COURSE OUTLINE DESIGNING PREVENTION AND FUNCTIONAL REINTEGRATION PROGRAMS

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORTS SCIENCE AND OCCUPATIONAL THERAPY		
DEPARTMENT	PHYSICAL EDUCATION AND SPORT SCIENCE		
LEVEL OF STUDIES	ISCED level 6 – Bachelor's or equivalent level		
COURSE CODE	C659	**SEMESTER**	**6th**
COURSE TITLE	DESIGNING PREVENTION AND FUNCTIONAL REINTEGRATION PROGRAMS		

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*	Scientific Area
PREREQUISITES:	YES
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 completing this course, students will be able to:

• *Know and understand the principles of designing prevention programs*

• *Know and understand the principles of designing functional rehabilitation programs*

• *Design an injury prevention program for team and individual sports*

• *Design a functional rehabilitation program on the field after a muscle or ligament injury*

• *Know and understand the specificities of the wet environment as a means of exercising sports injuries and chronic musculoskeletal diseases*

• *Design an exercise program in water in the acute phase of an injury*

• *Design an exercise program in water for people with chronic musculoskeletal diseases such as chronic back pain and osteoarthritis*

- *The objectives of the course are to analyze the principles of designing programs to prevent muscle and ligament injuries in team and individual sports. These programs will be addressed to healthy athletes with the aim of targeted training of skills that will limit the likelihood of an injury occurring. In addition, the principles of designing and the goals of functional*

rehabilitation programs for injured people after ligament or muscle injuries will be analyzed. Examples of ligament injuries such as the anterior cruciate ligament of the knee, the medial lateral ligament of the knee, ankle sprains, as well as muscle injuries such as hamstring and adductor strains will be examined.

- *Students will learn how to design and implement exercise programs in the final stage of rehabilitation, how to properly train the injured person on the field of their sport, and how to assess their readiness for a safe return to play.*

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

3. COURSE CONTENT

1. *Objectives of muscle and ligament injury prevention programs*
2. *Injury prevention program in football – the example of FIFA 11+ (theory and practical part)*
3. *Injury prevention program in football for children aged 9-14 – the example of FIFA KIDS*
4. *Practical part - Implementation of prevention programs designed by students I*
5. *Practical part - Implementation of prevention programs designed by students II*
6. *Principles of designing functional rehabilitation programs for injured people*
7. *Objectives of functional rehabilitation programs after ligament injury*
8. *Objectives of functional rehabilitation programs after muscle injury – hamstring and adductor strains*
9. *Practical part – Implementation of functional rehabilitation programs for an injured football player on the field*
10. *Peculiarities of the water as an exercise in injuries and chronic*

musculoskeletal diseases

11. *Exercise program for mobility, strength, functionality in the water*
12. *Practical part - execution of an exercise program using equipment in the deep pool and in the shallow pool*
13. *Design of an exercise program in the water for injuries that are in the acute phase and for chronic musculoskeletal diseases - chronic back pain – osteoarthritis*

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face Theory and Practical part
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in Teaching and Communication with Students a. digital slides b. video c. 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.*	***Activity*** / ***Workload/semester*** Lectures: 39 Bibliographic research & analysis: 58 Project: 20 Study / creation: 30 Exams: 3 Total: **150**
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*	Practical exam 20% Project presentation 30% Project 20% Final exam 30%

5. SUGGESTED BIBLIOGRAPHY

1. *Korres D. Lyritis G., Soukakos P. (2016). Physiotherapeutic interventions in the musculoskeletal system (techniques for therapeutic exercises). Pub. Konstantaras I.*
2. *Cartwright L., Peer Kimberly (2021). Fundamental principles of rehabilitation training, Pub. Konstantaras I.*
3. *Brotzman B., Manske R. (2015). Orthopedic rehabilitation in clinical practice, Pub. Konstantaras I.*
4. *Hoogenboom, Voight, Prentice (2016). Physiotherapy interventions in the musculoskeletal system (techniques for therapeutic exercises), Pub. Konstantaras I.*
5. *Norm A., Hanson B. (2001) Therapeutic exercise in water. Pub Parisianou*

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	Asimenia Gioftsidou, Professor
Contact details:	agioftsi@phyed.duth.gr
Supervisors: (1)	NO
Evaluation methods: (2)	Written examination with distance learning methods (100%)
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 learned 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 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. 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.