

## COURSE OUTLINE PILATES II

### 1. GENERAL

<b>SCHOOL</b>	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY		
<b>DEPARTMENT</b>	PHYSICAL EDUCATION AND SPORT SCIENCE		
<b>LEVEL OF STUDIES</b>	ISCED level 6 – Bachelor's or equivalent level		
<b>COURSE CODE</b>	C090	<b>SEMESTER</b>	6 <sup>th</sup> – 4 <sup>th</sup>
<b>COURSE TITLE</b>	PILATES II		
<b>TEACHING ACTIVITIES</b> <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>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
		2	3
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SKILL DEVELOPMENT		
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK ENGLISH (Erasmus students)		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/159/">https://eclass.duth.gr/courses/159/</a>		

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b> <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>	
Upon successful completion of the course, participants will be able to:	
<ul style="list-style-type: none"> <li>Understand the philosophy, fundamental principles, and main objectives of the Pilates method.</li> <li>Perform and instruct exercises on the Pilates Reformer.</li> <li>Perform and instruct exercises on the Tower/Cadillac, Barrel, Wunda Chair, and Spine Corrector.</li> <li>Design, implement, and lead Pilates sessions in various settings (group exercise programs in gyms, personalized training, online exercise programs), using both traditional and innovative teaching methods.</li> </ul>	
<b>General Skills</b> <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>
<ul style="list-style-type: none"> <li>Search, analysis, and synthesis of data and information, using appropriate technologies</li> <li>Adaptation to new situations</li> <li>Decision-making</li> <li>Autonomous work</li> <li>Teamwork</li> <li>Work in an interdisciplinary environment</li> <li>Project planning and management</li> </ul>	

- Respect for diversity and multiculturalism
- Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues
- Critical thinking and self-reflection
- Promotion of free, creative, and inductive thinking

### 3. COURSE CONTENT

1. The Pilates Method: Historical Overview, Philosophy, and Fundamental Principles
2. Pilates Exercises on the Reformer I
3. Pilates Exercises on the Reformer II
4. Pilates Exercises on the Reformer III
5. Pilates Exercises on the Reformer IV
6. Pilates Exercises on the Cadillac/Tower I
7. Pilates Exercises on the Cadillac/Tower II
8. Pilates Exercises on the Wunda Chair I
9. Pilates Exercises on the Wunda Chair II
10. Pilates Exercises on the Barrel
11. Pilates Exercises on the Spine Corrector
12. Design, Implementation, and Instruction of Pilates Sessions Using Traditional and Innovative Teaching Methods (e.g., performing arts techniques, mental imagery)
13. Design, Implementation, and Instruction of Pilates Sessions in Various Settings (group programs in gyms, individualized training, online programs)

### 4. LEARNING & TEACHING METHODS - EVALUATION

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Face to face	
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in Teaching Use of ICT in Communication with students	
<b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; 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>	<b>Activity</b>	<b>Workload/semester</b>
	Lectures	26
	Study and Practice	46
	Exams	3
	<b>Total</b>	<b>75</b>
<b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i>  <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, Clinical examination of a patient, Artistic interpretation, Other/Others</i>  <i>Please indicate all relevant information about the course assessment and how students are informed</i>	Final exam 100%	

### 5. SUGGESTED BIBLIOGRAPHY

1. Daskalaki, K., Beneka, A., Malliou, P. (2021). Tips on how to prepare and lead a live- streaming exercise program in one-sided free platforms. ACSM' s Health & Fitness Journal, 25 (4), 25-28.
2. Gallagher S. P. & Kryzanowska R. (1999). The Pilates Method of Body Conditioning. Bainbridge Books:

Philadelphia.

3. Kennedy-Armbruster, C. & Yoke, Mary, M. (2018). Guidance for Group Exercise Programs, Konstantaras Medical Publications (in Greek).
4. Malliou, B. P. (2023). Uni Pilates - Reformer & Cadillac. Konstantaras Medical Publications: Athens (in Greek).
5. Pilates J.H. & Miller, W. J. (1945). Pilates' Return to Life through Contrology. Presentation Dynamics.

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	Aikaterini Daskalaki
<b>Contact details:</b>	<a href="mailto:adaskala@phyed.duth.gr">adaskala@phyed.duth.gr</a>
<b>Supervisors:</b>	YES
<b>Evaluation methods:</b>	Written examination with distance learning methods (100%)
<b>Implementation Instructions:</b>	<p>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.</p> <p>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.</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. Each of the questions is graded from 0.5 to 2.0 points depending on the question category.</p>