

COURSE OUTLINE THERAPEUTIC RECREATION

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	C051	SEMESTER	5 th & 6 th
COURSE TITLE	THERAPEUTIC RECREATION		
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>	Skill Development		
PREREQUISITES:	No		
TEACHING & EXAMINATION LANGUAGE:	Greek - English (Erasmus students)		
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 successful completion of the course students will be able to:</p> <ol style="list-style-type: none"> <i>To know and understand the fundamental principles of therapeutic recreation.</i> <i>To identify, record and evaluate the special abilities of the population groups (target groups).</i> <i>To know and describe the operation of Public and Private structures for the provision of services of therapeutic leisure programs at national and international level.</i> <i>To design, implement, evaluate and present individualized intervention therapeutic leisure programs in a variety of exercise environments.</i> <i>To produce research activity and collaborations related to therapeutic leisure at national and international level.</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 Adaptation to new situations Decision making Autonomous work Teamwork Working in an international environment Working in an interdisciplinary environment Production of new research ideas</i>	<i>Project design and management Equity and Inclusion Respect for the natural environment Sustainability Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking Promoting free, creative and inductive reasoning</i>

- 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. Fundamental Principles of Therapeutic Recreation and Quality of Life
2. Knowing the participants
3. The dynamics of the Team through play in social integration
4. Therapeutic recreation in a variety of exercise environments
5. Public and Private Structures for the provision of Therapeutic Recreation services
6. Therapeutic recreation and delinquent behavior
7. Therapeutic Recreation and Psychiatric Disorders
8. Therapeutic Recreation and People Addicted to Psychotropic Substances
9. Therapeutic leisure and Pediatric Oncology Populations
10. Indicative individualized Therapeutic Recreation plans
11. Research Methods in Therapeutic Recreation
12. Professionalism in Therapeutic Recreation
13. Presentation of Group Works

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	1. Face to face Lectures and practical applications as well as distance learning 2. Practical classes	
USE OF INFORMATION & COMMUNICATION TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in Teaching	
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> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	Activity	Workload/semester
	Lectures	26
	Field Exercise	25
	Study and individual works	20
	Interactive learning and analysis of digital material	4
	Total	75
STUDENT EVALUATION <i>Description of the evaluation process</i>	1. Final written examination (50%) 2. Practical assignments (50%)	

<p>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</p> <p>Please indicate all relevant information about the course assessment and how students are informed</p>	
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5. SUGGESTED BIBLIOGRAPHY

1. Carter, M. J., & Van Andel, G. E. (2019). *Therapeutic recreation: A practical approach*. Waveland press.
2. Kunstler, R., & Daly, F. S. (2010). *Therapeutic recreation leadership and programming*. Human Kinetics.
3. 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.
4. Nani, S., Matsouka, O., Theodorakis, Y., Antoniou, P. Exergames and implications on quality of life in pediatric oncology patients: A preliminary qualitative study (2019) *Journal of Physical Education and Sport*, 19, pp. 262-267. Robertson, T., & Long, T. (2008). *Foundations of therapeutic recreation*. Human Kinetics.
5. Nani, S., Matsouka, O., Theodorakis, Y., Antoniou, P. Perceived Benefits of a Therapeutic Exercise program through digital interactive games among children with cancer (2019) *Hellenic Journal of Nursing*, 58 (1), pp. 64-70.
6. Nani, S., Matsouka, O., Tsitskari, E., & Avgerinos, A. (2017). The role of physical activity in life happiness of Greek drug abusers participating in a treatment program. *Sport sciences for health*, 13(1), 25-32.
7. Sylvester, C., Voelkl, J. E., & Ellis, G. D. (2001). *Therapeutic recreation programming: Theory and practice*. Venture Publishing Inc.
8. Θεοδωράκης, Γ. (2010). Άσκηση, ψυχική υγεία και ποιότητα ζωής. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη.
9. 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

	<p>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.</p> <p>Students will have to log in to the examination room through their 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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