

COURSE OUTLINE

1. GENERAL

SCHOOL	PHYSICAL EDUCATION & SPORT SCIENCES		
DEPARTMENT	PHYSICAL EDUCATION & SPORT SCIENCES		
LEVEL OF STUDIES	7		
COURSE CODE	L202	SEMESTER	B
COURSE TITLE	DESIGN OF PREVENTION AND FUNCTIONAL RETURN TO PLAY PROGRAMS		
TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>	TEACHING HOURS PER WEEK	ECTS CREDITS	
	3	7,5	
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:	https://eclass.duth.gr/courses/PHYED3106/		

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Course objectives include:

Understanding the philosophy and needs of designing exercise programs aimed at preventing musculoskeletal injuries

Organization and planning of functional exercise programs for athletes and trainees using various means in the rehabilitation process, such as water, elastic belts, etc.

Upon successful completion of this course students will be able to:

- design and implement exercise programs to prevent ligament and muscle injuries in athletes and trainees
- perform in accordance with the FIFA training guidelines the warm-up - injury prevention program in football, 11+
- design and implement exercise programs using the pilates mat exercises to manage musculoskeletal problems
- design and implement exercise programs using the pilates exercises on large equipment (reformer/Cadillac/wunda chair) to manage musculoskeletal problems
- design and implement exercise programs using elastic bands for upper limbs, lower limbs and trunk
- know the peculiarities of the aquatic environment and plan exercise programs in the water, both for the acute phase of an injury and for chronic musculoskeletal problems

General Skills

Name the desirable general skills upon successful completion of the module

*Search, analysis and synthesis of data and information,
ICT Use*

Adaptation to new situations

Decision making

Autonomous work

Project design and management

Equity and Inclusion

Respect for the natural environment

Sustainability

Demonstration of social, professional and moral responsibility and

<i>Teamwork</i>	<i>sensitivity to gender issues</i>
<i>Working in an international environment</i>	<i>Critical thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>Promoting free, creative and inductive reasoning</i>
<i>Production of new research ideas</i>	

<p>The general skills that are supported involve:</p> <ul style="list-style-type: none"> - Search, analysis and synthesis of data and information, using appropriate ICT - Adaptation to new situations - Decision making - Autonomous work - Teamwork - Working in an interdisciplinary environment - Production of new research ideas - Project design and management - Critical thinking - Promoting free, creative and inductive reasoning
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3. COURSE CONTENT

<ol style="list-style-type: none"> 1. Therapeutic exercise in water – Peculiarities of the aquatic environment 2. Therapeutic water exercise – exercises in shallow and deep pool 3. Therapeutic water exercise programs for ankle sprain, anterior cruciate ligament tear 4. Therapeutic water exercise programs for chronic low back pain and osteoarthritis 5. Design exercise programs to prevent muscle injuries 6. Design exercise programs to prevent ligament injuries 7. Warm-up program - injury prevention 11+ 8. Warm-up program - injury prevention for children -11+ Kids 9. Design functional rehabilitation programs after ankle and knee ligament injuries 10. Design programs using pilates mat exercises 11. Design programs using pilates exercises on large equipment (reformer/Cadillac/wunda chair) 12. Bone physiology – osteoporosis 13. Physiology of cartilage - osteoarthritis

4. LEARNING & TEACHING METHODS - EVALUATION

<p>TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> - Face to face - Theoretical lectures & Laboratory courses - Distance learning 	
<p>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	Utilization of new technologies in teaching, laboratory education and communication with students	
<p>TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	Activity	Workload/semester
	Lectures	39
	Literature study and analysis	35
	Project	35,5
	Home study	43
	Practical training	32
	Examination	3
	Total	187,5
<p>STUDENT EVALUATION <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,</i></p>	<ol style="list-style-type: none"> 1. Interim evaluations 2. Individual project 3. Written exams including: multiple choice tests, short answer questions 	

Clinical examination of a patient, Artistic interpretation, Other/Others

The assessment languages are Greek

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

5. SUGGESTED BIBLIOGRAPHY

1. Beneka A., Malliou P., Pafis G., Koutra Ch. Malliou V. (2015). Therapeutic Exercise. Kallipos Publications, Greek Academic Electronic Books and Aids, ISBN 978-960-603-034-5
<http://hdl.handle.net/11419/372>
2. Malliou P., Gioftsidou A., Pafis G., Koutra Ch. (2015). Sports Injuries and Rehabilitation” Kallipos Publications, Greek Academic Electronic Books and Aids, ISBN 978-960-603-0 04-8
<http://hdl.handle.net/11419/207>
3. Arsenis S., Gioftsidou A., Ispyrilidis I., Kyranoudis A., Pafis G., Malliou P., Beneka A. (2020) Effects of the FIFA 11+ injury prevention program on lower limb strength and balance. Journal of Physical Education and Sport, 20 (2), 592 - 598.
4. Sofokleous P., Gioftsidou A., Malliou P., Beneka A., Roka S., Godolias G. (2015). Core Stability Program and Lower Extremities Proprioception, Strength, Endurance and Functional Ability. Jacobs Journal of Physical Rehabilitation Medicine, 1(3), 016.
5. Gioftsidou A, Malliou P, Sofokleous P, Beneka A, Tsapralis K, Kofotolis N, Godolias G. (2013) Aquatic training for ankle instability. Foot and Ankle Specialist, 6, 346-351.
6. Gioftsidou A., Vernadakis N., Malliou P., Batzios S., Sofokleous P., Antoniou P., Kouli O., Tsapralis K., Godolias G. (2013) Typical balance exercises or exergames for balance improvement? Journal of Back and Musculoskeletal Rehabilitation, 26, 299-305.
7. Gioftsidou A., Malliou P., Pafis G., Beneka A., Tsapralis K., Sofokleous P., Kouli O., Rokka S., Godolias G. (2012). Balance training programs for soccer injuries prevention. Journal of Human Sport and Exercise, 7(3), 639-647.
8. Malliou V., Malliou P., Katsikas Ch., Gioftsidou A. (2012). Balance Implications in Tennis Performance. Journal of Medicine and Science in Tennis, 17(2)
9. Gioftsidou A., Malliou P. (2006) Preventing lower limb injuries in soccer players. Strength and Conditioning Journal, 28(1), 10-13.
10. Gioftsidou A., Malliou P., Pafis G., Beneka A., Godolias G., Maganaris G. (2006). The effects of soccer training and timing of balance training on balance ability. European Journal of Applied Physiology, 96, 659-664.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	Asimena Gioftsidou, Malliou Paraskevi
Contact details:	agioftsi@phyed.duth.gr
Supervisors: (1)	Asimena Gioftsidou, Malliou Paraskevi
Evaluation methods: (2)	Written examination with distance learning methods, via eClass. Identification and monitoring of examinees through Microsoft Teams
Implementation Instructions: (3)	<p>The examination in the course will take place in subgroups of users in the e-class, depending on the number of participants in the course, on the day of the examination of the course according to the examination schedule announced by the Secretariat. The exam will take place via Teams.</p> <p>The link will be sent to students via e-class exclusively to the institutional accounts of those who have registered for the course and have been informed of the distance education terms.</p> <p>Students must log in to the exam room through their institutional account, otherwise they will not be able to participate. They will also participate in the examination with a camera which they will have open during the examination. Before the start of the exam, students will show their ID to the camera so that they can be identified.</p> <p>Each student should answer multiple choice, short answer questions. Each of the questions is scored from 0.5 to 2.0 points depending on the question category.</p>

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

- *written assignment* or/and exercises
- written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.