

COURSE OUTLINE

MASTER PROGRAM	CREATIVE AND ADAPTED PHYSICAL EDUCATION
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1. GENERAL

SCHOOL	PHYSICAL EDUCATION AND SPORT SCIENCE		
DEPARTMENT	PHYSICAL EDUCATION AND SPORT SCIENCE		
LEVEL OF STUDIES	MASTER'S - LEVEL 7		
COURSE CODE	PE09	SEMESTER	3rd
COURSE TITLE	PSYCHOMOTOR INTERVENTION FOR PEOPLE WITH NEURODEVELOPMENTAL DISABILITIES AND BEHAVIOR PROBLEMS		
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: ADAOTED 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/PHYED5D101/		

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>												
After successful completion of the course students will be able to: <ul style="list-style-type: none"> describe and understand the theoretical background of psychomotor intervention handling with motor assessment data design and implement psychomotor intervention units within an inclusion framework 												
General Skills <i>Name the desirable general skills upon successful completion of the module</i>												
<table border="0"> <tr> <td><i>Search, analysis and synthesis of data and information,</i></td> <td><i>Equity and Inclusion</i></td> </tr> <tr> <td><i>ICT Use</i></td> <td><i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Autonomous work</i></td> <td><i>Critical thinking</i></td> </tr> <tr> <td><i>Teamwork</i></td> <td><i>Promoting free, creative and inductive reasoning</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td></td> </tr> </table>	<i>Search, analysis and synthesis of data and information,</i>	<i>Equity and Inclusion</i>	<i>ICT Use</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>	<i>Autonomous work</i>	<i>Critical thinking</i>	<i>Teamwork</i>	<i>Promoting free, creative and inductive reasoning</i>	<i>Working in an international environment</i>		<i>Working in an interdisciplinary environment</i>	
<i>Search, analysis and synthesis of data and information,</i>	<i>Equity and Inclusion</i>											
<i>ICT Use</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>											
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<i>Working in an international environment</i>												
<i>Working in an interdisciplinary environment</i>												

Search, analysis and synthesis of data and information,
 ICT Use
 Adaptation to new situations
 Decision making
 Autonomous work
 Teamwork
 Working in an interdisciplinary environment
 Production of new research ideas
 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 background and implementations of psychomotor intervention (PIP)
2. Introduction in psychopathology of neurodevelopmental disorders
3. ASD: clinical picture, diagnostic criteria, and basic therapeutic interventions
4. ADHD: clinical picture, diagnostic criteria, and basic therapeutic interventions
5. Methodology and interventional framework of the PIP
6. Close and semi-open PIP-groups
7. Directed and non-directed PIP-groups
8. ASD and PIP: examination of clinical scenarios
9. ADHD and PIP: examination of clinical scenarios
10. Screening and assessment of movement difficulties
11. Movement assessment data management
12. Microteaching in known scenario I
13. Microteaching in known scenario II

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD	Distance learning	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)	Use of ICT in teaching, lab scenario and communication with students	
TEACHING ORGANIZATION	Activity	Workload/semester
	Lectures	50
	Literature review	70
	Individual project	45
	Group project	47
	Project presentation	35
	Examen	3
	Total	250
STUDENT EVALUATION	Formative-Modulated Multiple choice test during semester (2X20%) Clinical exercise in known scenario (40%) Portfolio delivery (20%)	

5. SUGGESTED BIBLIOGRAPHY

1. Kambas A. (2019). *Physical activity and Psychomotricity in preschool age*. Athens: Dardanos G. & Dardanos K. O.E. (in Greek).
2. Maniadaki, K., & Kakouros, E. (2018). *The complete guide to ADHD. Nature, Diagnosis, and Treatment*. New York: Routledge, Taylor and Francis.
3. Maniadaki, K., & Kakouros, E. (2016). *The Management of ADHD. From theory into practice*. Athens: Gutenberg. (in Greek).
4. Zimmer, R. (2007). *Handbook of Psychomotricity*. Athens: Athlotypo. (in Greek).

Articles

1. Bellemans, T., Didden, R., van Busschbach, J., T., Pim T. A. P. Hoek, P., T.A.P., Scheffers, M., W., J., Lang, R., B., & William R. Lindsay, W., R. (2017). Psychomotor therapy targeting anger and aggressive behaviour in individuals with mild or borderline intellectual disabilities: A systematic review. *Journal of Intellectual & Developmental Disability*, DOI:10.3109/13668250.2017.1326590.
2. Boerhout, C., van Busschbach, J., T., Wiersma, D., & Hoek, H., W. (2013). Psychomotor therapy and aggression regulation in eating disorders, *Body, Movement and Dance in Psychotherapy*, 8, 4, 241-253, DOI: 10.1080/17432979.2013.833134.
3. ElGarhy, S. & Liu, T. (2016). Effects of Psychomotor Intervention Program on Students With Autism Spectrum Disorder. *School Psychology Quarterly*, 31, 4, 491–506.
4. Gawrilow, C., Stadler, G., Langguth, N., Naumann, A., and Antje Boeck, A. (2016). Physical Activity, Affect, and Cognition in Children with Symptoms of ADHD, *Journal of Attention Disorders*, 20(2) 151–162.
5. Grassmann, V., Alves, M., V., Santos-Galduróz, R., F., and Galduróz J., C., F., (2017). Possible Cognitive Benefits of Acute Physical Exercise in Children With ADHD: A Systematic Review, *Journal of Attention Disorders*, 21(5) 367–371.
6. Kambas, A., Venetsanou, F. (2022). Group psychomotor therapy in children. *European Psychomotricity Journal*, 14, 1-4.
7. Kambas, A., Venetsanou, F. (2016). Construct and Concurrent Validity of the Democritos Movement Screening Tool for Preschoolers. *Pediatric Physical Therapy*, 28: 94–99.
8. Kambas, A., Venetsanou, F. (2014). The Democritos Movement Screening Tool for preschool children (DEMOST-PRE): Development and factorial validity. *Research in Developmental Disabilities* 35, 1528–1533.
9. Kambas, A., Venetsanou, F., Giannakidou, D., Fatouros, I.G., Avloniti, A., Chatzinikolaou, A., Draganidis, D., Zimmer, R. (2012). The Motor-Proficiency-Test for children between 4 and 6 years of age (MOT 4–6): An investigation of its suitability in Greece, *Research in Developmental Disabilities*, 33, 1626-1632.
10. Neudecker, Ch., Mewes, N., Anne K. Reimers, A., K., Woll, A., (2019). Exercise Interventions in Children and Adolescents With ADHD: A Systematic Review, *Journal of Attention Disorders*, 23(4) 307–324.
11. Pan, Ch.-Y., Chang, Y.-K., Tsai, Ch.-L., Chu, Ch.-H., Cheng, Y.-W., and Sung, M.-Ch. (2014). Effects of Physical Activity Intervention on Motor Proficiency and Physical Fitness in Children With ADHD: An Exploratory Study, *Journal of Attention Disorders*, 21(9) 783–795.
12. Pan, Ch.-Y., Tsai, Ch.-L., Chu, Ch.-H. Ming-Chih Sung, M.-Ch., Huang, Ch.-Y. and Ma, W.-Y. (2019). Effects of Physical Exercise Intervention on Motor Skills and Executive Functions in Children With ADHD: A Pilot Study, *Journal of Attention Disorders*, 23(4) 384–397.
13. Probst, M. (2017). Psychomotor Therapy for Patients with Severe Mental Health Disorders. *InTech*. <http://dx.doi.org/10.5772/intechopen.68315>
14. Suh, Y. T., Moon, D. H. (2016). Effect of Psychomotor Program on Inattention and Impulsivity of Children with Attention Deficit Hyperactivity Disorder ADHD). *Indian Journal of Science and Technology*, 9(25), DOI: 10.17485/ijst/2016/v9i25/97233.
15. Vetter, M., & Sandmeier, A. (2020). Psychomotricity: Effects of psychomotor interventions from the perspective of teachers. *European Psychomotricity Journal*, 12, 1, 30-42.
16. Zwets, A. J., Hornsveld, R. H. J., Muris, P., Kanters, T., Langstraat, E. and van Marlee H. J. C. (2016). Psychomotor Therapy as an Additive Intervention for Violent Forensic Psychiatric Inpatients: A Pilot Study. *International Journal of Forensic Mental Health*, 15,3, 222-234. DOI: 10.1080/14999013.2016.1152613.

Alternative ways of examining a course in emergency situations

Teacher (full name):	Antonis Kambas, Professor
Contact details:	akampas@phyed.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Oral examination with distance learning methods
Implementation Instructions: (3)	<p>The examination in the course will be held in groups of 5 students on the day of the examination, according to the schedule, starting from 09.00 in the morning and every half hour according to the list of participants providing by the system.</p> <p>The exam will be conducted through “Teams for windows”. The exam-link will be sent to students via e-class exclusively to the institutional accounts of those who have registered for the course and have taken note of the distance learning terms.</p> <p>Students must log in to the exam room through their institutional account, otherwise they will not be able to participate. They will also participate in the examination with a camera which they will have open during the examination. Before the start of the exam, students will show their ID to the camera so that they can be identified.</p> <p>Each student will have five (5) questions to answer of each two (2) points.</p>

- (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.