

COURSE OUTLINE RECREATION IN ELDERLY POPULATION

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY		
DEPARTMENT	PHYSICAL EDUCATION AND SPORT SCIENCE		
LEVEL OF STUDIES	ISCED level 6 – Bachelor's or equivalent level		
COURSE CODE	C041	SEMESTER	5 th & 6 th
COURSE TITLE	RECREATION IN ELDERLY POPULATION		
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
		2	3
<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, Skill Development		
PREREQUISITES:	No		
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS:	Yes		
COURSE URL:			

2. LEARNING OUTCOMES

Learning Outcomes <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>	
<p>Upon the completion of this course the student will be able to:</p> <ul style="list-style-type: none"> • <i>Be familiar with the basic aging processes (biological, psychological, and sociological changes) that affect the life styles of the older population.</i> • <i>Know and comprehend the theories of aging that stem out of these processes and the application of these theories in the field of recreation.</i> • <i>Be acquainted with the management and evaluation of suitable recreation programs that will assist them to cope with these changes, and which will lead them to a successful aging.</i> 	
General Skills <i>Name the desirable general skills upon successful completion of the module</i>	
<i>Search, analysis and synthesis of data and information, ICT Use</i> <i>Adaptation to new situations</i> <i>Decision making</i> <i>Autonomous work</i> <i>Teamwork</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project design and management</i> <i>Equity and Inclusion</i> <i>Respect for the natural environment</i> <i>Sustainability</i> <i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i> <i>Critical thinking</i> <i>Promoting free, creative and inductive reasoning</i>
<ul style="list-style-type: none"> • <i>Search, analysis and synthesis of data and information, ICT Use</i> • <i>Adaptation to new situations</i> • <i>Decision making</i> 	

- *Autonomous work*
- *Teamwork*
- *Working in an interdisciplinary environment*
- *Equity and Inclusion*
- *Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
- *Critical thinking*

3. COURSE CONTENT

1. *Active Elderly. Current image of the elderly*
2. *Theoretical perspectives of successful Aging*
3. *Social Participation and Aging*
4. *Volunteerism in Aging*
5. *Physical activity and Aging (Gero-kinisiology)*
6. *Obstacles in older people's participation*
7. *Benefits from participation*
8. *Attitudes and Motivation for participation*
9. *Older people's education for recreation*
10. *Technology and Recreation in Elderly*
11. *Recreation Policies and Programs in Aging*
12. *Principles of programs and training methods*
13. *Presentation of Group Works*

4. LEARNING & TEACHING METHODS - EVALUATION

<p>TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	<p>1. Face to face Lectures and practical applications as well as distance learning</p> <p>2. Practical classes</p>	
<p>USE OF INFORMATION & COMMUNICATION TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in Teaching and communicating with students</p>	
<p>TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</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>	<p>Activity</p>	<p>Workload/semester</p>
	Lectures	26
	Seminars	20
	Field Exercise	15
	Study and individual works	4
	Interactive learning and analysis of digital material	10
<p>STUDENT EVALUATION <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or</i></p>	Total	75
	<p>1. Final written examination (40%)</p> <p>2. Practical assignments (60%)</p>	

Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others

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

5. SUGGESTED BIBLIOGRAPHY

1. *Achieving High-Level Wellness in the Later Years*. Publisher: McGraw-Hill College
2. Carter, M. J., & Van Andel, G. E. (2019). *Therapeutic recreation: A practical approach*. Waveland press.
3. Elliott, J. E. & Sorg-Elliott, J. A. (1991). *Recreation programming and Activities for Older adults*. Venture Publishing, INC.
4. Jones, C., Rose, D. J. (2004). *Physical Activity Instruction of Older Adults*.
5. Kunstler, R., & Daly, F. S. (2010). *Therapeutic recreation leadership and programming*. Human Kinetics.
6. Nani, S., Matsouka, O., Antoniou, P. Can ten weeks intervention with exergames contribute to better subjective vitality and physical health? (2019) *Sport Sciences for Health*, 15 (1), pp. 43-47.
7. Sylvester, C., Voelkl, J. E., & Ellis, G. D. (2001). *Therapeutic recreation programming: Theory and practice*. Venture Publishing Inc.
8. Teague, M. L. & MacNeil, R. D. (1992). *Aging and Leisure: Vitality in Later Life*. Publisher: McGraw-Hill College.
9. Teague, M. L.(Editor), Kearns, D., McGree, V. L.(1997) *Health Promotion* :
10. Θεοδωράκης, Γ. (2010). Άσκηση, ψυχική υγεία και ποιότητα ζωής. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη.
11. Παιτσίνης Κώστα, Γ., Ματσούκα, Ο., Τριγώνης, Ι., & Τσίτσικαρη, Ε. (2015). Αθλητικός Τουρισμός και Υπαίθριες Δραστηριότητες.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	OURANIA MATSOUKA, Professor, D.P.E.S.S. – D.U.T.H.
Contact details:	oumatsou@phyed.duth.gr
Supervisors:	NO
Evaluation methods:	Written examination with distance learning methods
Implementation Instructions:	The examination in the course will be carried out in subgroups of users in the e-class, depending on the number of participants in the course, on the day according to the examination program announced by the Secretariat. The exam will be conducted through Teams. 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 learned the terms of distance methods. Students will have to log in to the examination room through their

	<p>institutional account, otherwise they will not be able to participate. They will also take part in the examination with a camera, which they will have open during the examination. Before the start of the exam, students will show their identity to the camera, so that they can be identified.</p> <p>Each student should answer multiple choice questions, free text development, critical thinking. Each of the questions is graded from 0.5 to 2.0 points depending on the question category.</p>
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