

COURSE OUTLINE

MASTER PROGRAM	CREATIVE AND ADAPTED PHYSICAL EDUCATION
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1. GENERAL

SCHOOL	PHYSICAL EDUCATION AND SPORT SCIENCES		
DEPARTMENT	PHYSICAL EDUCATION AND SPORT SCIENCES		
LEVEL OF STUDIES	POSTGRADUATE – LEVEL 7		
COURSE CODE	P303	SEMESTER	3rd
COURSE TITLE	INTERNSHIP II		
TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
<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>			
		3	10
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE	MANTATORY COURSE		
<i>Background, General Knowledge, Scientific Area, Skill Development</i>	SPECIALIZATION: SPECIAL PHYSICAL EDUCATION (Skills development)		
PREREQUISITES:			
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:	https://eclass.duth.gr/modules/announcements/?course=GYM123		

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>The purpose of the internship is that the students can observe the behavior of students with disability and/or special educational needs, evaluate their fitness and kinetic condition, plan and apply educational interventions using new teaching methods, plan and apply changes in the surrounding space and equipment.</p> <p>After the successful completion of the course the students will be able to :</p> <ol style="list-style-type: none"> 1. Apply evaluating methods of the motor ability of students with disability and/or special educational needs that seek evaluation in Centers of Educational and Consulting Support 2. Apply evaluating methods of the motor ability and fitness of students with disability and/or special educational needs in Special Education scholar units, or in public or private entities; design and apply interventional physical education programs. 3. Undertake teaching of a subject (cross-curriculum, interdisciplinary approach) to people with disability and/or special educational needs or 4. Design and apply necessary adjustments concerning the space and equipment used during the exercise of people with disability and/or special educational needs. 5. Create and apply programs to promote inclusion and acceptance mindset in general education schools
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</i>	<i>Project design and management</i>
<i>Adaptation to new situations</i>	<i>Equity and Inclusion</i>
<i>Decision making</i>	<i>Respect for the natural environment</i>
<i>Autonomous work</i>	<i>Sustainability</i>
<i>Teamwork</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>
<i>Working in an international environment</i>	<i>Critical thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>Promoting free, creative and inductive reasoning</i>
<i>Production of new research ideas</i>	

Search, analysis and synthesis of data and information, using the necessary technologies
 Autonomous work
 Teamwork
 Demonstration of social, professional and ethical responsibility and sensitivity to gender issues
 Exercise of criticism and self-criticism
 Promotion of free, creative and inductive thinking
 Respect of diversity and multiculturalism.

3. COURSE CONTENT

- 1 Internship Regulation II- Content of Internship II
2. Feedback: Motor ability tests for people with disability and/or special educational needs
3. Feedback: Fitness evaluation test for people with disability and/or special educational needs
4. Designing physical education program for the amelioration of the motor ability of students with disability and/or special educational needs
5. Designing physical education program for the amelioration of the fitness of students with disability and/or special educational needs
6. Principles of cross- curricular teaching in special physical education
7. Interdisciplinary cooperation in the education of students with disability and/or special educational needs
8. Designing inclusion activities
9. Planning principles of the adaptation of space and equipment for the physical education of students with disability and/or special educational needs
10. Utilization and application of ICT in special physical education
11. Evaluation forms using new technologies in special physical education
- 12 Feedback - Overall assessment of the Internship I
13. Feedback - Student overview - Overall assessment of the Internship II

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	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 and Communicating with students

TEACHING ORGANIZATION	Activity	Workload/semester
<p>The ways and methods of teaching are described in detail.</p> <p>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.</p> <p>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</p>	Lectures	26
	Study and selection of documentation protocols	40
	Observation and protocol filling	120
	File creation	64
	TOTAL LESSON	250
<p>STUDENT EVALUATION</p> <p>Description of the evaluation process</p> <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>	<p>At the end of Internship I, students are obliged to deliver a work file that will include:</p> <ol style="list-style-type: none"> 1. the attendance registers signed by the Head of the Facility and by the Internship Supervisor, 2. the daily activities logs, with their reflection on them. 3. a final report, which will include, on the one hand, the scientific approach adopted and on the other hand, the overall recording of activities within the practical exercise structure. 	

5. SUGGESTED BIBLIOGRAPHY

1. Davis W., et al. (2013). Cerebral Palsy Quality of Life Questionnaire for Children (CP QOL-Child) Manual. Melbourne: University of Melbourne. <https://www.ausacpdm.org.au/wp-content/uploads/2019/01/CPQOL-Child-manual.pdf>
2. Horvart M., Block M., & Kelly L. (2011). Μέτρηση και αξιολόγηση στην προσαρμοσμένη κινητική αγωγή. Μετ. Σκορδίλης Εμ., & Γραμματοπούλου Ε. Εκδ. Τελέθριον, Αθήνα
3. Kesumawati et al., (2018). Fundamental Movement Skills Game on Intellectual Disability Children in Primary Special Education. *Advances in Health Science Research*, 12, 77-80.
4. Machek, et al., (2008). The Effects of a Supervised Resistance-Training Program on Special Olympics Athletes. *Journal of Sport Rehabilitation*, 17, 372-379.
5. Obst, B., & Patty Porter, P., A guide for school personnel working with students with spinal cord injury. <https://www.kennedykrieger.org/sites/default/files/library/documents/community/specialized-health-needs-interagency-collaboration-shnic/guide-school-personnel-spinal-cord-injuries.pdf>
6. Palisano, R., Rosenbaum, P., Bartlett, D., & Livingston, M., (2007). Gross Motor Function Classification System Expanded and Revised. https://www.canchild.ca/system/tenon/assets/attachments/000/000/058/original/GMFCS-ER_English.pdf
7. Sherrill, C., (2015). Adapted Physical Activity Recreation and Sport. Cross - disciplinary and Lifespan. 6th Ed. Επιμ. Ευαγγελινού Χ. Εκδ. Πασχαλίδη Αθήνα
8. Special Olympics : <http://www.specialolympics.org/>
9. Tvetter et al., (2014). Health-Related Physical Fitness Measures: Reference Values and Reference Equations for Use in Clinical Practice. *Archives of Physical Medicine and Rehabilitation*, 95 (7), 1366-1373.
10. Waninge A., (2011). Measuring physical fitness in Persons with Severe/Profound Intellectual and Multiple disabilities. <https://www.hanze.nl/assets/kc-cares/transparante-zorgverlening/Documents/Public/Proefschrift%20Waninge.pdf>
11. Winnick, J., & Porretta, D. (Eds.). (2016). Adapted Physical Education and Sport, 6E. Human Kinetics.
12. Zittel, L., Pyfer, J., & Auxter, D. (2016). Principles and Methods of Adapted Physical Education & Recreation. Jones & Bartlett Publishers.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	Antonios Kambas, Professor
Contact details:	akampas@phyed.duth.gr
Supervisors: (1)	NO
Evaluation methods: (2)	At the end of Internship I, students are obliged to deliver a work file that will include: <ol style="list-style-type: none">1. the attendance registers signed by the Head of the Facility and by the Internship Supervisor,2. the daily activities logs, with their reflection on them.3. a final report, which will include, on the one hand, the scientific approach adopted and on the other hand, the overall recording of activities within the practical exercise structure.
Implementation Instructions: (3)	

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

- *written assignment* or/and exercises
- written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and **any other necessary information**.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.