COURSE OUTLINE CORPORATE FITNESS

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	C047	**SEMESTER**	5^{th}-6^{th}
COURSE TITLE	CORPORATE FITNESS		

TEACHING ACTIVITIES *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.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	SCIENTIFIC AREA
PREREQUISITES:	NO
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	

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.

After completing the course, students will be able to:

1) *They know how & where to set up a work sports program.*

2) They know the basic principles of implementing health programs in the workplace.

3) They know how to plan interventions in the workplace to improve the health of workers and increase productivity and business profits.

4) They know how measurements of physiological parameters are carried out in workers and to analyze these results.

5) They design sports programs and exercise breaks aimed at the working population and according to the type of work.

6) They know the way exercise is applied as a treatment for musculoskeletal problems caused by hard work.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility*
Teamwork	*and sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- *Search, analysis and synthesis of data and information, ICT Use*
- *Adaptation to new situations*
- *Decision making*
- *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*. Introduction to work sport programs.*
2. Development of health promotion activities in the workplace - Agencies and partnerships.
3. Organization of a physical break in the context of health promotion in the workplace.
4. Forms, contents and implementation programs of work sport.
5. Employee benefits from their participation in work sports programs.
6. Business profits from the implementation of exercise and health programs in the workplace.
7. Ways to evaluate the implementation and operation of work sports programs.
8. The improvement of the physical condition and health of the employees in relation to the increase of their productivity and the profits of the company.
9. Alternative forms of active movement of workers to and from work as a means of increasing physical activity and improving health indicators.
10. Ways to motivate employees to adopt healthy habits in matters of exercise and nutrition throughout life.
11. Parallel actions within the workplace with the aim of improving the quality of life of employees.
12. Indicative recreational programs for employees.
13. Ways to reduce occupational accidents and injuries in the workplace by improving physical condition.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures Distance learning: synchronous Distance learning: asynchronous Practical classes

<table>
<tr><td>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)
Use of ICT in Teaching, in Laboratory Education, in Communication with students</td><td>Use of ICT in teaching and in the communication with students</td></tr>
<tr><td>TEACHING ORGANIZATION
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.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</td><td><table><tr><th>Activity</th><th>Workload/semester</th></tr><tr><td>Lectures</td><td>26</td></tr><tr><td>Practical exercise</td><td>24</td></tr><tr><td>Study and individual works</td><td>20</td></tr><tr><td>Presentations</td><td>5</td></tr><tr><td>Total</td><td>75</td></tr></table></td></tr>
<tr><td>STUDENT EVALUATION
Description of the evaluation process

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

Please indicate all relevant information about the course assessment and how students are informed</td><td>Students are evaluated according to:
1. Participation in the course (10%)
2. Elaboration of individual work (10%)
3. Presentation of individual work (10%)
4. Final written exams (70%)

The final grade is calculated based on the above quota, when the student receives a grade greater than or equal to 5 (five) in the final written exams.</td></tr>
</table>

5. SUGGESTED BIBLIOGRAPHY

1. *Akkarakittichoke, N., Jensen, M. P., Newman, A. K., Waongenngarm, P., & Janwantanakul, P. (2022). Characteristics of office workers who benefit most from interventions for preventing neck and low back pain: a moderation analysis. Pain reports, 7(3), e1014. https://doi.org/10.1097/PR9.0000000000001014*
2. *Blom, V., Drake, E., Kallings, L. V., Ekblom, M. M., & Nooijen, C. (2021). The effects on self-efficacy, motivation and perceived barriers of an intervention targeting physical activity and sedentary behaviours in office workers: a cluster randomized control trial. BMC public health, 21(1), 1048. https://doi.org/10.1186/s12889-021-11083-2*
3. *Freak-Poli, R., Cumpston, M., Albarqouni, L., Clemes, S. A., & Peeters, A. (2020). Workplace pedometer interventions for increasing physical activity. The Cochrane database of systematic reviews, 7(7), CD009209. https://doi.org/10.1002/14651858.CD009209.pub3*
4. *Kong, J., Chen, Y., Zheng, Y., Zhu, L., Chen, B., Cheng, X., Song, M., Patrick, D. L., Beresford, S., & Wang, H. (2022). Effectiveness of a Worksite-Based Lifestyle Intervention on Employees' Obesity Control and Prevention in China: A Group Randomized Experimental Study. International journal of environmental research and public health, 19(11), 6738. https://doi.org/10.3390/ijerph19116738*
5. *Ma, J., Ma, D., Kim, J., Wang, Q., & Kim, H. (2021). Effects of Substituting Types of Physical Activity on Body Fat Mass and Work Efficiency among Workers. International journal of environmental research and public health, 18(10), 5101. https://doi.org/10.3390/ijerph18105101*
6. *Mulwa, S.M., & Ndurumo, P.M. (2021). Corporate Wellness Programmes, Employee Efficiency and Job Performance among the Middle Level Executives of Standard Group Limited, Nairobi Kenya. International Journal of Research and Innovation in Social Science.*
7. *Nooijen, C., Blom, V., Ekblom, Ö., Heiland, E. G., Larisch, L. M., Bojsen-Møller, E., Ekblom, M. M., & Kallings, L. V. (2020). The effectiveness of multi-component interventions targeting physical activity or sedentary behaviour amongst office workers: a three-arm cluster*

randomised controlled trial. BMC public health, 20(1), 1329. https://doi.org/10.1186/s12889-020-09433-7

8. *Reichel, K., Prigge, M., Latza, U., Kurth, T., & Backé, E. M. (2022). Association of occupational sitting with cardiovascular outcomes and cardiometabolic risk factors: a systematic review with a sex-sensitive/gender-sensitive perspective. BMJ open, 12(2), e048017. https://doi.org/10.1136/bmjopen-2020-048017*
9. *Reif, J., Chan, D., Jones, D., Payne, L., & Molitor, D. (2020). Effects of a Workplace Wellness Program on Employee Health, Health Beliefs, and Medical Use: A Randomized Clinical Trial. JAMA internal medicine, 180(7), 952–960. https://doi.org/10.1001/jamainternmed.2020.1321*
10. *Safi, A., Cole, M., Kelly, A. L., Zariwala, M. G., & Walker, N. C. (2022). Workplace Physical Activity Barriers and Facilitators: A Qualitative Study Based on Employees Physical Activity Levels. International journal of environmental research and public health, 19(15), 9442. https://doi.org/10.3390/ijerph19159442*
11. *Snyder, K., Hill, M., Lee, M., Crawford, T. N., & Orlowski, M. (2020). The Relationships Between Physical Health and Chronic Disease, Stress, and Resource Strain in Head Start Employees. Workplace health & safety, 68(4), 190–201. https://doi.org/10.1177/2165079919882952*
12. *Song, Z., & Baicker, K. (2021). Health And Economic Outcomes Up To Three Years After A Workplace Wellness Program: A Randomized Controlled Trial. Health affairs (Project Hope), 40(6), 951–960. https://doi.org/10.1377/hlthaff.2020.01808*
13. *Trim, W. V., Walhin, J. P., Koumanov, F., Bouloumié, A., Lindsay, M. A., Travers, R. L., Turner, J. E., & Thompson, D. (2022). The Impact of Long-term Physical Inactivity on Adipose Tissue Immunometabolism. The Journal of clinical endocrinology and metabolism, 107(1), 177–191. https://doi.org/10.1210/clinem/dgab647*
14. *Waongenngarm, P., van der Beek, A. J., Akkarakittichoke, N., & Janwantanakul, P. (2021). Effects of an active break and postural shift intervention on preventing neck and low-back pain among high-risk office workers: a 3-arm cluster-randomized controlled trial. Scandinavian journal of work, environment & health, 47(4), 306–317. https://doi.org/10.5271/sjweh.3949*
15. *Welch, A., Healy, G., Straker, L., Comans, T., O'Leary, S., Melloh, M., Sjøgaard, G., Pereira, M., Chen, X., & Johnston, V. (2020). Process evaluation of a workplace-based health promotion and exercise cluster-randomised trial to increase productivity and reduce neck pain in office workers: a RE-AIM approach. BMC public health, 20(1), 180. https://doi.org/10.1186/s12889-020-8208-9*
16. *Yaghoubitajani, Z., Gheitasi, M., Bayattork, M., & Andersen, L. L. (2022). Corrective exercises administered online vs at the workplace for pain and function in the office workers with upper crossed syndrome: randomized controlled trial. International archives of occupational and environmental health, 95(8), 1703–1718. https://doi.org/10.1007/s00420-022-01859-3*

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	Ioannis Trigonis
Contact details:	itrigon@phyed.duth.gr
Supervisors:	NO
Evaluation methods:	Written exams though distance learning methods

Implementation Instructions:	The exam in the course will take place in the e-class, depending on the number of participants in the course, on the day of the course exam according to the exam schedule announced by the Secretariat. The exam will be monitored via 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 been informed of the distance education terms. 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. Each student should answer multiple choice, free text development, critical comment questions. Each of the questions is scored from 0.5 to 2.0 points depending on the question category.