

COURSE OUTLINE COMPEX DEFENSES AND THEIR BREAKDOWN -TEAM OFFENSIVE TACTICS. LEADERSHIP, COACHING, PSYCHOLOGICAL PREPARATION AND NUTRITION IN HANDBALL

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	C684	SEMESTER	6 th
COURSE TITLE	COMPEX DEFENSES AND THEIR BREAKDOWN -TEAM OFFENSIVE TACTICS. LEADERSHIP, COACHING, PSYCHOLOGICAL PREPARATION AND NUTRITION IN HANDBALL		
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
		3	6
<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>	Major		
PREREQUISITES:	Coaching and teaching handball		
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:	https://eclass.duth.gr/courses/KOM02359/		

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:

- *Students will be able to perform and teach in detail the principles of team tactics in offense against organized defensive formations, various forms of complex defense and ways to breakdown it, methods for dealing with special situations in handball, organizing and stop fastbreaks, and introducing students to topics such as leadership, coaching, psychological preparation, and nutrition for athletes in handball.*

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
Equity and Inclusion*

<i>ICT Use</i> <i>Adaptation to new situations</i> <i>Decision making</i> <i>Autonomous work</i> <i>Teamwork</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Respect for the natural environment</i> <i>Sustainability</i> <i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i> <i>Critical thinking</i> <i>Promoting free, creative and inductive reasoning</i>
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- *Search, analysis and synthesis of data and information, ICT Use*
- *Adaptation to new situations*
- *Decision making*
- *Autonomous work*
- *Teamwork*
- *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. *Theoretical Presentation. Team Tactics in Defense – Attack. Goals of team tactics. Strategy and tactics. Defense 6:0. Description, analysis, goals, advantages, disadvantages. Characteristics - defensive players' movements. Different models. Methodical teaching. Breaking the 6:0 defense. Presentation of a methodical exercises plan by the students.*
2. *Defense 5:1. Description, analysis, goals, advantages, disadvantages. Characteristics - defensive players' movements. Different models. Methodical teaching. Breaking the 5:1 defense. Task: Methodical exercises plan for defense 5:1.*
3. *Analysis of complex defenses and their breakdown. Theoretical presentation. Defense 5+1 – Breaking the 5+1 defense. Defense 4+2 – Breaking the 4+2 defense.*
4. *Defense 4:1+1 – Breaking the 4:1+1 defense. Defense 3:2+1 – Breaking the 3:2+1 defense. Defense 3:1+2 – Breaking the 3:1+2 defense.*
5. *Special situations in defense with fewer or more players. Special situations in attack with fewer or more players.*
6. *Team fast break – Analysis of modern fast break models.*
7. *Extended fast break – first wave. Extended fast break – second wave.*
8. *Basic principles of organizing defense – Stopping fast break.*
9. *Elements of completing the handball player's personality, ethical behavior, respect for rules, respect for the opponent.*
10. *Nutrition for handball players during the preparation period, competition period, transition period, and in special conditions (tournaments).*
11. *Psychological preparation for handball players. Leadership, Coaching:*

- Tactical and psychological guidance of the player during the game.*
- 12. Professional prospects for a new handball coach, orientations, Handball Coaches Association of Greece.*
- 13. Presentation – delivery of assignments*

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face Lectures and practical applications as well as distance learning	
USE OF INFORMATION & COMMUNICATIONS 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.</i> <i>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	39
	Field Exercise	71
	Study and individual works	20
	Interactive learning and analysis of digital material	20
	Total	150
STUDENT EVALUATION <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 written examination (30%) Practical examination in compulsory exercise combination with and without apparatus (50%) Written assignments (20%)	

5. SUGGESTED BIBLIOGRAPHY

1. C. Kotzamanidis (2002). *Handball training*. Thessaloniki: Christodoulidis publishers.
2. D. S. Chatziemanouil. (2003). *Teaching team Handball*. Thessaloniki: DiSigma publishers.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	CHRISTOS CHRISTOFORIDIS, Teaching Staff D.P.E.S.S. – D.U.T.H.
Contact details:	cchristo@phyed.duth.gr
Supervisors: (1)	NO
Evaluation methods: (2)	Oral examination with distance learning methods
Implementation Instructions: (3)	<p>The examination in the course will be carried out through oral exams in handball regulations and handball basics in the e-class, 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 5 multiple choice questions. Each of the questions is graded 2.0 points.</p>

