COURSE OUTLINE APPLIED TEACHING OF THE COURSE REHABILITATION IN PATIENTS WITH CARDIOMETABOLIC DISEASES

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	C655	**SEMESTER**	7^{th} - 8^{th}
COURSE TITLE	APPLIED TEACHING OF THE COURSE REHABILITATION IN PATIENTS WITH CARDIOMETABOLIC DISEASES		

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**
	3	6
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*	Skill Development
PREREQUISITES:	NO
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/

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 successful completion of the course, participants will be able to:

- *Know the basic principles for organizing and supervise specialized training programs for patients with cardiometabolic diseases*
- *Modify the training programs according to possible adverse reactions during exercise and the patients progress*
- *The course "Applied teaching of the course rehabilitation in cardiometabolic diseases" aims to provide the opportunity for students to gain practical experience and expertise in teaching, organizing and presenting individual and group training programs for patients with cardiometabolic diseases.*

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
Teamwork
Working in an international environment
Working in an interdisciplinary environment
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

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* • *Project design and management* • *Equity and Inclusion* • *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* • *Critical thinking* • *Promoting free, creative and inductive reasoning*

3. COURSE CONTENT

1. Applied Teaching in patients with coronary artery disease
2. Applied Teaching in patients with dyslipidemias
3. Applied Teaching in patients with hypertension
4. Applied Teaching in patients with bradyarrhythmia
5. Applied Teaching in patients with tachyarrhythmia
6. Applied Teaching in patients with genetic heart diseases
7. Applied Teaching in patients with diabetes mellitus
8. Applied Teaching in patients with metabolic syndrome
9. Applied Teaching in patients with thyroid disease
10. Applied Teaching in patients with heart failure
11. Applied Teaching in patients with osteoporosis
12. Applied Teaching in patients with valvular heart disease
13. Applied Teaching in patients with peripheral arterial disease

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Field practical applications
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in Teaching, MsTeams/ e-class, webmail
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.*	
STUDENT EVALUATION *Description of the evaluation process*	1. Final written report (100%)

Activity	***Workload/semester***
Applied Teaching – Practical application	39
Preparation of individual teaching plans	64
Analysis of case studies	44
Examination	3
Total	**150**

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*	

5. SUGGESTED BIBLIOGRAPHY

1. *Ehrman JK, Gordon PM, Visich PS. & Keteyian P.S. (2023). Clinical Exercise Physiology. University Studio Press, Thessaloniki.*

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	Konstantinos Volaklis, Associate Professor
Contact details:	kvolakli@phyed.duth.gr
Supervisors: (1)	NO
Evaluation methods: (2)	Final written internship
Implementation Instructions: (3)	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 accepted the terms of distance methods. 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 will be on during the examination. Before the start of the exam, students will show their identity to the camera, so that they can be identified.