

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	ΠΕ07	SEMESTER	2 nd or 3 rd
COURSE TITLE	SPORTS AND PEOPLE WITH DISABILITIES		
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 <i>Background, General Knowledge, Scientific Area, Skill Development</i>	ELECTIVE COURSE SPECIALIZATION: SPECIAL PHYSICAL EDUCATION		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK ENGLISH FOR ERASMUS+ STUDENTS		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/GYM124/		

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 this course is to familiarize students with:</p> <ol style="list-style-type: none"> a. the role of competitive sports for individuals with disabilities and the specific sports in which people with any disabilities can engage b. general classification rules for every sport, coaching guidelines for the designation and application of exercise programs. <p>After the completion of the course students will be able to</p> <ol style="list-style-type: none"> 1. Recognize the role of competitive sports for individuals with disabilities and the specific sports in which people with any disabilities can engage 2. Know the athletes' classification rules and the regulations concerning the conduction of sport competitions that take place in specialized sport events in accord with the disability type. 3. Distinguish research methods used for fitness and kinetic ability level evaluation ,as well as methods used to evaluate the psychological characteristics of athletes with disability 4. Design and apply sensibilization programs addressed to students without disabilities concerning their attitude towards students with disabilities.
General Skills <i>Name the desirable general skills upon successful completion of the module</i>

<p>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</p>	<p>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</p>
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<p>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.</p>

3. COURSE CONTENT

<ol style="list-style-type: none"> 1. Sports and people with disabilities 2. Paralympic movement – Summer Paralympic Games 3. Swimming for people with mobility and vision problems. 4. Athletics : track events for people with mobility and vision problems 5. Athletics : throws, jumps for people with mobility and vision problems 6. High performance sports of the hearing impaired people. 7. Team sports for people with mobility problems (wheelchair basketball, wheelchair Rugby) 8. Team sports for people with mobility problems (football, Handball, sitting volley ball) 9. Team sports for people with vision problems (Goal ball, Football) 10. Racket sports for people with mobility problems 11. Boccia, Para-Powerlifting, Para-Triathlon, Shooting 12. Unified sports 13. Winter Paralympic Games.
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4. LEARNING & TEACHING METHODS - EVALUATION

<p>TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	Distance Learning	
<p>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	Use of ICT in Teaching and Communicating with students	
<p>TEACHING ORGANIZATION <i>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.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	Activity	Workload/semester
	Lectures	50
	Literature review	70
	Individual project	45
	Group project	47
	Project presentation	35
	Examen	3
	Total	250

STUDENT EVALUATION	
<p><i>Description of the evaluation process</i></p> <p><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></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Formative</p> <p>Personal assignments (80%)</p> <p>Training scenario presentation (will take place in the last class) (20%)</p>

5. SUGGESTED BIBLIOGRAPHY

1. Davis R. (2002). Inclusion through Sports: A Guide for Enhancing sport Experiences. Human Kinetics.
2. Holzer A. L., Sevelde, F., Fraberger G., Bluder, O., Wolfgang Kicking, W., & Holzer G., (2014). Body Image and Self-Esteem in Lower-Limb Amputees. *PLoS ONE* 9(3): e92943.
3. Horvart M., Block M., & Kelly L. (2011). Μέτρηση και αξιολόγηση στην προσαρμοσμένη κινητική αγωγή. Μετ. Σκορδίλης Εμ., & Γραμματοπούλου Ε. Εκδ. Τελέθριον, Αθήνα
4. Sherrill, C., (2015). Adapted Physical Activity Recreation and Sport. Cross - disciplinary and Lifespan. 6th Ed. Επιμ. Ευαγγελινού Χ. Εκδ. Πασχαλίδη Αθήνα
5. Winnick, J., & Porretta, D. (Eds.). (2016). Adapted Physical Education and Sport, 6E. Human Kinetics.
6. Ken Hall, & Lisa Myers –(2017). Para Throws Coaching Manual. <http://bcwheelchairsports.com/sites/default/files/images/Para%20Throws%20Coaching%20Manual%20Complete%20Version.pdf>
7. Alison O’Riordan Inclusive Coaching Guidance for Ambulant Athletes <https://www.limbpower.com/application/files/3315/1461/9407/Inclusive-Coaching-Guidance-Ambulant-Athletes-v11.pdf>
8. B Molik, A Kosmol, N MorgulecAdamowicz, J Gajewski, & A Dąbrowska (2010). Wheelchair basketball skill tests: differences between athletes’ functional classification level and disability type. <https://dergipark.org.tr/tr/download/article-file/138117>
9. Monique A.M. Berger et al. (2012). Development of a new wheelchair for wheelchair basketball players in the Netherlands / *Procedia Engineering* 34 (2012) 331 – 336.
10. Zelenka et al. (2017). Quality of Life of Wheelchair Rugby Players. *European Journal of Adapted Physical Activity*, 10(2), 31–35

www.paralympic.gr (Ελληνική Παραολυμπιακή Επιτροπή)

www.eaom-amea.gr (Εθνική Αθλητική Ομοσπονδία Ατόμων με Αναπηρίες)

www.paralympic.org (IPC-International Paralympic Committee-Διεθνής Παραολυμπιακή Επιτροπή)

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	Sophia Batsiou, Associate Professor
Contact details:	smpatsio@phyed.duth.gr
Supervisors: (1)	No
Evaluation methods: (2)	Assignments must be submitted on specific dates determined by the teachers. Tasks will be sent via eclass in the equivalent 'assignment folder' determined by the teacher. Each one of the eight assignments is rated with 1 grade unit. The presentation of the scenario task is rated with 2 grades.
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.