvement of everyone, on the other hand to highlighting the quality and raising the prestige of the University.

According to Law 4521/2018 article 23, the funded research projects, diploma theses and doctorates which according to the statement of the scientific supervisor include research on humans, on material derived from humans, such as genetic material, cells, tissues and personal data, in animals or in the environment, natural and cultural, must be submitted for approval to the Research Ethics Committee and the project cannot begin to be implemented at the University or the research institution without first receiving the relevant approval of this committee. The same applies to research in the social sciences, with the observance of the rules of confidentiality, protection of personal data and respect for individuals.

Violation of the provisions of the Code of Ethics constitutes a serious disciplinary offence, entailing the imposition of sanctions. Detailed information on Ethics issues is presented at:

<https://www.uth.gr/panepistimio/thesmika/themata-deontologias>

### **3.7. Plagiarism prevention service**

The copyright of Master's Thesis or patent or commercial exploitation rights of the works are determined by relevant decisions of the Ethics Committee of the University of Thessaly.

Any kind of plagiarism in coursework, publications or the writing of Master's Theses, fabrication of research data and unscientific behavior in general is prohibited. The Ethics Committee is responsible for informing the students of the Program and imposing penalties, where necessary. Detailed instructions on the subject will be issued by the University's Ethics Committee.

No graduate thesis is submitted for support unless it is first checked by the institution's central library's online plagiarism prevention service.

The University of Thessaly, through the Library and Information Center, has secured access to the online plagiarism prevention service (Turnitin), which enables lecturers to check the originality of students' papers and theses.

### **3.8. Use of IT services**

The Department of IT, using IT and Communication Technologies, supports a series of services, so that the members of the academic community have at their disposal modern systems and tools to carry out their work more fully. The services offered are included in 12 major categories: User Account, Electronic Mail, File Exchange-Storage, Telephony, Software, e-PO Services, Management Applications, Website Hosting, Tele-training- Tele-conferences, Internet Access-Security, Infrastructure Services, Help Desk. Detailed information is presented at: <https://it.uth.gr>

### **3.9. Organization and tools of remote teaching**

The educational process of the Program takes place in person. By decision of the CC it is possible, for extraordinary reasons, for part of the courses of which the percentage does not exceed 35% of the total course program, to be carried out using synchronous and asynchronous remote teaching methods.

Remote courses are supported with Microsoft's Office 365 platform to which the University provides access to all Master's students. Office 365 is a collection of Microsoft online tools and services designed for productivity and effective teaching and collaboration. They provide the possibility of synchronous and asynchronous teaching as well as 1 Terabyte of storage space to each user of TY. Details on the connection and use of this platform are presented at: <https://it.uth.gr/content/ex-apostaseos-mathimata>.

Also, the digital educational material is posted by the lecturers on the platform <https://eclass.uth.gr/> and is continuously available to postgraduate students. The eClass e-learning platform is the integrated Electronic Course Management System of the University of Thessaly, it is oriented towards the enhancement of the educational process and is supported by the Library and Information Center in collaboration with the IT Department. Its main objective is the integration of new technologies into the educational process, through the electronic organization, storage and presentation of educational material in a digital format, directly accessible from the internet, user management and the creation of user groups for collaborative learning, modern and the asynchronous communication (teleconference, chat, forum, messages) of instructors-students.

### **3.10. Course evaluation**

The Program fully implements the evaluation provisions of Law 4957/2022, as follows:

- At the end of each semester, an anonymous electronic evaluation of each course and each teacher is carried out by the postgraduate students.

- Under the responsibility of the Program Director who manages the evaluation system, special code numbers are distributed to postgraduate students in the 8th - 10th week of classes for each semester of study based on which the electronic evaluation of each course is done.

No teacher receives the result of the evaluation before the end of the lessons, the completion of the exams and the delivery of the score, with the sole responsibility of the Director of the Program. The system then sends the result of the evaluation to each teacher electronically, and the average of all courses is displayed for comparison.

At the end of the term of the CC and under the responsibility of the Director, a detailed report is prepared of the research and educational work of the Program, as well as of its other activities, with the aim of upgrading studies, better utilization of human resources, optimization of existing infrastructures and socially beneficial use of available Program resources. The report is submitted to the Assembly of DPESS.

### **3.11. Library and Information Center**

The Library and Information Center of the University of Thessaly operates as a single unit of academic services and consists of the Central Library in Volos with Branches at the Department level or groups of Schools in the cities of Volos, Larissa, Trikala, Karditsa and Lamia, which are administratively under in the Central Library and form a single unit, both in terms of human resources and in terms of development policy and the management of financial resources.

The mission of the Library and the Information Center is to strengthen and support the educational and research activities of the Foundation, its contribution to the retrieval, management, provision and dissemination of specialized information to the wider national and international community and its essential participation in various activities for education and the civilization.

The Library and Information Center offers its services to all members of the University's academic community, as well as to interested members of the public, provided it has the necessary financial and human resources. Detailed information on the structure, operation and all current services (on-site and electronic) are provided through the website: [http://www.lib.uth.gr/LWS/el/el\\_hp.asp](http://www.lib.uth.gr/LWS/el/el_hp.asp).

### **3.12. Preparatory courses and seminars**

There are no preparatory courses in the EMSEP program. The Study Program includes institutionalized Seminars that are mainly preparatory and oriented towards the study of the bibliography, the presentation of works, and the preparation for the research thesis.

### **3.13. Student mobility - Erasmus**

Student mobility abroad is a mandatory part of the Program as it leads to a double degree in collaboration with the University of Leipzig and the University of Chieti-Pescara. The benefits that students obtain are numerous. Through mobility, students have the opportunity to develop new skills and qualifications, which contribute to their personal development. Specifically, they are given the opportunity to improve their language skills, develop intercultural skills, develop into citizens of Europe while, in addition, those who move for internships can gain valuable work experience in companies/organizations abroad.

The student can complete an equivalent number of credit units (ECTS) of courses and prepare his

research thesis or his internship in partner institutions through the Erasmus+ program. A prerequisite is the relevance of the courses to the subject of this Program.

The procedure for student mobility is described below.

### ***Application***

The process begins with the student's expression of interest. This is done by submitting an application to the Office of International Relations. In addition to filling in the application document, the procedure also provides for the sending of accompanying documents, such as an identification document, a CV and a certificate of language proficiency in English or the language of the European university. In addition, for those students who choose to apply for a double degree, an application to the European university of their choice.

### ***Selection***

The Office of International Relations in turn communicates the students' applications to the Department and sends envelopes with the relevant documents. The Department Assembly then proceeds to approve those students who meet specific criteria such as their level of language proficiency and performance. The Office of International Relations announces the results on its page and informs the Host University about the mobility of students who can proceed to the next stage of the process.

### ***Before mobility***

At least 30 days before the intended mobility date, students complete the Learning Agreement through the relevant OLA (Online Learning Agreement) platform. The Agreement defines the courses they will attend at the Host University and is signed by the Academic Coordinators of the two Universities. The student submits to the International Relations Office necessary documents and information such as the IBAN of their bank account, a copy of the European Health Insurance Card, a copy of the insurance policy for accidents or any responsibilities to third parties and a copy of the Mobility Agreement. At the same time, the Host University will inform the students of any further procedures that must be followed, such as their registration in the University's Study Program.

Students are also invited to be examined online in the assessment language specified by the respective bilateral agreement via the OLS (Online Language Support) platform.

Upon completion of this process, the Office of International Relations can proceed with the disbursement of the first installment of the scholarship. The first installment amounts to 80% of the total provided and is deposited into the students' accounts before their departure.

### ***During mobility***

If, for any reason, there is a change in the provisions of the Learning Agreement, it is possible to update it. This is done after communication and consultation with the Academic Coordinators who will need to sign the document again while the International Relations Office is informed of the changes.

### ***After mobility***

At the end of the mobility and before a period of one month has passed, the students must send to the Office of International Relations, a) the detailed score of the courses attended at the Host University and b) a certificate of the course attendance period. In the case of an internship, a

certificate from the supervisor at the institution/University will be needed which will certify the period of time for which the student was employed as well as a description of their duties and achievements. The Learning Agreement is also updated, which is signed one last time by the student and the Academic Coordinators.

The Assembly of the Department, after the actions of the Academic Coordinator who has received copies of the above, proceeds to recognize the period of study or practice. The certificates of these recognitions are sent to the Office of International Relations, which has already proceeded to disburse the remaining amount of the scholarship, to close the students' files.

Detailed information about the Program is presented at the address:

<https://www.uth.gr/diethni/erasmus>.

### **3.14. Career prospects**

The significant recognition of the applications of psychology in the field of sports and exercise for health, but also the need to cultivate lifelong involvement in sports and exercise through Physical Education has created a growing demand for experts in the field in recent years. The Program aims to develop international professionals with the knowledge and skills to advise international athletes and trainees, professionals with the skills to lead programs that promote physical activity, health and quality of life, and education professionals with expertise in the psychology of school physical education and health education.

The Master's Program "European Master in Sport and Exercise Psychology" aims to prepare students for professional work and further continuation of their studies. The completion of the Program with a Master's Thesis entitles the graduates to continue their studies in the Doctoral Cycle of Studies while the Practicum offers international students valuable experiences and confidence to work with athletes, coaches and practitioners.

A number of advantages that the Program provides to graduates are analyzed below:

**Finding a worthwhile job:** Earning a master's degree often leads to faster career progression and promotion to higher-demand, higher-paying positions. In evaluations from graduates, most report that the Program helped them find work.

**Knowledge and Expertise:** Studying in this Program provides in-depth knowledge to provide effective sport and exercise counselling. This specialized knowledge gives a significant advantage at a time when the importance and value of physical activity for health has been highlighted.

**Focus on practical knowledge:** The delivery of the courses in combination with the Practicum prepares the graduates to respond immediately to the demands of the growing market of exercise and sport consulting services.

Master's students are mostly recent graduates from International Departments of Physical Education and Sports, Psychology, and Pedagogy, or professional physics teachers, gymnasts, coaches, psychologists, teachers and professors. As can be seen from the graduate survey, the Postgraduate Diploma has helped finding, creating, or progressing in these workplaces. Graduates of Physical Education and Sports Departments have worked in clubs or privately as sports psychology consultants. Physical Education teachers who graduated from the Program and then completed their Doctoral studies have developed and been promoted to positions of



responsibility such as School Directors and Education Professionals. Similarly, graduates of Psychology Departments and professional Psychologists have expanded their activity as Sports Psychologists. Finally, a number of graduates reaching up to 40% have continued in doctoral studies, while some have become professors or researchers at international universities.

### **3.15. Connecting teaching with research**

At the “European Master in Sport and Exercise Psychology”, teaching and research are connected as the Program:

- is the natural continuation of the Undergraduate Course of a Department of Physical Education and Sport Science, in which students are taught introductory courses and basic understanding of the psychology of physical education and sports, students, and deepens knowledge with new knowledge, new technologies and new data.
- enables postgraduate students and lecturers to participate in research programs and projects that are already being implemented, or have been included in the submitted research proposals, as well as those that will follow in the future at DPESS.
- offers research diploma work with a variety of topics related to the subjects of the Program.
- provides opportunities for the development of both basic and applied research as due to the content and structure of the proposed program the interface with the labor market is foreseen.
- The content and teachers of the taught courses are updated at regular intervals according to the most recent developments in the field of research regarding the taught subjects.
- At regular intervals, special lectures, presentations and events such as workshops and conferences are held at DPESS facilities, where new knowledge and opportunities for the development of research ideas and collaborations are offered.
- Part of the tuition fees, in accordance with what is also defined in Law 4957/2022, can be allocated for purely research purposes, both at DPESS and at other Departments and Laboratories of the University of Thessaly.
- A significant percentage of the assignments given during the courses have an experimental / research part.
- The use of DPESS's modern laboratories is greatly utilized by postgraduate students.
- Postgraduate students are given the opportunity to take part in international and national conferences presenting their research work, thus encouraging their participation in research activity.
- Products of the lecturers' research are discussed during the courses and are a springboard for discussion and initiation of new research opportunities in which postgraduate students are invited to participate.

In summary, DPESS's research activity is interrelated with its educational mission. There is a direct connection between the Program and research in specific scientific fields through the involvement of students in the research programs implemented in the Department. Also, all the research projects that have been developed or are in progress cover scientific subjects that are absolutely related to the subjects that DPESS faculty members treat and teach in this Program and are included in its Curriculum. DPESS supports the continuous adaptation of the content of the taught courses based on the new scientific developments in the fields it treats and the active interconnection of its students with the research labor market.

### **3.16. Supervision of student progress**

In the Study Regulations of the Program, there is the institution of the Academic Advisor, who undertakes the guidance of the student on any matter concerning his studies, as well as the support, if possible, on various personal issues related to the his studies. Among other things, the Academic Advisor informs and advises the students about the courses and procedures of the Program, the research process, the use of the infrastructure of the department's laboratories, as well as about the services offered by the University of Thessaly to the students his/hers, as far as the research process is concerned. For each postgraduate student, a faculty member is designated by the CC as an Academic Advisor. The Academic Advisor is responsible for monitoring and controlling the general progress of the graduate student's studies.

## **4. STUDY PROGRAM**

### **4.1. EQF Level 7 Learning Outcomes and credits**

#### **4.1.1. Knowledge**

The Master's Program "European Master in Sport and Exercise Psychology" aims to create professionals who:

- have knowledge and understanding of the psychology of sport and exercise, which provides the infrastructure for originality in the development or implementation of ideas to promote physical activity, health, quality of life and high performance in the fields of sport and public health , often within a research context.
- can apply knowledge in sport and exercise psychology as well as problem-solving skills in new or unfamiliar environments to promote exercise, health, quality of life and high performance.
- have the ability to generalize knowledge and handle complex problems of human behavior in areas of sports and exercise and physical education.
- can make judgments about human behavior in sports, exercise and physical education with incomplete or limited information, but which include reflection on social and moral responsibilities linked to the application of their knowledge and judgments.
- can communicate their findings on issues of human behavior in sport, exercise and physical education, and the knowledge and rationale on which they are based, to audiences of specialist and non-specialist populations, clearly and concisely.
- have the learning abilities that allow them to continue to study in the field of sport and exercise psychology in a self-determined or autonomous way to communicate their findings on human behavior in the areas of sport, exercise and physical education, as well as the knowledge and reasoning on which these are based, to audiences of special and non-special populations, clearly and unambiguously

#### **4.1.2. Skills**

Specialized problem-solving skills, which are required in research and/or innovation in order to develop new knowledge and processes and to integrate knowledge from different fields in the fields of sports science.

#### **4.1.3. Abilities**

Management and transformation in modern processes and work environments that require

specialized knowledge and innovative processes, such as the application of innovative methods and practices for the optimal performance of mental health, and quality of life.

## **4.2. Syllabus for the Postgraduate Diploma**

The Program consists of four (4) semesters - two (2) years. All students must attend the courses offered in each semester by the University they have chosen.

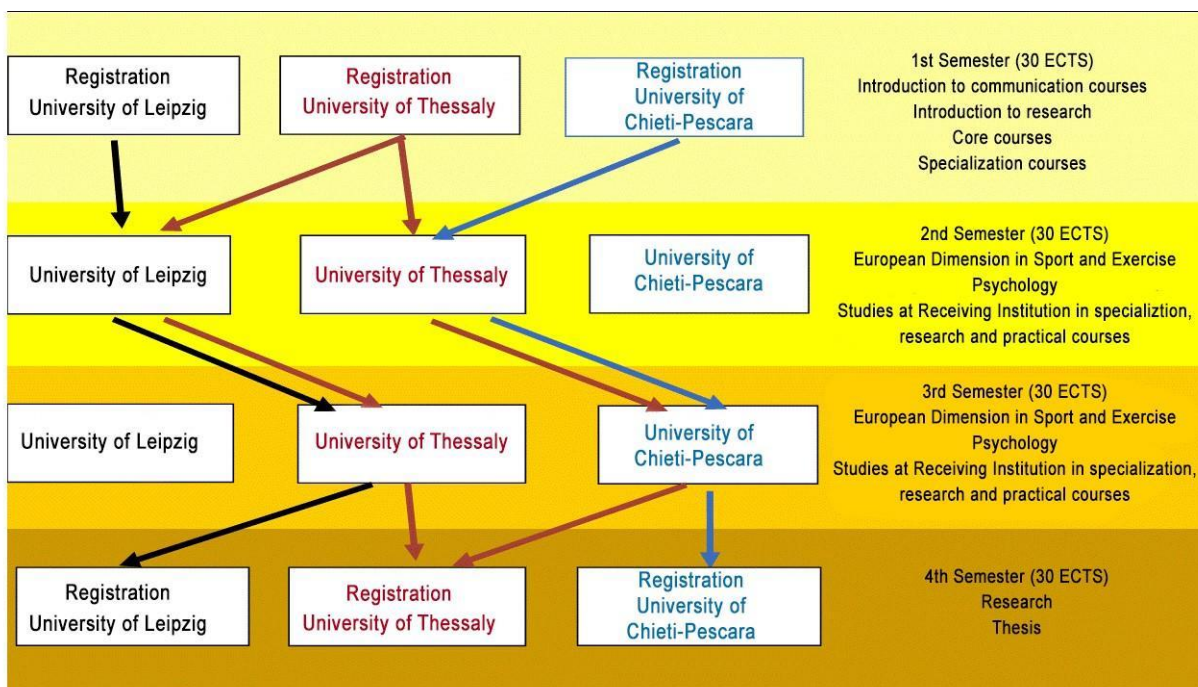
In the first semester, students enroll in one of the three enrollment universities, Chieti-Pescara (Italy), Leipzig (Germany) and Thessaly (Greece). In the second semester the students of the University of Thessaly who choose the University of Leipzig move to the University of Leipzig, while in the third semester the students of the University of Leipzig and Thessaly who studied in the 2nd semester in Leipzig move to the University of Thessaly. In the second semester the students of the University of Chieti-Pescara who choose the University of Thessaly move to the University of Thessaly and in the third semester the students of the University of Thessaly who choose the University of Chieti-Pescara as well as the students of Chieti-Pescara who in the second semester studied in Thessaly move to University of Chieti-Pescara.

In the fourth semester, students prepare their master's thesis at their university of enrollment.

The master's thesis is written in the fourth semester of the Program in English or in the national language of each member state of the Universities. The master's thesis is submitted at the end of the fourth semester in its final form and is defended before an examination committee of the respective University institution.

The syllabus of the Program consists of introductory courses, basic courses as well as specialization courses in Sports and Exercise Psychology, practical training courses and research project courses including the postgraduate thesis. The specialized courses in Sport and Exercise Psychology are defined by each university depending on the specialization and excellence of each university in different areas of Sport and Exercise Psychology.

On the basis of National and European legislation and on the basis of the cooperation pact between the Universities of Thessaly and Leipzig and between the Universities of Thessaly and Chieti-Pescara, students can replace some of the following courses with other elective courses that have the same number of European credits of Credit Units which are provided at the University of Thessaly and at the Universities of Leipzig and Chieti-Pescara respectively.



To receive the Postgraduate Diploma, 120 ECTS are required, which are acquired through attendance of compulsory courses, seminars, preparation of a research thesis and practical training.

Each semester of study lasts 13 full weeks and corresponds to a workload of 30 credits (ECTS). In detail, the first semester includes four compulsory courses (7 ECTS for each course) and one compulsory Seminar (2 ECTS). The second semester includes 3 elective courses (7 ECTS for each course), a compulsory seminar (3 ECTS) and Internship (6 ECTS). The third semester includes the attendance of two elective courses (7 ECTS for each course) and the preparation of an Internship (16 ECTS). The fourth semester concerns the preparation of a research thesis.

The student can complete an equivalent number of credit units (ECTS) of courses and prepare his research thesis or internship at partner institutions through the Erasmus+ program. A prerequisite is the relevance of the courses to the subject of this Program.

The educational process of the Program takes place in person. By decision of the CC it is possible for extraordinary reasons part of the courses, the percentage of which does not exceed 35% of the total course program, to be carried out using synchronous and asynchronous remote education methods, which is supported by the logistical infrastructure of the University of Thessaly for the support of remote learning programs through Microsoft's Office 365 platform.

The digital educational material is posted by the teachers on the platform <https://eclass.uth.gr/> and is available continuously to graduate students. The evaluation by the students is conducted by the MODIP of the University includes questions that also cover the digital evaluation material.

The start of the courses in each semester usually takes place in the 2<sup>nd</sup> half of September (for Winter Semester courses) and the 1<sup>st</sup> half of February (for Spring Semester courses). Immediately after the 13<sup>th</sup> week of classes, there is a one-week examination period for the courses which are

also evaluated with exams.

The course schedule for each semester is determined at the beginning of the academic year and is usually as follows:

A Semester: 7 three-day blocks of lessons (on average 1 block per 2 weeks) B Semester: 4 three-day blocks of lessons (on average 1 block/month) and occasionally an Intensive Program lasting 6-8 days. C Semester: 4 three-day course blocks (on average 1 block/month) and occasionally an Intensive Program lasting 6-8 days.

The CC of the Program, after a relevant proposal by the Director of the Program, approves the academic calendar of each year, which includes all the dates concerning the conduct of courses and exams.

- All courses have a minimum number of teaching hours of 36 hours.
- The seminars have a minimum number of teaching hours of 12 hours.
- The Intensive Programs (IP) have a minimum number of teaching hours of 36 hours.
- The Practicum (22 ECTS) is described below.
- The Thesis (30 ECTS) concerns a research thesis only. More information about the research thesis is presented below.

#### DETAILED STUDY PROGRAM

(CODE)	EC TS	Lessons	C/O
First Semester			
M01	7	Psychological foundations of sport and physical activity	C
M02	7	Psychological Skills in Physical Activity	C
M03	7	Psychology in school physical education and youth sports	C
M04	7	Research Methodology and Statistics	C
S01	2	Introduction to the program and development of communication skills	C
Second Semester			
IC1	7	European dimension in the psychology of sport and exercise I	O
	3	European dimension in the psychology of sport and exercise II	O
M05	7	Exercise psychology and motor development in health education	O
M06	7	Information and Communication Technology for Sport and Exercise	O
M07	7	Psychology of adapted physical activity	O
M09	7	Counseling Principles and Skills	O
IC2	7	Special Issues in Sport and Exercise Psychology	O
M08	7	Nutritional behavior and education	O
S02	3	Thesis Seminar	O

PA1	6	Practicum I	O
Third Semester			
IC1	7	European dimension in the psychology of sport and exercise I	O
	3	European dimension in the psychology of sport and exercise II	O
	7	Identifying and Motivating Students in Need of Physical Activity	O
	7	Spectrum of teaching styles and the psychology of physical activity	O
M10	7	Clinical Exercise Psychology	O
M11	7	Quantitative and Qualitative Data Analysis	O
PA2	16	Practicum II	C
Fourth Semester			
MT	30	Master Thesis	C

### 4.3. Course content

Basic information about the Program courses is presented (Thesis and Internship are presented in sections 4.4 and 4.5).

#### 4.3.1. Semester A

##### *Psychological foundations of sport and physical activity*

The course focuses on motivation, performance, team dynamics and leadership. Students will understand the basic theoretical approaches of sport and physical activity psychology, familiarize themselves with relevant literature to cultivate critical thinking about contemporary issues, and develop skills for the practical application of psychological principles in the context of sport and physical activity.

##### *Psychological Skills in Physical Activity*

The course will enable students to understand theory related to basic psychological skills. They will also be taught basic psychological techniques which they will be able to apply in their practice as well as their theory. They will be able to understand the processes, mechanisms and how to evaluate the basic psychological skills and techniques to improve the performance of athletes.

##### *Psychology in school physical education and youth sports*

The course will help students to understand the determinants of sport and physical activity in children and adolescents, which provides the basis for originality in the development and implementation of ideas to promote sport and exercise. children and adolescents.

##### *Research Methods and Statistics*

The course focuses on understanding the basic principles of research methodology, the various types of research and the purposes they serve, the development of research questions and hypotheses. In addition, emphasis is placed on the differences in research paradigms, and subsequently the research procedures applied. Finally, applied statistics and research data analysis

methods are introduced.

#### *Introduction to the program and development of communication skills*

The course aims to familiarize students with tools that facilitate their study and develop skills to effectively meet course requirements. Specifically, it focuses on the use of electronic library and e-class services, on the creation of effective presentations, and finally on ethical and ethical issues.

### **4.3.2. Semester B**

#### *European dimension in sport and exercise psychology*

The course concerns an intensive program lasting 7-10 days which is based on the cooperation of a network of European Institutions. Professors from European countries are invited and teach subjects of their specialization. At the same time, students from the network of Universities participate in this lifelong program. The course gives students the opportunity to observe experts in a variety of subjects, exchange views and discuss research ideas, and interact in a multicultural environment.

#### *Exercise psychology and motor behavior in health education*

This course will enable students to understand the behavioral theories of physical activity change as a health behavior, but also how the theories can be used to inform the creation of an intervention / behavior change program so that it is effective. They will develop skills in designing exercise behavior change programs as well as education programs to shape healthy behaviors using exercise as a tool.

#### *Information and Communication Technology for Sport and Exercise*

The course aims to develop knowledge and skills about technology tools that will contribute to the development and promotion of sports and exercise sciences. The content of the course includes video image processing techniques and short film creation, website creation as well as deepening skills required to create a modern and attractive isotope, familiarization with multimedia tools for creating educational materials and understanding how to develop a modern e-learning platform.

#### *Psychology of adapted physical activity*

The purpose of the course is to provide a comprehensive understanding and examine the extent to which a link can be made between special physical education and sport psychology by applying sport psychology techniques appropriate to disability and individual differences. Through this connection, the course intends to help sports psychologists to innovate and create a connection between the two specialties for their own benefit as well as that of disabled practitioners.

#### *Counseling Principles and Skills*

The course is about understanding the theoretical background of counseling skills, cultivating effective communication, and managing special situations and problem solving in sports matters. In addition, it focuses on applying consulting services to individuals and small groups. Finally, emphasis is placed on understanding and following the code of ethics and

protocols that provide a safe environment for athletes.

#### *Special Issues in Sport and Exercise Psychology*

The course focuses on providing additional and more specialized knowledge in the psychology of sport and exercise not covered by the other courses in the curriculum and deepening some of them.

#### *Nutritional behavior and education*

The course focuses on understanding the mechanisms shaping human eating behavior, and developing skills in the field of nutrition education focused on individuals or population groups of all age groups, developing appropriately designed nutritional interventions. In addition, it deals with the design and evaluation of nutritional education programs and nutritional interventions, based on behavioral models, tools and strategies that are suitable for each age group.

#### *Thesis Seminar*

The seminar is about understanding the steps to follow in selecting a research thesis topic, developing methodology, implementing research protocols, writing the study, and the procedures for completing the requirements of the master's thesis. In addition, possible obstacles and problems encountered by students and researchers in the research process are presented and discussed.

#### *Practicum I*

The course enables students to come into contact for the first time with providing counseling to interns-athletes under the direct guidance of a teacher.

### **4.3.3. Semester C**

#### *European dimension in sport and exercise psychology*

The course concerns an intensive program lasting 7-10 days which is based on the cooperation of a network of European Institutions. Professors from European countries are invited and teach subjects of their specialization. At the same time, students from the network of Universities participate in this lifelong program. The course gives students the opportunity to observe experts in a variety of subjects, exchange views and discuss research ideas, and interact in a multicultural environment.

#### *Identifying and Motivating students who need physical activity*

The subject of the course is to learn specialized knowledge and develop skills to promote intrinsic motivation and physical activity in students, especially those who need physical activity most, e.g., those who do not exercise, children of low social classes whose parents cannot support them to play sports, etc. To a large extent, the course uses material and experience developed by the European Program "Identifying and motivating youth who mostly need physical activity" which was coordinated at the European level by the Director and professors of the EMSEP.



### *Spectrum of teaching styles and the psychology of physical activity*

The subject of the course focuses on the development of specialized knowledge and skills in the spectrum of teaching styles of Mosston and Asworth used in the teaching of the Physical Education course or training in youth sports and its effects on children's psychological parameters, such as motivation, self-regulation, collaboration etc. Material is used that is developed by a group of international researchers under the supervision of the EMSEP professor Mr. Digelidis who is the president of the S. Asworth Foundation and aims to promote the spectrum of teaching.

### *Clinical Exercise Psychology*

The subject matter of the course concerns the concepts of mental health and mental illness and the development of knowledge and skills for the assessment of psychometric indicators of mental health and mental illness. Theoretical models for promoting physical activity for better mental health and reduced symptoms of mental illness are presented, and emphasis is placed on effectively documenting the effects of physical activity on mental illness. Finally, emphasis is placed on the design and implementation of interventional physical activity therapeutic protocols for mental illnesses.

### *Quantitative and Qualitative Data Analysis*

The course is a continuation of the Research Methodology and Statistics course and focuses on understanding the basic principles of quantitative and qualitative analyses, the different approaches that each research paradigm adopts, issues of validity and reliability, and finally advanced applications of quantitative and qualitative data analysis.

## **4.4. Master Thesis**

Students have the obligation to prepare a thesis in the 4<sup>th</sup> semester. The work should have a clear research character, on a topic related to one of the courses of the Program, which they defend publicly before a three-member examination committee (1 supervisor and 2 faculty members) appointed by the CC of the Program, after a relevant proposal by the Director of the Program. The master's thesis is co-supervised by professors from the two institutions that offer a double degree. The members of the three-member Examining Committee must have the same or related scientific specialty as the subject of the Program and the diploma thesis, while one of its members is a professor from the collaborating international university (Chieti-Pescara or Leipzig respectively).

Following its approval by the Committee, it is compulsorily posted on the website of the Institutional Repository of the University of Thessaly <http://ir.lib.uth.gr> and the PMS.

In exceptional cases, if there is an objective weakness or an important reason (illness, absence abroad, etc.), it is possible to replace the supervisor or a member of the Three-Member Examining Committee after a decision of the Director of the Program and the agreement of the CC.

#### **4.4.1. Procedure for submitting the thesis for examination**

Until the beginning of the 4<sup>th</sup> semester, the students inform in writing and submit the relevant subject request form to the Program Secretariat for the subject of their choice. After the candidate submits the application form for undertaking a thesis subject provided by the Quality Assurance System of the University of Thessaly, the CC proposes as Supervising Professor a faculty member who has been assigned teaching work at the Program and two Supervisors who together constitute the examination Committee for the student's Dissertation. The final approval of the assignment of the subject of the thesis, as well as of the Three-Member Examining Committee, is made by the CC. The supervising professor is responsible for monitoring and controlling the course of the graduate student's thesis. The two other members-advisors of the student's three-member examination committee who may be (depending on their availability and their research experience) faculty members or researchers of recognized Research Centers or Institutions at home or abroad, of which at least one is from the cooperating universities of Chieti-Pescara or Leipzig, who hold a PhD and have a recognized scientific project with a related research subject. The master's thesis is submitted for approval to the Bioethics Committee of DPESS UTH and once approved, its implementation can begin.

Only a thesis which is an original research work is considered as Master's Thesis. During the preparation of the Master's Thesis the student deals with the collection of the research data, the processing of the data and the statistical analysis of the data. After the collection and processing of the data, the writing of the thesis follows. The content of the research paper is on contemporary issues of exercise and health psychology, competitive sports, school physical education and workers in exercise and sports areas. Postgraduate students are encouraged to present their research data at conferences and publish them in scientific journals. The development of research skills in these areas is a prerequisite for enrollment in the Doctoral Course.

After completing the writing of the thesis and with the consent of the Supervising Professor, the candidate delivers a copy of the Master's Thesis to the members of the Three-Member Committee who may request any clarifications or corrections.

The Dissertation is in English. The presentation of the Master's Thesis is publicly supported. The date of public support of the thesis is set by the Supervising Professor. The Program's Secretariat announces the place and date of the support by sending an informative e-mail to the University Community that includes the date of the thesis support, the title and the summary of the thesis.

The final evaluation and judgment of the Master's Thesis is done by the Three-Member Committee after the oral presentation by the Master's student, completing the relevant form "GRADE OF DIPLOMATIC THESIS", where the essential specifications of the work are evaluated at a rate of 60%, the formal specifications at a rate of 20% % and the oral presentation at 20% of the total score. Each examiner signs the relevant form. The final grade of the thesis results from the average score of all 3 examiners. Approval requires the consent of at least two (2) members of the Three-member Committee. The Master's Thesis is evaluated on a scale from 0 to 10, with a passing score of 5. In case of rejection of the Master's Thesis, a new evaluation date is determined by the SE at least three (3) months after the first judgment. If they fail a second time, the student submits an application requesting a new subject in the same area in order to be examined at a future time. The approved Master's Thesis, after any corrections proposed by the Three-Member Committee, must be uploaded by the student to the Institutional Repository of the University of Thessaly (<http://ir.lib.uth.gr/handle/11615/1>) in electronic format.

**The thesis preparation guide** for the way of writing and its structure is posted on the Program's website, where the following, among others, are determined: the length, the font, the way of writing, the number of copies of the postgraduate thesis to be submitted and anything else relevant with its structure as well as its correction schedule.

#### 4.5 Practicum

The practicum consists of 2 parts: In the 2<sup>nd</sup> semester, Practicum I aims to familiarize students with the application of psychological techniques to individuals and small groups for the development of skills under supervision. In the 3<sup>rd</sup> semester, Practicum II has students work independently in the field under the guidance of the supervisor assigned to their Internship. Internship under the supervision/guidance of a certified sports psychologist in subjects chosen by the students, such as sports performance, exercise and health behaviors, rehabilitation, school physical education. Finding a place and participants for the Internship is the choice of the students, however the Program's staff helps them to find an organization related to the interests of the students.

#### 4.6 Completion of studies

A graduate student is considered to be a holder of the Graduate Diploma once he/she has fully completed his/her obligations. To take part in the certification ceremony he must have:

- Successfully complete the study cycle, as provided by the Study Program.
- To have handed over the Academic ID.
- To have no pending issues with the library.
- To have arranged any outstanding financial issues.

The certification for postgraduate students is carried out by the Rector's Authorities, in the presence of the Director of the Faculty of Education and the President of the Department. The graduation ceremony is defined by a decision of the Rector's Council.

### 5. TUITION FEES

The Program is self-financed and its main source of funding are the tuition fees of postgraduate students which amount to €4,200 per postgraduate student for the whole of each study cycle. The aforementioned amount of tuition fees can be changed, following a relevant decision of the competent bodies of DPESS and UTH.

Tuition fees are paid in two (2) installments at the beginning of each academic year. Any delay in payment of the amount of the tuition installment beyond 30 days creates an obstacle to the students' participation in the exams. Fees are non-refundable after the start of classes each academic year.

## 6 . APPENDICES

### 6.1 Careers and Employability of EMSEP Graduates

# Careers and employability of graduates of the European Master in Sport & Exercise Psychology

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### Presentation at the 14<sup>th</sup> World Congress of Sport Psychology, Seville, Spain (July 2017)

#### ABSTRACT

From 2009 until 2016 two European consortia of universities provided Master's level studies in sport and exercise psychology within a truly European and multicultural environment.

1. The European Master's Studies in Sport & Exercise Psychology ( EMSSEP ), a consortium of 12 European universities
2. The Erasmus Mundus European Master in Sport and Exercise Psychology (EMSEP), a consortium of 4 European universities comprising Jyväskylä (coordinator), Leipzig, Lund and Thessaly (2010-2016; since 2016 this program continues jointly by Thessaly and Jyväskylä)

This is a careers/employability survey for the years 2009-2016 for both the EMSSEP and the EMSEP.

The results show that the graduates had acceptable levels of employability and in their jobs they used the sport and exercise psychology skills that they had developed through these programs. Moreover, the graduates reported that they were satisfied by these programs.

#### Introduction

### 1. European Master's Studies in Sport & Exercise Psychology (EMSSEP) – Intensive Course

This was organized by a consortium of 12 European universities from 1996 until 2017 (but not in 2014). It involved a common curriculum in sport and exercise psychology (semester 1), the organization of a 2-week Intensive Course including students and lecturers of all network universities and away studies in one of the network universities (semester 2).

The Intensive Course (IC) was the most central event of the EMSSEP. Every year (but 2014) lecturers and

students of the consortium were moving to a host university that organized the IC with a duration between 6 to 20 days.

Since 2009, more than 236 postgraduate students from all continents took part in the 8 IC workshops that were organized in Montpellier, Leuven, Copenhagen, Amsterdam, Lund, Rome and Thessaly (2016 & 2017) respectively.

The EMSSEP Network: 12 European universities from 11 countries:

- Catholic University of Leuven, Belgium
- University of Copenhagen, Denmark
- University of Jyväskylä, Finland
- University of Montpellier, France
- University of Leipzig, Germany
- University of Thessaly, Greece
- Free University Amsterdam, The Netherlands
- Lisbon Technical University, Portugal
- Autonomous University of Barcelona, Spain
- Lund University, Sweden
- Halmstad University College, Sweden
- Norwegian School of Sport Science, Oslo, Norway (until 2012)
- Rome, Italy (in 2013) (University of Rome "Foro Italico")

## **2. European Master's program in Sport & Exercise Psychology (EMSEP)**

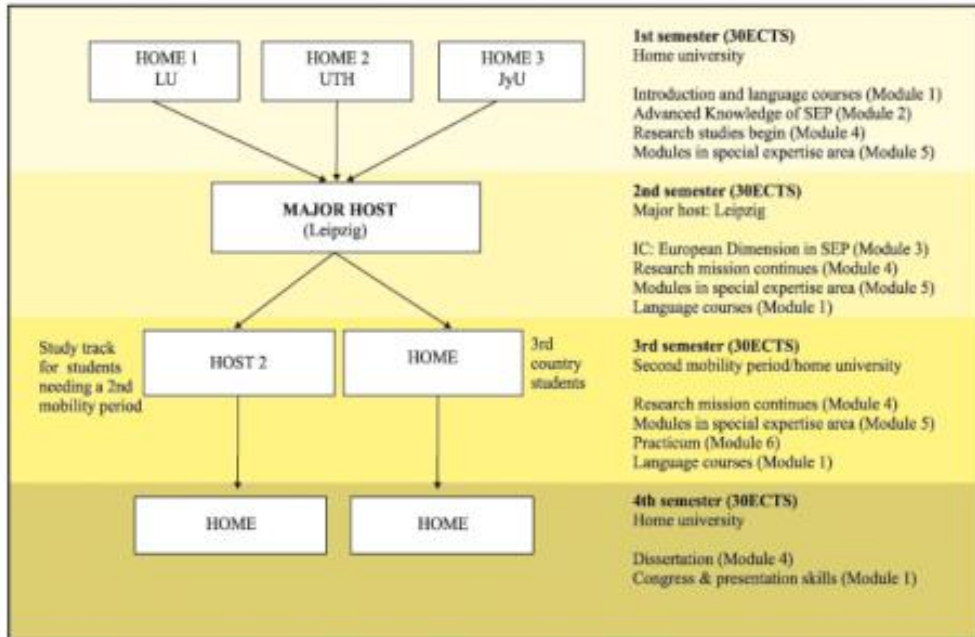
This program evolved from the EMSSEP.

It was a 2-year program entirely focused on Sport and Exercise Psychology, with an annual intake of 20-25 international students who registered across three host universities (Jyväskylä, Lund, Thessaly).

In Semester 2 all students were moving to Leipzig where invited international lecturers provided courses every year. The program included sport and exercise psychology courses and seminars in semesters 1, 2 and 3, practicum in semester 3 and research thesis in semester 4.

From 2016 onwards the program continues jointly by the universities of Thessaly and Jyväskylä. The program provides a double degree.

## 2. EMSEP Mobility Program



### Aim of the study

- Determine the EMSSEP and EMSEP graduates' employment status
- Explore satisfaction with the program
- Identify relationship between participation in the program and employment status

### Methodology: Online Survey

- Conducted between April - June 2017
- Software/Program: Google Drive
- Sent e-mail with the online questionnaire's link to 283 former students (2009-2016)
- Questionnaire: Adaptation of the Lintunen et al. (2009)
- Response rate: 84 completed all survey items (29.68%)
- Age: 31.45 years ( $SD = 4.56$ )
- Gender: 40.5% female ( $N = 34$ ), 59.5% male ( $N = 50$ )
- BSc background: Mainly Sport Science (44.3%) or Psychology (43%) or other field of studies (12.7% eg Physiotherapy etc.)
- EMSSEP:  $N = 39$  out of 180 EMSSEP students from 2009 -2016 (21.67%)
- EMSEP (2 years program):  $N = 45$  out of 103 EMSEP graduates (43.69%)

### Results

#### First Job

- **88.1%** of the participants have started working after Master (EMSSEP: 87.2%; EMSEP: 88.9%)

- **42.9%** stated that a Master's degree was a requirement for receiving their first job after graduation (EMSSEP: 33.3%; EMSEP: 51.1%)
- **29.8%** stated that Master's degree was NOT a requirement, but it HELPED
- **61.9%** ( N = 52) were still at the same job (EMSSEP: 59%; EMSEP: 64.4%)

### **Current Employment Status**

- **30.1%** permanent position (EMSSEP: 44.7%; EMSEP: 17.8%)
- **22.9%** self-employed (EMSSEP: 15.8% EMSEP: 28.9%)
- **12.7%** part time job (EMSSEP: 15.8 %EMSEP: 8.9%)
- **10.8%** full time studies (EMSSEP: 2.6% EMSEP: 17.8%)
- **9.6%** a fixed term or temporary job (EMSSEP: 5.3%; EMSEP: 13.3%)
- **6%** other (EMSSEP: 5.3%; EMSEP: 6.7%)
- **2.4%** family leave (EMSSEP: 0%; EMSEP: 4.4%)
- **6%** unemployed (EMSSEP: 10.5%; EMSEP: 2.2%)
- **55%** stated that a Master's degree was a requirement for receiving their **current** job (EMSSEP: 47.4%; EMSEP: 61.9%)

### **Nature of Job NOW**

- **34.5%** Research (EMSSEP: 23.1%; EMSEP: 44.4%)
- **32.1%** Education or Teaching (EMSSEP: 38.5%; EMSEP: 26.7%)
- **16.7%** Consulting (EMSSEP: 17.9%; EMSEP: 15.6%)
- **2.4%** Customer service/ patient work (EMSSEP: 5.1% EMSEP: 0%)
- **3.6%** Marketing and sales (EMSSEP: 5.1%; EMSEP: 2.2%)
- **4.8%** Leadership or managerial duties (EMSSEP: 2.6%; EMSEP: 6.7%)
- **6%** other (EMSSEP: 7.7%; EMSEP: 4.4%)

### **Use of EMSEP skills in your current Job**

- **52.6%** Constantly (EMSSEP: 32.4%; EMSEP: 70.7%)
- **39.7%** Somewhat (EMSSEP: 54.1%; EMSEP: 26.8%)
- **7.7%** Not at all (EMSSEP: 13.5%; EMSEP: 2.4%)

**$\chi^2 = 10.93, p < .01$**

**EMSEP students used their sport psychology skills more consistently than EMSSEP students**

- **21.4%** work as Sport Psychologist or Mental Trainer or athletes' Consultant (EMSSEP: 17.9%; EMSEP: 24.4%)

### **Further Education – PhD**

- **29.8%** (N = 25) have completed or are completing a PhD [(EMSSEP: 17.9%, N = 7; EMSEP: 40%, N = 18 ),  **$\chi^2 = 4.86, p < .05$**  )

Main reasons:

- Improve their knowledge
- Interested in research
- Want to pursue an academic / university career

### **Satisfaction with EMSEP**

- **70.3%** were satisfied or extremely satisfied with the program ( **66.7 %** EMSSEP ; **73.3%** EMSEP)
- **79.8%** felt that they have **benefited** from the international network ( **69.2%** EMSSEP; **88.9%** EMSEP)
- **96.4%** of **all** students would recommend the European Master's program to other students in their field

### **Conclusion**

#### **EMSEP/EMSSEP graduates**

- are employable
- are satisfied with their program
- have benefited from the International network of the program
- EMSEP graduates use more constantly their sport psychology skills and pursue more research careers than EMSSEP graduates.

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## 6.2. Publications Stemming from EMSEP Dissertations

### Publications stemming from EMSEP dissertations

**Research conducted for the requirements of an EMSEP dissertation is of high quality** . It is often presented in international congresses and students are encouraged to publish them in international journals. Examples follow below (in bold EMSEP students' names):

1. Galanis, E., **Nurkse** , L., **Kooijman** , J., Papagiannis, E., Karathanasi, A., Comoutos, N., Theodorakis, Y., & Hatzigeorgiadis, A. (2022). *Effects of a strategic self-talk intervention on attention functions and performance in a golf task under conditions of ego depletion. Sustainability: Sport Psychology in Sports, Exercise and Physical Activity towards Sustainable Lifestyle and Physical Education*, 14, 7046. [IF: 3.25]  
<https://doi.org/10.3390/su14127046>
2. Galanis, E., **Papagiannis** , E., **Nurkse** , L., Theodorakis, Y., & Hatzigeorgiadis, A. (2022). *The effects of strategic self-talk on divided attention following physical exhaustion. International Journal of Sport and Exercise Psychology* (in press, published online). [IF: 3.30] <https://doi.org/10.1080/1612197X.2022.2090989>
3. **Nateri** , R., Robazza, C., Tolvanen, A., Bortoli, L., Hatzigeorgiadis, A., & Ruiz, M. (2020). *Emotional Intelligence and Psychobiosocial States: Mediating Effects of Intra-Team Communication and Role Ambiguity. Sustainability*, 12 (21); 10.3390/su12219019. [IF: 3.90]
4. **Marjanović, M.** , **Comoutos, N.** , & Papaioannou, A. (2019). *The relationships between perceived motivational climate, achievement goals and self-talk in physical education: testing the mediating role of achievement goals and self-talk. Motivation and Emotion*, 43 , 592-609 DOI 10.1007/s11031-019-09760-2 [IF: 4.14].
5. Hatzigeorgiadis, A., **Bartura** , K., Argiropoulos, C., Comoutos, N., Galanis, E., D. Flouris, A. (2018). *Beat the Heat: Effects of a Motivational Self-Talk Intervention on Endurance Performance. Journal of Applied Sport Psychology*, 30, 388-401. [IF: 3.37]
6. Zourbanos, N., **Haznadar, A.** , Papaioannou, A., Tzioumakis, Y. , Krommidas , C., & Hatzigeorgiadis, A. (2016). *The Relationships Between Athletes' Perceptions of Coach-Created Motivational Climate, Self-Talk, and Self-Efficacy in Youth Football. Journal of Applied Sport Psychology*, 28, 97-112. DOI:10.1080/10413200.2015.107463. [IF: 3.37]
7. **Slawinska** , M. Papaioannou, A., Chatzisarantis, N., & Hatzigeorgiadis, A. (2015). *Relative Evaluation of Affective, Cognitive, and Behavioral Responses to a Physical Task in Basketball Training. Psychology of Sport and Exercise*, 15, 106-111. [IF: 5.12]