



UNIVERSITY OF
PATRAS
ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΑΤΡΩΝ

UNIVERSITY OF PATRAS
SCHOOL OF HEALTH REHABILITATION SCIENCES
DEPARTMENT OF PHYSIOTHERAPY

PHYSIOTHERAPY CURRICULUM

Academic Year 2021-2022



Department of Physiotherapy,

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<http://physio.upatras.gr>

DEPARTMENT OF PHYSIOTHERAPY
PHYSIOTHERAPY CURRICULUM
Academic Year 2021-2022



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Foreword

Welcome to the Guide of Studies of the Physiotherapy Department of the School of Health Rehabilitation Sciences of the University of Patras.

The Department of Physiotherapy, which is based in Aigio, starts its function as a University Tertiary Education Institute from the academic year 2019-2020. The Department runs an undergraduate programme of studies (UPS) of 4 years duration, 240 credits (ECTS), which is in line with the requirements of the official Physiotherapy Associations of all European or International developed countries.

The science of Physiotherapy serves the prevention, improvement and rehabilitation of pathological conditions, congenital or acquired, as well as any injuries/lesions resulting in dysfunctions of the skeletal, muscular, nervous, respiratory and cardiovascular system. Physiotherapists perform an evidence-based assessment of clinical, psychosomatic and functional deficits, and through a clinical reasoning process they hierarchy, organize and implement a targeted rehabilitation. To achieve this, physiotherapists use therapeutic means such as special manipulative approaches and techniques, physical means, therapeutic exercises, and well documented guidelines for patients of all ages.

The current guide provides a full picture of the speciality of Physiotherapy and the special characteristics of this programme of studies. In particular, in this Guide the aims of the programme, the content of the studies, the detailed outline of each module, the learning objectives and way of teaching and evaluating of each module are described, as well as all educational procedures (e.g. working out a dissertation etc). Additionally, the laboratory, research and material/devices infrastructure of the Department are described in this Guide.

The contributors of this guide and all teaching staff, wish to the students of the Department of Physiotherapy to have prosperous studies and to promote the science and the profession of Physiotherapy with wisdom, ethos and always in consideration of offering to the patient!!!

Yours sincerely

The academic team of the Department

Introduction

The current Guide of Studies (GS) primarily aims at informing all the students of the Department of Physiotherapy about their studies and the services of the Department.

The programme of Physiotherapy consists of 4 academic years and has the objective to promote knowledge and research development through high level university education. At the same time, basic philosophy of the studies is to provide full and well documented theoretical knowledge and practical skills; both are equally important for a professional recognition in the field of Physiotherapy. Providing high level training, according to the International advancements and requirements, promotes the science of Physiotherapy and shapes professionals able to make a career in an International environment.

Thus, the current GS presents the general principles and the mission of the Department, its academic composition, and information about studying, teaching and examinations. The student can find available choices to succeed in his/her studies, and can get information regarding admittance, teaching staff, research and academic objectives of the department, evaluation (exams) periods, clinical placements and clinical practice, and Thesis. Additionally, the content, evaluation mode, work load, and credits based on the ECTS/European Credit Transfer System for each module of study are described.

Editorial Team

Dr. Sofia A. Xergia, Dr. Theofani Bania, Dr. Lampropoulou Sofia, Dr Billis Evdokia, Dr Tsepis Elias

PART 1

GENERAL INFORMATION



The Department of Physiotherapy of the University of Patras

The Department of Physiotherapy of the School of Health Rehabilitation of the University of Patras (<https://www.upatras.gr/el/node/8445>) is a development of the Department of Physiotherapy of the previous TEI of Western Greece according to the law 4610/07-05-2019 “Synergies of Universities and T.E.I.s, access to tertiary education, experimental schools, General Files of the State and other regulations”.

The Higher Education Institute of the University of Patras, in which the Department of Physiotherapy now belongs, runs since 1966 (Decree 4425/11-11-1966) based on a number of principles with emphasis on the principle of freedom of teaching and research conduction, free expression of ideas, respect of the rights of the Academic members, justice, transparency, equality and meritocracy, without distinctions related to gender, religion or ideology. The emblem of the University is St. Andreas the Apostle as established by the Presidential Decree 336/1975 (ΦΕΚ 99Α).

The University constitutes of the Schools, Departments, Sectors and Laboratories, Study rooms and Clinics. The academic functions of the Institute are performed by institutionalised personnel, according to the regulations in force. The Administrative personnel of the University are divided in collective (Senate, Deputy Board, General Assembly, Deanery, General Assembly of the Department, Administrative council of the Department, General Assembly of the Sector) and one-member (Rector, Vice Rectors, Deans of Schools, Heads of Departments, Sector Directors, as well as Laboratories, Study-rooms, Clinics and Museum Directors) (ΦΕΚ 1062/14-07-2004).

Mission and Vision of the Department of Physiotherapy

Functioning in a University academic environment and based on the principles of the University of Patras, the mission of the Department of Physiotherapy is in line with the mission of the Institute to transfer knowledge with teaching and research, to form responsible citizens with scientific, social and political consciousness by providing them with the necessary equipment for excellent, scientific and professional training and development and to contribute to the needs of continuous training and education. Taking into account the dynamics of the academic staff of the Department, the Department aims to improve its academic and research activities. At the same time, as a self-sufficient department, aims at organizing all cycles of studies (undergraduate, post-graduate and doctoral programmes of studies) and at co-existing with other Departments and scientists of the University for development, extroversion, and inter-disciplinary co-operations.

The mission of the Department is the promotion, development and transmission of knowledge to the profession and science of Physical Therapy, via appropriate theoretical teaching, wider laboratory and practical modules and applied research; so that the students and graduates are equipped with the necessary knowledge and skills to ensure a thorough training for their scientific and professional career and development.

Within the scope of its mission, the Department of Physiotherapy:

- Follows the international advancements in the scientific, educational and professional fields.
- Develops co-operations with Higher Education Institutes Nationally and Internationally.
- Conducts applied research in the field of Physiotherapy.
- Co-operates with production units, work administrators, who are associated with the study content.
- Uses state-of-the-art technologies in education.
- Helps the students to develop adequate abilities and skills to make them confident and competitive in a national and international environment.
- Follows all developments and changes (educational, financial and social) in the study content (of Physiotherapy) nationally and internationally.
- Is always alert to analyse, accept and incorporate new points of view so as to assure and improve the quality of studies within the Department.

The **vision of the Department** consists of five inter-dependent aspects:

1. To provide high level education in all sectors of Physiotherapy, by following all modern developments and advancements of the science Internationally
2. To provide and conduct high level laboratory and clinical research in all sectors of the Department
3. To provide high level services for the students
4. To run 2nd (post-graduate) and 3rd (doctoral) cycle of studies in Physiotherapy
5. The connection and co-operation of the Department with local organisations

Strategic objectives of the Department

The strategic objectives of the Department are relevant to its Mission and Vision and refer to three aspects: Education, Research and Interconnection with the Society-Extroversion. These aims are succinctly presented:

- Certification of the undergraduate programme of studies and continuous quality assurance of all the services of the Department
- Decrease the teacher/student ratio to improve the quality of education provided
- Enhancement of supportive human resources of the Department such as technical and special teaching staff
- To immediately run a 2nd and 3rd cycle of studies in the Department, with an aim to improve the educational process and to produce high level research
- Claim of national and international research projects
- Develop lifelong educational programmes
- Promote the extroversion of the Department by co-operating with other Education Institutes of Greece and abroad

- Strengthening of the interconnection activities with the social-economic environment, by co-operating with productive organisations and possibilities for professional settling down of our graduates
- Offering of physiotherapy services to special populations through co-operations with health organisations and research programmes
- Improvement of our buildings and upgrade of the laboratory and research equipment and of the library of the Department

Expected Learning Objectives for graduates

After the completion of their studies, the graduates will:

- have acquired the necessary scientific background of the Health and Rehabilitation Sciences
- familiarize themselves with approaching various types of patients according to the criteria of bioethics as well as with developing a patient-physiotherapist relationship
- evaluate a wide range of diseases and injuries using recent scientific evidence and developing their critical thinking to be able to choose the most appropriate therapies and methods of Physiotherapy
- conduct a properly structured physical examination based on the history of the disease and the most recent scientific data, select reliable and valid tools of assessment, and are based on clinical reasoning to design a comprehensive intervention programme
- recognize and understand the influence of predisposing and aggravating factors on various diseases
- rehabilitate the patient, following a thorough physiotherapeutic evaluation, using the most
- efficient, appropriate and safest methods
- are aware of the way of function of health units where patients with musculoskeletal, neurological, cardiopulmonary, etc. are hospitalized, of diseases and injuries, and of the role of each health professional in the interdisciplinary rehabilitation team
- evaluate research and recent literature regarding the patient rehabilitation in order to adapt their physiotherapeutic intervention



Administrative Structure of the Department of Physiotherapy

Head of the Department

The Department of Physiotherapy and due to its incorporation with the University of Patras runs with a temporary Head and Board of the Department. When the new academic year 2019-2020 will start the regular Head and Board of the Department will start their services.

Academic staff

The core of the teaching staff (see below) consists of physiotherapists and other health professionals with permanent contracts, elected from a body of electors from the Ministry of Education. The rest of the teaching staff are educators (mostly academic collaborative staff with a contract), contracted on a yearly basis, the majority of whom are also physiotherapists, while and some of them are educators of other health professionals. More information about the academic staff of the Department of Physiotherapy is presented in the website of the Department along with the CVs and information about the academic and research work of the staff.

Permanent Academic staff

- **Dr Tsepis Elias**, Professor of Physiotherapy, MSc, PhD in Sports Physiotherapy. (Email: tsepis@upatras.gr)
- **Dr Koutsogiannis Konstantinos**, Associate Professor of Medical Physics, PhD in Medical Physics. (Email: ckoutsog@upatras.gr)
- **Dr Billis Evdokia**, Associate Professor of Physiotherapy, MMACP, MCSP, MSc, PhD in Musculoskeletal Physiotherapy. (Email: billis@upatras.gr)
- **Dr Fousekis Konstantinos**, Associate Professor of Physiotherapy, MSc, PhD in Sports Medicine. (Email: kfousekis@upatras.gr)
- **Dr Matzaroglou Charalambos**, Assistant Professor of Orthopaedics-Traumatology, MD, PhD (Email: matzaroglou@upatras.gr)
- **Dr Xergia Sofia**, Assistant Professor of Physiotherapy, MSc, PhD in Sports Physiotherapy. (Email: sxergia@upatras.gr)
- **Dr Lampropoulou Sofia**, Assistant Professor of Physiotherapy, MSc (Neuro-Rehab), PhD, Neurological Physiotherapy. (Email: lampropoulou@upatras.gr)
- **Dr. Bania Theofani** Assistant Professor of Physiotherapy, MSc, PhD, Paediatric Neurological Physiotherapy. (Email: fbania@upatras.gr)

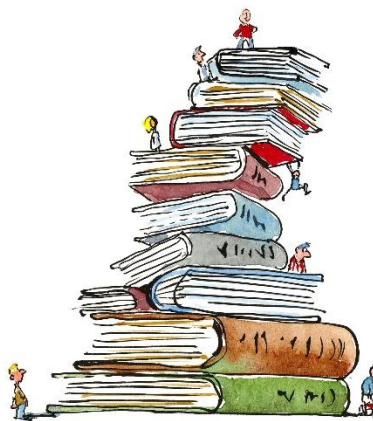
- **Dr Makrynioti Dimitra**, Lecturer of Applied Optometry, MSc, PhD, Eye Contact Lenses (Email: dmakrynioti@upatras.gr)
- **Dr Petropoulou Giannitsa**, Member of Technical and Special Education Staff (Email: gpetrop@upatras.gr)

Secretariat

- **Petri Thomais**, Administrative staff, Tel: +302691061270, Fax: +302691061250, Email: petri@upatras.gr
- **Asimakopoulou Konstantina**, Administrative staff, Tel: +302691061150, Fax: +302691061250, Email: asimakopk@upatras.gr
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Librarian

- **Lolou Eleni**, Librarian, Tel: +30 26910 23566, Email: loloue@upatras.gr



Facilities – Laboratory Equipment of the Department of Physiotherapy

The building facilities of the Department are located in the city of Aigio, (6 Psaron Str., Myrtia, Aigio, PC 25100). The facilities consist of:

- 9 laboratory rooms of Physiotherapy education and research (Anatomy, Human Assessment & Rehabilitation, Kinesiology, Massage Techniques, Neurorehabilitation, Kinesiotherapy, Physical Means-Applied Electrotherapy, Therapeutic Exercise, and Clinical Rehabilitation)
- Computer lab
- 3 lecture rooms
- Two additional institutionalised Clinical Laboratories, a) Laboratory of Therapeutic Exercise and Sports Rehabilitation (LTESR), (FEK 3603 / τ. Β' /29-08-2020)
https://physio.upatras.gr/erevnikita/er_ergast/therapeytikis-askisis-apokatastasis/ & b) Laboratory of Clinical Physiotherapy and Research (CPR lab), (FEK 3604 / τ.Β' /29-08-2020)
https://physio.upatras.gr/erevnikita/er_ergast/kliniki-physio-ereyna/
- Library
- Amphitheatre “Polykentro” (although it belongs to the municipality of Aigialeia (Aigio), it is used by the Department for all official ceremonies and activities)
- In addition, part of the Department is also the student restaurant, which is located in another building, in the city of Aigio. Following photographs are presented of the afore-mentioned places.

Physiotherapy Laboratories & other places:

1. Anatomy Lab



2. Human Assessment & Rehabilitation Lab



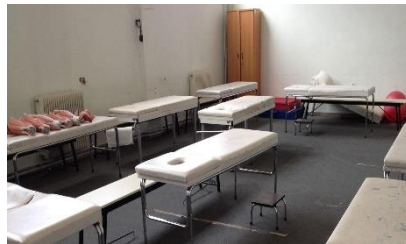
3. Physical Means-
Applied Electrotherapy Lab



4. Kinesiotherapy Lab



5. Kinesiology Lab



6. Massage Techniques Lab



7. Neurorehabilitation Lab



8. Therapeutic exercise Lab



9. Clinical Physiotherapy Lab



Computer Lab



Lecture room



Library



Amphitheatre "Polykentro"



Student Restaurant



Laboratory & Scientific equipment

The laboratory equipment of the Department of Physical Therapy is new, modern, quite sophisticated with several scientific measurement tools, such as:

- ❖ Opto-electronic (3D) Motion (Gait) Analysis System
- ❖ Isokinetic Dynamometer (Biodex, SystemIII)
- ❖ Floor Ergometer (Preco)
- ❖ Foot Scanner System (Novel-EMED)
- ❖ Diagnostic Ultrasound
- ❖ Cyclo-ergometers
- ❖ Balance Platform
- ❖ Modern physiotherapy clinic equipment
- ❖ Walking Aids
- ❖ Exercise equipment (free weights, exercise balls, mats etc.)



Teaching facilities

Teaching facilities covering the teaching needs in the lecture rooms mainly are:

- ❖ Computers, LCD Projectors, Electronic tables, Televisions-Videos, Presentation (power point) system etc.



PART 2

STUDIES PROCEDURES &

STRUCTURES



Studies Procedures

Academic Year

The academic year consists of two academic semesters (winter and spring), with each semester of 13 full weeks of teaching and 4 weeks of examinations. Each academic year starts 1st of September and finishes 31st of August. At the beginning of each academic year the academic calendar is announced in the official website of the Department.

Lectures, laboratories, clinics, exercise tutorials and educational countryside exercises are not performed the following dates (FEK 1062/14-07-2004):

- 28 October
- 17 November
- 30 November
- Christmas Holidays (from 24 December to 6 January)
- 30 January
- Ash Monday
- 25 March
- Easter Holidays
- 1st May
- Holy Spirit Day
- Students elections day

Courses examinations are conducted during the working days of January-February, June and September. The last, for each academic year, a four-week period due to special educational needs and recurrent examinations of the winter and spring semester courses may start on the second Monday after August 15th.

Student Registration

Students registration takes place at the beginning of each semester. A student registered in the Physiotherapy Department of the University of Patras cannot simultaneously be registered in another higher education institute unless he / she belongs to a special mobility program.

When registering, students at the beginning of each semester also choose the courses they will attend during the semester. The total number of weekly hours attended by each student in each semester is between 19-25 hours, depending on the semester (with the exception of the last, 8th semester of studies, which includes the course of Clinical Practice in Physiotherapy). The student must be aware that he / she cannot choose a course if he / she has unsuccessfully attended its prerequisites. He / she also has the option to choose additional courses, which he / she has attended but has not been successfully examined (see Declaration Rules below). For detailed information for the student, direct e-class registration is

required in the e-class platform of the course. In the online platform, the student has access to the lesson material and additional material posed by the teacher.

A student who does not renew his/her registration in a course cannot participate in the examinations of the course. Students who have not registered in a course or have a late registration are not permitted to take the examinations of the course and, if they have attended the course, their performance is not scored (Government Gazette 220 / 03-11-2008).

The curriculum is implemented at the premises of the Department in Aigio, while the clinical practice courses take place at State Hospitals, Rehabilitation Centers and other Structures (eg KAPI, nursing homes) in the local area. It is possible, with appropriate scheduling, that English courses be held at the central facilities of the University of Patras.

Course Registration Rules

The total number of the programme courses is fifty-four (54), and involves two categories of courses, Mandatory Courses (38 courses) and Optional Courses (16 courses). Mandatory courses must be successfully attended by all students, while from the total of 16 Optional Courses, the student is required to register and complete 7 or 8 courses (depending on if he / she chooses the Thesis or the 2 courses instead of the Thesis in the last semester of studies).

In the 1st semester the students choose all available courses, a total of 30 Credit Units (ECTS), which are listed in the curriculum.

Students are required at the beginning of each semester to register in courses totaling 30 credits corresponding to their semesters. They can also register in courses in which the students have failed, with a total number of additional ECTS up to 30. Obligatory, the course registration will begin with the courses of the smaller semesters in which the student has not been successfully examined (eg. if a student has to register in courses of the 1st, 2nd and 3rd semesters of studies, he / she is required to firstly register in the courses of the 1st semester, which he / she owes, after the 2nd and so on, up to the maximum number of ECTS he / she is entitled to.

In the 2nd, 4th, 5th, 6th, & 7th semester, the student chooses Optional Courses corresponding to his/her semester (winter or spring) up to the number of 30 ECTS required.

In the 8th semester, the student has the possibility to choose the Thesis or the 2 courses instead of the Thesis.

For the courses registration it is obligatory to follow the interdependency of courses (i.e. prerequisites of courses) that are in detail presented in Table 6 of Part 2 of the current Studies Guide.

To register in "Clinical Practice in Physiotherapy" it is obligatory to successfully attend Skills Development courses up to the 7th semester (see Table 5 Part 2 of this guide).

In particular, for each semester, students should register in:

- **1st Semester:**
 - Mandatory Courses of 1st semester: 30 ECTS
 - TOTAL: 30 ECTS
- **2nd Semester:**
 - Mandatory Courses of 2nd semester: 26 ECTS
 - One (1) Optional Winter Module: 4 ECTS
 - TOTAL: 30 ECTS
- **3rd Semester:**
 - Mandatory Courses of 3rd semester: 30 ECTS
 - Mandatory Courses of 1st semester: 30 ECTS
 - TOTAL: 60 ECTS
- **4th Semester:**
 - Mandatory Courses of 4th semester: 26 ECTS
 - One (1) Optional Spring Module: 4 ECTS
 - Mandatory Courses of 2nd semester: 30 ECTS
 - TOTAL: 60 ECTS
- **5th Semester:**
 - Mandatory Courses of 5th semester: 22 ECTS
 - Two (2) Optional Spring Modules: 8 ECTS (4+4)
 - Mandatory Courses of 1st & 3rd semester: 30 ECTS
 - TOTAL: 60 ECTS
- **6th Semester:**
 - Mandatory Courses of 6th semester: 26 ECTS
 - One (1) Optional Spring Module: 4 ECTS
 - Mandatory Courses of 2nd & 4th semester: 30 ECTS
 - TOTAL: 60 ECTS
- **7th Semester:**
 - Mandatory Courses of 7th semester: 26 ECTS
 - One (1) Optional Winter Module: 4 ECTS
 - Mandatory Courses of 1st, 3th & 5th semester: 30 ECTS
 - TOTAL: 60 ECTS
- **8th Semester:**
 - Mandatory Courses of 8th semester: 22 ECTS
 - Either Thesis or two (2) other Optional Spring Modules: 8 ECTS
 - Mandatory Courses of 2nd, 4th & 6th semester: 30 ECTS
 - TOTAL: 60 ECTS

Course Evaluation and Examination Rules

Students are allowed to take examinations during the months of January-February and June only for the corresponding semesters (winter-spring) courses, while the examinations of September can include courses of both semesters. The more general regulations and functions other than this guide are governed by the regulations of the University of Patras (Government Gazette 1062 / 14-07-2004) as well as by the legislation in force and may be subject to minor changes.

Examination material is announced at the beginning of the semester and cannot be reduced for any reason. Examinations are provided by the instructor, who also answers any questions related to them. Students can use books or notes during the examination, if is allowed by the instructor. The instructor may, at his discretion, organize written or oral exams or also laboratory exercises. The duration of the final examination of the theoretical part of the course is 2 hours. The assessment of the laboratory part of the courses takes place on a daily basis. In addition to the daily evaluation, mid-term and final official laboratory assessment is carried out at the end of the semester. Further information is provided on the outline of each course (below).

During the examinations, (i) smoking in the room by students and supervisors (ii) communication between students without the authorization of supervisors; (iii) the use of mobile phones or other means of communication is not allowed. The supervisor has the right and the obligation to make comments to those students who do not adhere to the examination rules, to change their position in case of relapse and to report to the instructor any refusal to comply with his instructions. Any effort to cheat during the examination and education process from any student, beyond scoring zero, is a heavy disciplinary offense.



Courses Evaluation

Performance in courses grades, given, range from zero (0) to ten (10), with increments of an integer or half a unit. Successive grades are 5 or over. By successfully passing the theoretical and laboratory part of the course, students are awarded with the ECTS of corresponding course. The final grade in a mixed course (Possible part of a course: Lecture/ Laboratory Exercise/ Tutorial/ Clinical Practice) is single and is provided after a successful assessment (based on "5") in all parts of the course. The participation rate of each part of the course is provided detailed in each Course Outline. Examination of the theoretical part of the course requires to successfully have passed the Laboratory Exercise Examination or Clinical Practice Examination.

If the student has not successfully passed a course, he/she is obliged to repeat it or, if the course is an optional one, may replace it with another optional course. If a course consists of a theoretical and practical part (Laboratory Exercise/Clinical Practice) and the student has successfully passed the practical part but failed the theoretical part, then the grade of the practical part is validated and the practical part is not repeated.



Graduation Rules

Requirements for obtaining a degree are the successful attendance of all 8 semesters, the successful attendance of the mandatory courses (38 courses) as well as of optional courses up to the completion of at least 240 units of ECTS credits. In particular, out of a total of 16 Optional Courses, the student is required to register and complete 7 or 8 courses (depending on whether he / she has chosen a Thesis or 2 courses instead of the Thesis at the last semester).

Total Courses:	240 ECTS
Total Mandatory Courses:	208 ECTS
Total Optional Courses:	32 ECTS
Total Mandatory Courses 1 st Semester:	30 ECTS
Total Mandatory Courses 2 nd Semester:	26 ECTS
Total Optional Courses 2 nd Semester:	4 ECTS
Total Mandatory Courses 3 rd Semester:	30 ECTS
Total Mandatory Courses 4 th Semester:	26 ECTS
Total Optional Courses 4 th Semester:	4 ECTS
Total Mandatory Courses 5 th Semester:	22 ECTS
Total Optional Courses 5 th Semester:	8 ECTS
Total Mandatory Courses 6 th Semester:	26 ECTS
Total Optional Courses 6 th Semester:	4 ECTS
Total Mandatory Courses 7 th Semester:	26 ECTS
Total Optional Courses 7 th Semester:	4 ECTS
Total Mandatory Courses 8 th Semester:	22 ECTS
Total Optional Courses 8 th Semester:	8 ECTS
Total Courses of 1 st Semester:	30 ECTS
Total Courses of 2 nd Semester:	30 ECTS
Total Courses of 3 rd Semester:	30 ECTS
Total Courses of 4 th Semester:	30 ECTS
Total Courses of 5 th Semester:	30 ECTS
Total Courses of 6 th Semester:	30 ECTS
Total Courses of 7 th Semester:	30 ECTS
Total Courses of 8 th Semester:	30 ECTS

The degree certifies the successful completion of the student's studies and indicates a grade that can also include decimals. This grade is as follows:

- **Excellent** from 8.50 to 10
- **Very Good** from 6.50 to 8.49
- **Good** from 5.00 to 6.49

The student becomes a graduate with the completion of his/her studies and before the award of his / her degree, that is, the student takes his / her degree from the date in which he/she has passed the last course provided that he/she has accumulated the number of credits required by the programme (240 ECTS).

Description of the physical therapy graduates & laws of professional conduct

Physiotherapy graduates are automatically accepted as members of the Panhellenic Physical Therapy Association, which in turn, is an active member of the World Confederation for Physical Therapy (WCPT) as well as the European one (EU-WCPT).

The graduates of the Department of Physical Therapy at University of Patras are professionally referred to as “Physiotherapists” or “Physical Therapists” and on completion of their studies, they will have acquired the necessary scientific background and clinical knowledge, abilities and skills in order to safely and independently perform physiotherapy assessment and treatment, focusing on the prevention, improvement and rehabilitation of all pathological conditions, as well as traumatic injuries, causing dysfunction to the skeletal, muscular, nervous, respiratory and cardiac systems. More specifically, the graduate of the Department is capable of proceeding with his/her physiotherapeutic treatment approach following written referral form from the doctor.

More explicitly he/she can:

- ✓ Rehabilitate the patient, following a thorough physiotherapeutic evaluation, utilising the most efficient, appropriate and safest special means, methods and techniques, such as kinesiotherapy, manual therapy, thermotherapy and cryotherapy, electrical stimulation, biofeedback and other electrotherapeutic modalities, pain relief, ergonomic re-education of the patient and methods to enhance neuromusculoskeletal’s system functional ability.
- ✓ Evaluate the progress of the patient’s condition and alter the patient’s rehabilitation programme accordingly.
- ✓ Plan and implement research programmes, which promote the science of Physical Therapy.
- ✓ Study, plan and implement preventative and rehabilitation programmes for various disorders to individuals, groups, communities, schools and professional fields.
- ✓ Apply the rules of ethics within the Physical Therapy field.
- ✓ Train and support the patient and the patient’s family, aiming to achieve the patient’s functional independence.

The graduate physical therapists are entitled to work as:

- ✓ Executives of the State or within the wider public sector in accordance with any provisions that are in effect at the time.

- ✓ Executives of the private sector, as an employee or with other work relations.
- ✓ Free-lance professionals at a private physiotherapy clinic or the patient's home.
- ✓ Open a private clinic or physiotherapy centre under the provisions of the law.

The **professional rights of physical therapists graduating** from Physical Therapy Departments of Universities' establishments follow the rules of the state (Presidential Decree 90/95, FEK 53/08-03-95). Additionally, as previously indicated physical therapy graduates can become registered members of the Panhellenic Physical Therapy Association, which is the official independent and regulatory body for setting and maintaining standards of professional training of physical therapists within Greece (Law 3599/2007). All registered members are also recognized from WCPT and EU-WCPT.

Design and Structure of the Curriculum

Formation of the Physiotherapy Curriculum

The curriculum covers the field of Physiotherapy, aiming at the prevention, improvement and rehabilitation of pathological, congenital and acquired, as well as traumatic lesions that result in disorders of the back, muscular, nervous, respiratory and cardiovascular system.

Due the merge of TEI with the Universities (Law 4610/2019) in 2019, the curriculum has been reformatted according to the Law 4610/2019, Law 4521/2018 & 4009/2011. The new programme of the Physiotherapy Department of the University of Patras has been approved unanimously by the General Assembly of the Department and by the Senate (approval no. 86/20016, number 2/24-6-2019) and start the academic year 2019-2020. As mentioned before, the mission of the Department of Physiotherapy is in line with the mission of the Institute to transfer knowledge with teaching and research, to form responsible citizens with scientific, social and political awareness, providing them with necessary equipment for excellent, scientific and professional training and development and to contribute to the needs of continuous training and education.

Quality Assurance Systems and Review Procedures of the Curriculum

The evaluation and the planning (facilities, infrastructure, students, graduates, tutors and generally all of its functions and achievements) of the Physiotherapy Programme of the Department is supported by the following committees:

(a) **Undergraduate Studies Programme Committee:**

It is composed of Academic Members and recommends to the Assembly of the Department any changes to improve all the required procedures of the Undergraduate Physiotherapy Programme.

(b) **Internal Evaluation Committee:**

It is composed of Academic Members and uses resources:

- External Evaluation Reports of the Department and other associated Departments of Greece or abroad,
- The annual internal evaluation reports of the Department

- The guidelines of the World Confederation for Physical Therapy (WCPT) (<https://www.wcpt.org/education/Entry-level-physical-therapy-education-programmes>), and the European Department of the WCPT (ER-WCPT), concerning the Physiotherapy Studies Programme (<http://www.ercpt.eu/education>),
- The advancements of the science of Physiotherapy
- The reports of graduates, associated scientific organizations and associations, employer related to physiotherapy and other healthcare professions regarding learning objectives.

The Department is obliged to perform and present an Annual Self-Evaluation (internal) Report assessing its facilities, infrastructure, students, graduates, tutors and generally all of its functions and achievements each year. Following 2 years, a more detailed self-evaluation report is synthesized in one document, the “Internal Evaluation” report, which additionally includes all the strategies that need to be implemented and is sent to the Ministry of Education; where a specialized committee for quality assurance in higher education (Hellenic Quality Assurance & Accredibility - (H.Q.A.A.A.) will evaluate it. This finally leads to the “External Evaluation” of the Department, by a board of external evaluators, which are usually highly experienced academics from abroad. Any detail relevant to the Department is documented in these evaluations; especially the weak points are highlighted for further improvement.

Brief Presentation of the Physiotherapy Programme

The Undergraduate Programme of Studies of the Physiotherapy Department of the University of Patras consists of eight (8) semesters. The curriculum is structured on the basis of the student's workload. Additionally, in each semester, a number of Credit Units (ECTS) is allocated according to the ECTS system. The total of Credit Units of each semester is thirty (30) and is allocated to the courses proportionally to the workload (the workload in each course is defined as 25-30 hours per credit unit). Studies include Lectures, Tutorials, Laboratory Exercises, Clinical Practice, Seminars and visits to hospitals, nursing homes, rehabilitation centers, Laboratories. They include practical applications, case studies, individual and group projects, elaboration of special topics by invited special speakers, literature reviews, video projections, etc.

Clinical Practice, is a key element of the clinical education and training programme of the physiotherapist, and the World Confederation of Physiotherapists emphasizes as a professional duty the qualitative clinical education of the physiotherapist. Clinical training facilities include primary health services, community centers, private physiotherapy centers, rehabilitation centers, nursing homes, sports clubs providing full patient care (examination, evaluation, treatment, rehabilitation, prevention, diagnosis, promotion of quality of life). The goal of Clinical Practice is to help the student to strengthen his / her clinical and communication skills at all levels, to become an autonomous, specialized clinical practitioner capable of managing patients with a variety of disorders (eg musculoskeletal, neuromuscular, cardiovascular, respiratory). The Clinical Practice is of particular importance to help the student demonstrate appropriate professional behavior, promote interdisciplinary collaboration, develop the attitudes and interpersonal skills required by the profession of physiotherapist, incorporating knowledge, skills and professional attitudes into the clinical environment. (https://www.wcpt.org/sites/wcpt.org/files/files/Guideline_clinical_education_complete1.pdf).

Special emphasis is given on the development of the student's personal skills, including the development of initiatives, decision-making based on clinical reasoning process, critical thinking, problem-solving, promoting free, inductive and creative thinking and autonomous and team work. At the same time, it is very important to ensure that students are trained to demonstrate social, professional and ethical responsibility, respect for diversity and multiculturalism.

The total number of the Programme courses is fifty-four (54), and they are credited two hundred and forty (240) credits (ECTS) categorized in two groups, Mandatory Courses and Optional Courses.

Mandatory Courses: 38 courses, divided into the following sub-categories: a) General Background: 11, b) Special Background: 8 & c) Specialized Knowledge-Skills Development: 19.

Optional Courses: 16 (of which students choose 7 or 8, depending on whether they choose a Thesis or two optional courses instead).

In the new curriculum the course **Thesis** is an optional spring course of the last (8th) semester of programme. The Thesis requires from the graduate the deepening and completion of a specific topic relevant to the Physiotherapy Science or in general Health Science that concerns a Physiotherapist. Details for the Thesis course can be found in the "Thesis Guide", on the website of the Department of Physiotherapy: <https://www.upatras.gr/el/node/8445> of the e-class platform of the Physiotherapy Department: <https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134>.

The course **Clinical Practice in Physiotherapy** is in the last spring semester and lasts for one (1) academic semester. It is guided and evaluated, and is carried out in Hospitals, Rehabilitation Centers and other collaborating institutions related to the field of Physiotherapy. The prerequisite for the approval of the beginning of a Clinical Practice is the successful attendance of all the Specialized Knowledge-Skills Development courses. Detailed information can be found in the "Clinical Practice Guide", on the website of the Department of Physiotherapy and as a course at the e-class platform of the Physiotherapy Department: <https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134>.

A brief presentation of the course of the Physiotherapy Programme follows (Table. 1) with weekly teaching hours, workload, credits and ECTS for each semester.

Table 1. Brief Course Description of the Physiotherapy Programme

Semester	Total Number of Courses	Teaching Hours per Week					Per Semester		ECTS
		Lectures	Tutorials	Laboratory Exercises	Clinical Practice	Total	Workload	Credits	
1 st	6	16	1	4	-	21	860	19	30
2 nd	6	13	2	4	-	19	840	17	30
3 rd	6	14	1	1	5	21	810	18	30
4 th	6	13	1	2	9	25	810	19,5	30
5 th	6	12	2	1	7	22	790	18	30
6 th	5	10	2	-	12	24	760	18	30
7 th	6	12	1	2	7	22	780	17,5	30
8 th	4 or 5	8	-	-	40	48	790	28	30
Total	45 or 46	98	10	14	80	202	6440	155	240



Curriculum of the Physiotherapy Programme 2019-2020

The Bachelor's Undergraduate Curriculum 2019-2020 is provided in detail in the following pages presenting for each semester the course title and code, lectures, tutorials, laboratory exercise, clinical practice, workload, and credits per course.

1 ST SEMESTER								
COURSE		WEEKLY TEACHING HOURS				COURSE		
COURSE CODE	COURSE TITLE	LECTURES	TUTORIALS	LABORATORY EXERCISE	CLINICAL PRACTICE	CREDITS	WORKLOAD	ECTS
PTH_101	ANATOMY OF MUSCULOSKLETAL SYSTEM	3	-	2	-	4	170	6
PTH_102	ANATOMY OF THE NERVOUS SYSTEM AND ORGANS	3	-	-	-	3	150	5
PTH_103	PHYSIOLOGY	3	-	-	-	3	150	5
PTH_104	KINESIOLOGY OF THE TRUNK	2	1	2	-	4	170	6
PTH_105	PRINCIPLES OF BIOPHYSICS - ELECTROPHYSIOLOGY	3	-	-	-	3	120	4
PTH_106	ENGLISH LANGUAGE - TERMINOLOGY	2	-	-	-	2	100	4
	TOTAL (21 TEACHING HOURS)	16	1	4	0	19	860	30

2 ND SEMESTER								
COURSE		WEEKLY TEACHING HOURS						
COURSE CODE	COURSE TITLE	LECTURES	TUTORIALS	LABORATORY EXERCISE	CLINICAL PRACTICE	CREDITS	WORKLOAD	ECTS
PTH_201	PATHOPHYSIOLOGY-BASIC PRINCIPLES OF INTERNAL MEDICINE	3	1	-	-	4	170	6
PTH_202	BASIC PHARMACOLOGY	2	-	-	-	2	120	4
PTH_203	NEUROPHYSIOLOGY	2	-	-	-	2	120	4
PTH_204	KINESIOLOGY OF THE EXTREMITIES	2	1	2	-	4	180	7
PTH_205	SOFT-TISSUE TECHNIQUES IN PHYSIOTHERAPY	2	-	2	-	3	150	5
	OPTIONAL SPRING MODULE	2	-	-	-	2	100	4
	TOTAL (19 TEACHING HOURS)	13	2	4	0	17	840	30

3 RD SEMESTER								
COURSE		WEEKLY TEACHING HOURS						
COURSE CODE	COURSE TITLE	LECTURES	TUTORIALS	LABORATORY EXERCISE	CLINICAL PRACTICE	CREDITS	WORKLOAD	ECTS
PTH_301	GENERAL SURGERY – ORTHOPAEDICS	3	1	-	-	4	170	6
PTH_302	NEUROLOGY	2	-	-	-	2	120	4
PTH_303	PRINCIPLES OF CARDIO-RESPIRATORY PHYSIOTHERAPY	3	-	-	-	3	130	5
PTH_304	KINESIOTHERAPY	2	-	1	1	3	130	5
PTH_305	CLINICAL PATIENT MANAGEMENT	2	-	-	4	4	150	6
PTH_306	BIOMECHANICS	2	-	-	-	2	110	4
	TOTAL (21 TEACHING HOURS)	14	1	1	5	18	810	30

4 TH SEMESTER								
COURSE		WEEKLY TEACHING HOURS				CREDITS	WORKLOAD	ECTS
COURSE CODE	COURSE TITLE	LECTURES	TUTORIALS	LABORATORY EXERCISE	CLINICAL PRACTICE			
PTH_401	CLINICAL CARDIO-RESPIRATORY PHYSIOTHERAPY	2	-	-	6	5	160	6
PTH_402	PRINCIPLES OF MUSCULOSKELETAL PHYSIOTHERAPY	2	1	-	-	3	130	5
PTH_403	CLINICAL PHYSIOTHERAPEUTIC ASSESSMENT	3	-	1	1	4	180	6
PTH_404	CLINICAL REASONING AND DECISION MAKING IN PHYSIOTHERAPY	2	-	-	1	2,5	110	4
PTH_405	PHYSICAL MODALITIES – CLINICAL ELECTROTHERAPY	2	-	1	1	3	130	5
	OPTIONAL SPRING MODULE	2	-	-	-	2	100	4
	TOTAL (25 TEACHING HOURS)	13	1	2	9	19,5	810	30

5 TH SEMESTER								
COURSE		WEEKLY TEACHING HOURS						
COURSE CODE	COURSE TITLE	LECTURES	TUTORIALS	LABORATORY EXERCISE	CLINICAL PRACTICE	CREDITS	WORKLOAD	ECTS
PTH_501	CLINICAL MUSCULOSKELETAL PHYSIOTHERAPY I	2	1	-	6	6	210	8
PTH_502	PRINCIPLES OF NEUROLOGICAL PHYSIOTHERAPY	2	1	-	-	3	130	5
PTH_503	MANIPULATIVE PHYSIOTHERAPY	2	-	1	1	3	140	5
PTH_504	PATHOKINESIOLOGY	2	-	-	-	2	110	4
	OPTIONAL WINTER MODULE	2	-	-	-	2	100	4
	OPTIONAL WINTER MODULE	2	-	-	-	2	100	4
	TOTAL (22 TEACHING HOURS)	12	2	1	7	18	790	30

		6 TH SEMESTER						
COURSE		WEEKLY TEACHING HOURS						
COURSE CODE	COURSE TITLE	LECTURES	TUTORIALS	LABORATORY EXERCISE	CLINICAL PRACTICE	CREDITS	WORKLOAD	ECTS
PTH_601	CLINICAL MUSCULOSKELETAL PHYSIOTHERAPY II	2	1	-	6	6	210	9
PTH_602	CLINICAL PAEDIATRIC PHYSIOTHERAPY	2	1	-	6	6	210	9
PTH_603	THERAPEUTIC EXERCISE FOR MUSCULOSKELETAL PATHOLOGIES - INJURIES	2	-	-	-	2	120	4
PTH_604	PHYSIOTHERAPY FOR SPECIAL POPULATIONS	2	-	-	-	2	120	4
	OPTIONAL WINTER MODULE	2	-	-	-	2	100	4
	TOTAL (24 TEACHING HOURS)	10	2	0	12	18	760	30

7 TH SEMESTER								
COURSE		WEEKLY TEACHING HOURS				CREDITS	WORKLOAD	ECTS
COURSE CODE	COURSE TITLE	LECTURES	TUTORIALS	LABORATORY EXERCISE	CLINICAL PRACTICE			
PTH_701	ADULT CLINICAL NEUROLOGICAL PHYSIOTHERAPY	2	1	-	6	6	210	9
PTH_702	SPORTS PHYSIOTHERAPY	2	-	1	1	3	140	5
PTH_703	DISABILITY AND FUNCTIONAL REHABILITATION	2	-	-	-	2	110	4
PTH_704	RESEARCH METHODOLOGY IN HEALTH SCIENCES	2	-	1	-	2,5	110	4
PTH_705	DIAGNOSTIC IMAGING	2	-	-	-	2	110	4
	OPTIONAL WINTER MODULE	2	-	-	-	2	100	4
	TOTAL (22 TEACHING HOURS)	12	1	2	7	17,5	780	30

8 TH SEMESTER								
COURSE		WEEKLY TEACHING HOURS						
COURSE CODE	COURSE TITLE	LECTURES	TUTORIALS	LABORATORY EXERCISE	CLINICAL PRACTICE	CREDITS	WORKLOAD	ECTS
PTH_801	CLINICAL PRACTICE IN PHYSIOTHERAPY	-	-	-	40	20	350	14
PTH_802	EMERGENCY MEDICINE AND TRAUMATOLOGY	2	-	-	-	2	120	4
PTH_803	PAIN AND CLINICAL MANAGEMENT	2	-	-	-	2	120	4
	THESIS OR 2 OPTIONAL WINTER MODULES	4	-	-	-	4	200	8
	TOTAL (48 TEACHING)	8	0	0	40	28	790	30

Grouping of Physiotherapy Programme Courses

Programme Courses are grouped as: General Background, Special Background, Specialized Knowledge-Skills Development and Optional. Additionally, the interdependencies and the prerequisite courses for the Clinical Practice are presented below.



❖ General Background Courses

The General Background Courses (n=11) are presented in Table 2. General Background defines the courses that form the basis of knowledge to enable the student to continue to the Special Background and Specialized Knowledge-Skills Development courses that constitute the scientific and clinical basis of the Physiotherapy Science. These courses are all of Medical background.

Table 2. General Background Courses of the Physiotherapy Programme

COURSE CODE	COURSE (SEMESTER)
PTH_101	ANATOMY OF MUSCULOSKLETAL SYSTEM (1 st)
PTH_102	ANATOMY OF THE NERVOUS SYSTEM AND ORGANS (1 st)
PTH_103	PHYSIOLOGY (1 st)
PTH_106	ENGLISH LANGUAGE -TERMINOLOGY (1 st)
PTH_201	PATHOPHYSIOLOGY-BASIC PRINCIPLES OF INTERNAL MEDICINE (2 nd)
PTH_202	BASIC PHARMACOLOGY (2 nd)
PTH_203	NEUROPHYSIOLOGY (2 nd)
PTH_301	GENERAL SURGERY – ORTHOPAEDICS (3 rd)
PTH_302	NEUROLOGY (3 rd)
PTH_705	DIAGNOSTIC IMAGING (7 th)
PTH_802	EMERGENCY MEDICINE AND TRAUMATOLOGY (8 th)

❖ Special Background Courses

The Special Background Courses are presented in Table 3. Special Background Courses (n=8) function as “bridges” between The General Background Courses and the Specialized Knowledge-Skills Development courses.

Table 3. Special Background Courses of the Physiotherapy Programme

COURSE CODE	COURSE (SEMESTER)
PTH_104	KINESIOLOGY OF THE TRUNK (1 st)
PTH_105	PRINCIPLES OF BIOPHYSICS - ELECTROPHYSIOLOGY (1 st)
PTH_204	KINESIOLOGY OF THE EXTREMITIES (2 nd)
PTH_306	KINESIOLOGY OF THE EXTREMITIES (3 rd)
PTH_504	PATHOKINESIOLOGY (5 th)
PTH_703	DISABILITY AND FUNCTIONAL REHABILITATION (7 th)
PTH_704	RESEARCH METHODOLOGY IN HEALTH SCIENCES (7 th)
PTH_803	PAIN AND CLINICAL MANAGEMENT (8 th)

❖ Optional Courses

The Optional Courses are presented in Table 4. The Optional Courses (n=16) are divided in two groups: Winter and Spring Optional Courses. All optional courses are credited 4 (ECTS), except the course of Thesis which is credited 8 ECTS. Students can choose any Optional Course they wish in the winter and spring semester, respectively. The Thesis course is an exception and the students can choose it only at the last spring semester (8th).

OPTIONAL SPRING MODULES								
COURSE		WEEKLY TEACHING HOURS						
COURSE CODE	COURSE TITLE	LECTURES	TUTORIALS	LABORATORY EXERCISE	CLINICAL PRACTICE	CREDITS	WORKLOAD	ECTS
PTH_S01	EXERCISE PHYSIOLOGY	2	-	-	-	2	100	4
PTH_S02	COMPUTER SCIENCE IN HEALTHCARE	2	-	-	-	2	100	4
PTH_S03	HEALTH INTERPROFESSIONAL EDUCATION AND PRACTICE	2	-	-	-	2	100	4
PTH_S04	PROSTHETICS-ORTHOTICS	2	-	-	-	2	100	4
PTH_S05	INTELLIGENT SYSTEMS OF DECISION MAKING	2	-	-	-	2	100	4
PTH_S06	GROUP-BASED EXERCISE PROGRAMMES	2	-	-	-	2	100	4
PTH_S07	PHYSIOTHERAPY FOR THE ELDERLY	2	-	-	-	2	100	4
PTH_S08	ENGLISH LANGUAGE	2	-	-	-	2	100	4
PTH_S09	THESIS*	4	-	-	-	4	200	8

* Students are able to select Thesis only at the last semester (8th) and it is the only course that is has 8 ECTS which is equal with 2 other Optional Modules (Students have the ability to select Thesis or 2 other optional modules).

❖ Specialized Knowledge-Skills Development Courses

The Specialized Knowledge-Skills Development Courses are presented in Table 5. Specialized Knowledge-Skills Development Courses (n=19) give emphasis on physiotherapy specific knowledge and skills.

Table 5. Specialized Knowledge-Skills Development Courses of the Physiotherapy Program

COURSE CODE	COURSE (SEMESTER)
PTH_205	SOFT-TISSUE TECHNIQUES IN PHYSIOTHERAPY (2 nd)
PTH_303	PRINCIPLES OF CARDIO-RESPIRATORY PHYSIOTHERAPY (3 rd)
PTH_304	KINESIOTHERAPY (3 rd)
PTH_305	CLINICAL PATIENT MANAGEMENT (3 rd)
PTH_401	CLINICAL CARDIO-RESPIRATORY PHYSIOTHERAPY (4 th)
PTH_402	PRINCIPLES OF MUSCULOSKELETAL PHYSIOTHERAPY (4 th)
PTH_403	CLINICAL PHYSIOTHERAPEUTIC ASSESSMENT (4 th)
PTH_404	CLINICAL REASONING AND DECISION MAKING IN PHYSIOTHERAPY (4 th)
PTH_405	PHYSICAL MODALITIES – CLINICAL ELECTROTHERAPY (4 th)
PTH_501	CLINICAL MUSCULOSKELETAL PHYSIOTHERAPY (5 th)
PTH_502	PRINCIPLES OF NEUROLOGICAL PHYSIOTHERAPY (5 th)
PTH_503	MANIPULATIVE PHYSIOTHERAPY (5 th)
PTH_601	CLINICAL MUSCULOSKELETAL PHYSIOTHERAPY II (6 th)
PTH_602	CLINICAL PAEDIATRIC PHYSIOTHERAPY (6 th)
PTH_603	THERAPEUTIC EXERCISE FOR MUSCULOSKELETAL PATHOLOGIES -INJURIES (6 th)
PTH_604	PHYSIOTHERAPY FOR SPECIAL POPULATIONS (6 th)
PTH_701	ADULT CLINICAL NEUROLOGICAL PHYSIOTHERAPY (7 th)
PTH_702	SPORTS PHYSIOTHERAPY (7 th)
PTH_801	CLINICAL PRACTICE IN PHYSIOTHERAPY (8 th)

❖ Interdependency of Courses

The Dependent and Prerequisite Courses are presented in Table 6. and are divided in five groups. For the Clinical Practice Course (8th) it is necessary for the student to have successfully attended all the Specialized Knowledge-Skills Development Courses (n=18) up to 7th semester, as mentioned in Table 5.

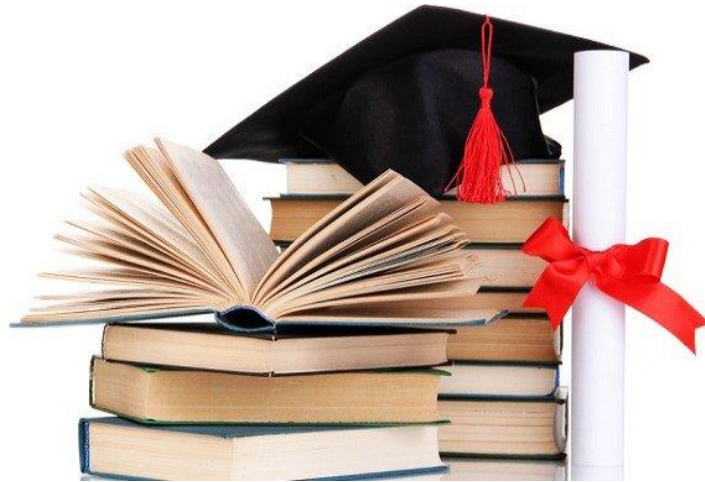
Table 6. Interdependency of Physiotherapy Program Courses

Prerequisite Courses (Semester)	Dependent Courses (Semester)
<ul style="list-style-type: none"> ▪ Physiology (1st) ▪ Anatomy of Musculoskeletal System (1st) ▪ Pathophysiology-Basic Principles of Internal Medicine (2nd) 	<ul style="list-style-type: none"> ▪ Clinical Cardio-Respiratory Physiotherapy (4th) ▪ Clinical Musculoskeletal Physiotherapy I (5th) ▪ Clinical Musculoskeletal Physiotherapy II (6th)
<ul style="list-style-type: none"> ▪ Kinesiology of The Trunk (1st) ▪ Kinesiology of The Extremities (2nd) 	<ul style="list-style-type: none"> ▪ Clinical Patient Management (3rd) ▪ Clinical Cardio-Respiratory Physiotherapy (4th) ▪ Clinical Musculoskeletal Physiotherapy I (5th) ▪ Clinical Musculoskeletal Physiotherapy II (6th) ▪ Clinical Paediatric Physiotherapy (6th) ▪ Adult Clinical Neurological Physiotherapy (7th) ▪ Clinical Physiotherapeutic Assessment (4th)
<ul style="list-style-type: none"> ▪ Kinesiotherapy (3rd) 	<ul style="list-style-type: none"> ▪ Clinical Musculoskeletal Physiotherapy I (5th)
<ul style="list-style-type: none"> ▪ Anatomy of The Nervous System and Organs (1st) ▪ Neurology (3rd) 	<ul style="list-style-type: none"> ▪ Clinical Paediatric Physiotherapy (6th) ▪ Adult Clinical Neurological Physiotherapy (7th)
<ul style="list-style-type: none"> ▪ All Specialized Knowledge-Skills Development Courses up to 7th semester 	<ul style="list-style-type: none"> ▪ Clinical Practice in Physiotherapy (8th)



Detailed Course Outlines

Following is an analytical overview of each course, distributed every semester, in which the student can find the learning outcomes, information about teaching and evaluation methods for each course, proposed Greek and English language literature and related scientific journals.



COURSE OUTLINES

1ST SEMESTER



COURSE OUTLINE

ANATOMY OF MUSCOLOSKELETAL SYSTEM

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH101	SEMESTER	1 st
COURSE TITLE	ANATOMY OF MUSCOLOSKELETAL SYSTEM		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	ECTS CREDITS
LECTURES		3	6
LABORATORY		2	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Background		
PREREQUISITE COURSES:	-		
DEPENDENT COURSES:	<ul style="list-style-type: none"> • Clinical Cardio-Respiratory Physiotherapy (4th) • Clinical Musculoskeletal Physiotherapy I (5th) • Clinical Musculoskeletal Physiotherapy II (6th) 		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek, English (optional)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

LECTURES - theoretical part - Learning outcomes

- Describe the structure and function of skull sutures and fontanelles.
 - Locate and identify the auditory ossicles.
 - Describe the cross-sectional structure of a vertebra.
 - Locate and identify bones, major bony landmarks, and ligaments of the Vertebral column.
 - Describe how some bones are stabilized by muscles.
- Identify the three types of muscle and describe the muscular system's functions.
- Describe the location and function of skeletal muscles.
 - Locate and identify smooth muscle in the body.
 - Locate and identify the blood vessels and conduction system that supply and innervate cardiac muscle.
 - Describe the distinguishing features of each of the three types of muscle.
 - Locate and identify the major skeletal muscle regions of the body.
 - Describe the blood supply and innervation of skeletal muscles.
 - Describe the microscopic structure of skeletal muscle tissue.
 - Explain how an impulse generated by the central nervous system results in the contraction of a skeletal muscle.

LABORATORY exercises – Practical part - Learning outcomes

1. Understands individual disease mechanisms
2. Combines the basic knowledge of anatomy with other knowledge of individual courses of clinical Practice of Physiotherapy
3. Analyzes and combines clinical information from the physical examination of the patient with the anatomical substrate of diseases and disease situations in corresponding problems (problem based learning)
4. identify -locate :
 - Locate and identify bones of the thoracic cage.
 - Locate and identify the structures that make up the appendicular skeleton.
 - Locate and identify the bones and major landmarks of the shoulder girdle.
 - Locate and identify the bones and major landmarks of the upper and lower limbs.
5. Uses knowledge of surface anatomical and leading points in the process of clinical examination and physiotherapeutic assessment of patients

General Competences	
<i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</i>	<i>Others...</i>

Search, analyse and present data and information, using the appropriate technologies.	
Decision making	
Independent or team work	

3. SYLLABUS

LECTURES - theoretical part

Anatomical vocabulary, anatomical descriptive terms, Anatomical position of the human body, planes and axes of the body

Body cavities, epithelial tissue and serous membranes.

Buttock region (hip joint, muscles, vessels, nerves)

- Thigh (femoral bone, muscles, vessels, nerves)
- Knee (knee joint, muscles, vessels, nerves)
- Calf region (bones, anatomical compartments, muscles, vessels, nerves).
- Foot and ankle (ankle joint, small joints of the foot, muscles, vessels, nerves).
- Clinical and imaging correlations

LABORATORY exercises – Practical part

Palpate and Surface Anatomy

- Surface anatomy of lower limb
- Shoulder region (Joints, muscles, vessels, nerves)
- Arm region (humerus, muscles, vessels, nerves)

- Elbow (Joints, muscles, vessels, nerves)
- Forearm (bones, anatomical compartments, muscles, vessels, nerves)
- Hand and wrist (wrist joint, small joints of the hand, muscles, vessels, nerves)
- Clinical and imaging correlations
- ☑ Surface and palpate anatomy of upper and lower limb

4. TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Lectures,tutorials, seminars theoretical part - and Laboratory exercises – practical part work face to face in small groups.															
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of Information and Communication Technologies (ICTs) (e.g. powerpoint presentations) in teaching. The lectures content of the course for each chapter are uploaded on the internet (e-class platform), in the form of a series of ppt files, where from the students can freely download them using a password which is provided to them at the beginning of the course. Use of instructional Anatomy Videos Use of digital body slices through Virtual Anatomy															
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="695 1014 1019 1035"><i>Activity</i></th> <th data-bbox="1027 1014 1351 1035"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="695 1045 1019 1098">Lectures theoretical part</td> <td data-bbox="1027 1045 1351 1098">40</td> </tr> <tr> <td data-bbox="695 1108 1019 1129">Case studies</td> <td data-bbox="1027 1108 1351 1129">10</td> </tr> <tr> <td data-bbox="695 1140 1019 1161">Projects</td> <td data-bbox="1027 1140 1351 1161">10</td> </tr> <tr> <td data-bbox="695 1171 1019 1224">Laboratory exercises. Practical part</td> <td data-bbox="1027 1171 1351 1224">40</td> </tr> <tr> <td data-bbox="695 1234 1019 1266">Hours of private study</td> <td data-bbox="1027 1234 1351 1266">70</td> </tr> <tr> <td data-bbox="695 1276 1019 1297">Course total</td> <td data-bbox="1027 1276 1351 1297">170</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures theoretical part	40	Case studies	10	Projects	10	Laboratory exercises. Practical part	40	Hours of private study	70	Course total	170
<i>Activity</i>	<i>Semester workload</i>															
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Laboratory exercises. Practical part	40															
Hours of private study	70															
Course total	170															
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p>	<p>Lectures – theoretical part</p> <p>Written examination at the end of the semester (multiple choice questions,true-false, short answers, clinical problem solving) - Minimum passing grade: 5.</p> <p>Laboratory exercises. - Practical part</p> <p>Oral examination in surface and palpate anatomy, and case scenarios</p>															

<p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	
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5. ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <p><i>Greek</i></p> <ol style="list-style-type: none"> 1. Γιγής Π. (2002). <i>Εισαγωγή στην Ανατομία του Ανθρώπου</i>. University Studio press. 2. Γιγής Π., Παρασκευάς Γ. (1999). <i>Νευροανατομία. Κεντρικό Νευρικό Σύστημα</i>. University Studio press. 3. <i>Grays Anatomy by Drake R., Vogl W., Mitchell A. (2007). (Μετάφραση Αγγλικής Έκδοσης), Ιατρικές εκδόσεις Πασχαλίδη.</i> 4. <i>Fitzerald MJ, Gruener G, Mitui E. Κλινική Νευροανατομία και Νευροεπιστήμες (2009). (Μετάφραση Αγγλικής Έκδοσης), Ιατρικές Εκδόσεις Πασχαλίδη.</i> 5. <i>Haines R. Νευροανατομία. (Μετάφραση Αγγλικής Έκδοσης), Λειτουργίες και κλινικές εφαρμογές. Ιατρικές Εκδόσεις Πασχαλίδη, 1999.</i> 6. <i>Kahle, Leonard, Platzer (1985). Εγχειρίδιο Ανατομικής με έγχρωμο Άτλαντα (τόμος Ι, Μυοσκελετικό). (Μετάφραση Αγγλικής Έκδοσης), Ιατρικές Εκδόσεις Πασχαλίδη, Αθήνα.</i> 7. <i>Moore (1998). Κλινική Ανατομική. (Μετάφραση Αγγλικής Έκδοσης), Ιατρικές Εκδόσεις Πασχαλίδη, Αθήνα.</i> 8. <i>Schnell R. (2009). Κλινική Ανατομική. (Μετάφραση Αγγλικής Έκδοσης), Εκδόσεις Λίτσας, Αθήνα.</i> <p><i>English</i></p> <ol style="list-style-type: none"> 1. <i>Blummenfeld H. (2002). Neuroanatomy through clinical cases. Sinauer Associates.</i> 2. <i>Martin J. (2003). Neuroanatomy, Text and Atlas. McGraw and Hill.</i> 3. <i>Schnell R. (2009). Clinical Neuroanatomy. Lipinncott.</i>
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COURSE OUTLINE

ANATOMY OF THE NERVOUS SYSTEM AND ORGANS

1. GENERAL

SCHOOL	HEALTH AND REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_102	SEMESTER	1 st
COURSE TITLE	ANATOMY OF THE NERVOUS SYSTEM AND ORGANS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Background		
PREREQUISITE COURSES:	-		
DEPENDENT COURSES:	<ul style="list-style-type: none"> • Clinical Paediatric Physiotherapy (6th) • Adult Clinical Neurological Physiotherapy (7th) 		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i>
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<ul style="list-style-type: none"> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>After the completion of the course, the students will have obtained an:</p> <ul style="list-style-type: none"> • In depth knowledge of the anatomy of the Central Nervous System (CNS) and the Peripheral Nervous System (PNS) and to locate anatomically particular structures based on superficial guide points. • In depth knowledge of the all structures of the CNS and PNS and of the function of each structure. • In depth knowledge of the anatomy of the Autonomic Nervous System (ANS) and to locate particular structures of the ANS and have a knowledge of their function (Sympathetic and Parasympathetic Systems) • In depth knowledge knowledge of the sensory-kinetic systems and their integration (tracts and function) • In depth knowledge knowledge of the circulatory, respiratory, digestive systems, and in brief the urinary and genital systems. 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology Decision-making Working independently Team work Criticism and self-criticism</p>																			

3. SYLLABUS

Students will study the anatomy of the nervous system starting from the study of the structures of the CNS (cerebrum, thalamus, hypothalamus, basal ganglia, brain stem, cerebellum and cranial nerves). In particular, where each structure is located, its shape and its function. Students will also study in depth the structures of the PNS (spinal cord, peripheral nerves), where each of these structures is located, its shape and function. The PNS system will be also analysed to its parts, Somatic and Autonomic Nervous

<p>System and the role of each as well as the role of the Sympathetic and the Parasympathetic Nervous System, i.e. which structures constitute each of these systems and what is their function. The students will also study in depth the anatomy and function of the sensory and motor pathways as well as their integration.</p> <p>Additionally, the parasympathetic innervation of the bowels. Respiratory system, (nose, nasal cavities, larynx, tracheal tree, alveoli). Anatomical position and points of auscultation of respiratory murmur. Pleural cavity, mediastinum and anatomical division of the mediastinum. Circulatory system, heart, chambers of heart, valves, pulmonary and systemic circulation. Points of auscultation of heart valves. Route and primary branches of aorta. Points of artery palpation. Digestive system. Peritoneal cavity. Gastrointestinal tract (pharynx, esophagus, stomach, large and small intestine. Liver, pancreas, spleen and hepatic ducts system. Briefly the portal circulation. Urinary system. Anatomical position of kidneys, of the urinary tracts and bladder. Kidneys, renal corpuscles and pelvis. Genital system, in briefly the internal genitals of man and woman.</p>

4. TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> - Face to face - Using anatomy models - Discussions in e-class platform - Problem solving to scenarios (case studies) 												
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • Discussions in the e-class platform • Videos • Multimedia 												
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Theoretical part:</td> <td style="text-align: center;">150</td> </tr> <tr> <td>Lectures, interactive teaching, project,</td> <td style="text-align: center;">90</td> </tr> <tr> <td>Seminars/ presentations of clinical cases</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Individual (independent) study</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Course total (25 hours of workload per credit)</td> <td style="text-align: center;">150</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Theoretical part:	150	Lectures, interactive teaching, project,	90	Seminars/ presentations of clinical cases	30	Individual (independent) study	30	Course total (25 hours of workload per credit)	150
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<p>STUDENT PERFORMANCE EVALUATION</p>	<p>Evaluation:</p>												

<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Multiple choice questions, Questions of short answers, Problem solving, Questions to elaborate, Written assignment (potential ways of evaluation).</p> <p>Assessment of theory takes place at the end of the semester and in September during the 2nd exams period, using written examination. Language of Evaluation: Greek, and English for Erasmus students</p> <p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will be provided by the tutor and agreed by the student.</p> <p>Grade of written exam is 100% of the student's grade for the course. If the teacher wishes voluntary assignments can be given during the semester and which assignments are taken into account for the student's final grade.</p>
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5. ATTACHED BIBLIOGRAPHY

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Γίγης Π. (2002). Εισαγωγή στην Ανατομία του Ανθρώπου. University Studio press.

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Martin J. (2003). Neuroanatomy, Text and Atlas. McGraw and Hill.

Schnell R. (2009). Clinical Neuroanatomy. Lipincott.

- Related academic journals:

Frontiers in Neuroanatomy
Anatomy & Physiology: Current Research
Neuroanatomy

COURSE OUTLINE**PHYSIOLOGY****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_103	SEMESTER	1st
COURSE TITLE	PHYSIOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:	-		
DEPENDENT COURSES:	<ul style="list-style-type: none"> • Clinical Cardio-Respiratory Physiotherapy (4th) • Clinical Musculoskeletal Physiotherapy I (5th) • Clinical Musculoskeletal Physiotherapy II (6th) 		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK ENGLISH		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																	
<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> ▪ delve into the principles of physiology of the human body, with particular emphasis on the physiological parameters of each system of the organization and the interaction between them. ▪ analyze the mechanism of interaction and co-operation - competition of a group of organs that serve a human function and constitute the concept of the system. ▪ delve into the physiology of systems which are relevant to the physiotherapist's specialty such as physiology of the musculoskeletal, circulatory and respiratory system. 																	
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>Others...</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Others...</i>	<i>Production of new research ideas</i>	
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3. SYLLABUS

The cell and its function. Structural components. Gene expression and protein synthesis. Circulation through cell membrane. Diffusion and active transfer. Skeletal muscles. Membrane dynamics and energy dynamics. Contraction of skeletal muscles. Neuromuscular transmission and smooth muscle function. Homeostasis. Thermoregulation. Fever, hyperthermia, hypothermia.

Circulatory system. Heart muscle. The heart as a pump. Heart cycle-contraction and dilation. Function of heart valves. Adjustment of cardiac function (law of Frank / Starling, autonomic nervous system). Special system of production and treatment of heart stimuli. Electrocardiogram. General examination of circulation. Medical physics of flow, blood pressure, resistance and vascular compliance. Arteries, veins and capillaries. Blood pressure measurement. Artery palpation points. Heart valve auditory centres. Fluid exchange in capillaries. Creation of a lymph. Vasoconstrictor and vasodilator factors. Nervous regulation of circulation. Cardiac output and circulatory collapse. Muscle blood flow and regulation during exercise. Blood cells and blood types. Red blood cells, hemoglobin, hematocrit, platelets, blood serum.

Respiratory system. Pulmonary ventilation and pulmonary circulation. Lung volumes and capacities. Alveolar ventilation. Functions of the respiratory tract. Circulation of oxygen and carbon dioxide between the alveoli and tissue cells. Oxygen transfer to arterial blood. Nervous regulation of breathing and adjustment during exercise. Physiology of breathing in extreme conditions (altitude, flight, space, diving). Adjustment during exercise.

Immune system. Strong reference to the structure and function of the immune system. Non-specific and specific immunity, cellular and humoral immunity, antibodies. Leukocytes, leukocyte types. Cytokines. Acute and chronic inflammation.

Digestive system. Digestion and absorption in the gastrointestinal tract. Energy, rate of metabolism and temperature regulation of the body. Body composition. Dietary balances, regulation of food intake, obesity and vitamins.

Urinary and reproductive system. Strong reference to kidney physiology and acid-base balance. Broad reference to male and female reproductive system.

Introduction to Endocrinology. Hormones of the pituitary gland. Thyroid hormones. Adrenocorticotropin hormones. Insulin and diabetes mellitus. Parathyroid hormone and calcitonin. Erythropoietin.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face, Distance learning, scenario solution in suggested teaching scenarios (case studies)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power point presentations Electronic discussions via an asynchronous learning platform Video Multimedia Available digital lesson material to students through the e-class platform

TEACHING METHODS	Activity	Semester workload
<p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	interactive teaching Lectures, seminars, Discussion	90
	Practical placement in scenarios Project, essay writing	30
	Non-guided (independent) study	30
	Course total	150
	<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other.</i></p>	<p>Assessment Language: Greek and English for Erasmus Students</p> <p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will provided by the tutor and agreed by the student.</p> <p>Assessment methods: Multiple Choice Test, Quick Response Questions, Development Questions, Problem Solving, Development Issues, Written Work (Potential Assessment Methods Selected by Teacher). Written examinations take place twice a year: at the end of the winter semester, and in September.</p>
<p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The written examination consisted of 100% of the total grade of the student's assessment. At the discretion of the tutor, he / she may be given the option of assigning optional work during the course of the semester to be taken into account in the final grade.</p>	

5. ATTACHED BIBLIOGRAPHY

<p><u><i>Recommended Foreign Language Bibliography:</i></u></p> <ol style="list-style-type: none"> 1. Goldberg S. Clinical Physiology Made Ridiculously simple. Med Master (1995). 2. Scanlon V., Saunders T. Essentials of Anatomy and Physiology. FA Davis Company (2007). 3. Stanfield CL., Germann WJ. Principles of Human Physiology. Pearson International Edition (2008). 4. International Journal of Basic & Applied Physiology 5. American Journal of Physiology 6. Open Journal of Molecular and Integrative Physiology

COURSE OUTLINE

KINESIOLOGY OF THE TRUNK

1. GENERAL

SCHOOL	SCHOOL OF HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_104	SEMESTER	1 st
COURSE TITLE	KINESIOLOGY OF THE TRUNK		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	2	6	
TUTORIALS	1		
LABORATORY EXERCISES	2		
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	-		
DEPENDENT COURSES:	<ul style="list-style-type: none"> • Clinical Patient Management (3rd) • Clinical Physiotherapeutic Assessment (4th) • Clinical Cardio-Respiratory Physiotherapy (4th) • Clinical Musculoskeletal Physiotherapy I (5th) • Clinical Paediatric Physiotherapy (6th) • Clinical Musculoskeletal Physiotherapy II (6th) • Adult Clinical Neurological Physiotherapy (7th) 		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		

COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134
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2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> ▪ comprehend how articular joints participate in human motion and analyse the planes and axes it takes place ▪ realise the loading that develops during various motions and how these loads evolve as the body parts and levers change ▪ identify the muscular work that takes place during key movements ▪ describe the structure and kinematics of the spinal and pelvic joints and the muscles of the face ▪ be able to recognise the natural movement patterns and identify the impact of abnormal motion 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
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<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Production of free, creative and inductive thinking

3. SYLLABUS

The syllabus consists of the following units: Introduction to kinesiology and analysis of the fundamental principles of Mechanics and Motion referring to levers and moments, center of gravity and balance, momentum, work and energy, planes of motion. Description of the types of bones and articulations, of joint kinematics and degrees of freedom, open and closed kinetic chain and normal stance. Introduction to muscle function, types of muscle contractions, length-tension and force-velocity relationships, physiological and mechanical advantage. Additionally, within the context of the current module are the following: structure and function of the cervical, thoracic and lumbar spine, pelvis, thoracic cage and mechanics of ventilation, function of muscle of the face and temporomandibular joint. Students are exposed to practical examples of applied normal and simple movements, and everyday activities. Upright stance is also analyzed and variables that affect it are modified and tested (center of gravity, base of support, line of gravity etc). Part of the practical sessions involves applications of kinematic analysis of eccentric and concentric muscle activities, in various planes and axes of motion, analysis of range of motion and degrees of freedom.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> ▪ Power point presentations ▪ Use of artificial cross-sections ▪ Video analysis 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Activity	Semester Workload (ECTS)
	Theoretical part (Lectures & tutorials):	130
	Lectures	60
	Tutorials	20
	Non-directed study	50
	Practical part (Laboratory):	40
	Laboratory practice	20
	Case studies	20

<p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Total (25-30 hours per ECTS unit)</p>	<p>170</p>
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Assessment methods:</p> <p>Theoretical part: Multiple choice, short-answer questions, practical examples analysis, essays (potential assessment methods decided by the examiner)</p> <p>Practical part: Oral examination on examples of applied motions</p>	

5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ol style="list-style-type: none"> <i>Journal of Human Kinetics Applied Kinesiology, Revised Edition: A Training Manual and Reference Book of Basic Principles and Practices, Robert Frost Ph.D. (Author), G.J. Goodheart Jr. D.C. North Atlantic Books, Berkeley, California 2013</i> <i>Applied Kinesiology, Revised Edition: A Training Manual and Reference, R. Frost, North Atlantic Books, Berkeley, California 2013</i> <p>- Related academic journals:</p> <ol style="list-style-type: none"> <i>Journal of Human Kinetics</i> <i>International Journal of Fundamental and Applied Kinesiology</i> <i>Journal of Electromyography and Kinesiology</i> <i>Clinical Kinesiology</i>
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COURSE OUTLINE**PRINCIPLES OF BIOPHYSICS - ELECTROPHYSIOLOGY****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_105	SEMESTER	1st
COURSE TITLE	PRINCIPLES OF BIOPHYSICS - ELECTROPHYSIOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS (ECTS)
LECTURES		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area General Infrastructure Course		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

Learning outcomes

<p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>The main purpose of the course is the in-depth understanding of the application of basic electrotherapy techniques to diseases of the musculoskeletal system and the principles of biophysics and electrophysiology of the human body. Particular emphasis is given to study (a) physical means and (b) methods of restoring muscular and nervous function by electrotherapy</p> <p>After the end of the course the students will be able to:</p> <ul style="list-style-type: none"> -Implement the basic principles of Biophysics in the field of Electrotherapy. -Understand and apply the basic principles of Electricity and Electrophysiology. -Deepen on the rationale for decision-making of the appropriate electrotherapeutic approach based on the latest scientific data. 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
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<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
<p>Search, analyze and synthesize data and information, using the necessary technologies</p> <p>Adapt to new situations</p> <p>Decision making</p> <p>Exercise of criticism and self-criticism</p> <p>Promote free, creative and inductive thinking</p>																			

3. SYLLABUS

<ol style="list-style-type: none"> 1. Introduction to Biophysics (transfer of forms of energy to the human body) 2. Elements of electrophysics, with an emphasis on the polarity of the current, the pulse,

the frequency and all the current parameterization possibilities provided by modern electrotherapy devices, 3. Principles of Electrophysiology (Electromyography, Potential Dynamics, Electrostimulation) 4. Elements of physiology, for nervous and muscular tissue, for hyperaemia, for inflammation, for edema, for healing of tissues, Continuous currents (galvanic, diodynamic), their analgesic and anti-inflammatory action, electrotonic phenomena, 6. Alternating currents (low, medium, high frequency) 7. Electrophysiological evaluation of muscle rib using the electrodialysis- 8. Principles of Ultrasound - Diagnosis - Treatment 9. Electrotherapy systems 10. Principles of UV irradiation and Infrared radiation 11. Physical Radiation Principles (Short and Microwave Diathermy) 12. Natural Laser Radiation Principles Physical principles of magnetic fields 14. Patient safety and hygiene 15. Safety and hygiene in the field of Physiotherapy units

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Power point presentations - Electronic discussions via an asynchronous learning platform - Video - Multimedia	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures, Interactive teaching	60
	Implement projects by groups	60
	Course total	120

<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Assessment Language, Greek and English for Erasmus students</p> <p>Assessment methods: Written exam with multiple choice questions, short answer questions and development questions. Written examinations take place twice a year at the end of the spring semester and in September The written exam is 100% of the total grade of the student's assessment. At the discretion of the teacher, it may be possible to assign optional work during the course of the semester to be taken into account in the final score.</p> <p>The written exam is 100% of the total grade of the student's assessment. At the discretion of the teacher, it may be possible to assign optional work during the course of the semester to be taken into account in the final score.</p>
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5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>(Greek)</p> <ol style="list-style-type: none"> 1. Jokaris P. (2007). <i>Clinical Electrotherapy (2 volumes). Medical editions of Litsas, Athens.</i> 2. Fragoroptis E. (2002). <i>Applied Electrotherapy. Salto, Thessaloniki.</i> 3. Kumar Nanda Basanta (2018). <i>Electrotherapy: Basic Principles. Broken Hill Publishers Ltd. Nicosia</i> <p>(English)</p> <ol style="list-style-type: none"> 1. Aminoff M.J. (2005). <i>Electrodiagnosis in Clinical Neurology. 5th ed. Churchill Livingstone.</i> 2. Blum, A. S., Rutkove S.B. (2007). <i>The Clinical Neurophysiology Primer CD-ROM. Springer, Heidelberg.</i> 3. Glaser R. (2004). <i>Biophysics: An Introduction. Springer, Heidelberg.</i> 4. Haken H. (2008). <i>Brain Dynamics: An Introduction to Models and Simulations. 2nd ed. Springer, Heidelberg.</i> 5. Robinson A.J., Snyder-Mackler L. (2007). <i>Clinical Electrophysiology: Electrotherapy and Electrophysiological Testing. 3rd ed. Lippincott Williams & Wilkins.</i> 6. Zimetbaum P.J., Josephson M.E. (2008). <i>Practical Clinical Electrophysiology. 1st ed. Lippincott Williams & amp; Wilkins, Philadelphia.</i> ▪ ▪
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COURSE OUTLINE**ENGLISH TERMINOLOGY****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUAT		
COURSE CODE	PTH_106	SEMESTER	1st
COURSE TITLE	ENGLISH TERMINOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	2	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English & Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of</i>

<p><i>the European Higher Education Area</i></p> <ul style="list-style-type: none"> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																	
<p>At the end of the course, students will be able to prepare any work during their studies and especially their degree by incorporating the English-language bibliography. Subsequently, as modern health scientists, they will be able to keep track of modern developments through databases and current foreign bibliography.</p>																	
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>Others...</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Others...</i>	<i>Production of new research ideas</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																
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<i>Working in an interdisciplinary environment</i>	<i>Others...</i>																
<i>Production of new research ideas</i>																	
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an international environment</p>																	

3. SYLLABUS

During the course, students will learn the English-speaking terminology related to anatomy, physiology, pathology and traumatology. On a more specific basis they will be taught the terminology of kinesiological-biomechanics, kinesiotherapy terms, as well as any other specialized attribution of terms which describe physio-therapeutics means and methods such as chiropractic, electrotherapy etc

4. TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face</p>
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p>	<p>Use of ICT in teaching Power point presentations</p>

<p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Available digital lesson material to students through the e-class platform	
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	<p>Lectures, seminars, essay writing, study and analysis of bibliography</p>	<p>The individual breakdown of the workload by activity is determined by the responsible teacher.</p>
	<p>Course total</p>	<p>100</p>
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Assessment Methods: Multiple Choice Test, Quick Response Questions, Problem Solving, Development Issues, Written Work (Potential Assessment Methods Selected by Teacher). Written examinations take place twice a year: at the end of the winter semester, and in September.</p> <p>Assessment Language: English and Greek (English for Erasmus Students)</p> <p>The written examination consisted of 100% of the total grade of the student's assessment. At the discretion of the tutor, he / she may be given the option of assigning optional work during the course of the semester to be taken into account in the final grade.</p>	

5. ATTACHED BIBLIOGRAPHY

Suggested bibliography:

Dorland's pocket medical dictionary. Philadelphia, WB. Saunders Co. 1989

COURSE OUTLINES

2nd SEMESTER



COURSE OUTLINE**PATHOPHYSIOLOGY AND BASIC PRINCIPLES OF INTERNAL MEDICINE****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_201	SEMESTER	2 nd
COURSE TITLE	PATHOPHYSIOLOGY AND BASIC PRINCIPLES OF INTERNAL MEDICINE		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	ECTS CREDITS	
LECTURES	3	6	
TUTORIALS	1		
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background Specialised knowledge,		
PREREQUISITE COURSES:	-		
DEPENDENT COURSES:	<ul style="list-style-type: none"> • Clinical Cardio-Respiratory Physiotherapy (4th) • Clinical Musculoskeletal Physiotherapy I (5th) • Clinical Musculoskeletal Physiotherapy II (6th) 		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek, English (optional)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

Search, analyse and present data and information,
Decision making
Criticism and self-criticism

3. SYLLABUS

- Pathophysiology of the Respiratory System, Kidney Urinary, Digestive and Endocrine System.
- Introduction to internak medicine. Basic discrimination of disease, systemic disease and syndrome. The concepts of diagnosis and differential diagnosis.
- The distinction between clinical symptom and objective finding.
 - Principles of medical history / physical examination.
 - Characteristics of patients with acute disease.
 - Characteristics of patients with chronic disease.
 - Characteristics of the pediatric patient.
 - Features of female - patient.
 - Health system.
 - Preventative Medicine.
 - Principles of transfusion and transplantation.
 - ☒ Red flags

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures, tutorials, seminars Work face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of Information and Communication Technologies (ICTs) (e.g. powerpoint presentations) in teaching. The lectures content of the course for each chapter are uploaded on the internet (e-class platform), in the form of a series of ppt files, where from the students can freely download them using a password which is provided to them at the beginning of the course.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-</i>	Activity	Semester workload
	Lectures	
	Case studies	70
	Projects	
	TUTORIALS	50
	Private study	50
	Course total	170

<i>directed study according to the principles of the ECTS</i>	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation</i></p>	<p>Lectures</p> <p>Written examination at the end of the semester (multiple choice questions, true-false, short answers, clinical problem solving) –</p> <p>Minimum passing grade: 5.</p>

5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>GREEK</p> <ol style="list-style-type: none"> 1. Μουντοκαλάκης Θ.Δ. (1999). Διαφορική Διάγνωση. Επιστημονικές εκδόσεις Παρισιάνου, Αθήνα. 2. Παπαδημητρίου Μ. (2003). Διαφορική διαγνωστική. Univesity Studio Press. 3. Σιών Μ. (2004). Συμπτώματα και σημεία κατά την κλινική εξέταση. Univesity Studio Press. 4. Τσουρουτσόγλου Γ. (1993). Η Επισκόπηση ως φυσική εξεταστική Μέθοδος. Univesity Studio Press. 5. Andreoli T. E., Carpenter C., Griggs R.C., Loscalzo J. Cecil Βασική Παθολογία (2 Τόμοι). (Μετάφραση Αγγλικής Έκδοσης) Ιατρικές Εκδόσεις Λίτσας 2003. 6. Kumar P., Clark M. Παθολογία (2 Τόμοι). (Μετάφραση Αγγλικής Έκδοσης) Ιατρικές Εκδόσεις Λίτσας 2007. 7. Παθολογική φυσιολογία, Καραγιάννης, Αστέριος / Δανηλίδης, Μιχαήλ, Εκδόσεις: University Studio Press Οκτώβριος 2014 8. Παθοφυσιολογία στην κλινική πράξη, Griffin, Frank, Επιμέλεια, Καλαϊτζή, Χρύσα Ιατρικές Εκδόσεις Π. Χ. Πασχαλίδης 2005 <p>English</p> <ol style="list-style-type: none"> 1. Andreoli T.E., Carpenter C., Griggs R.C, Benjamin I. (2007 Andreoli and Carpenter's Cecil Essentials of Medicine. 7th ed. Saunders, Philadelphia. 2. Fauci A., Braunwald E., Kasper D., Hauser S. (2008). Harrison's Principles of Internal Medicine. Mc Graw and Hill. 3. Ghosh A. (2008). Mayo Clinic Internal Medicine Review. Mayo Clinic Scientific Press. 4. Goldlist B.J. (2002). Appleton & Lange's review of internal medicine. McGraw-Hill. 5. Goroll A., Mulley J.R., Albert G. (2009). Primary Care Medicine. Office Evaluation and Management of the adult patient. Lippincott Williams & Wilkins. 6. Jamison J.R. (2006). Differential Diagnosis for Primary Care
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COURSE OUTLINE**BASIC PHARMACOLOGY****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_202	SEMESTER	2 nd
COURSE TITLE	BASIC PHARMACOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	ECTS CREDITS	
LECTURES	2	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised knowledge, Skills development		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek, English (optional)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i>
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<ul style="list-style-type: none"> • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 																			
<p>The purpose of this course is to introduce the student to the principles of Pharmacology</p> <ul style="list-style-type: none"> - Specific actions of drugs in various systems (cardiovascular, respiratory, renal and endocrine) as well as microorganisms (parasites, microbes, viruses). - The correlation with possible physiotherapy actions in the above systems - Mechanisms of action, side effects and interactions of drugs - -Possible interaction with physiotherapeutic agents - General - adverse drug reactions - New therapeutic approaches, biological / gene therapy 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
<p>Search, analyse and present data and information,</p> <p>Decision making</p> <p>Criticism and self-criticism</p> <p>Adapting to new situations</p>																			

3. SYLLABUS

<p>Pharmacokinetics.</p> <p>Pharmacodynamics.</p> <p>Principles of Toxicology</p>

Anticoagulants Angiotensive Agents - Antiarrhythmic Drugs - Electrolytes - Diuretics Antibodies - Antithrombotic - Thrombolytics General principles of chemotherapy Antibiotic drugs Anti-inflammatory Antineoplastic Immunosuppressants Anabolic Thyroid hormones-Antithyroid-Parathyroid hormone Insulin-Antidiabetics. Biological Gene Therapy, Immunotherapy, Vaccines <u>Correlation with possible physiotherapy actions</u>

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures, tutorials, seminars work face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of Information and Communication Technologies (ICTs) (e.g. powerpoint presentations) in teaching. The lectures content of the course for each chapter are uploaded on the internet (e-class platform), in the form of a series of ppt files, where from the students can freely download them using a password which is provided to them at the beginning of the course.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-</i>	Activity	Semester workload
	Lectures	45
	Case studies	15
	Projects	40
	Private study	20
	Course total	120

<i>directed study according to the principles of the ECTS</i>	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Lectures</p> <p>Written examination at the end of the semester (multiple choice questions, true-false, short answers, clinical problem solving) –</p> <p>Minimum passing grade: 5.</p>

5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Basic Pharmacology, 3rd Edition, R W Foster, Butterworth-Heinemann, 2011</p> <p>Φαρμακολογία Goodman and Gilman's: The Pharmacological Basis of Therapeutics, 2015</p> <p>Φαρμακολογία: Harvey and Champe, 2008</p> <p>Φαρμακολογία Katzung: Basic and Clinical Pharmacology, 2013</p> <p>JOURNALS</p> <p>Nature Reviews Drug Discovery</p> <p>Trends in Pharmacological Sciences</p> <p>Pharmacology and Therapeutics</p>
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COURSE OUTLINE**NEUROPHYSIOLOGY****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_203	SEMESTER	2 nd
COURSE TITLE	NEUROPHYSIOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	2	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Background / Mandatory module		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p>
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<ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 																			
<p>At the end of this module the students will be able to:</p> <ul style="list-style-type: none"> • Understand and distinguish the basic principles of neurophysiology. • Deepen into the basic concepts of neurophysiology such as the neuronal cell (neuron) and the functions it performs, the synapse and the neuromuscular junction, the myotactic reflex the cerebral cortex and its cognitive functions, the pyramidal and extrapyramidal system. • understand the contribution of the motor and the somatosensory areas of the brain in the organization of both the kinetic model and the motor plan. • Identify the clinical signs caused by a specific damage of the nervous system and based on the neurophysiological mechanism to understand the accompanied motor / sensory deficits • understand the pathophysiology of pain and the neural circuits involved in it. 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
<ul style="list-style-type: none"> ▪ Search for, analysis and synthesis of data and information, with the use of the necessary technology ▪ Decision making ▪ Working independently ▪ Team work ▪ Working in an international and an interdisciplinary environment ▪ Production of new research ideas ▪ Respect for difference and multiculturalism ▪ Showing social, professional and ethical responsibility and sensitivity to gender issues ▪ Criticism and self-criticism ▪ Production of free, creative and inductive thinking 																			

3. SYLLABUS

Students will be introduced into the neurophysiology studying the basic neural cell (neuron), the synapse, the electrical phenomena of excitation of the neuron with reference to the resting and active potential, the presynaptic inhibition, the summation in time of nerve impulses, fatigue of synaptic transmission, and effect of drugs on transmission. The hierarchy in motor control and motor plan with a particular emphasis on the distinction of three levels of functioning of the nervous system (spinal,

lower brain and cortical cerebral level) will be thoroughly taught. The role of the somatosensory system in the motor control will be also covered. An in-depth study will be made of the system of transfer of proprioceptive impulses from the periphery to the CNS, the study of pain sensation and pathophysiology of pain, by analyzing pain receptors, transmitting signals to the CNS, stroke and spinal system of pain and exaggerating analgesia. Reference will be made to the distinction between physical and visceral pain and thermal stimuli. The spinal circuits for the motor control will also be studied in details with emphasis to the myotactic reflex, the tendon reflexes, the spinal reflexes, the proprioceptive receptors. The role of the motor cortex, the pyramidal track, the brain stem, the basal ganglia and the cerebellum in controlling motor function will also be covered. Finally, the brain activation systems (limbic system) and its role in alert and sleep will also be discussed. General presentation of the autonomic nervous system and key features of sympathetic and parasympathetic function will be presented.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint presentations, e-discussions via the e-class educational platform, videos etc.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Theoretical part (lectures)	120
	Lectures interactive teaching, project work	70
	Independent -non-directed (personal) study	30
	seminars, clinical presentations	20
	Course total	120
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Evaluation methods: Multiple choice questionnaires, short-answer questions, open-ended questions, problem solving exercise, written assignments. The assessment will take place at the end of each semester with written exams.</p> <p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will be provided by the tutor and agreed by the student.</p> <p>Language of evaluation: Greek & English (for Erasmus students)</p>	

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography (Greek):

1. Daroff R., Jankovic J., Mazziotta J.C., Pomeroy, S.L., Αλμπάνη Μ. (2017). Κλινική Νευροφυσιολογία. University Studio Press, Θεσ/νίκη.
2. Shumway-Cook & Woollacot (2011). Κινητικός έλεγχος από την έρευνα στη κλινική πράξη, Broken Hill, Αθήνα
3. Guyton A.J., Hall J.E. (2004). Φυσιολογία του ανθρώπου. (Μετάφραση Αγγλικής Έκδοσης) Ιατρικές εκδόσεις Παρισιάνου, Αθήνα.
4. Candel, Schwartz, Jessel (2016) Βασικές Αρχές Νευροεπιστημών, Πασχαλίδης, ΑΘΗΝΑ
5. Barker, R. & Barasi S. (2015) Νευροεπιστήμες με μια ματιά, Επιστημονικές Εκδόσεις Παρισιάνου, Αθήνα
6. Kandel RE, Schwartz HJ, Jessel MT (2011) Νευροεπιστήμη και Συμπεριφορά, Επιστημονικές Εκδόσεις Κρήτη
7. Kolb B., and Whishaw IQ. (2009), Εγκέφαλος και Συμπεριφορά, Broken Hills, Κύπρος

- Suggested bibliography (English):

1. Siegel A & Sapru H (2015) Essential Neuroscience 3rd ed. Lippincott Williams & Wilk Wilkins, Philadelphia.
2. Bear MF., Connors BW., Paradiso MA. (2016) Neuroscience, Exploring the Brain, 4th ed., Wolters Kluwer, China
3. Simpkins CA (2013) Neuroscience for Clinicians, Springer, New York
4. Waxman SG (2016) Clinical Neuroanatomy 28th ed. McGraw Hill Education
5. Carpenter R & Reddi B (2012) Neurophysiology, a conceptual approach 5th ed., Hodder Arnold. UK
6. Snell RS (2010), Clinical Neuroanatomy 7th ed., Lippincott Williams & Wilkins, Philadelphia.
7. Daube J.R. (2002). Clinical Neurophysiology. 2nd ed. Oxford University Press, Oxford.
8. Kandel E.R, Schwartz J.H., Jessell T.M. (2013). Principles of Neural Science. 5th ed. Mc Graw and Hill.
9. Latash M.L. (2008). Neurophysiological Basis of Movement. 2nd ed. Human Kinetics, Illinois.

- Related academic journals:

1. Journal of Clinical Neurophysiology
2. Brain Research
3. The journal of Neuroscience
4. Neuroscience & Biobehavioral Reviews
5. Nature Reviews Neuroscience
6. Brain and Behavior

COURSE OUTLINE**KINESIOLOGY OF THE EXTREMITIES****1. GENERAL**

SCHOOL	SCHOOL OF HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_204	SEMESTER	2nd
COURSE TITLE	KINESIOLOGY OF THE EXTREMITIES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	7
TUTORIALS		1	
LABORATORY EXERCICES		2	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	-		
DEPENDENT COURSES:	<ul style="list-style-type: none"> • Clinical Patient Management (3rd) • Clinical Physiotherapeutic Assessment (4th) • Clinical Cardio-Respiratory Physiotherapy (4th) • Clinical Musculoskeletal Physiotherapy I (5th) • Clinical Paediatric Physiotherapy (6th) • Clinical Musculoskeletal Physiotherapy II (6th) • Adult Clinical Neurological Physiotherapy (7th) 		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																	
<p>After the completion of the course, students will:</p> <ul style="list-style-type: none"> ▪ know and be able to describe the structure and kinematics of the joints of the upper and lower extremity ▪ to be aware of the architectural complexity and function of a) the ankle and foot during loading and b) of the wrist and hand during fine motions of the hand and various grips ▪ to be able to analyse kinematic patterns and describe the activity of protagonist, antagonist, accessory and stabilising muscles ▪ to be able to analyse the different phases of normal gait and the corresponding muscles, as well as the type of contraction in each phase ▪ be able to recognise important deviations from normal motion 																	
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>Others...</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Others...</i>	<i>Production of new research ideas</i>	<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																
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<i>Team work</i>	<i>Criticism and self-criticism</i>																
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<i>Working in an interdisciplinary environment</i>	<i>Others...</i>																
<i>Production of new research ideas</i>	<i>.....</i>																
<ul style="list-style-type: none"> ▪ Search for, analysis and synthesis of data and information, with the use of the necessary technology ▪ Adapting to new situations ▪ Decision-making ▪ Working independently ▪ Team work ▪ Production of free, creative and inductive thinking 																	

3. SYLLABUS

The syllabus consists of analysis of the kinesiology of upper limb joints (scapulothoracic, glenoid, elbow, wrist and fingers) and the lower limb (hip, knee, ankle and foot). Additionally, muscle actions of the involved muscles are analysed and the motions they produce within the context of the structural limitations of the joints and the control imposed by the capsuloligamentous structures. Part of the practical sessions involves applications of kinematic analysis of eccentric

and concentric muscle activities, in throwing, grasping, climbing, walking, running and other functional activities.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> ▪ Power point presentations ▪ Use of artificial cross-sections ▪ Video analysis 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester Workload (ECTS)
	Theoretical part (Lectures & tutorials):	130
	Lectures	60
	Tutorials	20
	Non-directed study	50
	Practical part (Laboratory):	50
	Laboratory practice	20
	Case studies	20
	Total (25-30 hours per ECTS unit)	180
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment methods: Theoretical part: Multiple choice, short-answer questions, practical examples analysis, essays (potential assessment methods decided by the examiner) Practical part: Oral examination on examples of applied motions	

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. *Journal of Human Kinetics Applied Kinesiology, Revised Edition: A Training Manual and Reference Book of Basic Principles and Practices*, Robert Frost Ph.D. (Author), G.J. Goodheart Jr. D.C. North Atlantic Books, Berkeley, California 2013

2. *Applied Kinesiology, Revised Edition: A Training Manual and Reference*, R. Frost, North Atlantic Books, Berkeley, California 2013

- Related academic journals:

1. *Journal of Human Kinetics*
2. *International Journal of Fundamental and Applied Kinesiology*
3. *Journal of Electromyography and Kinesiology*
4. *Clinical Kinesiology*

COURSE OUTLINE

SOFT-TISSUE TECHNIQUES IN PHYSIOTHERAPY

1. GENERAL

SCHOOL	SCHOOL OF HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_205	SEMESTER	2nd
COURSE TITLE	SOFT-TISSUE TECHNIQUES IN PHYSIOTHERAPY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	5
LABORATORY EXERCISE		2	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized module-Skills development		
PREREQUISITE COURSES:	-		
DEPENDENT COURSES:	• Clinical Practice in Physiotherapy (8th)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK & ENGLISH		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will

<p><i>acquire with the successful completion of the course are described.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 													
<p>After the end of the module the students will be able to:</p> <ul style="list-style-type: none"> • Know in detail the types and tissue healing of human body soft tissues • Understand and interpret the physiological and pathological function of the soft tissues (skin, muscles, tendons, ligaments, fascia systems, etc.) and in particular the fascial systems of the human body • Understand the loads distributed to the human body in the performance of the various daily activities and to interpret their contribution to the development of pathological adaptations to the soft tissues of the human body. • Design and perform reliable assessment techniques for soft tissue pathologies as well as reasonably based and evidence-based clinical rehabilitation programmes. • Understand the effectiveness and evidence-contraindications of classical massage techniques and apply them on a case-by-case basis. • Understand the usefulness and evidence-based contraindications of lymphatic massage techniques and transverse massage techniques and apply them on a case-by-case basis. • Understand the value and indications - contraindications of advanced methods of aggressive and accelerated soft tissue massage as well as evidence-based sports massage techniques • Understand the usefulness and contraindications of advanced instrument-assisted mobilization techniques as well as evidence-based soft tissue techniques using ERGON IASTM Technique, Kinetic Flossing, IASTM, Foam Roller, Cupping therapy and apply them on a case-by-case basis pathology. • Understand the pathophysiology of myofascial trigger points and apply sophisticated and documented rehabilitation techniques. • Design a soft- tissue physiotherapy programme that is safe and appropriate for any injury and clinical event and is consistent with recent research data. 													
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>												
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>												
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<i>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</i>	<i>Others...</i>

<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p> <p>Project planning and management</p> <p>Production of free, creative and inductive thinking</p>

3. SYLLABUS

<p>The curriculum of the theoretical part of the course focuses on a) the analysis of the soft tissues of the human body and b) the learning of the basic principles (Techniques and modes of application, advantages-disadvantages, indications-contraindications) of the various soft-tissue techniques.</p> <p>In particular, the theoretical part of the module covers the following modules:</p> <ul style="list-style-type: none"> • Introduction to the theory of soft tissue techniques in Physiotherapy, anatomy, and physiology of soft tissues (Muscles, tendons, ligaments, fascia systems). • Pathophysiology - aetiopathogenesis and pathological manifestations (stiffnesses - myofascial trigger points) - Healing of soft tissues • Classical massage techniques • Aggressive soft tissues massage (stripping massage, massage combined with movement) • Transverse friction massage: Cyriax Theory, research background, applications in pathologies, (evidence-based treatments) • Lymphatic massage: Analysis of the lymphatic system, pathologies, research background, applications in pathologies, documented techniques of evidence-based treatments, • Myofascial trigger points: Theoretical background, etiopathology, clinical adjustments, evaluation and treatment techniques • Fascial manipulation • Mobilization of soft molecules using special equipment (ERGON Technique): Basic principles, equipment, techniques, indications-contraindications, treatment protocols. documented applications in evidence-based treatments • Cupping therapy: Basic principles, equipment, techniques, indications-contraindications, treatment protocols. documented applications in evidence-based treatments

- Foam Roller: Basic principles, equipment, techniques, indications-contraindications, treatment protocols. documented applications in evidence-based treatments
- Muscle energy techniques
- Active / passive release of soft tissues - Active release techniques

In the laboratory part of the module, students are trained in the practical application of techniques and methods of assessment of the human body's soft tissue pathologies as well as in the laboratory application of documented rehabilitation techniques such as:

- Classical massage
- Aggressive-Athletic massage
- Lymphatic massage
- Cross Friction massage
- Soft-tissue mobilization/manipulation techniques (Fascial manipulation)
- Methods for the treatment of painful myofascial trigger points pain-inducing pain points (ischemic pressure)
- ERGON Instrument-assisted soft tissue mobilization technique
 - Cupping therapy
 - Kinetic flossing techniques
- Muscle energy techniques
- Active/passive release of Soft-tissues - Active release techniques

Students are also engaged in the development of clinical reasoning, the ability to recognize pathological adaptations in the soft parts of the human body, and the ability to differentiate about organic or systemic diseases.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power point presentations, e-discussions via the e-class educational platform, videos, use of anatomical models etc, practical training applications.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Theoretical part (lectures)	90
	<i>Lectures, seminars, study and analysis of bibliography, tutorials, interactive teaching, educational visits.</i>	60
	<i>Independent (personal) study Project, essay writing</i>	60
	Practical parts (Laboratory & Clinical)	60
	<i>Laboratory exercises, practical applications in small groups.</i>	
Course total	150	

STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment methods Theoretical part: Multiple Choice evaluation questions, Short Response Questions, Analysis-Presentation of Clinical Events - Practical Problems, Written Work (potential assessment methods selected by the instructor). Assessment Language: Greek and English for Erasmus students Practical-clinical Part: Oral/practical examination in each laboratory-clinical exercise, tested on models and healthy volunteers or patients. Student performance and evaluation for the practical (laboratory & clinical) part of the module will take place throughout the whole semester (weekly during the practicals), as well as within set times at the end of the semester and maybe in the middle of it. Final Grade: The final score incorporates the assessment into each individual teaching activity (eg lectures-essays) and is only given if the students are successfully examined in each activity
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5. ATTACHED BIBLIOGRAPHY

<p>In Greek</p> <ol style="list-style-type: none"> 1. Σακελλάρη Β- Γώγω Β (2004). Τεχνικές Θεραπευτικές μάλαιξης, Εκδ. Παρισιάνου. 2. Χριστάρα – Παπαδοπούλου Α (2004). Τεχνικές Θεραπευτικές μάλαιξης, Εκδ. ΤΕΙ Θεσ/κης. 3. Σφετσιώρη Δ.Κ (2003). Θεραπευτική μάλαιξη, DKS. 4. MyersT (2018). Ανατομικές Αλυσίδες. Μυοπεριτοναικοί Μεσημβρινοί για χειροθεραπευτές. Εκδ. Συμμετρία. 5. Καραμανής Δημήτρης (2007). Το ελληνικό αθλητικό μασάζ, Εκδόσεις <u>ισόρροπον</u>. 6. Κωνσταντίνος Φουσέκης, Βασιλική Σακελλάρη (2015). Τεχνικές Μαλακών Μορίων. Στο "Εφαρμοσμένη Αθλητική μάλαιξη" του Κωνσταντίνου Φουσέκη, BrokenHillPublishers <p>In English</p> <ol style="list-style-type: none"> 7. Fousekis, K., Eid, K., Tafa, E., Gkrilias, P., Mylonas, K., Angelopoulos, P., Koumoundourou, D., Billis, V. and Tsepis, E., 2019. Can the application of the Ergon® IASTM treatment on remote parts of the superficial back myofascial line be equally effective with the local application for the improvement of the hamstrings' flexibility? A randomized control study. <i>Journal of Physical Therapy Science</i>, 31(7), pp.508-511. 8. Fousekis, K., & Mylonas, K. V. (2014). Aggressive Massage Techniques can Accelerate Safe Return after Hamstrings Strain: A Case Study of a Professional Soccer Player. <i>J Sports Med Dopng Stud</i>, 4(144), 2161-0673. 9. Hammer, W. I. (Ed.). (2007). <i>Functional soft-tissue examination and treatment by manual methods</i>. Jones & Bartlett Learning. 10. Howitt, S., Wong, J., & Zabukovec, S. (2006). The conservative treatment of trigger thumb using graston techniques and active release Techniques®. <i>The Journal of the Canadian Chiropractic Association</i>, 50(4), 249. 11. Simmonds, N., Miller, P., & Gemmell, H. (2012). A theoretical framework for the role of fascia in manual therapy. <i>Journal of bodywork and movement therapies</i>, 16(1), 83-93. 12. Travell & Simons' Myofascial Pain and Dysfunction: The Trigger Point Manual (2-Volume Set) 13. Leahy, P. M. (1996). <i>Active release techniques: soft-tissue management system for the upper extremity</i>. Active Release Techniques, LLP. 13. Chaitow, L. (Ed.). (2006). <i>Muscle energy techniques</i>. Elsevier Health Sciences. <p>Related Academic Journals:</p> <ol style="list-style-type: none"> 5. 1. <i>JBR Journal of Clinical Diagnosis and Research</i> 6. 2. <i>Journal of Orthopaedic & Sports Physical Therapy</i> 7. 3. <i>Musculoskeletal Science & Practice</i> 8. 4. <i>BMC Musculoskeletal Disorders</i> 9. 5. <i>Physiotherapy</i> 10. 6. <i>Journal of Manual & Manipulative Therapy</i>.

COURSE OUTLINES

3rd SEMESTER



COURSE OUTLINE**GENERAL SURGERY - ORTHOPAEDICS****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_301	SEMESTER	3 rd
COURSE TITLE	GENERAL SURGERY - ORTHOPAEDICS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	ECTS CREDITS	
LECTURES	3	6	
TUTORIALS	1		
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background Specialised knowledge, Skills development		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek, English (optional)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

3. SYLLABUS

The curriculum of the course includes a (smaller) general and a (larger) special part.

The general part includes :

-the basic knowledge regarding: surgical illness approach: This section will describe how to get a history from the surgical patient, the most common symptoms present and the points to be made more prominent, the objective examination and finally the laboratory and radiological control needed on a case-by-case basis.

Preoperative assessment of the surgical patient: The objective is the preoperative assessment of the surgical and anesthesiological risk by system, with emphasis on the respiratory, circulatory, central nervous and musculoskeletal system. Particular reference to obesity and medication as a risk factor.

Principles of Surgery: Basics for understanding the technique of surgical procedures in anatomical regions

Key differences in open surgery and laparoscopic surgery:

Pros and cons, prospects, postoperative morbidity

bone composition, description and types of joints, bone metabolism as well as bone healing

- fracture classification, stages and common complications, classification of soft tissue lesions (eg sprains, tendons, etc.), classification dismantling & sub-subsidiaries. In addition to the general part, a detailed presentation of the means and methods of assessment (eg clinical examination, diagnostic tests, etc.) and conservative (eg epidemiology, gypsum / narthex etc.) and surgical treatment arthroscopy, intramedullary nailing, dilated osteogenesis, etc.) of orthopedic events.

The special part is divided into 2 strands, in general abdominal surgery and orthopedic surgery

Postoperative analgesia: Postoperative analgesia is essential for both the rapid mobilization of the patient and the respiratory physiotherapy, especially in chronic respiratory disease groups. The causes of postoperative analgesia failure, the effects of pain and the effects of its treatment, the factors and forms of postoperative analgesia will be developed. Physiology and pathology of healing: Mechanism of healing, factors that affect healing, scar pathology and closure of suture trauma. Shock: - the definition and types of shock, the signs of circulatory insufficiency, the diagnosis of the shock, and the general therapeutic measures to be taken in such a patient. Inflammation and Surgical Infections: Analysis of acute inflammation and its progression by focusing on surgical infection. Definition, classification, causes

Multiorganic Deficiency Syndrome: Definition, organ dysfunction, frequency, development theories, prognosis, prevention and therapeutic strategy.

Principles of surgical oncology: Cancer aetiology, tumor growth and metastasis, staging, principles of neoplasm treatment and the role of surgery

elbows, brachial bone fractures, forearm bones, fractures and wrist dislocations / (e.g., pelvic ring & acetabular fractures, hip, patellar & knee fractures & knee fractures, femoral fractures, etc.)

Spine fractures, soft tissue lesions (e.g., knee, ankle), follicular lesions (e.g., hemangioma), muscular sprains, tendon sections - - peripheral nerve injuries and other accompanying lesions / injuries. In the second part of the special section (orthopedic diseases)

-autoimmune diseases (eg rheumatoid arthritis, ankylosing spondyloarthritis, juvenile arthritis and .a.), degenerative diseases (e.g., degenerative arthropathy, intervertebral disc herniation, back pain

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures, tutorials, seminars Work face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of Information and Communication Technologies (ICTs) (e.g. powerpoint presentations) in teaching. The lectures content of the course for each chapter are uploaded on the internet (e-class platform), in the form of a series of ppt files, where from the students can freely download them using a password which is provided to them at the beginning of the course.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	
	Case studies	70
	Projects	
	TUTORIALS	50
	Private study	50
	Course total	170

<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation</i></p>	<p>Lectures</p> <p>Written examination at the end of the semester (multiple choice questions, true-false, short answers, clinical problem solving) –</p> <p>Minimum passing grade: 5.</p>
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5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>GREEK</p> <ol style="list-style-type: none"> 1. Λαμπίρης Η.Ε. (2003). Ορθοπαιδική και Τραυματιολογία. Ιατρικές Εκδόσεις Π. Χ. Πασχαλίδη, Αθήνα. 2. Συμεωνίδης Π. (1996). Ορθοπαιδική. Κακώσεις και παθήσεις του μυοσκελετικού συστήματος. University Studio Press. 3. Παπαβασιλείου Β. (2003). Ορθοπαιδική. Συγγενείς ανωμαλίες, παθήσεις και κακώσεις του μυοσκελετικού συστήματος. University Studio Press. 4. Παπαχρήστου Γ.Κ. (2006). Εισαγωγή στην ορθοπαιδική και τραυματολογία. Ιατρικές Εκδόσεις Π. Χ. Πασχαλίδη, Αθήνα. 5. Κοντάκης Γ.Μ., Χατζηπαύλου Α.Γ. (2006). Ορθοπαιδική Τραυματιολογία - Παθήσεις των οστών και των αρθρώσεων των άκρων. Εκδόσεις Ιατρικές Εκδόσεις Π. Χ. Πασχαλίδη, Αθήνα. 6. Dandy D., Edwards D. (2004). Βασική Ορθοπαιδική και Τραυματιολογία. (Μετάφραση Αγγλικής Έκδοσης) Επιστημονικές Εκδόσεις Παρισιάνος, Αθήνα. 7. Harpenfeld S. (1999). Φυσική Εξέταση της Σπονδυλικής Στήλης και των Κάτω άκρων. (Μετάφραση Αγγλικής Έκδοσης) Επιστημονικές Εκδόσεις Παρισιάνος, Αθήνα. <p>ENGLISH</p> <ol style="list-style-type: none"> 1. Dutton M. (2004). Orthopaedic Examination, Evaluation and Intervention. Mc-Graw-Hill. 2. Kesson M., Atkins E. (2005). Orthopaedic Medicine. A practical approach. 2nd Revised edition. Butterworth-Heinemann Ltd, London. 3. Magee D. (2006). Orthopedic Physical Assessment. Saunders. 4. Skinner H. (2006). Current Diagnostic and treatment. Orthopedics. Mc-Graw-Hill. 5. Solomon L., Warchick D., Nayacam S. (2005). Apley's Concise System of Orthopaedics and Fractures Holder Arnold. 6. Solter R. (1999). Textbook of Disorders and Injuries of the Myoskeletal System. William and Willkins, Baltimore.
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COURSE OUTLINE**NEUROLOGY****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_302	SEMESTER	3 rd
COURSE TITLE	NEUROLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	ECTS CREDITS	
LECTURES	2	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background Special background Specialised knowledge,		
PREREQUISITE COURSES:	-		
DEPENDENT COURSES:	<ul style="list-style-type: none"> • Clinical Paediatric Physiotherapy (6th) • Adult Clinical Neurological Physiotherapy (7th) 		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek, English (optional)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of</i>

<p><i>the European Higher Education Area</i></p> <ul style="list-style-type: none"> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 								
<p><u>The course aims at acquiring knowledge and skills:</u></p> <p>–</p> <ul style="list-style-type: none"> - clinical anatomy and physiology of the nervous system - the pathophysiology and symptomatology of the main diseases entities, - the Neurological Diagnostic Approach (Neurological and Diagnosis) - the general principles for the treatment of neurological diseases. <p><u>Students at the end of the course will acquire the following skills -</u></p> <ul style="list-style-type: none"> - The ability to recognize symptoms that may indicate neurological disease - The ability to distinguish physiological from pathological findings in a neurological examination - The ability to identify the potential area (s) in the nervous system when a pathological process causes the patient's symptoms and signs - The knowledge of the pathophysiology and symptomatology of the diseases of Neurology. - Awareness of the principles governing a systematic approach to the management of common neurological diseases 								
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%;"><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>inductive thinking</i></td> </tr> <tr> <td></td> <td style="text-align: center;"><i>.....</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>inductive thinking</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>							
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>							
<i>Decision-making</i>	<i>inductive thinking</i>							
	<i>.....</i>							
<p>Decision making</p> <p>Criticism and self-criticism</p> <p>Adapting to new situations</p>								

3. SYLLABUS

<p>1.Clinical Neuro-anatomy and Diagnostics.</p> <p>2. Pathology</p> <ul style="list-style-type: none"> - Vascular cerebral diseases, - Demyelinating diseases, - Mobility disorders,
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<ul style="list-style-type: none"> - Epilepsy - Neuromuscular diseases and spinal cord diseases - Clinical disorders of the cranial nerves - Headache and pain - Neuro-Oncology and Paraneoplastic Diseases - Neurological manifestations of Systemic Diseases - Sleep Disorders - Emergencies in Neurology

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures, tutorials, seminars work face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of Information and Communication Technologies (ICTs) (e.g. powerpoint presentations) in teaching. The lectures content of the course for each chapter are uploaded on the internet (e-class platform), in the form of a series of ppt files, where from the students can freely download them using a password which is provided to them at the beginning of the course.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	45
	Case studies	35
	Projects	20
	Private study	20
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-</i>	Lectures Written examination at the end of the semester (multiple choice questions, true-false, short answers, clinical problem solving) –	

<p><i>ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Minimum passing grade: 5.</p>
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5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ol style="list-style-type: none"> 1. Βιβλίο [22768737]: Νευρολογία, Masuhr Karl, Marianne Neumann 2. Εγχειρίδιο κλινικής νευρολογίας Ιατρικές Εκδόσεις Π. Χ. Πασχαλίδης(2009) ISBN: 960-399-782-X 2. Βιβλίο [59395690]: Νευρολογία Λογοθέτη, 5η έκδοση, Λογοθέτης Ιωάννης, Μυλωνάς Ιωάννης 3. Ηλεκτρονική διάθεση σημειώσεων μαθημάτων 4. Οδηγίες συστάσεις της AHA/ASA (American Stroke Association). ESO (European Stroke Organization). AAN (American Academy of Neurology), της Ελληνικής Εταιρείας Αγγειακών Εγκεφαλικών νόσων και της Ελληνικής Νευρολογικής Εταιρείας παρέχονται ηλεκτρονικά 5. Νευρολογία - Adams Raymond D., Ιατρικές Εκδόσεις Π. Χ. Πασχαλίδης 2004, ISBN:960-399-158-9 <p>JOURNALS</p> <p>The Lancet Neurology</p> <p>Brain</p> <p>The annals of Neurology</p> <p>Stroke</p>

COURSE OUTLINE

PRINCIPLES OF CARDIO-RESPIRATORY PHYSIOTHERAPY

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_303	SEMESTER	3 ^d
COURSE TITLE	PRINCIPLES OF CARDIO-RESPIRATORY PHYSIOTHERAPY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
LABORATORY EXERCISE		-	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised knowledge-skills development		
PREREQUISITE COURSES:	-		
DEPENDENT COURSES:	• Clinical Practice in Physiotherapy (8th)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of</i>

<p><i>the European Higher Education Area</i></p> <ul style="list-style-type: none"> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>After the completion of the course students will:</p> <ul style="list-style-type: none"> ▪ have obtained in depth knowledge of the anatomy/physiology of the respiratory and cardiovascular system ▪ know in depth the pathophysiology of the main respiratory and cardiovascular diseases and the pathophysiology of special populations (patients with musculoskeletal/neurological disorders, children, old people, athletes) ▪ know to assess/evaluate a patient with respiratory or cardiovascular disease or people from a special population ▪ set realistic goals for therapy for these patients ▪ use evidence-based techniques and approaches for the management of a patient with respiratory or cardiovascular disease or of people from a special population ▪ organize and perform an appropriate individualized programme of exercises for a patient with respiratory or cardiovascular disease ▪ combine respiratory and cardiovascular exercises properly 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
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	<i>.....</i>																		
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an interdisciplinary environment Respect for difference and multiculturalism Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking</p>																			

3. SYLLABUS

<p>The respiratory and cardiovascular system are taught equally in amount:</p> <p>The students study principles of the assessment and management of diseases such as the respiratory failure, diseases of obstructive and restrictive type, diseases of infants/children, as well as rehabilitation after surgery and rehabilitation in the Intensive Care Unit. Also, they study the various cardiovascular diseases, hypertension/hypotension, and about heart and vessels surgeries. Students primarily study how to manage all the afore-mentioned diseases using techniques of respiratory or cardiovascular physiotherapy and how to prepare an organized and appropriate individualized programme for each of these patients. Students also learn techniques of respiratory and cardiovascular physiotherapy. In particular, diaphragm respiration, auscultation of pulmonary sounds, drainage positions or other techniques of pulmonary drainage, post-surgery techniques and in general respiratory rehabilitation programmes. Regarding the cardiovascular system, they study palpation of the heart, auscultation of heart sounds, measurement of blood pressure, and in general assessment of cardiovascular patients, cardiovascular resuscitation and various rehabilitation techniques and exercises for cardiovascular patients of any age. Study of special equipment used to perform all the above also takes place.</p>

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> • Discussions in the e-class platform • Videos • Multimedia 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Theoretical part (Lectures):	130
	Lectures, interactive teaching, project	70
	Seminars/ presentations of clinical cases	30
	Individual (independent) study	30
	Course Total (25 hours of workload per credit)	130
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation,</i>	Evaluation: Multiple choice questions, Questions of short answers, Problem solving, Questions to elaborate, Written assignment (potential ways of assessment). Assessment of	

<p><i>summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>theory takes place at the end of the semester and in September during the 2nd exams period, using written examination. If the teacher wishes voluntary assignments can be given during the semester and which are taken into account at the student's final grade.</p> <p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will be provided by the tutor and agreed by the student.</p> <p>Language of assessment: Greek, English for Erasmus students.</p>
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5. ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <ol style="list-style-type: none"> 1. Brewis R.A.L. (2003). Νόσοι του Αναπνευστικού Συστήματος. Εκδ. Παρισιάνος, Αθήνα. 2. Ellis E., Key A.J. (1994). Issues in Cardiorespiratory Physiotherapy. Butterworth-Heinemann. 2nd ed., Oxford. 3. Frownfelter D., Dean E. (2006). Cardiovascular and Pulmonary Physical Therapy. Evidence and Practice. Mosby Elsevier. 4th ed. 4. Polden M.M. (1990). Physiotherapy in obstetrics and gynaecology. 5. Pryor J.A., Prasad S.A. (2002). Physiotherapy for respiratory and Cardiac Problems. Adults and Paediatrics. Churchill Livingstone. 3rd ed., London. 6. Stephenson R., O' Connor L.G. (2000). Obstetrics and gynaecology care in Physical Therapy. Slack Incorporated, 2nd Edition, US. 7. Wilkins R.L., Sheldon R.L., Krider S.J. (2005). Clinical Assessment in Respiratory Care. 4th ed., Mosby Elsevier. <p><i>- Related academic journals:</i></p> <ol style="list-style-type: none"> 1. Breath (Sheffield) Journal 2. Heart (BMJ) 3. Journal of the American Heart Association (AHA/ASA Journal) 4. International Journal of Cardiology (Elsevier) 5. Online Cardiology Journal 6. The Journal of Thoracic and Cardiovascular Surgery 7. European Respiratory Journal 8. European Clinical Respiratory Journal 9. Respiratory Research 10. Thorax 11. American Journal of Respiratory Cell and Molecular Biology 12. Cardiovascular/Respiratory Physiotherapy 13. Cardiopulmonary Physical Therapy Journal (LWW Journals)

COURSE OUTLINE**KINESIOTHERAPY****1. GENERAL**

SCHOOL	SCHOOL OF HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_304	SEMESTER	3rd
COURSE TITLE	KINESIOTHERAPY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	5
LABORATORY EXERCISE		1	
CLINICAL PRACTICE		1	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized module-Skills development		
PREREQUISITE COURSES:	-		
DEPENDED COURSES:	<ul style="list-style-type: none"> • Clinical Musculoskeletal Physiotherapy I (5th) • Clinical Practice in Physiotherapy (8th) 		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK & ENGLISH		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>After the end of this module, the students will be able to:</p> <ul style="list-style-type: none"> • Understand the loads distributed to the human body in performing the various activities and interpret their contribution to the development of pathological body adaptations • Know in detail the types of injuries and pathologies of the human body • Identify the aetiological factors of musculoskeletal injuries and apply evidence-based practice techniques to prevent them • Know in detail the models, procedures, and methods as well as the clinical documentation of Kinesiotherapy • Be aware of the fundamental principles of rehabilitation of each musculoskeletal injury and be able to choose the most appropriate techniques of kinesiotherapy based on modern literature. • Design a kinesiotherapy programme that is safe and appropriate for any musculoskeletal pathology and is consistent with recent research findings. 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
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<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p>																			

<p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p> <p>Project planning and management</p> <p>Production of free, creative and inductive thinking</p>

3. SYLLABUS

<p>Theoretical part</p> <p>The curriculum of the theoretical part of this module focuses on learning the basic techniques of kinesiotherapy in injuries and pathologies of the musculoskeletal system, with a particular emphasis on the study of a) methods of joint mobilization (passive-active) and b) techniques and methods of restoring muscle functional capacity (Strength, endurance, flexibility, proprioception, neuromuscular control). Emphasis is also given on the clinical evaluation of musculoskeletal injuries, on the progressiveness of their rehabilitation plan as well as on the evidence-based practice.</p> <p>Laboratory Part</p> <p>The curriculum of the laboratory part of this module focuses on the clinical evaluation and practical application of the following specialized kinesiotherapy techniques:</p> <ul style="list-style-type: none"> • Passive Joint Mobilization (Passive range of motion Techniques), • Stretching (flexibility tests, flexibility techniques, static, ballistic stretching), • Supported-assisted exercises, • Active exercise-Isometric training (procedures and modes of isometric exercise, isometric in various lengths of muscular tissue), • Resistance exercise (concentric -eccentric strengthening) • Open and Closed Kinetic Chain Exercises, • Plyometric Exercise • Neuromuscular control exercises (proprioception - dynamic stabilization tests, proprioceptive retraining techniques). <p>Clinical Part</p> <p>Clinical placement of this module encompasses the application of the above kinesiotherapy techniques which are applied in a clinical setting (patients, sports populations in hospital – rehabilitation clinics) under the supervision of the clinical tutor.</p>
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4. TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to Face</p>
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<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Power point presentations, e-discussions via the e-class educational platform, videos, use of anatomical models etc, practical training applications.	
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	<p>Theoretical part (lectures)</p>	<p>80</p>
	<p><i>Lectures, seminars, study and analysis of bibliography, tutorials, interactive teaching, educational visits.</i></p>	<p>60</p>
	<p><i>Independent (personal) study Project, essay writing</i></p>	<p>20</p>
	<p>Practical parts (Laboratory & Clinical)</p>	<p>50</p>
	<p><i>Laboratory exercises, practical applications in small groups.</i></p>	<p>25</p>
	<p><i>Clinical exercises in small groups of people/patients presenting with musculoskeletal dysfunctions</i></p>	<p>25</p>
<p>Course total</p>	<p>130</p>	
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Assessment methods</p> <p>Theoretical part: Multiple Choice evaluation questions, Short Response Questions, Analysis-Presentation of Clinical Events - Practical Problems, Written Work (potential assessment methods selected by the instructor).</p> <p>Assessment Language: Greek and English for Erasmus students</p> <p>Practical-clinical Part: Oral/practical examination in each laboratory-clinical exercise, tested on models and healthy volunteers or patients.</p> <p>Student performance and evaluation for the practical (laboratory & clinical) part of the module will take place throughout the whole semester (weekly during the practicals), as well as within set times at the end of the semester and maybe in the middle of it.</p> <p>Final Grade: The final score incorporates the assessment into each individual teaching activity (e.g. lectures-essays) and is only given if the students are successfully examined in each activity</p>	

5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ol style="list-style-type: none"> 1. Bryan. Εγχειρίδιο θεραπευτικής άσκησης. Broken Hill Publishers (in Greek) 2. Houlgoum Peggy (2018). Κινησιοθεραπεία-Θεραπευτικές Άσκησης για Μυοσκελετικές Παθήσεις. Broken Hill Publishers. (in Greek) 3. Brent Brotzman and Kevin E. Wilk. Κλινική Ορθοπαιδική Αποκατάσταση (2014). Εκδόσεις Κωνσταντάρας (in Greek) 4. Αθανασόπουλος (1989). Κινησιοθεραπεία. Αθήνα (in Greek) 5. Kisner C, Colby LA, (2003). Θεραπευτικές ασκήσεις. Βασικές αρχές και τεχνικές. Εκδ. Σιώκης (in Greek) 6. Κοτζαηλιάς Δ (2008). Φυσικοθεραπεία σε κακώσεις του μυοσκελετικού συστήματος, University Studio Press. (in Greek)
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7. David J. Magee, James E. Zachazewski, William S. Quillen (2008). Scientific Foundations and Principles of Practice in Musculoskeletal Rehabilitation (Musculoskeletal Rehabilitation Series). Saunders.
8. Robert E. McAtee (1999). Facilitated stretching, Human Kinetics.
9. Refshauge K, Gass E (2004). Musculoskeletal physiotherapy, Elsevier.
10. David H. Perrin (1993). Isokinetic exercise and assessment, Human Kinetics.
11. Ellenbecker TS, Davies GJ (2001). Closed kinetic chain exercises: a comprehensive guide to multiple joint exercise, Human Kinetics.
12. Radcliffe J, Farentinos J (2007). High powered plyometrics.
13. White M. Water exercise (1995). Human Kinetics.

- Related academic journals:

Journal of Sports Physiotherapy

British Journal of Sports Medicine

American Journal of Sports Medicine

Journal of Science and medicine in Sports

Journal of Sports Physical therapy

COURSE OUTLINE
CLINICAL PATIENT MANAGEMENT
1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_305	SEMESTER	3 rd
COURSE TITLE	CLINICAL PATIENT MANAGEMENT		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	2	6	
CLINICAL PRACTICEA	4		
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized knowledge - skills development /Mandatory module		
PREREQUISITE COURSES:	<ul style="list-style-type: none"> • Kinesiology of the Trunk (1st) • Kinesiology of the Extremities (2nd) 		
DEPENDED COURSES:	<ul style="list-style-type: none"> • Clinical Practice in Physiotherapy (8th) 		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES
Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will

<p><i>acquire with the successful completion of the course are described.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 																	
<p>After the completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • Apply cognitive and practical skills that are required for using the wide range of knowledge obtained from the clinical environment of the patient. • Identify and solve common problems related to in-patient and out-patient care by applying basic principles of the clinical management of the patient. • Know any safety rules of the various clinical environments (hospitals, rehabilitation centers, physiotherapy clinics), thus, offering a safe therapy environment for both the patient and himself. • Communicate with an excellent and professional way with the patient and his/her family. • Follows suggested approaches for weight management, and patients' transfer, based on scientific data and by applying basic principles of ergonomics and injury prevention. • Collects the history of the patient and writes all findings in an organized manner in the patients' file and his/her subjective and objective assessment. • Know the ethics rules related to management of the patient. • Co-operate with the physician and the rest inter-disciplinary team to promote the best rehabilitation of the patient. 																	
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others.....</i>
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<i>Decision-making</i>	<i>Respect for the natural environment</i>																
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<i>Team work</i>	<i>Criticism and self-criticism</i>																
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																
<i>Production of new research ideas</i>	<i>Others.....</i>																
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information, with the use of the necessary technology • Adapting to new situations • Decision-making • Working independently • Team work • Working in an interdisciplinary environment • Respect for difference and multiculturalism • Showing social, professional and ethical responsibility and sensitivity to gender issues • Criticism and self-criticism • Production of free, creative and inductive thinking 																	

3. SYLLABUS

In the **theoretical part** of the course, the basic principles of the management of the patient are taught as well as scientific facts related to main approaches and safety issues. The law framework for the patients' care is presented, and basic principles for the effectiveness in providing physiotherapy. At the same time, basic ethics rules for approaching the patient are presented and the rights and obligations of the patient are pointed out. Discussion about contemporary tools of assessment and about recording of the condition of the patient, collecting information from the patients' file, while scientific data related to clinical guidelines for approaching the in-patient and out-patient are provided. Additionally, ways of safe transferring the patients and potential risks of injury are presented using recent evidence-based and international scientific knowledge.

In the **practical part** of the course, the students are visiting various state or private clinics to familiarize themselves with the different clinical environments, and with different types of pathologies and stages of diseases. During these visits, they adequately familiarize themselves with ways of functioning and administration of the different units, and recognize the role of each health professional of the inter-disciplinary team. At the same time, they learn basic principles of hygiene and safety, attend the medical assessment, and join educational sessions of the inter-disciplinary team. They also get prepared for collecting data from a medical history, recording a history, or other subjective and objective assessments in a systematic and organized way. Further, they are trained in how to communicate and approach the patient, use specific equipment, transfer patients with safety according to ergonomics principles, recognize any risks of injury and co-operate with the supervisors/people in charge of the clinic.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> • Discussions in the e-class platform • Videos • Multimedia 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Theoretical part (lectures):	100
	Lectures, Seminars/ presentations of clinical cases, interactive teaching, project work	70
	Independent -non-directed (personal) study	30
	Practical part (clinical practice): Clinical exercises, practical applications in small groups or pairs of volunteers and/or across patients in clinical environments (i.e. hospitals, nursing homes, rehabilitation centres, special schools etc.)	50
	Course total	150

<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Lecture part: Multiple choice questions, Questions of short answers, Problem solving, Questions to elaborate, Written assignment (potential ways of assessment). Assessment of theory takes place at the end of the semester and in September during the 2nd exams period, using written examination. If the teacher wishes voluntary assignments can be given during the semester and which are taken into account at the student's final grade.</p> <p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will be provided by the tutor and agreed by the student.</p> <p>Clinical part: the evaluation of this part takes place during the whole period of the clinic in the various clinical/therapy places. A significant amount of each student's performance (grade) is based on how much he/her efficiently and safely approaches and manages the patient.</p> <p>The student should complete successfully the theoretical and practical (clinical) part of the module in order to accredited the grade for the module.</p> <p>Language of evaluation: Greek, English for Erasmus students</p>
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5. ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <ol style="list-style-type: none"> 8. Page C. 2015, Management in Physical Therapy Practices, 2nd ed. Davis Company, Philadelphia. 9. Dutton M. 2014. Introduction to Physical Therapy and Patient Skills, Mark McGraw-Hill Education, China 10. Jewell D. 2018. Guide to Evidence-Based Physical Therapist Practice 4th ed. Jones and Bartlett Publishers 11. Feters L., Tilson J. 2019. Evidence Based Physical Therapy. 2nd ed. Davis Company 12. Herbert R., Jamtvedt G., Hagen KB., Mead J. 2011. Practical Evidence-Based Physiotherapy, 2nd ed. Elsevier Churchill Livingstone. 13. World Confederation for Physical Therapy, 2007. Declaration of Principle 14. Chartered Society of Physiotherapy (CSP); 2014. Guidance on Manual Handling in Physiotherapy (4th edition). London, UK http://www.csp.org.uk/publications/guidance-manualhandling-physiotherapy 15. Australian Physiotherapy Association (APA); 2017. Practice Management Software insight 2018, https://australian.physio/sites/default/files/advocacy/download/APA_PM_Software_Audit_Oct_18_Final.pdf 16. Phillips A., Stiller K., Williams M. 2006, Medical Record Documentation: The quality of physiotherapy entries. The Internal Journal of Allied Health Sciences and Practice, 4 (3). 17. King J., Anderson C. 2010, Patient Safety and Physiotherapy: What Does it Mean for Your Clinical Practice? Physiotherapy Canada, 62 (3), doi: 10.3138/physio.62.3.172 18. Stokes M., Stack E. 2016. Κλινική Διαχείριση για Νευρολογικές Καταστάσεις, Εκδόσεις Παρισιάνου, Αθήνα. <p><i>- Related academic journals:</i></p> <ol style="list-style-type: none"> 7. The Internal Journal of Allied Health Sciences and Practice
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8. Physiotherapy Journal
9. Journal of Physical Therapy
- 10.** Physiotherapy Canada

COURSE OUTLINE**BIOMECHANICS****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_306	SEMESTER	3rd
COURSE TITLE	BIOMECHANICS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS (ECTS)
LECTURES		2	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background - Special Knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 											
<p>At the end of this module the students will be able to:</p> <ul style="list-style-type: none"> ▪ to describe normal and pathological movements in order to be able to organize therapeutic intervention. ▪ to understand the structural and anatomic features of biomaterials and the effect of normal & excessive loading and immobilization on them. ▪ to know how biomaterials respond to mechanical stress, at what rate and to what extent they recover their mechanical properties so that physiotherapeutic intervention is safe and effective. ▪ to be aware of the possibilities and limitations of modern biomechanical analysis tools and be able to properly evaluate and filter the relevant information <p>In particular, upon completion of the theoretical part of the course, the students will be able to:</p> <ul style="list-style-type: none"> ▪ know the mechanics of the human body and its individual biomaterials ▪ know the natural laws governing kinetics and kinematics as well as balance ▪ know the mechanical behavior of the various tissues of the body (bone, cartilage, muscle, collagen) under load in normal conditions. ▪ analyze normal gait ▪ know modern methods used by biomechanics for the objective assessment of human attitude, movement and muscular function ▪ be aware of the pathogenicity of the major joints as a result of central or peripheral nervous system lesions as well as soft tissue lesions. ▪ recognize and distinguish between a qualitative and quantitative approach to analyzing human movement 											
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>										
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>										
<i>Decision-making</i>	<i>Respect for the natural environment</i>										
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>										
<i>Team work</i>	<i>Criticism and self-criticism</i>										

<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</i>	<i>Others...</i>

<ul style="list-style-type: none"> ▪ Search for, analysis and synthesis of data and information, with the use of the necessary technology ▪ Decision making ▪ Working independently ▪ Team work ▪ Working in an international and an interdisciplinary environment ▪ Production of new research ideas ▪ Respect for difference and multiculturalism ▪ Showing social, professional and ethical responsibility and sensitivity to gender issues ▪ Criticism and self-criticism ▪ Production of free, creative and inductive thinking

3. SYLLABUS

The syllabus of this course focuses a) on the basic fundamental notions of statics, kinetics and kinematics, as well as Newton's laws for the foundation of knowledge about the effect of force application, friction and movement characteristics (speed, acceleration), b) the analysis of the basic mechanical properties of the biomaterials that are the various tissues of the musculoskeletal system and the way of loading of tension, compression, bending, torsion and complex stresses; (e) examining the effects of conditions such as immobility and over-stress; (f) on examining the properties of muscle fibers, anatomic force-determining agents, lesion-effect and macronutrition - muscle dynamics; g) on understanding the particular construction of the ligaments and tendons with their similarities and differences as collagen tissues, the mechanical response to the load with the characteristic deformation curve and the evolution of the healing process with respect to mechanical properties; (h) on understanding the bone tissue engineering of the body by analyzing fracture and chronic stress fractures (fatigue fracture), immobilization adjustments and mechanical behavior during the process of fraying; (i) on analyzing the mechanical behavior of the articular cartilage and how the various mechanical stresses lead to lesions and how they are associated with its particular friability; h) on analyzing the mechanical behavior of the peripheral nerves in conditions of mechanical strain (dilation, trapping) and how these are connected with nervous conduction disorders.

In addition, the course focus on: a) the high technology systems investigating the biomechanical motion, namely, the optoelectronic motion analysis system, the electromyography the isokinetic dynamometer and the force platform; b) the basic constructive particularities and presents the parameters that can be explored individually as well as in combination with each other; c) the possibilities of recording the musculoskeletal function (d) the physiological gait and the most abnormal pathologies are analyzed in detail and the ways of its assessment with clinical and laboratory criteria are presented.

4. TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face to face	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Powerpoint presentations, e-discussions via the e-class educational platform, videos, use of anatomical models etc.	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Theoretical part (lectures & tutorials)	50
	Lectures, seminars, clinical presentations, interactive teaching, project work	30
	Independent (personal) study	30
	Course total	110
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Theoretical part: Multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work.</p> <p>The assessment of the theoretical part will take place at the end of each semester with written exams. The tutor has also the option to give provisional essays/reports throughout the semester, which will account for a percentage of the grade of the theoretical part.</p> <p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will provided by the tutor and agreed by the student.</p> <p>Language of evaluation: Greek & English (for Erasmus students)</p>	

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
(Greek)

<ol style="list-style-type: none"> 1. Κινησιολογία του Μυοσκελετικού Συστήματος: Θεμέλια της Αποκατάστασης –D.A. Neumann, Εκδ. Αθανασόπουλος & ΣΙΑ, 2018 2. Κινησιολογία. Επιστημονική Βάση της Ανθρώπινης Κίνησης - Hamilton H. Lutgens ΕκδΚ. Παρισιάνου, 2013 3. Κινησιολογία. Η Μηχανική και Παθομηχανική της Ανθρώπινης Κίνησης, 3η εκδ. Oatis C. Εκδ. Γκότσης, 2016. Τσακλής Π., (2005). Γενικές Αρχές Εργονομίας & Προληπτική Φυσικοθεραπεία, University Studio Press. 4. Hamill, J., Knutzen, K.M., (2005). Βασική βιομηχανική της ανθρώπινης κίνησης. Εκδόσεις Πασχαλίδης 5. Hamilton, N. Lutgens K., (2003). Κινησιολογία. Εκδόσεις Παρισιάνος 6. Πουλμέντης Πέτρος (2007). Βιολογική μηχανική – Εργονομία. Εκδόσεις Καπόπουλος. 7. Ζαφειρόπουλος Γεώργιος (1997). Λειτουργική Ανατομική-Εμβιομηχανική του μυοσκελετικού συστήματος. Εκδόσεις Παρισιάνου.
<p>(English)</p>
<ol style="list-style-type: none"> 1. Augustus A. White III, Manohar M. Panjabi (1990), Clinical Biomechanics of the Spine. Lippincott Williams & Wilkins. 2. Bartel, D.L. Davy, D.T. Keaveny, T.M., (2006). Orthopaedic biomechanics: Mechanics and design in musculoskeletal systems. New Jersey: Pearson Prentice Hall 3. Blazevich A.J., (2007). Sports Biomechanics: The basics: Optimizing Human Performance 2nd Edition. A&C Black Publishers. 4. Coppard, B.M. Lohman, H., (2007). Introduction to splinting: a clinical reasoning and problem-solving approach (spiral-bound). Εκδόσεις Mosby 5. Dvir Z. (2004) Isokinetics: Muscle Testing, Interpretation and Clinical Applications, 2nd Edition. Churchill Livingstone 6. Enoka R. (2015). Neuromechanics of Human Movement 5th Edition eBook ISBN-13: 9781492503347. 7. Greene, D. Roberts, S.L., (2004). Kinesiology: movement in the context of activity. Mosby 8. Humphrey, J.D. Delance, S.L., (2004). An introduction to biomechanics: solids and fluids, analysis and design. New York: Springer. 9. Kendall, F.P., (2005). Muscles: Testing And Function With Posture And Pain. Εκδόσεις Lippincott Williams & Wilkins 10. Lusardi, M. Nielsen C., (2000). Orthotics and prosthetics in rehabilitation. Εκδόσεις Butterworth-Heinemann . 11. Martin, R.B. Burr, D.B. Sharkey, N.A., (2004). Skeletal tissue mechanics. New York: Springer. 12. McGinnis P., 2013. Biomechanics of Sport and Exercise 3rd Edition, Book with online resource ISBN-13: 9780736079662. 13. McKee P., (2008). Orthotics in rehabilitation: splinting the hand and body. Εκδόσεις F.A. Davis 14. Neumann, D., (2002). Kinesiology of the Musculoskeletal System. Εκδόσεις Mosby; 1st edition. 15. Nigg, B.M. MacIntosh, B.R. Mester, J., (2000). Biomechanics and biology of movement. Champaign Ill. Human Kinetics. 16. Nordin, M. Frankel, V.H., (2001). Basic biomechanics of the musculoskeletal system. Philadelphia: Lippincott Williams & Wilkins. 17. Oatis, C., (2004). Kinesiology: The Mechanics And Pathomechanics Of Human Movement. Lippincott Williams & Wilkins 18. Sanders, M.J., (2003). Ergonomics and the management of musculoskeletal disorders. Εκδόσεις Butterworth-Heinemann 19. Schmidt R and Lee t. (2014), Motor Learning and Performance, 5E Kindle Edition. Human Kinetics. 20. Wilson, A., (2002). Effective management of musculoskeletal injury: a clinical ergonomics approach to prevention, treatment and rehabilitation. Εκδόσεις Saunders Co 21. Winter D.A. (2004). Biomechanics and Motor Control of Human Movement (Hardcover) by Wiley; 3 edition. 22. Zatsiorsky, V.M., (2002). Kinetics of human motion. Champaign: Human Kinetics 23. Knudson D., (2007). Fundamentals of Biomechanics, Springer Enoka. R. M. (2002). Neuromechanics of Human Movement-3rd Edition. Human Kinetics. 24. Jozsa L. (1997). Human Tendons - Anatomy, Physiology, and Pathology. Human Kinetics.

25. Knudson D., Morrison C (2002). Qualitative Analysis of Human Movement-2nd Edition Human Kinetics.
26. Mac Intosh. B.R. (2006). Skeletal Muscle-2nd Edition - Form and Function Human Kinetics.
27. Seibel M.J., Robins S.P., Bilezikian J.P. (2006). Dynamics of Bone and Cartilage Metabolism: Principles and Clinical Applications (Hardcover) 2nd ed by Academic Press.
28. Van Mow C. (2004). Basic Orthopaedic Biomechanics and Mechano-Biology Lippincott.
29. Smidt G.L. (1990). Clinics in Physical Therapy : Gait in Rehabilitation. Churchill Livingstone.
30. Whiting W.C., Zernicke R.F.(1998). Biomechanics of Musculoskeletal Injury. Human Kinetics.
31. Whittle M.W. (2007). Gait Analysis, 4th Edition - An Introduction. Butterworth-Heinemann.
32. Wood T.M. (2006). Measurement Theory and Practice in Kinesiology Human Kinetics

- Related academic journals:

- Journal of Applied Biomechanics
- Journal of Biomechanics
- Sports Biomechanics
- Clinical Biomechanics
- Journal of Orthopaedic & Sports Physical Therapy
- Physical Therapy
- Physical Therapy in Sport
- Sports Physical Therapy

COURSE OUTLINES

4TH SEMESTER



COURSE OUTLINE

CLINICAL CARDIO-RESPIRATORY PHYSIOTHERAPY

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_401	SEMESTER	4 th
COURSE TITLE	CLINICAL CARDIO-RESPIRATORY PHYSIOTHERAPY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	6
CLINICAL PRACTICE		6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised knowledge-skills development		
PREREQUISITE COURSES:	<ul style="list-style-type: none"> • Physiology (1st) • Anatomy of Musculoskeletal System (1st) • Pathophysiology-Basic Principles of Internal Medicine (2nd) 		
DEPENDENT COURSES:	<ul style="list-style-type: none"> • Clinical Practice in Physiotherapy (8th) 		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																		
<p>After the completion of the course students will have:</p> <ul style="list-style-type: none"> ▪ familiarized themselves adequately with the health Units (administration, role of each health professional etc.), in which patients with cardiopulmonary diseases are hospitalized ▪ used evidence-based techniques and approaches for the management of a patient with respiratory or cardiovascular disease or of people from a special population ▪ learned to critically assess in depth patients with various respiratory and cardiovascular diseases ▪ learned to set realistic goals for therapy for these patients ▪ learned to organize and perform an appropriate individualized programme of rehabilitation (including exercises) for a patient with respiratory or cardiovascular disease ▪ learned to combine respiratory and cardiovascular physiotherapy programmes properly 																		
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; vertical-align: top;"><i>Project planning and management</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Adapting to new situations</i></td> <td style="vertical-align: top;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Decision-making</i></td> <td style="vertical-align: top;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Working independently</i></td> <td style="vertical-align: top;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Team work</i></td> <td style="vertical-align: top;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Working in an international environment</i></td> <td style="vertical-align: top;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Working in an interdisciplinary environment</i></td> <td style="vertical-align: top;"><i>.....</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Production of new research ideas</i></td> <td style="vertical-align: top;"><i>Others...</i></td> </tr> <tr> <td></td> <td style="vertical-align: top;"><i>.....</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an interdisciplinary environment</p> <p>Respect for difference and multiculturalism</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p>																		

3. SYLLABUS

The course includes the following:

Assessment of cardiopulmonary diseases. In particular, measurement of blood pressure, auscultation of pulmonary sounds, palpations etc. Also, principles of the management of respiratory disease patients such as drainage positions or other techniques of pulmonary drainage, post-surgery techniques and in general respiratory rehabilitation programmes. Assessment of the cardiovascular patients and exercise programmes for cardiovascular patients are also taught.

In the practical part (clinic), students primarily practice how to manage respiratory diseases using techniques of respiratory physiotherapy (drainage positions, respiratory techniques for broncheal/pulmonary clearing, diaphragm respiration, auscultation of pulmonary sounds etc), and how to prepare an organized and appropriate individualized programmes for patients with respiratory diseases. Students also familiarize themselves with the Intensive Care Unit, such as use of equipment, role of the physiotherapist, management of pulmonary diseases. Regarding the cardiovascular system, students practice how to perform heart palpation, auscultation of heart sounds, measurement of blood pressure, and in general assessment of cardiovascular patients, as well as cardiovascular resuscitation and various rehabilitation techniques and exercises for cardiovascular patients.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> • Discussions in the e-class platform • Videos • Multimedia 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Theoretical part (Lectures-Tutorials):	50
	Lectures, Seminars/case studies, interactive teaching, project	20
	Non-guided study	30
	Laboratory/Clinical part:	90
	Workshops, clinical practice with patients, practical applications of exercises in small groups of students, assessment of a clinical case.	The individual allocation of the workload by activity is determined by the responsible teacher

	Course Total (25 hours of workload per credit)	160
STUDENT PERFORMANCE EVALUATION	<p>Evaluation:</p> <p>Lecture part: Multiple choice questions, Questions of short answers, Problem solving, Questions to elaborate, Written assignment (potential ways of assessment). Assessment of theory takes place at the end of the semester and in September during the 2nd exams period, using written examination. If the teacher wishes voluntary assignments can be given during the semester and which are taken into account at the student's final grade.</p> <p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will be provided by the tutor and agreed by the student.</p> <p>Clinical part: this evaluation takes place during the whole period of the clinic in the various clinical/ therapy places. A significant amount of each student's performance (grade) is based on how he selects the most appropriate programme and how well he/she can perform the "exercises" to the patient.</p> <p>The student should complete successfully the theoretical and practical (clinical) part of the module in order to accredited the grade for the module.</p> <p>Language of assessment: Greek, English for Erasmus students</p>	
<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>		

5. ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <ol style="list-style-type: none"> 1. Brewis R.A.L. (2003). Νόσοι του Αναπνευστικού Συστήματος. Εκδ. Παρισιάνος, Αθήνα. 2. Ellis E., Key A.J. (1994). Issues in Cardiorespiratory Physiotherapy. Butterworth-Heinemann. 2nd ed., Oxford. 3. Frownfelter D., Dean E. (2006). Cardiovascular and Pulmonary Physical Therapy. Evidence and Practice. Mosby Elsevier. 4th ed. 4. Polden M.M. (1990). Physiotherapy in obstetrics and gynaecology. 5. Pryor J.A., Prasad S.A. (2002). Physiotherapy for respiratory and Cardiac Problems. Adults and Paediatrics. Churchill Livingstone. 3rd ed., London. 6. Stephenson R., O' Connor L.G. (2000). Obstetrics and gynaecology care in Physical Therapy. Slack Incorporated, 2nd Edition, US.

7. Wilkins R.L., Sheldon R.L., Krider S.J. (2005). Clinical Assessment in Respiratory Care. 4th ed., Mosby Elsevier.

- Related academic journals:

1. Breath (Sheffield) Journal
2. Heart (BMJ)
3. Journal of the American Heart Association (AHA/ASA Journal)
4. International Journal of Cardiology (Elsevier)
5. Online Cardiology Journal
6. The Journal of Thoracic and Cardiovascular Surgery
7. European Respiratory Journal
8. European Clinical Respiratory Journal
9. Respiratory Research
10. Thorax
11. American Journal of Respiratory Cell and Molecular Biology
12. Cardiovascular/Respiratory Physiotherapy
13. Cardiopulmonary Physical Therapy Journal (LWW Journals)

COURSE OUTLINE

PRINCIPLES OF MUSCULOSKELETAL PHYSIOTHERAPY

1. GENERAL

SCHOOL	SCHOOL OF HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_402	SEMESTER	4 th
COURSE TITLE	PRINCIPLES OF MUSCULOSKELETAL PHYSIOTHERAPY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	5
TUTORIALS		1	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	-		
DEPENDENT COURSES:	• Clinical Practice in Physiotherapy (8 th)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will

<p><i>acquire with the successful completion of the course are described.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> ▪ distinguish between types of musculoskeletal injuries and identify the involved tissues. ▪ be aware of the natural healing process, adapted on each separate tissue, and plan the optimal treatment strategy ▪ to acknowledge the principles of each musculoskeletal injury and approach treatment on an evidence-based fashion ▪ to know the contra-indications of the basic treatment methods for musculoskeletal injuries and plan a safe individualised programme 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of new research ideas</i>	<i>Others...</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
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<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
																		
<ul style="list-style-type: none"> ▪ Search for, analysis and synthesis of data and information, with the use of the necessary technology ▪ Adapting to new situations ▪ Decision-making ▪ Working independently ▪ Team work ▪ Production of free, creative and inductive thinking ▪ Production of new research ideas ▪ Production of free, creative and inductive thinking 																			

3. SYLLABUS

The syllabus focuses on establishing basic knowledge on bony, muscular, tendinous, capsuloligamentous, intra-articular and peripheral nerve pathologies, either acute or chronic

developing physiotherapeutic managing skills, based on scientific evidence and adopted for each individual case. Case scenarios also are presented to provide real examples in a variety of pathologies. Emphasis is given on safety in each stage of healing

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> ▪ Power point presentations ▪ Use of artificial cross-sections ▪ Video analysis 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester Workload (ECTS)
	Theoretical part (Lectures & tutorials):	130
	Lectures, interactive training	60
	Seminars, analysis of clinical cases	20
	Non-directed study	50
	Total (25-30 hours per ECTS unit)	130
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment methods: Theoretical part: Multiple choice, short-answer questions, practical examples analysis, essays (potential assessment methods decided by the examiner) Practical part: Oral examination on examples of applied motions	

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. *Musculoskeletal Interventions: Techniques for therapeutic exercise*, 3rd ed. B J. Hoogenboom, M L. Voight & W E. Prentice. McGraw-Hill 2014
2. Kisser C., Colby L.A. *Θεραπευτικές Ασκήσεις. Βασικές Αρχές και Τεχνικές, (Μετάφραση Αγγλικής Έκδοσης), Ιατρικές Εκδόσεις Σιώκη, Θεσσαλονίκη 2003.*
3. Hertling D. *Management of common musculoskeletal disorders: physical therapy principles and methods*. 4th ed. Lippincott Williams & Wilkins, Philadelphia 2006.
4. Hoppenfeld S. *Ορθοπαιδική Νευρολογία. (Μετάφραση Αγγλικής Έκδοσης), Εκδ. Παρισιάνου, Αθήνα 2000.*
5. *Clinical Orthopaedic Rehabilitation*. Brotzman S. B., Manske R C. Elsevier, 2011

- Related academic journals:

11. 1. *Journal of Orthopaedic & Sports Physical Therapy*
12. 2. *JBR Journal of Clinical Diagnosis and Research*
13. 3. *Journal of Orthopaedic & Sports Physical Therapy*
14. 4. *Musculoskeletal Science & Practice*
15. 5. *BMC Musculoskeletal Disorders*
16. 6. *Physiotherapy*
17. 7. *Journal of Manual & Manipulative Therapy*

COURSE OUTLINE**CLINICAL PHYSIOTHERAPEUTIC ASSESSMENT****1. GENERAL**

SCHOOL	SCHOOL OF HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_403	SEMESTER	4th
COURSE TITLE	CLINICAL PHYSIOTHERAPEUTIC ASSESSMENT		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	6
LABORATORY EXERCICES		1	
CLINICAL PRACTICE		1	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	<ul style="list-style-type: none"> • Kinesiology of The Trunk (1st) • Kinesiology of The Extremities (2nd) 		
DEPENDED COURSES:	<ul style="list-style-type: none"> • Clinical Practice in Physiotherapy (8th) 		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> ▪ assess patients choosing the appropriate and safe approach for recording the subjective and objective findings ▪ acknowledge red flags and the importance of immediate referral of patients when needed ▪ organise physiotherapy treatment -based on solid scientific evidence, considering limitations and adapting the plan on each patients' stage of healing and severity of pathology ▪ be precise and reliable in their examination skills ▪ use efficiently the proper clinical and functional tests ▪ to assess each patient holistically, co-examining the local, systemic and psychosomatic effects of pathology and considering each patients' potential of coping with the suggested treatment 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. SYLLABUS

The syllabus covers a wide area of holistically assessing a patient, applying a variety of established, examination methods, manoeuvres and skills, reliably. Students are educated and trained on strategies to take an efficient history, to assess pain, to apply clinical examination tests and complete a functional assessment. This particular module stresses the importance of safety during patient examination and differential diagnosis. It attempts to provide a balanced theoretical and hands-on training of future physiotherapists, aiming in establishing a basis for students' training in clinics, as well as in other clinically demanding modules of the more advanced semesters of the course.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> ▪ Power point presentations ▪ Use of artificial cross-sections ▪ Video analysis 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the</i>	Activity	Semester Workload (ECTS)
	Theoretical part (Lectures):	120
	Lectures	50
	Project	20
	Non-directed study	50
	Practical part (Laboratory):	60
	Laboratory practice	40
	Clinical practice	20
	Total (25-30 hours per ECTS unit)	180

<p><i>hours of non-directed study according to the principles of the ECTS</i></p>	
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Assessment methods:</p> <p>Theoretical part: Multiple choice, short-answer questions, practical examples analysis, essays (potential assessment methods decided by the examiner)</p> <p>Practical part: Oral examination on clinical examination methods and skills</p>

5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ol style="list-style-type: none"> 1. <i>Orthopedic Physical Assessment 6th ed. DJ Magee. Saunders 2014</i> 2. <i>Examination of Musculoskeletal Injuries 4th ed. Shultz, S. and Houglum, P. Human Kinetics 2015</i> 3. <i>Grieve's Modern Musculoskeletal Physiotherapy 4th ed..G Jull, A. Moore. Elsevier 2015</i> 4. <i>Neuromusculoskeletal Examination and Assessment: A Handbook for Therapists (Physiotherapy Essentials). NJ Petty. Elsevier 2005</i> <p>- Related academic journals:</p> <ol style="list-style-type: none"> 18. <i>JBR Journal of Clinical Diagnosis and Research</i> 19. <i>Journal of Orthopaedic& Sports Physical Therapy</i> 20. <i>Musculoskeletal Science & Practice</i> 21. <i>BMC Musculoskeletal Disorders</i> 22. <i>Physiotherapy</i> 23. <i>Journal of Manual & Manipulative Therapy.</i>

COURSE OUTLINE

CLINICAL REASONING AND DECISION MAKING IN PHYSIOTHERAPY

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_404	SEMESTER	4th
COURSE TITLE	CLINICAL REASONING AND DECISION MAKING IN PHYSIOTHERAPY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS (ECTS)
LECTURES		2	4
CLINICAL PRACTICE		1	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised knowledge -skills development		
PREREQUISITE COURSES:	-		
DEPENDENT COURSES:	<ul style="list-style-type: none"> • Clinical Practice in Physiotherapy (8th) 		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>At the end of this module the students will be able to:</p> <ul style="list-style-type: none"> ▪ Understand the loads distributed to the human body in performing the various activities and interpret their contribution to the development of pathological body adjustments ▪ Know in detail the types of neuromuscular lesions of the human body ▪ Know in detail the healing stages of injuries and pathological adaptations of the human body as well as the ideal physiotherapeutic intervention in them. ▪ Be aware of the fundamental principles of restoration of each musculoskeletal lesion and be able to choose the most appropriate treatment techniques based on modern literature. ▪ Be able to develop the appropriate clinical reasoning according to the condition and the injury ▪ Be able to design a progressive and specialized physiotherapy programme that is safe and appropriate for any musculoskeletal injuries and is consistent with recent research data. 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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<ul style="list-style-type: none"> ▪ Search for, analysis and synthesis of data and information, with the use of the necessary technology ▪ Decision making ▪ Working independently 																			

- Team work
- Working in an international and an interdisciplinary environment
- Production of new research ideas
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. SYLLABUS

The syllabus of this course focuses on the training of students in techniques and methods of assessing the pathological adaptations of the human body at all stages (acute, subacute, chronic) as well as in the techniques of clinical reasoning and decision making for the selection of documented therapeutic programmes.

In detail, the modules of the theoretical and clinical lesson include the following sections.

1. Analysis of the concept of clinical reasoning and its context.
2. The role and position of Physiotherapist in the rehabilitation team
3. Stages-Selection-Progress-Personalization Physiotherapeutic programmes for recovery of injuries and diseases
4. Decision making models for Health Scientists
5. Shoulder injuries: Major injuries, pathological manifestations and adaptations, specialized assessment techniques, stages and progression of clinical Reason, decision making and design of rehabilitation physiotherapy programmes.
6. Elbow injuries: Major injuries, pathological manifestations and adaptations, specialized assessment techniques, stages and progress of clinical Reconciliation, decision making and design of physiotherapy rehabilitation programmes.
7. Wrist injuries: Major injuries, pathological manifestations and adaptations, specialized assessment techniques, stages and progress of clinical Reasoning, decision making and planning of physiotherapy rehabilitation programmes.
8. Core lesions: Major injuries, pathological manifestations and adaptations, specialized assessment techniques, stages and progress of clinical Reconciliation, decision making and design of physiotherapy rehabilitation programmes.
9. Hip injuries: Major injuries, pathological events and adaptations, specialized assessment techniques, stages and progress of clinical References, decision making and design of rehabilitation physiotherapy programmes.
10. Knee injuries: Major injuries, pathological manifestations and adaptations, specialized assessment techniques, steps and progress of clinical Symptom, decision making and design of physiotherapy rehabilitation programmes.
11. Tibial and ankle injuries: Major injuries, pathological manifestations and adaptations, specialized assessment techniques, stages and progress of clinical counseling, decision making and planning of physiotherapy rehabilitation programmes.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint presentations, e-discussions via the e-class educational platform, videos, use of anatomical models etc.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Theoretical part (lectures & tutorials)	40
	Lectures, seminars, clinical presentations, interactive teaching, project work	20
	Independent (personal) study	20
	Clinical part	30
	Course total	110
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Theoretical part: Multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work.</p> <p>The assessment of the theoretical part will take place at the end of each semester with written exams. The tutor has also the option to give provisional essays/reports throughout the semester, which will account for a percentage of the grade of the theoretical part.</p> <p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will provided by the tutor and agreed by the student.</p> <p>Clinical part: Case study presentations, reports problem solving, written projects.</p> <p>Language of evaluation: Greek & English (for Erasmus students)</p>	

5. ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i>	
(Greek)	
8.	Hougloum Peggy (2018) .Κινησιοθεραπεία-Θεραπευτικές Ασκήσεις για Μυοσκελετικές Παθήσεις. Broken Hill Publishers.
9.	Brent Brotzman and Kevin E. Wilk. Κλινική Ορθοπεδική Αποκατάσταση (2014). Εκδόσεις Κωνσταντάρας
10.	Kisner C, Colby LA, (2003). Θεραπευτικές ασκήσεις. Βασικές αρχές και τεχνικές. Εκδ. Σιώκης
11.	Κοτσαηλιάς Δ (2008). Φυσικοθεραπεία σε κακώσεις του μυοσκελετικού συστήματος, University Studio Press.
(English)	
1.	Higgs, J., Jones, M. A., Loftus, S., & Christensen, N. (2018). Clinical Reasoning in the Health Professions E-Book. Elsevier Health Sciences.
2.	Jones, Mark A., and Darren A. Rivett. Clinical Reasoning for Manual Therapists E-Book. Elsevier Health Sciences, 2003.
3.	Refshauge K, Gass E (2004). Musculoskeletal physiotherapy, Elsevier.
- <i>Related academic journals:</i>	
1.	Journal of Physiotherapy
2.	Journal of Sports Physiotherapy
3.	British Journal of Sports Medicine
4.	American Journal of Sports Medicine
5.	Journal of Science and medicine in Sports
6.	Journal of Sports Physical therapy

COURSE OUTLINE

PHYSICAL MODALITIES – CLINICAL ELECTROTHERAPY

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_405	SEMESTER	4 th
COURSE TITLE	PHYSICAL MODALITIES – CLINICAL ELECTROTHERAPY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURE	2	5	
LABORATORY EXERCISE	1		
CLINICAL PRACTICE	1		
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized knowledge - skills development /Mandatory module		
PREREQUISITE COURSES:	-		
DEPENDENT COURSES:	• Clinical Practice in Physiotherapy (8th)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																	
<p>At the end of this module the students will be able to:</p> <ul style="list-style-type: none"> • Integrate the problem-solving process into the application of physical modalities and electrotherapy for a patient with a sound physiological rationale • compare different application techniques, contrast the various types of current modulation, determine alternative treatment set-ups, and identify practical application techniques and challenges for physical agents • document the sensations of different forms of therapeutic physical modalities, and begin to familiarize themselves with the similarities and differences among them • discuss and understand in depth the precautions and contraindications in selecting a particular physical agent which are part of the decision-making process to accomplish a treatment goal. • understand how the tissues response to injury and which are the physiological responses to interventions applied • describe the common concepts for the theory of pain transmission and perception and explain the pain management through the electrotherapy stimulation and the physical agents applications, • describe and involve application techniques using thermal agents, cryotherapy, hydrotherapy, neuromuscular electrical stimulation and electrical stimulation for tissue repair and pain management • Be able to create a safe environment when using electrical equipment 																	
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>
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<i>Production of new research ideas</i>	<i>Others...</i>																

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<ul style="list-style-type: none"> ▪ Search for, analysis and synthesis of data and information, with the use of the necessary technology ▪ Decision making ▪ Working independently ▪ Team work ▪ Working in an international and an interdisciplinary environment ▪ Production of new research ideas ▪ Respect for difference and multiculturalism ▪ Showing social, professional and ethical responsibility and sensitivity to gender issues ▪ Criticism and self-criticism ▪ Production of free, creative and inductive thinking

3. SYLLABUS

The **theoretical part** of this module provides a theoretically based but practically oriented guide to the use of the therapeutic physiotherapy modalities for treating musculoskeletal disorders, sport injuries and neuromuscular dysfunction. Special emphasis is given to the neurophysiologic mechanisms of pain and the role of therapeutic modalities in pain management. Additionally, this part of the module enhances the critical thinking and discussions about the precautions and contraindications of the physical modalities by giving the rationales for each with the specific aim to accomplish the therapeutic treatment goals with the physical agents. The content of this part includes the thermotherapy and cryotherapy approaches with special reference to hot and cold packs, paraffin, the electromagnetic energy modalities of shortwave and microwave diathermy, the therapeutic ultrasound, the low-level laser and the new high-frequency laser. The electrical energy modalities are discussed at the second half of the semester by focusing at the basic principles of electricity and electrical stimulating currents with the main focus to differentiate between the various currents that can be selected on many modern generators including high-volt, biphasic, microcurrent, Russian, interferential, premodulated interferential, electrical stimulating currents.

At the **practical part** of this module patient scenarios are included to provide opportunities for problem-solving activities in guided lab activities. Each lab activity is introduced with a purpose, objectives, and equipment needed, as part of the decision-making process in selecting a particular physical agent to accomplish a treatment goal in different phases of the healing process. Practical applications on patients are also included while practicing the techniques, discussing outcomes and soliciting feedback. Special focus of this part is to integrate the problem-solving process into the application of the various therapeutic modalities by choosing specific treatment parameters such as frequency, intensity, duration, and polarity that must be considered in line with the pain management and healing process.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint presentations, e-discussions via the e-class educational platform, videos, use of anatomical models etc.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Theoretical part (lectures)	80
	Lectures, seminars, clinical presentations, interactive teaching, project work	60
	Independent -non-directed (personal) study	20
	Practical part (laboratory and clinical practice): Clinical exercises, practical applications in small groups or pairs of volunteers and/or across patients	50
Course total	130	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Theoretical part: Multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work.</p> <p>The assessment of the theoretical part will take place at the end of each semester with written exams. At the discretion of the tutor, it may be possible to assign optional work during the course of the semester to be taken into account in the final score.</p> <p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will be provided by the tutor and agreed by the student.</p> <p>Practical part: Oral /practical examination in each clinical exercise, tested on volunteers, whereas, the biggest part of the practical examination will take place on symptomatic volunteers and patients. Safety, clinical skill, effectiveness, knowledge, technique and overall performance will be evaluated.</p> <p>Student performance and evaluation for the practical part of the module will take place throughout the whole semester (weekly during the practical sessions in the clinical environment), as well as within set times at the end of the</p>	

	<p>semester. The student should complete successfully the theoretical and practical part of the module in order to accredited the grade for the module.</p> <p>Language of evaluation: Greek & English (for Erasmus students)</p>
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5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography (Greek):

19. Watson T. (2011). Ηλεκτροθεραπεία, Τεκμηριωμένη Πρακτική, Broken Hills, Αθήνα
20. Nanda BK. (2015) Ηλεκτροθεραπεία, Βασικές Αρχές, Broken Hills, Αθήνα
21. Robertson V., Ward A., Low J., Reed A. (2011). Ηλεκτροθεραπεία: Βασικές Αρχές κι Πρακτική Εφαρμογή, Παρισιάνος, Αθίνα.
22. Γιόκαρης Π. (2007). Κλινική Ηλεκτροθεραπεία (2 τόμοι). Ιατρικές εκδόσεις Λίτσας, Αθήνα.
23. Φραγκοράπτης Ε. (2002). Εφαρμοσμένη Ηλεκτροθεραπεία. Εκδόσεις Σάλτο, Θεσ/νίκη.

- Suggested bibliography (English):

1. Prentice WE. (2018) Therapeutic Modalities in Rehabilitation, McGraws-Hill Books.
2. Bellew JW., Michlovitz SL. (2016) Michlovitz's Modalities for Therapeutic Intervation, (Kindle Edition), Davis Company, Philadelphia.
3. Denegar C., (2015). Therapeutic Modalities for Musculoskeletal Injuries, Human Kinetics,
4. Knight KL., Draper DO. (2013) Therapeutic Modalities : The Art and Science, Lippincott Williams and Wilkins, Philadelphia, USA.
5. Matijaca A. (2009). Electro-Therapy in the Abstract for the Busy Practitioner. General Books.
6. Robertson V., Ward A., Low J., Reed A. (2006). Electrotherapy Explained: Principles and Practice. Butterworth – Heinemann.
7. Robinson A.J, Snyder-Mackler L. (2007). Clinical Electrophysiology: Electrotherapy and Electrophysiologic Testing. 3rd ed. Lippincott Williams & Wilkins.
8. Watson T. (2008). Electrotherapy: evidence-based practice.
9. Zimetbaum P.J., Josephson M.E. (2008). Practical Clinical Electrophysiology. 1st ed. Lippincott Williams & Wilkins, Philadelphia.

- Related academic journals:

11. Archives of Physical Medicine and Rehabilitation
12. Expert Review of Neurotherapeutics
13. Journal of Physiotherapy
14. Pain
15. Physiotherapy Research International
16. Acupuncture Electrotherapy Research

COURSE OUTLINES

5TH SEMESTER



COURSE OUTLINE

CLINICAL MUSCULOSKELETAL PHYSIOTHERAPY I

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_501	SEMESTER	5th
COURSE TITLE	CLINICAL MUSCULOSKELETAL PHYSIOTHERAPY I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS (ECTS)	
LECTURES	2	8	
TUTORIAL	1		
CLINICAL PRACTICE	6		
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized knowledge - skills development /Mandatory module		
PREREQUISITE COURSES:	<ul style="list-style-type: none"> • Physiology (1st) • Anatomy of the Musculoskeletal System (1st) • Pathophysiology-Basic Principles Of Internal Medicine (2nd) • Kinesiology of the Trunk (1st) • Kinesiology of the Extremities (2nd) • Kinesiotherapy (3rd) 		
DEPENDENT COURSES:	<ul style="list-style-type: none"> • Clinical Practice in Physiotherapy (8th) 		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		

COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134
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2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>At the end of this module the students will be able to:</p> <ul style="list-style-type: none"> ▪ assess musculoskeletal disorders of the extremities and learn to utilize evidence-based knowledge and to develop critical thinking in order to choose the most appropriate physiotherapeutic methods, techniques and exercise programmes ▪ apply thorough, safe and appropriate (for each clinical situation) post-operative therapeutic programmes for musculoskeletal injuries and dysfunctions of the upper and lower limbs ▪ comprehend the structure of the healthcare service (infrastructure, management, role of each healthcare team member, etc.), where musculoskeletal patients are admitted ▪ become familiar and confident with the physiotherapy approach of any kind of orthopedic patient as well as learn how to develop a satisfactory therapist-patient relationship 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%;"><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of new research ideas</i>	<i>Others...</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
																		

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision making
- Working independently
- Team work
- Working in an international and an interdisciplinary environment
- Production of new research ideas
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. SYLLABUS

The syllabus of the **theoretical part** of this module (lectures, tutorials etc.) focusses on the assessment and physiotherapeutic rehabilitation of the following clinical sections for the upper and lower extremities: a) degenerative conditions (i.e. osteoarthritis), b) rheumatological diseases (i.e. rheumatoid arthritis, fibromyalgia), c) various chronic syndromes and dysfunctions (i.e. frozen shoulder, overuse syndromes, patellofemoral pain etc.), d) pre-operative and postoperative situations (i.e. arthroplasties, arthroscopic repairs etc.), and e) chronic peripheral nerve problems (i.e. double-crush syndrome, pathomechanical problems of the peripheral nerves etc.).

Particular emphasis will be given to the postoperative rehabilitation of the aforementioned situations as well as the evidence-based application of the most appropriate physiotherapeutic methods, techniques and therapeutic exercise programmes for the patients' early and long-term rehabilitation (with respect to the stages of tissue healing).

The **clinical part** of this module focusses on the teaching and the practical application of clinical assessment methods and therapeutic exercises for the rehabilitation of the aforementioned conditions. Additionally, emphasis will be given on the application of evidence-based methods and techniques for the within-hospital, early and long-term post-operative physiotherapy of patients suffering from any of the above conditions. The main part of this clinical section will take place in pragmatic clinical situations, such as hospitals, rehabilitation centres, special clinics or nursing homes and will be under the supervision of the clinical tutor.

The areas covered in this module encompass the extremities (shoulder, elbow, wrist and hand complex for the upper limb and hip, knee, ankle and foot for the lower limb).

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face
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<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Powerpoint presentations, e-discussions via the e-class educational platform, videos, use of anatomical models etc.	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	<p>Theoretical part (lectures & tutorials)</p>	80
	Lectures, seminars, clinical presentations, interactive teaching, project work	50
	Independent (personal) study	30
	<p>Clinical part: Clinical exercises, practical applications in small groups or pairs of volunteers and/or across patients in clinical environments (i.e. hospitals, nursing homes, rehabilitation centres, special schools etc.)</p>	130
<p>Course total</p>	210	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Theoretical part: Multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work.</p> <p>The assessment of the theoretical part will take place at the end of each semester with written exams. The tutor has also the option to give provisional essays/reports throughout the semester, which will account for a percentage of the grade of the theoretical part. For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will provided by the tutor and agreed by the student.</p> <p>Clinical part: Oral /practical examination in each clinical exercise, tested on volunteers, whereas, the biggest part of the practical examination will take place on symptomatic volunteers and patients (clinical environment). Safety, clinical skill, effectiveness, knowledge, technique and overall performance will be evaluated.</p> <p>Student performance and evaluation for the practical (clinical) part of the module will take place throughout the whole semester (weekly during the practical sessions)</p>	

	in the clinical environment), as well as within set times at the end of the semester. Language of evaluation: Greek & English (for Erasmus students)
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5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:	
(Greek)	
	12. Κοτζαηλίας Δ. (2008). Φυσικοθεραπεία σε κακώσεις του μυοσκελετικού συστήματος, University Press. 13. Λαμπίρης Η.Ε. (2003). Ορθοπαιδική και Τραυματολογία. Ιατρικές Εκδόσεις Πασχαλίδη, Αθήνα. 14. Horpenfeld S. (2000) Ορθοπεδική Νευρολογία (Μετάφραση Αγγλικής Έκδοσης), Ιατρικές Εκδόσεις Παρισιάνου, Αθήνα. 15. Πουλής Ι. (2015), Φυσικοθεραπεία στις Μυοσκελετικές Παθήσεις, Ιατρικές Εκδόσεις Κωνσταντάρας, Αθήνα 16. Brotzman & Manske (2015). Ορθοπαιδική αποκατάσταση στην κλινική πράξη , Ιατρικές Εκδόσεις Κωνσταντάρας, Αθήνα. 17. Hoogenboom BJ, Voight ML, Prentice (2015), Φυσικοθεραπευτικές Παρεμβάσεις στο Μυοσκελετικό Σύστημα, Ιατρικές Εκδόσεις Κωνσταντάρας, Αθήνα. 18. Houghloun P. (2018), Κινησιοθεραπεία-Θεραπευτικές Ασκήσεις για Μυοσκελετικές Παθήσεις, Broken Hill, Αθήνα. 19. Kisner C., Colby L.A. Θεραπευτικές Ασκήσεις. Βασικές Αρχές και Τεχνικές, (Μετάφραση Αγγλικής Έκδοσης), Ιατρικές Εκδόσεις Σιώκη, Θεσσαλονίκη, 2003. 20. Miller Mark D. (2017) Review Ορθοπαιδικής, Ιατρικές Εκδόσεις Κωνσταντάρας, Αθήνα.
(English)	
	33. Braddom R. L. (2002). Practical guide to musculoskeletal disorders: diagnosis and rehabilitation. 2nd ed. Butterworth-Heinemann, Boston. 34. Cleland J. (2005). Orthopaedic clinical examination: an evidence-based approach for physical therapists. Icon Learning Systems, Carlstadt, N.J. 35. Hertling D. (2006). Management of common musculoskeletal disorders: physical therapy principles and methods. 4th ed. Lippincott Williams & Wilkins, Philadelphia. 36. Jones M.A., Rivett D.A. (2004). Clinical reasoning for manual therapists. Butterworth-Heinemann, Edinburgh. 37. Kesson M, Atkins E. (2005). Orthopaedic medicine: a practical approach. 2nd ed. Elsevier / Butterworth - Heinemann, Edinburgh. 38. Magee DJ, Zachazewskidolph JE, Kessler M. (2007), Scientific foundations and principles of practice in musculoskeletal rehabilitation, W.B. Saunders, Philadelphia. 39. Magee DJ. (2013), Orthopaedic Physical Assessment (Musculoskeletal Rehabilitation), 6 th Edition, Saunders. 40. Malanga G.A., Nadler S. (2006). Musculoskeletal physical examination: an evidence - based approach. Elsevier Mosby, Philadelphia. 41. Petty N.J. (2006). Neuromusculoskeletal examination and assessment: a handbook for therapists. Elsevier / Churchill Livingstone, Edinburgh. 42. Refshauge K.M., Gass E.M. (2004). Musculoskeletal physiotherapy: clinical science and evidence -based practice. 2nd ed. Butterworth-Heinemann, Edinburgh. 43. Salter R.B. (1999). Textbook of disorders and injuries of the musculoskeletal system. 3rd ed. Lippincott Williams and Wilkins, Philadelphia.

44. Tidswell M E. (1998). Orthopaedic physiotherapy. Mosby, London.
45. Voight L.M., Hoogenbo B.J. (2007). Musculoskeletal interventions: techniques for therapeutic exercise. McGraw-Hill, Medical, New York.
46. Wiggins C.E. (2007). A concise guide to orthopaedic and musculoskeletal impairment ratings. Lippincott Williams & Wilkins, Philadelphia.
- Related academic journals:
▪ Musculoskeletal Science and Practice
▪ Journal of Orthopaedic and Sports Physical Therapy
▪ Journal of Manual and Manipulative Therapy
▪ Australian Journal of Physiotherapy
▪ Clinical Rehabilitation
▪ Physical Therapy
▪ Physiotherapy
▪ Archives of Physical Medicine and Rehabilitation
▪ Physiotherapy Theory and Practice
▪ Physiotherapy Research International

COURSE OUTLINE**PRINCIPLES OF NEUROLOGICAL PHYSIOTHERAPY****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_502	SEMESTER	5 th
COURSE TITLE	PRINCIPLES OF NEUROLOGICAL PHYSIOTHERAPY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	2	5	
TUTORIALS	1		
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized Background /Mandatory module		
PREREQUISITE COURSES:	-		
DEPENDENT COURSES:	• Clinical Practice in Physiotherapy (8 ⁰)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

Learning outcomes

<p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>At the end of this module the students will be able to:</p> <ul style="list-style-type: none"> • Understand the principles of the physiotherapy assessment and therapeutic interventions of neurological patients. • Present an in depth knowledge of the motor nervous system organization and the motor and somatosensory deficits presented following any disruption of the motor control hierarchy. • Critically analyze and discuss the differential diagnosis between central and peripheral signs and symptoms • Understanding the fundamental principles governing neurological rehabilitation based on evidence-based approaches and new scientifically documented techniques • Recognize valid and reliable assessment tools for the differential diagnosis and assessment of motor, somatosensory and cognitive functions of the neurological patient and to apply them appropriately in order to deepen and promote their knowledge in the field of physiotherapeutic evaluation of a neurological patient • Critically select the appropriate physiotherapy and rehabilitation programmes based on a clinical reasoning approach by setting realistic, achievable and patient-based targets 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
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<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
<ul style="list-style-type: none"> ▪ Search for, analysis and synthesis of data and information, with the use of the necessary technology ▪ Decision making ▪ Working independently ▪ Team work ▪ Working in an international and an interdisciplinary environment ▪ Production of new research ideas ▪ Respect for difference and multiculturalism ▪ Showing social, professional and ethical responsibility and sensitivity to gender issues ▪ Criticism and self-criticism 																			

- Production of free, creative and inductive thinking

3. SYLLABUS

In the **lectures**, the basic principles of intervention in neurological patients as well as scientific data on therapeutic approaches are taught. Clinical and laboratory evaluation tools for neurological patients and functional assessment scales are also presented. Injuries and syndromes of upper and lower motor neuron and clinical disorders of muscle tone, extrapyramidal syndromes are discussed in order the student to become aware of the theoretical frameworks for development of the most important therapeutic interventions such as Bobath, PNF, Brunstrom, motor control, virtual reality etc. Additionally, motor control training - promoting the acquisition of functional activities - skills, forced use, and in addition, the somatosensory - cognitive perceptual deficits are analyzed. In addition, case studies are presented and therapeutic interventions are proposed, based on the latest research data.

In the **tutorials**, basic clinical and laboratory tools for the assessment of neurological patients and selected techniques of the most important neurotherapeutic interventions such as Bobath, PNF and others are implemented. Examples from case studies are also analyzed by setting goals for therapeutic interventions.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint presentations, e-discussions via the e-class educational platform, videos etc.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Theoretical part (lectures & tutorials)	130
	Lectures interactive teaching, project work	50
	Independent -non-directed (personal) study	30
	seminars, clinical presentations	20
	problem-solving activities, exercises	30
	Course total	130
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work,</i>	Theoretical part: Multiple choice questionnaires, short-answer questions, open-ended questions, problem solving exercise, written assignments. The assessment of the theoretical part will take place at the end of each semester with written exams.	

<p><i>essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will be provided by the tutor and agreed by the student.</p> <p>Language of evaluation: Greek & English (for Erasmus students)</p>
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5. ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography (Greek):</i></p> <p>24. Shumway-Cook & Woollacot (2011). Κινητικός έλεγχος από την έρευνα στη κλινική πράξη, Broken Hill, Αθήνα</p> <p>25. Deborah Nichols-Larsen (2017) Νευρολογική Αποκατάσταση: Νευροεπιστήμη και Νευροπλαστικότητα στην Εφαρμοσμένη Φ/Θ, Κωνσταντάρας, ΑΘΗΝΑ</p> <p>26. Deborah Nichols-Larsen (2017) Νευρολογική Αποκατάσταση, Κωνσταντάρας, ΑΘΗΝΑ</p> <p>27. Candel, Schwartz, Jessel (2016) Βασικές Αρχές Νευροεπιστημών, Πασχαλίδης, ΑΘΗΝΑ</p> <p>28. Russell (2010) Κλινική Εκτίμηση της Βλάβης των Περιφερικών νεύρων, Κωνσταντάρας, ΑΘΗΝΑ</p> <p>29. Kessler Martin (2014), Φυσικοθεραπευτικές Παρεμβάσεις σε Ασθενείς με Νευρολογικές Παθήσεις Κωνσταντάρας, ΑΘΗΝΑ</p> <p><i>- Suggested bibliography (English):</i></p> <p>1. Siegel A & Sapru H (2015) Essential Neuroscience 3rd ed. Lippincott Williams & Wilk Wilkins, Philadelphia.</p> <p>2. Simpkins CA (2013) Neuroscience for Clinicians, Springer, New York</p> <p>3. Waxman SG (2016) Clinical Neuroanatomy 28th ed. McGraw Hill Education</p> <p>4. Carpenter R & Reddi B (2012) Neurophysiology, a conceptual approach 5th ed., Hodder Arnold. UK</p> <p>5. Jones KJ (2011) Neurological assessment. A clinician's guide, Churchill Livingstone Elsevier, Endiburg</p> <p>6. Snell RS (2010), Clinical Neuroanatomy 7th ed., Lippincott Williams & Wilkins, Philadelphia.</p> <p><i>- Related academic journals:</i></p> <p>17. Journal of Clinical Neuroscience</p> <p>18. Nature Reviews Neuroscience</p> <p>19. Neurorehabilitation and Neural Repair</p> <p>20. Brain and Behavior</p>

COURSE OUTLINE**MANIPULATIVE PHYSIOTHERAPY****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_503	SEMESTER	5th
COURSE TITLE	MANIPULATIVE PHYSIOTHERAPY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS (ECTS)	
LECTURES	2	5	
LABORATORY EXERCISE	1		
CLINICAL PRACTICE	1		
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized knowledge - skills development /Mandatory module		
PREREQUISITE COURSES:	-		
DEPENDENT COURSES:	• Clinical Practice in Physiotherapy (8th)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>At the end of this module the students will be able to:</p> <ul style="list-style-type: none"> ▪ assess the quality of motion of the big extremity joints (hip, knee, shoulder, elbow etc.) and spinal joints (cervical, lumbar etc.) and obtain specialized skills in joint palpation ▪ obtain an evidence-based approach in manipulative therapy ▪ evaluate and understand the physiological (normal) from the non-physiological (abnormal) joint motion and develop clinical skills in detecting the tissues responsible for the restricted motion and/or pain (i.e. neurogenic versus somatic pain etc.) ▪ evaluate and comprehend the severity of each patient status (i.e. highly irritable patients, red flag signs etc.), and be able to organize a safe treatment plan for each one ▪ set realistic treatment aims, choose appropriate and evidence-based manipulative therapy techniques for each clinical case and be able to follow through each case as well as alter treatment accordingly 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>Others...</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>		<i>Respect for difference and multiculturalism</i>	<i>Adapting to new situations</i>	<i>Respect for the natural environment</i>	<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Working independently</i>	<i>Criticism and self-criticism</i>	<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an international environment</i>	<i>.....</i>	<i>Working in an interdisciplinary environment</i>	<i>Others...</i>	<i>Production of new research ideas</i>	<i>.....</i>
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<i>Working independently</i>	<i>Criticism and self-criticism</i>																		
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an international environment</i>	<i>.....</i>																		
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>																		
<i>Production of new research ideas</i>	<i>.....</i>																		
<ul style="list-style-type: none"> ▪ Search for, analysis and synthesis of data and information, with the use of the necessary technology ▪ Decision making ▪ Working independently ▪ Working in an international and an interdisciplinary environment ▪ Production of new research ideas 																			

- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. SYLLABUS

The syllabus of the **theoretical part** of this module focusses on a) the clinical distinction (differential diagnosis) between the passive (non-contractile) anatomical structures (i.e. joint capsule, ligaments, joints etc.) and the active (contractile) structures (muscles), which can all be responsible for joint limitation, b) basic principles of osteokinematics and arthrokinematics of the trunk and extremities, c) the comprehension of the basic types of joint mobilization and their contribution to the assessment of joint motion, d) the knowledge of basic rehabilitation principles for joint and periarticular dysfunctions by the use of manipulative therapy techniques and the comprehension of their mechanisms of action (i.e. neurophysiological, mechanical mechanisms etc.), e) the introduction of the most popular manipulative therapy approaches (i.e. Maitland, Kaltenborn etc.), and f) the assessment and treatment approach of neuromusculoskeletal problems which are due to peripheral nervous system mechanical behaviour (pathomechanics).

The syllabus for the **laboratory part** of the module focusses on a) the clinical differentiation between contractile and non-contractile structures of the human body, b) the clinical evaluation of passive joint movement (motion limitations, painful signs, 'end-feel' etc), c) the application of three basic types of joint manipulative therapy techniques; passive physiological mobilization, passive accessory mobilization and mobilization with movement at each body area for weither assessment or therapeutic purposes, d) the assessment of the mechanical behavior of the peripheral nerves, e) the selection of the most appropriate manipulative therapy techniques and their parameters for particular neuromusculoskeletal dysfunctions.

The **clinical section** of this module encompasses the aforementioned teaching material which is applied in pragmatic situations (i.e. people with painful musculoskeletal disorders /dysfunctions) and is constantly under the supervision of the clinical tutor.

The joints covered in this module for the extremities and trunk are: shoulder and elbow complex, wrist and hand, hip, knee, ankle, foot as well as cervical, thoracic and lumbar spine (in brief).

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint presentations, e-discussions via the e-class educational platform, videos, use of anatomical models etc.	
TEACHING METHODS	Activity	Semester workload
	Theoretical part (lectures)	80

<p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Lectures, seminars, clinical presentations, interactive teaching, project work	50
	Independent (personal) study	30
	Practical parts (Laboratory & Clinical):	60
	Laboratory exercises, practical applications in small groups or pairs of students	30
	Clinical exercises in small groups of people presenting with musculoskeletal dysfunctions	30
	Course total	140
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Theoretical part: Multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report (depending on the tutor's decision at the beginning of the semester). The assessment of the theoretical part will take place at the end of each semester with written exams. The tutor has also the option to give provisional essays/reports throughout the semester, which will account for 20% of the grade of the theoretical part.</p> <p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will provided by the tutor and agreed by the student.</p> <p>Laboratory & Clinical parts: Oral /practical examination in each laboratory (clinical) exercise, tested on models, healthy volunteers or symptomatic volunteers. The safety, skill, effectiveness, knowledge, technique and overall performance will be evaluated.</p> <p>Student performance and evaluation for the practical (laboratory & clinical) part of the module will take place throughout the whole semester (weekly during the practicals), as well as within set times at the end of the semester and maybe in the middle of it (tutor will inform students early on this).</p> <p>Language of evaluation: Greek & English (for Erasmus students)</p>	

5. ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i>	
(Greek)	
<ol style="list-style-type: none"> 1. Κιτσούλης Γ. (1999). Manual Therapy. Εξέταση-Αξιολόγηση του Μυοσκελετικού Συστήματος, Ιωάννινα. 2. Πετρούτσος Σ. (2004). Δια των χειρών θεραπεία της σπονδυλικής στήλης και των πλευρών. Επιστημονικές εκδόσεις Παρισιάνου, Αθήνα. 3. Brotzman & Wilk (2011). Ορθοπαιδική αποκατάσταση στην κλινική πράξη , Ιατρικές Εκδόσεις Κωνσταντάρας, Αθήνα. 4. Kisner C., Colby L.A. Θεραπευτικές Ασκήσεις. Βασικές Αρχές και Τεχνικές, (Μετάφραση Αγγλικής Έκδοσης), Ιατρικές Εκδόσεις Σιώκη, Θεσσαλονίκη, 2003. 5. Mulligan B.R. (2006). Θεραπευτικοί Χειρισμοί 'Nags', 'Snags', 'MWM', (Μετάφραση Αγγλικής Έκδοσης), De Novo, Θεσσαλονίκη. 6. Schomacher J. (2011) Ειδικές Τεχνικές Κινητοποίησης στο Μυοσκελετικό Σύστημα. Αξιολόγηση και Αντιμετώπιση», Ιατρικές Εκδόσεις Κωνσταντάρας, Αθήνα. 	
(English)	
<ol style="list-style-type: none"> 7. Aad van der El. (2010) Orthopaedic manual therapy diagnosis: spine and temporomandibular joints. Jones and Bartlett publishers, Boston. 8. Boyling J.D., Palastanga N. (1994). Grieve's Modern Manual Therapy. 2nd ed. Churchill Livingstone, London. 9. Butler, D.S. (2000). The Sensitive Nervous System. Noigroup publications, Australia. 10. Edmond S. (1992). Manipulation & Mobilization. Extremity & Spinal Techniques. Mosby, USA. 11. Greenman PE (2003). Principles of manual medicine. 3rd ed. Lippincott Williams & Wilkins, Philadelphia. 12. Jones M.A., Rivett D.A. (2004). Clinical reasoning for manual therapists. Butterworth-Heinemann, Edinburgh. 13. Kaltenborn F.M. (1970). Mobilisation of the Spinal Column. New Zealand University Press, Wellington. 14. Kaltenborn F.M., Evjenth O., Kaltenborn T.B., Morgan D., Vallowitz E. (1999). Manual Mobilization of the joints. The extremities. Olaf Norlis Bokhandel, Oslo. 15. Kaltenborn F.M., Evjenth O., Kaltenborn T.B., Vallowitz E. (1993). The spine. Basic evaluation and mobilization techniques. Olaf Norlis Bokhandel, Oslo. 16. Kisner C., Colby L.A. (2007). Therapeutic Exercise. Foundations and Techniques. 5th ed. F. A. Davis Company, Philadelphia. 17. Maitland et al. (2001). Maitland's Vertebral Manipulation. 6th ed. Butterworth-Heinemann, Oxford. 18. Makofsky HW. (2003) Spinal manual therapy: an introduction to soft tissue mobilization, spinal manipulation, therapeutic and home exercises. Slack, New Jersey. 19. Mulligan B.R. (1995). Manual Therapy "Nags", "Snags", "MWM" etc. Plane View Services Ltd. 3rd Ed. New Zealand. 20. Olson KA. (2009), Manual physical therapy of the spine, Saunders, Missouri. 21. Petty N.J. (2006). Neuromusculoskeletal examination and assessment: a handbook for therapists. Elsevier / Churchill Livingstone, Edinburgh. 22. Shacklock M.O. (2005). Clinical neurodynamics: a new system of musculoskeletal treatment. Elsevier Butterworth-Heinemann, Edinburgh. 	
- Related academic journals:	
<ul style="list-style-type: none"> ▪ Musculoskeletal Science and Practice ▪ Journal of Manual and Manipulative Therapy ▪ Physiotherapy ▪ Journal of Manipulative and Physiological Therapeutics ▪ Chiropractic and Manual Therapies ▪ Journal of Chiropractic Medicine ▪ Physical Therapy 	

COURSE OUTLINE**PATHOKINESIOLOGY****1. GENERAL**

SCHOOL	SCHOOL OF HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_504	SEMESTER	5 th
COURSE TITLE	PATHOKINESIOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	2	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of</i>

<p><i>the European Higher Education Area</i></p> <ul style="list-style-type: none"> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>After the completion of the course, students will:</p> <ul style="list-style-type: none"> ▪ know the basics of neurophysiology of human motion ▪ be aware of the possible causes for common deviations from normal motion ▪ recognise the pathokinesiological consequences of a local deficit to the total bio-kinetic chain ▪ to comprehend and explain the key causative factors for pathokinematics in each anatomic structure ▪ be able to assess the importance of kinematic abnormalities ▪ be able to select the appropriate method for treating pathokinesiology and assess the margin for functional improvement 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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	<i>.....</i>																		
<ul style="list-style-type: none"> ▪ Search for, analysis and synthesis of data and information, with the use of the necessary technology ▪ Adapting to new situations ▪ Decision-making ▪ Working independently ▪ Team work ▪ Production of free, creative and inductive thinking ▪ Production of new research ideas 																			

3. SYLLABUS

The syllabus consists of the neuromechanical basis of human kinesiology, of analysis of muscle synergies for common activities like throwing, grasping, climbing, walking, running and other functional activities. In addition, characteristic patterns of pathological motion will be analysed in the areas of musculoskeletal pathology and neural injuries & diseases. The kinematic deviations post-surgically will be also addressed, as well as the pathokinesiology resulting from tendinous, joint, bony or muscle acute and chronic conditions.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> ▪ Power point presentations ▪ Use of artificial cross-sections ▪ Video analysis 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester Workload (ECTS)
	Theoretical part (Lectures):	110
	Lectures, interactive training	50
	Seminars, analysis of clinical cases	20
	Non-directed study	40
	Total (25-30 hours per ECTS unit)	110
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment methods: Theoretical part: Multiple choice, short-answer questions, practical examples analysis, essays (potential assessment methods decided by the examiner) Practical part: Oral examination on examples of applied motions	

5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ol style="list-style-type: none"> 1. <i>Kinesiology: The Mechanics and Pathomechanics of Human Movement.</i> C.A.Oatis. LWW; Second, North American edition 2008 2. <i>Kinesiology of the Musculoskeletal System : Foundations for Rehabilitation 3rd revised ed.</i> D.A. Neumann. Mosby 2016 3. <i>Kinesiology. Application to pathological motion.</i> G. Soderberg, Lippincott Williams & Wilkins. 1996

4. *Applied Kinesiology, Revised Edition: A Training Manual and Reference*, R. Frost, North Atlantic Books, Berkeley, California 2013

- Related academic journals:

24. *Journal of Human Kinetics*
25. *International Journal of Fundamental and Applied Kinesiology*
26. *Journal of Electromyography and Kinesiology*
27. *Clinical Kinesiology*

COURSE OUTLINES

6TH SEMESTER



COURSE OUTLINE**CLINICAL MUSCULOSKELETAL PHYSIOTHERAPY II****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_601	SEMESTER	6th
COURSE TITLE	CLINICAL MUSCULOSKELETAL PHYSIOTHERAPY II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS (ECTS)	
LECTURES	2	9	
TUTORIAL	1		
CLINICAL PARCTICE	6		
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized knowledge - skills development /Mandatory module		
PREREQUISITE COURSES:	<ul style="list-style-type: none"> • Physiology (1st) • Anatomy of the Musculoskeletal System (1st) • Pathophysiology-Basic Principles Of Internal Medicine (2nd) • Kinesiology of the Trunk (1st) • Kinesiology of the Extremities (2nd) 		
DEPENDED COURSES:	<ul style="list-style-type: none"> • Clinical Practice in Physiotherapy (8th) 		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		

COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134
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2. LEARNING OUTCOMES

Learning outcomes																			
<p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>At the end of this module the students will be able to:</p> <ul style="list-style-type: none"> ▪ assess musculoskeletal disorders of the spinal column and learn to utilize evidence-based knowledge and to develop critical thinking in order to choose the most appropriate physiotherapeutic methods, techniques and exercise programmes ▪ apply thorough, safe and appropriate (for each clinical situation) post-operative therapeutic programmes for musculoskeletal injuries and dysfunctions of the spine and pelvis ▪ assess human posture, comprehend its weaknesses in each clinical case and effectively contribute to postural re-education ▪ become familiar and confident with the physiotherapy approach of any kind of spinal orthopedic patient as well as develop a satisfactory therapist-patient relationship 																			
General Competences																			
<p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; vertical-align: top;"><i>Project planning and management</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Adapting to new situations</i></td> <td style="vertical-align: top;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Decision-making</i></td> <td style="vertical-align: top;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Working independently</i></td> <td style="vertical-align: top;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Team work</i></td> <td style="vertical-align: top;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Working in an international environment</i></td> <td style="vertical-align: top;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Working in an interdisciplinary environment</i></td> <td style="vertical-align: top;"><i>.....</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Production of new research ideas</i></td> <td style="vertical-align: top;"><i>Others...</i></td> </tr> <tr> <td></td> <td style="text-align: center;"><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
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<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
<ul style="list-style-type: none"> ▪ Search for, analysis and synthesis of data and information, with the use of the necessary technology ▪ Decision making ▪ Working independently 																			

- Team work
- Working in an international and an interdisciplinary environment
- Production of new research ideas
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. SYLLABUS

The syllabus of the **theoretical part** of this module (lectures, tutorials etc.) focusses on the assessment and physiotherapeutic rehabilitation of the following clinical thematic sections for the spine and pelvis: a) degenerative conditions (i.e. spinal stenosis, spondyloarthopathies), b) rheumatological diseases (i.e. ankylosing spondylitis), c) various chronic syndromes and dysfunctions (i.e. low back pain/ sciatica of mechanical origin, spondylolysis-spondylolisthesis, cervico-brachial syndrome etc.), d) pre-operative and postoperative situations (i.e. discectomies, spinal fusions, laminectomies, arthroscopic repairs etc.), and e) postural problems (i.e. scoliosis). Particular emphasis will be given to the postoperative rehabilitation of the aforementioned situations as well as the evidence-based application of the most appropriate physiotherapeutic methods, techniques and therapeutic exercise programmes for the patients' early and long-term rehabilitation (with respect to the stages of tissue healing).

The **clinical part** of this module focusses on the teaching and the practical application of clinical assessment methods and therapeutic exercises for the rehabilitation of the aforementioned conditions. Additionally, emphasis will be given on the application of evidence-based methods and techniques for the within-hospital, early and long-term post-operative physiotherapy of patients suffering from any of the above spinal conditions. The main part of this clinical section will take place in pragmatic clinical situations, such as hospitals, rehabilitation centres, special clinics or nursing homes and will be under the supervision of the clinical tutor.

The areas covered in this module encompass the spine (cervical, thoracic and lumbar spine), the pelvic girdle (sacrum, sacroiliac joints, pubic symphysis) and the temporomandibular joint (brief reference).

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face
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<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Powerpoint presentations, e-discussions via the e-class educational platform, videos, use of anatomical models etc.	
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p style="text-align: center;">Activity</p>	<p style="text-align: center;">Semester workload</p>
	<p>Theoretical part (lectures & tutorials)</p>	<p style="text-align: center;">80</p>
	Lectures, seminars, clinical presentations, interactive teaching, project work	<p style="text-align: center;">50</p>
	Independent (personal) study	<p style="text-align: center;">30</p>
	<p>Clinical part: Clinical exercises, practical applications in small groups or pairs of volunteers and/or across patients in clinical environments (i.e. hospitals, nursing homes, rehabilitation centres, special schools etc.)</p>	<p style="text-align: center;">130</p>
<p>Course total</p>	<p style="text-align: center;">210</p>	
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Theoretical part: Multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work.</p> <p>The assessment of the theoretical part will take place at the end of each semester with written exams. At the discretion of the tutor, it may be possible to assign optional work during the course of the semester to be taken into account in the final score.</p> <p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will provided by the tutor and agreed by the student.</p> <p>Clinical part: Oral /practical examination in each clinical exercise, tested on volunteers, whereas, the biggest part of the practical examination will take place on symptomatic volunteers and patients (clinical environment). Safety, clinical skill, effectiveness, knowledge, technique and overall performance will be evaluated.</p> <p>Student performance and evaluation for the practical (clinical) part of the module will take place throughout the whole semester (weekly during the practical sessions)</p>	

	in the clinical environment), as well as within set times at the end of the semester. Language of evaluation: Greek & English (for Erasmus students)
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5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:	
(Greek)	
	21. Κοτσαηλιάς Δ. (2008). Φυσικοθεραπεία σε παθήσεις του μυοσκελετικού συστήματος, University Press. 22. Λαμπίρης Η.Ε. (2003). Ορθοπαιδική και Τραυματολογία. Ιατρικές Εκδόσεις Πασχαλίδη, Αθήνα. 23. Horpenfeld S. (2000) Ορθοπεδική Νευρολογία (Μετάφραση Αγγλικής Έκδοσης), Ιατρικές Εκδόσεις Παρισιάνου, Αθήνα. 24. Brotzman & Manske (2015). Ορθοπαιδική αποκατάσταση στην κλινική πράξη , Ιατρικές Εκδόσεις Κωνσταντάρας, Αθήνα. 25. Hoogenboom BJ, Voight ML, Prentice (2015), Φυσικοθεραπευτικές Παρεμβάσεις στο Μυοσκελετικό Σύστημα, Ιατρικές Εκδόσεις Κωνσταντάρας, Αθήνα. 26. Horpenfeld S. (2008). Φυσική εξέταση της σπονδυλικής στήλης και των άκρων (Μετάφραση αγγλικής έκδοσης -Physical examination of the spine and extremities), Ιατρικές Εκδόσεις Παρισιάνου, Αθήνα. 27. Hougloum P. (2018), Κινησιοθεραπεία-Θεραπευτικές Ασκήσεις για Μυοσκελετικές Παθήσεις, Broken Hill, Αθήνα. 28. Kinsner C., Colby L.A. Θεραπευτικές Ασκήσεις. Βασικές Αρχές και Τεχνικές, (Μετάφραση Αγγλικής Έκδοσης), Ιατρικές Εκδόσεις Σιώκη, Θεσσαλονίκη, 2003. 29. Miller Mark D. (2017) Review Ορθοπαιδικής, Ιατρικές Εκδόσεις Κωνσταντάρας, Αθήνα. 30. Todd JA. (2006). Κλινική εξέταση της σπονδυλικής στήλης (Μετάφραση αγγλικής έκδοσης -Physical examination of the spine), Εκδόσεις Πασχαλίδης Π.Χ, Αθήνα.
(English)	
	47. Bogduk N. (2005), Clinical anatomy of the lumbar spine and sacrum, Churchill Livingstone, Edinburgh. 48. Braddom R. L. (2002). Practical guide to musculoskeletal disorders: diagnosis and rehabilitation. 2nd ed. Butterworth-Heinemann, Boston. 49. Cleland J. (2005). Orthopaedic clinical examination: an evidence-based approach for physical therapists. Icon Learning Systems, Carlstadt, N.J. 50. Hertling D. (2006). Management of common musculoskeletal disorders: physical therapy principles and methods. 4th ed. Lippincott Williams & Wilkins, Philadelphia. 51. El, Aad van der (2010). Orthopaedic manual therapy diagnosis: spine and temporomandibular joints, Jones and Bartlett publishers, Boston. 52. Jones M.A., Rivett D.A. (2004). Clinical reasoning for manual therapists. Butterworth-Heinemann, Edinburgh. 53. Kesson M, Atkins E. (2005). Orthopaedic medicine: a practical approach. 2nd ed. Elsevier / Butterworth - Heinemann, Edinburgh. 54. Liebensohn C. (2007). Rehabilitation of the spine: a practitioner's manual Lippincott Williams & Wilkins, Philadelphia. 55. Magee DJ, Zachazewskidolph JE, Kessler M. (2007), Scientific foundations and principles of practice in musculoskeletal rehabilitation, W.B. Saunders, Philadelphia. 56. Magee DJ. (2013), Orthopaedic Physical Assessment (Musculoskeletal Rehabilitation), 6 th Edition, Saunders.

	<p>57. Malanga G.A., Nadler S. (2006). Musculoskeletal physical examination: an evidence - based approach. Elsevier Mosby, Philadelphia.</p> <p>58. McKenzie R, May S. (2006). The cervical & thoracic spine: mechanical diagnosis & therapy, Spinal Publications New Zealand.</p> <p>59. Petty N.J. (2006). Neuromusculoskeletal examination and assessment: a handbook for therapists. Elsevier / Churchill Livingstone, Edinburgh.</p> <p>60. Refshauge K.M., Gass E.M. (2004). Musculoskeletal physiotherapy: clinical science and evidence -based practice. 2nd ed. Butterworth-Heinemann, Edinburgh.</p> <p>61. Salter R.B. (1999). Textbook of disorders and injuries of the musculoskeletal system. 3rd ed. Lippincott Williams and Wilkins, Philadelphia.</p> <p>62. Tidswell M E. (1998). Orthopaedic physiotherapy. Mosby, London.</p> <p>63. Voight L.M., Hoogenbo B.J. (2007). Musculoskeletal interventions: techniques for therapeutic exercise. McGraw-Hill, Medical, New York.</p> <p>64. Wiggins C.E. (2007). A concise guide to orthopaedic and musculoskeletal impairment ratings. Lippincott Williams & Wilkins, Philadelphia.</p>
	<p>- Related academic journals:</p> <ul style="list-style-type: none"> ▪ Musculoskeletal Science and Practice ▪ Journal of Orthopaedic and Sports Physical Therapy ▪ Journal of Manual and Manipulative Therapy ▪ Australian Journal of Physiotherapy ▪ Clinical Rehabilitation ▪ Physical Therapy ▪ Physiotherapy ▪ Physiotherapy Theory and Practice ▪ Physiotherapy Research International ▪ Spine ▪ European Spine Journal ▪ Journal of Back & Musculoskeletal Rehabilitation

COURSE OUTLINE**CLINICAL PAEDIATRIC PHYSIOTHERAPY****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_602	SEMESTER	6 th
COURSE TITLE	CLINICAL PAEDIATRIC PHYSIOTHERAPY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	9
TUTORIALS		1	
CLINIC PRACTICE		6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised knowledge-skills development		
PREREQUISITE COURSES:	<ul style="list-style-type: none"> • Kinesiology of the Trunk (1st) • Kinesiology of the Extremities (2nd) • Anatomy of The Nervous System and Organs (1st) • Neurology (3rd) 		
DEPENDENT COURSES:	<ul style="list-style-type: none"> • Clinical Practice in Physiotherapy (8th) 		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek, English for Erasmus students		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES**Learning outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will

<p><i>acquire with the successful completion of the course are described.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																	
<p>After the completion of the course the students will be able to:</p> <ul style="list-style-type: none"> ▪ know in depth the main disorders due to lesions of the Central and Peripheral Nervous System (CNS and PNS) of babies and children as well as know the sensory-motor disabilities of these disorders ▪ know in depth the main disorders due to musculoskeletal lesions. e.g. juvenile rheumatoid arthritis ▪ assess the various sensory, motor and functional impairments or disabilities of babies and children with lesions of the CNS and PNS and of the musculoskeletal system ▪ know in depth the typical development of neonates, babies and children ▪ select and apply reliable and valid outcome measures for babies and children with lesions of the CNS and PNS and of the musculoskeletal system ▪ know in depth the main therapeutic approaches used for children ▪ set realistic therapeutic aims for children with motor disabilities due to lesions of the nervous system and of the musculoskeletal system ▪ apply exercises based on the main approaches used for babies/children ▪ apply appropriate exercises safely ▪ recognize that each therapeutic programme should be individualized for a particular baby/child 																	
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....Others...</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....Others...</i>	<i>Production of new research ideas</i>	<i>.....</i>
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<i>Production of new research ideas</i>	<i>.....</i>																
<p>Adapting to new situations Decision-making Working independently Team work</p>																	

Working in an interdisciplinary environment
Project planning and management
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

3. SYLLABUS

Lecture:

Students study the development of the brain during the embryo life, factors that affect the normal development of the brain and the typical non-typical development of the child. Presentations of gross motor, quality of posture-movement and daily living activities outcome measures also takes place. Students also study about high risk neonates, the causes of cerebral palsy (CP), and the general characteristics of CP. In particular, description in depth of the clinical features and therapeutic aims for hemiplegic, diplegic, tetraplegic, athetoid and ataxic CP. Also, description in depth of the clinical features and therapeutic aims for (infant) brachial plexus lesion, spina bifida, muscular dystrophy, and Down syndrome, while neuromuscular scoliosis, torticollis and juvenile rheumatoid arthritis are separately studied. Students also study in depth the various evidence-based physiotherapy approaches used for babies/children with sensory-motor disabilities (principles and examples of exercises); especially, Bobath (NDT), Vojta, Conductive education, Motor learning, Sensory integration, and Constrained-induced approaches. Students also study in depth the causes/consequences of hip dislocation, and the management of musculoskeletal deformities (e.g. positioning, standing frames, and splints). Management of spasticity is studied in depth as well as the various types of surgeries due to lower limb muscle shortening/imbalance in CP. Hand function is also studied as well as the role of vision in movement. Finally, case studies are discussed with students.

In the practical part (clinic):

Observation of typical motor development from 1st to 12th month, of righting and equilibrium reactions, and of primary reflexes. Assessment using the Gross Motor Function Measure, assessment of muscle tone, and quality of movement. Study of particular posture and motor patterns and activity limitations of children with hemiplegic, diplegic, tetraplegic, athetoid and ataxic CP as well as of children with infant brachial plexus lesion, spina bifida, muscular dystrophy and Down syndrome. Appropriate exercise programmes are practiced for the afore-mentioned motor disorders based primarily in Bobath (NeuroDevelopmental - NDT) approach. Programs are also developed/practiced based on Motor Learning. Finally, study of the neuromuscular scoliosis, torticollis and juvenile rheumatoid arthritis takes place and exercises are practiced for these problems.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> • Discussions in the e-class platform • Videos • Multimedia 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Theoretical part (Lectures-Tutorials):	80
	Lectures, Seminars/case studies, interactive teaching, project)	50
	Non-guided study	30
	Laboratory/Clinical part:	130
	Workshops, clinical practice with patients, practical applications of exercises in small groups of students, assessment of a clinical case.	The individual allocation of the workload by activity is determined by the responsible teacher
Course Total (25 hours of workload per credit)	210	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation: Lecture part: Multiple choice questions, Questions of short answers, Problem solving, Questions to elaborate, Written assignment (potential ways of assessment). Assessment of theory takes place at the end of the semester and in September during the 2 nd exams period, using written examination. If the teacher wishes voluntary assignments can be given during the semester and which are taken into account at the student's final grade. For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will be provided by the tutor and agreed by the student. Clinical part: this evaluation takes place during the whole period of the clinic in the various clinical/ therapy places. A significant amount of each student's performance (grade) is based on how he selects the most appropriate exercises and how well he/she can perform the exercises to a child. The student should complete successfully the theoretical and practical (clinical) part of the module in order to accredited the grade for the module.	

	Language of assessment: Greek, English for Erasmus students
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5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Greek bibliography:

1. Levitt S. (2002) Θεραπεία της Εγκεφαλικής Παράλυσης και της Κινητικής Καθυστέρησης. (Μετάφραση Αγγλικής Έκδοσης), Επιστημονικές Εκδόσεις Παρισιάνου, Αθήνα. **(Εύδοξος)**
2. Scrutton D, Damiano D, Mayston M. (2009) Αντιμετώπιση των κινητικών διαταραχών στα παιδιά με εγκεφαλική παράλυση. Επιστημονικές Εκδόσεις Παρισιάνου, Αθήνα

English bibliography:

3. Campell S., Palisano J.R., Vander W.D. Physical therapy for children. 4th Ed, 2012; St Louis,MI: Elsevier Saunders.
4. Dodd K, Imms K, Taylor N. (2010) Physiotherapy and Occupational Therapy for people with Cerebral Palsy: A Problem-Based approach to assessment and management. Mac Keith Press, London
5. Tecklin J (2014) Pediatric Physical Therapy. 5th edition, LWW, Philadelphia
6. Carr J, Sheperd R. (1999). **Physiotherapy in paediatrics**. 3rd ed. Butterworth Heinemann, Oxford.
7. Heidi A., Ilona A.R., Jutta S., Marjukka M., Antti M. (2008). Effectiveness of physical therapy interventions for children with cerebral palsy: A systematic review. *BMC Pediatrics* 2008, 8:1
8. Bly L. (1994) Motor skills Acquisition in the First Year. Therapy Skill Builders, San Antonio, Texas
9. <https://pediatricapta.org/fact-sheets/>

- Related academic journals:

Developmental Medicine and Child Neurology
 Research in Developmental Disabilities
 Pediatric Physical Therapy
 Pediatric Neurorehabilitation
 Pediatrics
 Journal of Physiotherapy
 Pediatric Rheumatology
 Gait and Posture

COURSE OUTLINE

THERAPEUTIC EXERCISE FOR MUSCULOSKELETAL PATHOLOGIES -INJURIES

1. GENERAL

SCHOOL	SCHOOL OF HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_603	SEMESTER	6th
COURSE TITLE	THERAPEUTIC EXERCISE FOR MUSCULOSKELETAL PATHOLOGIES - INJURIES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised knowledge, Skills development		
PREREQUISITE COURSES:	-		
DEPENDENT COURSES:	<ul style="list-style-type: none"> • Clinical Practice in Physiotherapy (8th) 		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK & ENGLISH		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i>
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<ul style="list-style-type: none"> Guidelines for writing Learning Outcomes 	
<p>After the end of this module the students will be able to:</p> <ul style="list-style-type: none"> Understand the mechanical loads distributed and applied to the musculoskeletal system of the human body during the performance of various activities and to interpret their contribution to the development and development of pathological adaptations Know in detail the types, characteristics, the equipment used and the progression techniques of the therapeutic exercises Recognize the aetiological factors of musculoskeletal injuries and apply evidence based practice for their prevention Know the evidence-based techniques of therapeutic exercise for rehabilitating and improving the basic functional somatic abilities (strength, endurance, power, range of motion, neuromuscular control, proprioception, etc.) Be aware of the fundamental principles of musculoskeletal injuries rehabilitation and be able to choose the most appropriate therapeutical exercise techniques based on novel literature. Design evidence-based therapeutic exercise programs that are safe and appropriate for any musculoskeletal injury of the trunk and extremities. Know the evidence-based techniques of therapeutic exercise for the recovery of specialized injuries and pathologies in specific population groups (young and old people, group exercise, exercises in pelvic floor diseases, etc.) 	
General Competences	
<p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p>	

Project planning and management

Production of free, creative and inductive thinking

3. SYLLABUS

The course curriculum focuses on learning the basic techniques of therapeutic exercise in pathologies/diseases and injuries of the musculoskeletal system, paying particular attention to the study of (a) evidence-based methods of joint mobilization (passive-acting) and b) evidence-based techniques and methods of rehabilitation of muscular functional ability (strength, endurance, flexibility, propriety) in major musculoskeletal injuries and pathologies.

More specifically, the course content includes the following topics:

1. Basic Principles of Therapeutic Exercise: Principles, terms, usefulness, forms of healing exercise, techniques, equipment, progressive therapeutic exercises. integration into rehabilitation programs, documentation.
2. Therapeutic exercise for the rehabilitation or enhancement of joint mobility: basic terms, forms of therapeutic exercise, therapeutic exercise equipment, progressive exercises, evidence-based therapeutic exercise programs.
3. Therapeutic exercise for the rehabilitation or enhancement of the muscle strength, endurance and muscle power production: basic terms, forms of healing exercise, therapeutic exercise equipment, progressive exercises, evidence-based therapeutic exercise programs.
4. Therapeutic exercise for the rehabilitation or enhancement of the tissue elasticity-flexibility: basic terms, forms and types of therapeutic exercise, progressive exercises, therapeutic exercise equipment, evidence-based therapeutic exercise programs.
5. Therapeutic exercise for the rehabilitation or enhancement of the joints neuromuscular control-proprioception: basic terms, forms and types of therapeutic exercise, progressive exercises, therapeutic exercise equipment, evidence-based therapeutic exercise programs.
6. Therapeutic exercise in cervical spinal cord injuries: therapeutic exercises for the mobility of cervical spine, stretching, strengthening techniques and neuromuscular control exercises of the cervical spine, evidence-based exercises programs for cervical dysfunctions and pathologies.
7. Therapeutic exercise in thoracic spine dysfunctions and injuries: therapeutic exercises of thoracic mobility, stretching, strengthening and improvement of the thoracic spine neuromuscular control, evidence-based exercises programs for thoracic pathologies and injuries
8. Therapeutic exercise in lumbar spine dysfunctions and injuries: therapeutic exercises of lumbar mobility, stretching, strengthening and improvement of the lumbar spine neuromuscular control, evidence-based exercises programs for lumbar pathologies and injuries
9. Therapeutic exercise in shoulder dysfunctions and injuries: therapeutic exercises of shoulder mobility, stretching, strengthening and improvement of the shoulder neuromuscular control, evidence-based exercises programs for shoulder pathologies and injuries
10. Therapeutic exercise in elbow-hand dysfunctions and injuries: elbow-hand mobility therapeutic exercises, stretching, strengthening and improvement of the elbow-hand

<p>neuromuscular control, evidence-based exercises programs for elbow-hand pathologies and injuries</p> <p>11. Therapeutic exercise in hip-knee dysfunctions and injuries: therapeutic exercises of hip-knee mobility, stretching, strengthening and improvement of the hip-knee neuromuscular control, evidence-based exercises programs for hip-knee pathologies and injuries</p> <p>11. Therapeutic exercise in ankle dysfunctions and injuries: therapeutic exercises of ankle mobility, stretching, strengthening and improvement of the ankle neuromuscular control, evidence-based exercises programs for ankle pathologies and injuries</p> <p>13. Specialized therapeutic exercise for special populations and pathologies: pelvic floor exercises, children and elderly people, group therapeutic exercise programs, aquatic exercises, therapeutic exercise in chronic diseases.</p>

4. TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face to Face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Power point presentations, e-discussions via the e-class educational platform, videos, use of anatomical models etc, practical training applications.	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Lectures	120
	Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, interactive teaching, educational visits.	70
	Seminars/clinical cases presentation	30
	Project, essay writing	20
	Course total	120
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p>	<p>Assessment methods</p> <p>Theoretical part: Multiple Choice evaluation questions, Short Response Questions, Analysis-Presentation of Clinical Events - Practical Problems, Written Work (potential assessment methods selected by the instructor).</p> <p>Assessment Language: Greek and English for Erasmus students</p>	

<p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	
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5. ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <p>in Greek:</p> <ol style="list-style-type: none"> 1. Bryan. Εγχειρίδιο θεραπευτικής άσκησης. Broken Hill Publishers 2. Houglioum Peggy (2018). Κινησιοθεραπεία-Θεραπευτικές Άσκήσεις για Μυοσκελετικές Παθήσεις. Broken Hill Publishers. 3. Brent Brotzman and Kevin E. Wilk. Κλινική Ορθοπαιδική Αποκατάσταση (2014). Εκδόσεις Κωνσταντάρας 4. Αθανασόπουλος (1989). Κινησιοθεραπεία. Αθήνα 5. Kisner C, Colby LA, (2003). Θεραπευτικές ασκήσεις. Βασικές αρχές και τεχνικές. Εκδ. Σιώκης 6. Κοτζαηλιάς Δ (2008). Φυσικοθεραπεία σε κακώσεις του μυοσκελετικού συστήματος, University Studio Press <p>In English:</p> <ol style="list-style-type: none"> 7. David J. Magee, James E. Zachazewski, William S. Quillen (2008). <u>Scientific Foundations and Principles of Practice in Musculoskeletal Rehabilitation (Musculoskeletal Rehabilitation Series)</u>. Saunders. 8. Robert E. McAtee (1999). Facilitated stretching, Human Kinetics. 9. Refshauge K, Gass E (2004). Musculoskeletal physiotherapy, Elsevier. 10. David H. Perrin (1993). Isokinetic exercise and assessment, Human Kinetics. 11. Ellenbecker TS, Davies GJ (2001). Closed kinetic chain exercises: a comprehensive guide to multiple joint exercise, Human Kinetics. 12. Radcliffe J, Farentinos J (2007). High powered plyometrics. 13. White M. Water exercise (1995). Human Kinetics. <p><i>- Related academic journals:</i></p> <p>Journal of Sports Physiotherapy</p> <p>British Journal of Sports Medicine</p> <p>American Journal of Sports Medicine</p> <p>Journal of Science and medicine in Sports</p> <p>Journal of Sports Physical therapy</p>
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COURSE OUTLINE**PHYSIOTHERAPY FOR SPECIAL POPULATIONS****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_604	SEMESTER	6th
COURSE TITLE	PHYSIOTHERAPY FOR SPECIAL POPULATIONS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS (ECTS)
LECTURES		2	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized knowledge - skills development /Mandatory module		
PREREQUISITE COURSES:	-		
DEPENDENT COURSES:	• Clinical Practice in Physiotherapy (8th)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>At the end of this module the students will be able to:</p> <ul style="list-style-type: none"> ▪ have knowledge on the most appropriate physiotherapy approach for the most common problems across special populations (such as children with congenital /hereditary disorders, juvenile chronic arthritis youngsters, diabetics, obesity, pregnancy-related problems, women’s health problems, burns, people with psychiatric disorders, elderly people etc.) ▪ schedule and deliver a carefully thought and evidence-based rehabilitation programme, which is predominantly safe and appropriate for each special case across the special population spectrum ▪ organize and apply appropriate and specific therapeutic exercise group programmes for each special group 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>Others...</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>		<i>Respect for difference and multiculturalism</i>	<i>Adapting to new situations</i>	<i>Respect for the natural environment</i>	<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Working independently</i>	<i>Criticism and self-criticism</i>	<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an international environment</i>	<i>.....</i>	<i>Working in an interdisciplinary environment</i>	<i>Others...</i>	<i>Production of new research ideas</i>	<i>.....</i>
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<i>Working in an interdisciplinary environment</i>	<i>Others...</i>																		
<i>Production of new research ideas</i>	<i>.....</i>																		
<ul style="list-style-type: none"> ▪ Search for, analysis and synthesis of data and information, with the use of the necessary technology ▪ Decision making ▪ Adapting to new situations ▪ Working independently 																			

- Working in an international and an interdisciplinary environment
- Production of new research ideas
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Team work

3. SYLLABUS

The syllabus of the **theoretical part** of this module focusses on the comprehension of the physiotherapy approach which is recommended and evidence-based for the most common problems across special populations. The special population spectrum includes children with congenital /hereditary disorders or mental disability, diabetic people, pregnant women, women with gynecological problems, obese people, amputated populations, patients with burns, children with juvenile chronic arthritis, women's health problems, people with psychiatric disorders, elderly people, blind, deaf etc.

Emphasis will be given into the comprehension of the physical, functional and psychological problems of each special group, and the subsequent approach that should be taken by the physiotherapist. Selected evidence-based treatment methods will be provided for short-,long-term and for the enhancement of their quality of life. Emphasis will also be given on the organization and planning of therapeutic group exercise programmes, which are proven to be effective in certain population samples.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint presentations, e-discussions via the e-class educational platform, videos, use of anatomical models etc.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Activity	Semester workload
	Lectures, seminars, clinical presentations, interactive teaching, project work, tutorials	40
	Educational visits, projects	40
	Independent study	40
	Course total	120

<p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</p>	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Theoretical part: Multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work. At the discretion of the tutor, it may be possible to assign optional work during the course of the semester to be taken into account in the final score (i.e. 20%).</p> <p>The assessment of the theoretical part will take place at the end of each semester with written exams.</p> <p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will be provided by the tutor and agreed by the student.</p> <p>Language of evaluation: Greek & English (for Erasmus students)</p>

5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p>	
(Greek)	
	<ol style="list-style-type: none"> 1. American College of Sports Medicine (2015). ACSM's Αξιολόγηση και Σχεδιασμός Προγραμμάτων Άσκησης, Broken Hill, Κύπρος. 2. Λαμπίρης Η.Ε. (2003). Ορθοπαιδική και Τραυματιολογία. Ιατρικές Εκδόσεις Πασχαλίδη, Αθήνα. 3. Χριστοδούλου Γ.Ν., Κονταξάκης Β.Π. (2000). Η Τρίτη ηλικία. Εκδ. Βήτα, Αθήνα. 4. Dustin JL, Moore GE. (2005). ACSM. Άσκηση σε χρόνιες παθήσεις και αναπηρίες, Ιατρικές Εκδόσεις Πασχαλίδης, Αθήνα. 5. Kisner C., Colby L.A. (2003). Θεραπευτικές Ασκήσεις. Βασικές Αρχές και Τεχνικές. (Μετάφραση αγγλικής Έκδοσης), Ιατρικές Εκδόσεις Σιώκη, Θεσσαλονίκη. 6. Peggie W. (2011). Θεραπευτική Άσκηση σε Ειδικούς Πληθυσμούς, Ιατρικές Εκδόσεις Κωνσταντάρας, Αθήνα.
(English)	
	<ol style="list-style-type: none"> 1. Buckley JP. (2008). Exercise physiology in special populations, Churchill Livingstone. 2. Cheatum B.A., Hammond A. (2000). Physical activities for improving children's learning and behavior: a guide to sensory motor development. Human Kinetics, Champaign, Illinois. 3. Miller P.D. (1995). Fitness programming and physical disability. Human Kinetics, Champaign, Illinois. 4. Mootz D., Bowers LJ. (1999). Chiropractic care of special populations. Maryland : An aspen publication 5. Rimmer J.H. (1993). Fitness and rehabilitation programs for special populations. McGraw-Hill 6. Shepherd R.B. (1995). Physiotherapy in paediatrics. 3rd ed. Butterworth-Heinemann, Oxford.
<p>- Related academic journals:</p> <ul style="list-style-type: none"> ▪ Musculoskeletal Science and Practice 	

- Physiotherapy
- Physical Therapy
- Physiotherapy Theory and Practice
- Physiotherapy Research International
- Journal of Rehabilitation Medicine
- Journal of Orthopaedics and Sports Physical Therapy

COURSE OUTLINES

7TH SEMESTER



COURSE OUTLINE**ADULT CLINICAL NEUROLOGICAL PHYSIOTHERAPY****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_701	SEMESTER	7 th
COURSE TITLE	ADULT CLINICAL NEUROLOGICAL PHYSIOTHERAPY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	2	9	
TUTORIALS	1		
CLINICAL PRACTICE	6		
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized knowledge - skills development /Mandatory module		
PREREQUISITE COURSES:	<ul style="list-style-type: none"> • Kinesiology of the Trunk (1st) • Kinesiology of the Extremities (2nd) • Anatomy of Nervous System and Organs (1st) • Neurology (2nd) 		
DEPENDENT COURSES:	<ul style="list-style-type: none"> • Clinical Practice in Physiotherapy (8th) 		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>At the end of this module the students will be able to:</p> <ul style="list-style-type: none"> • Select and recognize the functional limitations of a neurological adult patient and by utilizing evidence-based knowledge to develop critical thinking in order to choose the most appropriate physiotherapeutic methods, techniques and exercise programmes • Set appropriate and case-based short and long term aims which are specific, applicable, and realistic with the aim to improve the functional ability of the patient • Choose and apply thorough, safe and appropriate (for each clinical situation) methods of neurological rehabilitation • become familiar and confident with the physiotherapy functional scales of assessment • adapt the physiotherapy methods according to the special conditions and requirements of the central nervous system disorders • to communicate with the patient, his carer, the doctor and the multidisciplinary team with the scope to secure the most advanced rehabilitation process 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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<ul style="list-style-type: none"> ▪ Search for, analysis and synthesis of data and information, with the use of the necessary technology ▪ Decision making ▪ Working independently ▪ Team work ▪ Working in an international and an interdisciplinary environment ▪ Production of new research ideas 																			

- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. SYLLABUS

The **theoretical part** of the module focuses to the physiotherapy assessment and rehabilitation of the main symptoms and dysfunctions of the neurological disorders of adult patients: a) stroke, b) traumatic brain injury, c) multiple sclerosis, d) parkinson's disease e) spinal cord injuries, f) cerebellar disorders, g) balance and gait dysfunctions. Particular emphasis is given to evidence-based approaches in regards the neuroplasticity and the neurophysiological adaptations occurred following application of an appropriate rehabilitation program. New evidence-based approaches regarding assessment methods and rehabilitation procedures will be discussed and critically analyzed. Additionally, the connection of the body structures' impairments with the disabilities and the restrictions in participation is discussed in line to the International Classification of Functioning, Disability and Health (ICF).

The **clinical part** focuses on the teaching and the practical application of clinical assessment methods and rehabilitation techniques of the aforementioned conditions. Additionally, emphasis will be given on the application of evidence-based methods and techniques regarding the neurological rehabilitation at the various stages and clinical environments such as the acute care at the Intensive Care Unit, the rehabilitation at the within-hospital yards, and the chronic stage approaches at the rehabilitation centers and/or the home-based care. Special emphasis is given to enhance the ability of the student to adapt the goals setting in line to every patient's conditions and limitations as well as regarding his progression at various stages of the disease.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint presentations, e-discussions via the e-class educational platform, videos, use of anatomical models etc.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Activity	Semester workload
	Theoretical part (lectures & tutorials)	130
	Lectures, seminars, clinical presentations, interactive teaching, project work	100
	Independent -non-directed (personal) study	30
	Clinical part: Clinical exercises, practical applications in small groups or pairs of volunteers and/or across	80

<p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	patients in clinical environments (i.e. hospitals, nursing homes, rehabilitation centres, special schools etc.)	
<p>STUDENT PERFORMANCE EVALUATION</p>	<p>Course total</p>	<p>210</p>
<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Theoretical part: Multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work.</p> <p>The assessment of the theoretical part will take place at the end of each semester with written exams. At the discretion of the tutor, it may be possible to assign optional work during the course of the semester to be taken into account in the final score.</p> <p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will provided by the tutor and agreed by the student.</p> <p>Clinical part: Oral /practical examination in each clinical exercise, tested on volunteers, whereas, the biggest part of the practical examination will take place on symptomatic volunteers and patients (clinical environment). Safety, clinical skill, effectiveness, knowledge, technique and overall performance will be evaluated.</p> <p>Student performance and evaluation for the practical (clinical) part of the module will take place throughout the whole semester (weekly during the practical sessions in the clinical environment), as well as within set times at the end of the semester. The student should complete successfully the theoretical and practical (clinical) part of the module in order to accredited the grade for the module.</p> <p>Language of evaluation: Greek & English (for Erasmus students)</p>	

5. ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography (Greek):</i></p> <p>30. Stokes E.. (2016) Κλινική Διαχείριση στις Νευρολογικές Καταστάσεις, Παρισιάνου, Αθήνα</p> <p>31. Kessler Martin (2014), Φυσικοθεραπευτικές Παρεμβάσεις σε Ασθενείς με Νευρολογικές Παθήσεις Κωνσταντάρας, ΑΘΗΝΑ</p> <p>32. Shumway-Cook & Woollacot (2011). Κινητικός έλεγχος από την έρευνα στη κλινική πράξη, Broken Hill, Αθήνα</p> <p>33. Deborah Nichols-Larsen (2017) Νευρολογική Αποκατάσταση, Κωνσταντάρας, ΑΘΗΝΑ</p>
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34. Barnes MP & Johnson GR (2008) Σύνδρομο Ανώτερου Κινητικού Νευρώνα & Σπαστικότητα, Παρισιάνου, Αθήνα
35. Μπάκας Ελ. (2012) Αποκατάσταση Ασθενή με Βλάβη η Κάκωση Νωτιαίου Μυελού, Κωνσταντάρας, ΑΘΗΝΑ

- Suggested bibliography (English):

7. Lennon S, Ramdharry G, Verheyden G. (2018) Physical Management for Neurological Conditions 4th ed. Elsevier, Poland
8. O' Sullivan SB & Schmitz TJ (2016) Improving Functional Outcomes in Physical Rehabilitation 2nd ed., Davis Company, Philadelphia
9. Martin S., Kessler M. (2016) Neurologic Interventions for Physical Therapy, 3rd ed. Elsevier Saunders.
10. Lennon S., Stokes M. (2008). Pocket book of neurological physiotherapy. Churchill Livingstone. China
11. Umphread DA et al. (2012) Neurological Rehabilitation 6th ed. Elsevier Mosby, USA
12. Jones K. (2011) Neurological Assessment: A Clinician's Guide, Elsevier Churchill Livingstone, Edinburg.
13. Stokes M. & Stack E. (2011). Physical Management for Neurological Conditions 3rd ed., Elsevier Churchill Livingstone, China.

- Related academic journals:

21. International Journal of Neurorehabilitation
22. Neurological rehabilitation
23. Neurorehabilitation and Neural Repair
24. Frontriers in Neurology
25. Archives of Physical Medicine and Rehabilitation
26. Brain
27. Journal of Neurologic Physical Therapy
28. Gait and Posture

COURSE OUTLINE**SPORTS PHYSIOTHERAPY****1. GENERAL**

SCHOOL	SCHOOL OF HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_702	SEMESTER	7th
COURSE TITLE	SPORTS PHYSIOTHERAPY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	5
LABORATORY EXERCISE		1	
CLINICAL PRACTICE		1	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized module-Skills development		
PREREQUISITE COURSES:	-		
DEPENDENT COURSES:	• Clinical Practice in Physiotherapy (8th)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK & ENGLISH		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 															
<p>After the end of this module the students will be able to:</p> <ul style="list-style-type: none"> • Understand the loads distributed to the human body during the performance of sports activities and to interpret their contribution to the development and creation of athletic injuries. • Know in detail the types and tissue healing procedures of sports injuries • Recognize the aetiological factors of sports injuries and apply evidence-based practice techniques for their prevention • Implement successfully documented first aid techniques and acute intervention techniques in sports injuries. • Understand and perform reliable clinical techniques for the evaluation of sports injuries through laboratory examinations and functional • Understand the functional value of the taping methods in sports (elastic bandages, inelastic adhesive tapes, kinesiotaping) • Design and implement evidence-based prevention programs for all types of athletic injuries (muscles, ligaments, tendons, osteochondritis, nerves, etc.) • To design and successfully implement documented physiotherapy programs for all types of athletic injuries (muscles, ligaments, tendons, nerves, etc.) at all stages of their rehabilitation. • Implement effective post-operative rehabilitation programs in cases of arthroscopic correction of articular pathologies in athletes • Understand the value and contribution of hydrotherapy and know how to apply hydrotherapy programs in sports injuries rehabilitation • Integrate the theoretical knowledge into everyday clinical practice in professional and amateur groups and athletes. 															
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>														
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>														
<i>Decision-making</i>	<i>Respect for the natural environment</i>														
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>														
<i>Team work</i>	<i>Criticism and self-criticism</i>														
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>														
<i>Working in an interdisciplinary environment</i>	<i>.....</i>														

<i>Production of new research ideas</i>	<i>Others...</i>

<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p> <p>Project planning and management</p> <p>Production of free, creative and inductive thinking</p>	

3. SYLLABUS

<p>The Sports Physiotherapy module aims to train students in the evaluation and rehabilitation of sports injuries. The main topics of the module concern a) the prevention of injuries through the rehabilitation of predisposing intrinsic (functional asymmetry-imbalance) and extrinsic (environmental) factors of injuries and b) rehabilitation of sports injuries through the implementation of specific progressive rehabilitation programs applicable to each type of a sports injury. Also, students are trained in the application of specialized laboratory and functional tests for the assessment of the athletes' functional capacity as well as for the implementation of specialized techniques of sports practicing, like massage, stretching etc., which are necessary for the athlete.</p> <p>The curriculum of the theoretical part of the module focuses on the following lectures</p> <p>Sports Injury: Types of injuries (acute injuries-overuse injuries, inflammation-pathophysiology, healing).</p> <p>First aid-Acute interventions in sport</p> <p>Flexibility restoration techniques.</p> <p>Strength rehabilitation techniques</p> <p>Mobilization- Manipulation Techniques in sports</p> <p>Neuromuscular control techniques</p> <p>Plyometrics in Sports</p> <p>Taping techniques in Sports</p> <p>Treatment protocols for muscle, ligament and tendons injuries in sports</p> <p>Hydrotherapy in sports</p> <p>Electrotherapy in Sports</p> <p>Functional rehabilitation.</p>
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The curriculum of the practical part of the course includes the following modules:

- First-aid techniques to athletic injuries /First aid emergency situations (CPR), Initial appraisal and first aid in the field (on field), RICE, first aid for specific injuries (urgent respiratory problems, spinal injuries), transfer of patients.
- Assessment of sports injuries of the upper extremity -trunk - techniques and methods of evaluation of athletic injuries of the upper extremity (injuries of muscles, ligamentous tendon injuries), special tests.
- Assessment of sports injuries in lower extremity - techniques and methods of evaluation of athletic injuries of lower limb (muscle injuries, tendon injuries), special tests.
- Sports stretching
- Sports Taping (bandaging/taping/kinesiotaping)
- Proprioception retraining - dynamic stabilization tests. Techniques for improving proprioception. Application of upper and lower limb recovery programs
- Progressive rehabilitation of sports injuries of the upper and lower limb. Basic principles of progressive rehabilitation - plyometric training
- Evidence-based rehabilitation of muscle, ligament, tendon injuries

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power point presentations, e-discussions via the e-class educational platform, videos, use of anatomical models etc, practical training applications.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Theoretical part (lectures)	90
	<i>Lectures, seminars, study and analysis of bibliography, tutorials, interactive teaching, educational visits.</i>	70
	<i>Independent (personal) study Project, essay writing</i>	20
	Practical parts (Laboratory & Clinical)	50
	<i>Laboratory exercises, practical applications in small groups.</i>	25
	<i>Clinical exercises in small groups of people/patients presenting with musculoskeletal dysfunctions</i>	25
	Course total	140
STUDENT PERFORMANCE EVALUATION	Assessment methods Theoretical part: Multiple Choice evaluation questions, Short Response Questions, Analysis-Presentation of Clinical Events -	

<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Practical Problems, Written Work (potential assessment methods selected by the instructor).</p> <p>Assessment Language: Greek and English for Erasmus students</p> <p>Practical-clinical Part: Oral/practical examination in each laboratory-clinical exercise, tested on models and healthy volunteers or patients.</p> <p>Student performance and evaluation for the practical (laboratory & clinical) part of the module will take place throughout the whole semester (weekly during the practicals), as well as within set times at the end of the semester and maybe in the middle of it.</p> <p>Final Grade: The final score incorporates the assessment into each individual teaching activity (eg lectures-essays) and is only given if the students are successfully examined in each activity</p>
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5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>In Greek:</p> <ol style="list-style-type: none"> 1. Φουσεύκης Κ (2015). Εφαρμοσμένη Αθλητική Φυσικοθεραπεία, <u>Ιατρικές Εκδόσεις Π. Χ. Πασχαλίδης</u>2. Πουλμέντης Π (2007). Φυσικοθεραπεία στον Αθλητισμό, Εκδόσεις Καπόπουλος. 3. Prentice W.E. (2007). Τεχνικές Αποκατάστασης Αθλητικών Κακώσεων , Επιστημονικές Εκδόσεις Παρισιάνου. 4. Δεληγιάννης Α. (1997). Ιατρική της άθλησης, University Studio Press. 5. Αμπατζίδης Γ. (2003). Αθλητικές Κακώσεις, University Studio Press. 6. Μπαλτόπουλος Π (2002). Αθλητιατρική Ι,ΙΙ, <u>Ιατρικές Εκδόσεις Π. Χ. Πασχαλίδης</u> <p>In English:</p> <ol style="list-style-type: none"> 7. Wade R.M. (2009). Sports Injuries: A Unique Guide to Self-Diagnosis and Rehabilitation, Churchill Livingstone. 8. Norris Christopher M. (2004). Sports Injuries: Diagnosis and Management, Butterworth-Heinemann 9. Perrin D.H. (1993). Isokinetic exercise and assessment, Human Kinetics. 10. McAtee R.E. (1999). Facilitated stretching, Human Kinetics 11. Ellenbecker TS, Davies GJ. (2001). Closed kinetic chain exercises: a comprehensive guide to multiple joint exercise, , Human Kinetics. 12. Radcliffe J, Farentinos J. (2007). High powered plyometrics. 13. White M. (1995). Water exercise. Human Kinetics 14. Donatelli R. (2007). Sports specific rehabilitation, Churchill Livingstone. 15. Landry G, Bernhardt D. (2003). Essentials of primary care sports medicine, Human Kinetics. 16. Corrigan B, Maitland GD (1994). Musculoskeletal and Sports Injuries, Elsevier. <p><i>Related academic journals:</i></p> <p>Journal of Sports Physiotherapy</p> <p>British Journal of Sports Medicine</p> <p>American Journal of Sports Medicine</p> <p>Journal of Science and medicine in Sports</p> <p>Journal of Sports Physical therapy</p>
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COURSE OUTLINE**DISABILITY AND FUNCTIONAL REHABILITATION****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_703	SEMESTER	7th
COURSE TITLE	DISABILITY AND FUNCTIONAL REHABILITATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS (ECTS)
LECTURES		2	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

Learning outcomes

<p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>At the end of this module the students will be able to:</p> <ul style="list-style-type: none"> • to evaluate serious musculoskeletal-neurological upper and lower limb disorders, • to implement specific functional rehabilitation programs for central and peripheral nervous system disorders; • To make informed choices about the most appropriate therapeutic and rehabilitation programs. 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
<ul style="list-style-type: none"> ▪ Search for, analysis and synthesis of data and information, with the use of the necessary technology ▪ Decision making ▪ Working independently ▪ Team work ▪ Working in an international and an interdisciplinary environment ▪ Production of new research ideas ▪ Respect for difference and multiculturalism ▪ Showing social, professional and ethical responsibility and sensitivity to gender issues ▪ Criticism and self-criticism ▪ Production of free, creative and inductive thinking 																			

3. SYLLABUS

The syllabus of this course focuses on the evaluation and functional rehabilitation of the following clinical theories for the trunk and the extremities: a) lesions - central nervous system diseases; b)

peripheral nerve injuries; c) paraplegia-quadruplegia patients; d) of pre-operative and post-operative conditions e) chronic peripheral nerve diseases chronic peripheral nerve problems etc.). Particular emphasis will be given to the functional rehabilitation of the aforementioned diseases, the particularities of their treatment, as well as the documented application of the most appropriate physiotherapeutic methods and means for their long-term rehabilitation depending on the stage of the disease.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint presentations, e-discussions via the e-class educational platform, videos, use of anatomical models etc.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Theoretical part (lectures & tutorials)	40
	Lectures, seminars, clinical presentations, interactive teaching, project work	40
	Independent (personal) study	30
	Course total	110
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	<p>Theoretical part: Multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work.</p> <p>The assessment of the theoretical part will take place at the end of each semester with written exams. The tutor has also the option to give provisional essays/reports throughout the semester, which will account for a percentage of the grade of the theoretical part.</p> <p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will provided by the tutor and agreed by the student.</p>	

<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Language of evaluation: Greek & English (for Erasmus students)
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5. ATTACHED BIBLIOGRAPHY

<i>- Suggested bibliography:</i>	
(Greek)	
<p>31. Sue Ann Sisto, Erica Druin, Marta Macht Sliwinski (2017) Κακώσεις Νωτιαίου Μυελού-Διαχείριση και Αποκατάσταση, Επιμέλεια Ελληνικής Έκδοσης: Κ. Φουσέκης, Δ. Στασινόπουλος, Εκδόσεις Συμμετρία</p> <p>32. Κοτζαηλίας Δ. (2008) Φυσικοθεραπεία σε κακώσεις του μυοσκελετικού συστήματος, University Press.</p> <p>33. Hoppenfeld S (2000): Ορθοπεδική Νευρολογία. Αθήνα, Μαρία Γρ. Παρισιάνου.</p> <p>34. Kisner C, Colby LA (2003). «Θεραπευτικές Ασκήσεις. Βασικές Αρχές και Τεχνικές», Επιμέλεια-Μετάφραση: Σπυριδόπουλος Κ, Σάτκα Γ, Ιατρικές Εκδόσεις Σιώκη, ISBN: 960-7461-45-2. (Kisner C, Colby LA. (2003). Therapeutic Exercise. Foundations and Techniques, F. A. Davis Company)</p>	
(English)	
<p>1. Ellenbecker Todd, Mark De Carlo, Carl DeRosa (2009). Effective Functional Progressions in Sport Rehabilitation, Human Kinetics.</p> <p>2. O'Sullivan S.B, Schmitz T.J (2009). Improving Functional Outcomes in Physical Rehabilitation. Davis Plus.</p> <p>3. Kisner C, Colby LA. (2007). Therapeutic Exercise. Foundations and Techniques, 5th Edition, F. A. Davis Company, Philadelphia.</p> <p>4. Wiggins C. E. (2007). A concise guide to orthopaedic and musculoskeletal impairment ratings. Lippincott Williams & Wilkins, Philadelphia.</p> <p>5. Davies P(2000): "Steps to Follow - The Comprehensive Treatment of Patients with Hemiplegia". Second edition, Springer, Germany.</p> <p>- Related academic journals:</p> <p>1. Musculoskeletal Science and Practice</p> <p>2. The Journal of Spinal Cord Medicine</p> <p>3. Physiotherapy</p> <p>4. Journal of Neurosurgery: spine</p> <p>5. Journal of Neurotrauma</p> <p>6. Physical Therapy</p>	

COURSE OUTLINE**RESEARCH METHODOLOGY IN HEALTH SCIENCES****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_704	SEMESTER	7th
COURSE TITLE	RESEARCH METHODOLOGY IN HEALTH SCIENCES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS (ECTS)	
LECTURES	2	4	
LABORATORY EXERCISE	1		
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area General Infrastructure Course		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The purpose of the course is:</p> <p>The purpose of the course is to describe the basic principles of research methodology and scientific search for information and includes the creation of questions for research, the examination of research projects, statistical concepts, the review of bibliography and the production of a research protocol and program. Particular emphasis is placed on these forms of research methodology that are necessary to answer clinical research questions, and related to physiotherapy.</p> <p>After the end of the course the students will be able to:</p> <p>Understands the aims and objectives of clinical research.</p> <p>Can describe sources of clinical research information such as information from libraries and online information such as Medline and the Internet.</p> <p>Is able to develop a feasible research question with minimal help.</p> <p>May discuss research projects and be aware of the implications of shortcomings in research plans.</p> <p>Understands the concept of proper research measurement and successfully implements the concepts of reliability and validity in measurement.</p> <p>It can acquire the ability to perform research measurements and evaluate the reliability and validity of the measurement.</p> <p>Create a feasible research proposal that is relevant to the physiotherapy industry.</p> <p>Understand concepts of descriptive statistics that include average, mean, standard deviation, standard error, curvature, etc.</p> <p>It may explain the concept of hypothetical examination, including differential test and relational test.</p> <p>Know how to select and use simple paramount statistical tests such as Students t-test, Pearson coupling index, prediction equations, ANOVA, and correctly implement the non-parametric tests.</p> <p>Is able to criticize the quality of published research</p>
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p>

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</i>	<i>Others...</i>

<ul style="list-style-type: none"> -Search, analyze and synthesize data and information, using the necessary technologies -Adapt to new situations -Decision making -Exercise of criticism and self-criticism -Promote free, creative and inductive thinking 	

3. SYLLABUS

<ol style="list-style-type: none"> 1. Basic concepts of research methodology. The role of research, definitions, scientific method, conditions of the scientific method, the research process. The Internet at the service of research. 2. Introduction to the research plan. Types of sampling, types of research, health research projects. Basic and applied research. 3. Measurement. Definitions, measurement scales. Parameters and statistics. 4. Reliability. Typical error, Validity, validity, internal and external validity, threats to internal and external validity. 5. Descriptive research. Definitions, categories and critique of descriptive research. 6. Correlation research. Definitions, constraints and correlation uses, statistical procedures 7. Single Research Plan (One Case). Clinical applications, species, analysis and interpretation. 8. Group research projects - data of two categories. Statistical analysis by parametric methods non-parametric methods. 9. Group research projects - data of many categories. Statistical analysis by parametric and non-parametric methods. 10. Presenting the research proposal
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4. TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face to face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> - Power point presentations -Electronic discussions via an asynchronous learning platform - Video - Multimedia 	
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Lectures, Interactive teaching	40
	Implement projects by groups	70
	Course total	110
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Assessment Language, Greek and English for Erasmus students</p> <p>Assessment methods: Written exam with multiple choice questions, short answer questions and development questions. Written examinations take place twice a year at the end of the spring semester and in September The written exam is 100% of the total grade of the student's assessment. At the discretion of the teacher, it may be possible to assign optional work during the course of the semester to be taken into account in the final score.</p> <p>The written exam is 100% of the total grade of the student's assessment. At the discretion of the teacher, it may be possible to assign optional work during the course of the semester to be taken into account in the final score.</p>	

5. ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Greek :

1. Sachin A (1988): Research Methodology in Health Professions. Beta Publications, Athens.
2. McKenzie, BC (1998): Medicine and Internet: Online Information Sources and Terminology. Medical Publications Siokis, Thessaloniki.

English:

1. Sackett, DL, Straus, SE, Richardson, WS, Rosenberg, W, Haynes, RB, (2000). Evidence-Based Medicine. How to Practice and Teach EBM. 2nd edition. Churchill Livingstone, NY,
2. Essentials of Medical Statistics Douglas Altman (Editor), David Machin (Editor), Trevor Bryant (Editor), Stephen Gardner (Editor) (2003). Statistics with Confidence: Confidence Intervals and Statistical Guidelines (Book with Diskette for Windows 95, 98, NT).

COURSE OUTLINE**DIAGNOSTIC IMAGING****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_705	SEMESTER	7th
COURSE TITLE	DIAGNOSTIC IMAGING		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	ECTS CREDITS	
LECTURES	2	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background Specialised knowledge, Skills development		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek, English (optional)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i>
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<ul style="list-style-type: none"> • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 								
<p>The main purpose of the course is the clinical utilization for physiotherapy students of basic imaging techniques in diseases mainly of the musculoskeletal system. Particular emphasis is given to study a) X-ray imaging, CT-scan, scintigraphy, and b) ultrasound imaging and MRI</p> <p>After the end of the course the students will be able to:</p> <ul style="list-style-type: none"> - understand the basic methods of imaging different areas of the human body. -to understand the rationale for evaluating and selecting appropriate imaging in various musculoskeletal conditions. - evaluate qualitatively the imaging method and be able to use it for the differential diagnosis of diseases or the course of treatment. 								
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>inductive thinking</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>inductive thinking</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>							
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>							
<i>Decision-making</i>	<i>inductive thinking</i>							
							
<p>Adapting to new situations –</p> <p>Search, analyse and present data and information,</p> <p>Decision making</p> <p>Criticism and self-criticism</p> <p>Adapting to new situations</p>								

3. SYLLABUS

<ol style="list-style-type: none"> 1 Introduction to diagnostic imaging 2. Newer imaging methods 3. X-rays and imaging systems 4. X-ray characterization, CT scan 5. Magnetic tomography, Digital angiography 6. Ultrasound, PET, SPECT 7. Degenerative vertebral changes 8. Physiological baseline radiance
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<p>9. Normal shoulder and upper limb radiance</p> <p>10. Arteriographies and venography</p> <p>11. Physiological tibia-ankle joint</p> <p>12. Physiological chest X-ray,</p> <p>13. Cardiovascular system</p> <p>14. Digestive and genitourinary system</p> <p>15. Safety from ionizing radiographs</p> <p>16. Scenarios of musculoskeletal diseases accompanied by imaging methods of differential diagnosis with applications in athletic physiotherapy as well as in applications of musculoskeletal physiotherapy</p>

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures, tutorials, seminars work face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of Information and Communication Technologies (ICTs) (e.g. powerpoint presentations) in teaching. The lectures content of the course for each chapter are uploaded on the internet (e-class platform), in the form of a series of ppt files, where from the students can freely download them using a password which is provided to them at the beginning of the course.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	50
	Case studies	20
	Projects	30
	Private study	10
	Course total	110
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	Lectures	

<p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written examination at the end of the semester (multiple choice questions, true-false, short answers, clinical problem solving) –</p> <p>Minimum passing grade: 5.</p>
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5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

GREEK

1. Αλειφερόπουλος Δ., Πάνου, Θ. (2004). Ακτινογραφική απεικόνιση. Εκδόσεις Βήτα, Αθήνα.
2. Βαρσαμίδης, Κωνσταντίνος (2002). Στοιχεία βιοϊατρικής διαγνωστικής απεικόνισης. University Studio Press.
3. Βλάχος Λ. (2000). Σύγχρονη διαγνωστική απεικόνιση. Εκδόσεις Βασιλειάδη, Αθήνα.

ENGLISH

1. DeMaio D. (1996). Registry review in Computed Tomography. Saunders.
2. Guy C., Ffytche D. (2005). An introduction to the principles of Medical Imaging. Imperial College Press, London.
3. Mitchell A. Cockburn J.F., Lim A. (2003). Grainger & Allison's Diagnostic Radiology. Churchill Livingstone.
4. Pope T. (2010). High-yield Imaging: Musculoskeletal. Saunders.
5. Ryan S., McNicholas M., Eustace S.J. (2015). Anatomy for diagnostic Imaging. Saunders.

COURSE OUTLINES

8TH SEMESTER



COURSE OUTLINE**CLINICAL PRACTICE IN PHYSIOTHERAPY****1. GENERAL**

SCHOOL	SCHOOL OF HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_801	SEMESTER	8th
COURSE TITLE	CLINICAL PRACTICE IN PHYSIOTHERAPY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
CLINICAL PART (Clinical exercise/placement)	40	15	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized module-Skills development		
PREREQUISITE COURSES:	All Specialized/Skills development courses up to the 8th semester		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK & ENGLISH		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of</i>

<p><i>the European Higher Education Area</i></p> <ul style="list-style-type: none"> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>After the end of this module, the students will be able to:</p> <ul style="list-style-type: none"> • Work within public and private health rehabilitation centers and become equal members of the interdisciplinary health team, • Recognize safety rules in the clinical placement; communicate effectively with the patient and his / her relatives • Collect and evaluate the patient's history appropriately • Recognize the ethical rules governing the patient's management • Apply their clinical practice safely and respecting the conditions of proper training of trainees, • Implement in practice techniques and methods of patient assessment from a wide range of clinical pathologies, • Develop correct clinical reasoning based on the recognition of aetiological factors and the evaluation of pathological adaptations of the human body • Design and implement successfully documented clinical physiotherapy programs for all types of injuries and diseases (muscles, ligaments, tendons, osteochondral, nerves, etc.) • Implement successfully evidence-based first aid techniques and emergency interventions • Implement effective post-operative rehabilitation programs in case of arthroscopic correction of pathologies and injuries • Integrate the theoretical knowledge into the daily clinical practice of physiotherapy in individual patients or a group of patients. 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
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<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p>																			

Team work

Working in an international environment

Project planning and management

Production of free, creative and inductive thinking

3. SYLLABUS

This module focuses on the clinical practice of physiotherapy of students of the Department of Physiotherapy and in particular on the clinical application of techniques and methods of evaluation and rehabilitation in clinical cases of patients covering the whole range of diseases and injuries of the musculoskeletal, nervous, cardiovascular and respiratory system of the human organism.

This module allows students to become familiar with a variety of clinical environments and a variety of clinical incidents, collecting and recording patients history data and assessing patients to be able to formulate and apply appropriate physiotherapy and rehabilitation. At the same time, this module enables students to (a) familiarize themselves with safety rules in clinical settings; (b) train themselves in the appropriate ways of transporting patients with safety and ergonomics; and (c) become members of a multidisciplinary health team, work together harmoniously for the efficient operation of health structures and the ideal provision of health services.

Particular emphasis is given to the clinical application of evidence-based practice techniques and methods of physiotherapy in neuromuscular and cardiovascular diseases and injuries, at sports injuries as well as in the treatment of specific cases and populations. Furthermore, this module aims to educate students in the development of correct clinical reasoning and decision making to integrate clinical assessment and management of problems related to human attitude, movement, and activity.

Most of the module takes place in public hospitals (Hospitals, Health Centers) and Private Health Institutions (Rehabilitation Centers, Physiotherapy Laboratories) so that students get in touch with patients and be able to apply in practice techniques and methods of assessment and treatment that have been taught and practiced in the specialized module and the Clinical Training modules of the Department

The main modules of the course concern

- The clinical practice of physiotherapy in injuries-diseases of the musculoskeletal system
- The clinical practice of physiotherapy in injuries-diseases of the nervous system
- The clinical practice of physiotherapy in cardiovascular system injuries-diseases
- The clinical practice of physiotherapy in respiratory lesions-disorders
- The clinical practice of physical therapy in athletic injuries-diseases
- The clinical practice of physiotherapy in pediatric lesions-disorders
- The clinical practice of physiotherapy in elderly patients (geriatric physiotherapy)

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power point presentations, e-discussions via the e-class educational platform, videos, use of anatomical models etc, practical training applications.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Clinical placement	350
	Clinical exercises, practical applications in small groups of patients with various pathologies and injuries, clinical evaluation and design of treatment programs	325
	Project, essay	25
	Course total	350
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment methods Clinical practice: The clinical practice is evaluated throughout the clinical practice and at specified predetermined intervals at the end or if necessary at intervals of the semester. It includes laboratory-oral examination with demonstration of laboratory applications, assessing the adequacy of the students in each laboratory-clinical exercise separately. In addition, clinical exercise is assessed through a written case report and analysis of case studies.	

5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>In Greek:</p> <ol style="list-style-type: none"> 1. Κοτζαηλίας Δ. (2008). Φυσικοθεραπεία σε κακώσεις του μυοσκελετικού συστήματος. University Press, Θεσσαλονίκη. 2. Λαμπίρης Η.Ε. (2003). Ορθοπαιδική και Τραυματιολογία. Ιατρικές Εκδόσεις Πασχάλιδη, Αθήνα. 3. Συμεωνίδης Π. Π. (1997). Ορθοπαιδική: κακώσεις και παθήσεις του μυοσκελετικού συστήματος. 2η έκδ. University Studio Press, Θεσσαλονίκη.
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4. Hoppenfeld S. (1993). Φυσική Εξέταση της Σπονδυλικής Στήλης και των άκρων. (Μετάφραση Αγγλικής Έκδοσης), Ιατρικές Εκδόσεις Παρισιάνου, Αθήνα.
5. Deborah Nichols-Larsen (2017) Νευρολογική Αποκατάσταση: Νευροεπιστήμη και Νευροπλαστικότητα στην Εφαρμοσμένη Φ/Θ, Κωνσταντάρας, ΑΘΗΝΑ
6. Deborah Nichols-Larsen (2017) Νευρολογική Αποκατάσταση, Κωνσταντάρας, ΑΘΗΝΑ
7. Russell (2010) Κλινική Εκτίμηση της Βλάβης των Περιφερικών νευρών, Κωνσταντάρας, ΑΘΗΝΑ
8. Hoppenfeld S. (2000) Ορθοπαιδική Νευρολογία. (Μετάφραση Αγγλικής Έκδοσης), Ιατρικές Εκδόσεις Παρισιάνου, Αθήνα.

In English

9. Page C. 2015, Management in Physical Therapy Practices, 2nd ed. Davis Company, Philadelphia.
10. Dutton M. 2014. Introduction to Physical Therapy and Patient Skills, Mark McGraw-Hill Education, China
11. Jewell D. 2018. Guide to Evidence-Based Physical Therapist Practice 4thed. Jones and Bartlett Publishers
12. Fettes L., Tilton J. 2019. Evidence Based Physical Therapy. 2nd ed. Davis Company
13. Herbert R., Jamtvedt G., Hagen KB., Mead J. 2011. Practical Evidence-Based Physiotherapy, 2nd ed. Elsevier Churchill Livingstone.
- 10 AACVPR (2004). Guidelines for Cardiac Rehabilitation and Secondary Prevention Programs-4th Edition Human Kinetics.
- 11 AACVPR (2004). Guidelines for Pulmonary Rehabilitation Programs-3rd Edition Human Kinetics.
- 12 ACSM's exercise management for persons with chronic diseases and disabilities (1997). American College of Sports Medicine, Champaign :[Human Kinetics](#).
- 13 [American College of Sports Medicine](#) (2010). ACSM's Introduction to Exercise Science (American College/Sports Medicine), Lippincott Williams & Wilkins.
14. Braddom R. L. (2002). Practical guide to musculoskeletal disorders: diagnosis and rehabilitation. 2nd ed. Butterworth-Heinemann, Boston.
15. Cleland J. (2005). Orthopaedic clinical examination: an evidence-based approach for physical therapists. Icon Learning Systems, Carlstadt, N.J.
16. Hertling D. (2006). Management of common musculoskeletal disorders: physical therapy principles and methods. 4th ed. Lippincott Williams & Wilkins, Philadelphia.

Related Academic Journals

Journal of Physiotherapy

British Journal of Sports Medicine

American Journal of Sports Medicine

Journal of Science and medicine in Sports

Journal of Sports Physical therapy

COURSE OUTLINE**EMERGENCY MEDICINE - TRAUMATOLOGY****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_802	SEMESTER	8 th
COURSE TITLE	EMERGENCY MEDICINE - TRAUMATOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS		ECTS CREDITS
LECTURES	2		4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background Specialised knowledge, Skills development		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek, English (optional)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES**Learning outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

<ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 													
<p>The aim of the course is to introduce students to concepts such as acute health disorders that threaten the life or viability of an organ and their modern treatments in pre-hospital as well as in hospital level</p>													
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Team work</i></td> <td>.....</td> </tr> <tr> <td><i>Working in an international environment</i></td> <td></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Criticism and self-criticism</i>	<i>Working independently</i>	<i>Production of free, creative and inductive thinking</i>	<i>Team work</i>	<i>Working in an international environment</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>												
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>												
<i>Decision-making</i>	<i>Criticism and self-criticism</i>												
<i>Working independently</i>	<i>Production of free, creative and inductive thinking</i>												
<i>Team work</i>												
<i>Working in an international environment</i>													
<p>Adapting to new situations - Search, analyse and present data and information, Decision making Criticism and self-criticism Adapting to new situations</p>													

3. SYLLABUS

<p>Basic principles of Emergency Medicine</p> <p>Emergency Medical Care Systems</p> <p>-Guidelines of basic and specialized support for life</p> <p>-All the systems approach the patient : with life-threatening situations</p> <p>-Acute failures of organs and systems</p> <p>-Basics in dealing with multiple trauma</p> <p>-Active presentation of clinical cases</p>
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4. TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Lectures, tutorials, seminars work face to face	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of Information and Communication Technologies (ICTs) (e.g. powerpoint presentations) in teaching. The lectures content of the course for each chapter are uploaded on the internet (e-class platform), in the form of a series of ppt files, where from the students can freely download them using a password which is provided to them at the beginning of the course.	
<p style="text-align: center;">TEACHING METHODS</p> <p style="text-align: center;"><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Lectures	40
	Case studies	40
	Projects	20
	Private study	20
Course total	120	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p style="text-align: center;"><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Lectures</p> <p>Written examination at the end of the semester (multiple choice questions, true-false, short answers, clinical problem solving) –</p> <p>Minimum passing grade: 5.</p>	

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Emergency Medicine An Illustrated color text edited by Paul Atkinson , Richard

2. Kendall , Lee van Rensburg Churchill Livingstone Elsevier εκδόσεις Παριζιάνου
3. Study Guide 7th edition 2011, Mc Graw Hill Medical
4. Current σύγχρονη επείγοντολογία: Γεώργιος Μπαλτόπουλος, C. K. Stone, R. L. Humphries,
5. Εγχειρίδιο Βασικών Γνώσεων Επείγουσας Ιατρικής: Ε. Ασηκτοπούλου, Εκδόσεις Κύβος, 2007.

COURSE OUTLINE**PAIN AND CLINICAL MANAGEMENT****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_803	SEMESTER	8th
COURSE TITLE	PAIN AND CLINICAL MANAGEMENT		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS (ECTS)
LECTURES		2	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Through the course the students will be able to acquire specialized knowledge regarding pain physiology, treating pain inducing factors, pain relief methods, supplementary methods of pain relief, pain physiology, biopsychosocial management model pain and the legal framework for pain management.</p> <p>In addition, at the end of the course the students will be able to:</p> <ul style="list-style-type: none"> • Understand the biopsychosocial model and its relevance to pain, its response to pain and the effect of pain on one's life. • Apply knowledge of the basic science of pain to personal assessment and management of pain. • Promote health and well-being through reducing the impact of pain and disability on the patient's life. • Be able to evaluate and measure the biological, physical and psychosocial factors that contribute to pain, disability and disability using valid and credible assessment tools. • Identify professional, personal, family, and social barriers to effective pain assessment and management. • Develop a patient-based management program that aims to manage pain and encourage effective techniques, promote tissue healing, improve functionality, reduce disability, and facilitate recovery. • Know the basic principles of pain management that includes patient education, active approaches such as functional-oriented approaches (re-training function and movement), managerial techniques focused on pain management and electro-physical resources. • Demonstrate awareness of the skills and abilities of other professionals in order to enable appropriate and timely cooperation and referral. • Communicate appropriate information to other health care professionals involved in patient care to optimize interdisciplinary management, including medical and surgical, behavioral and psychological or pharmacological approaches. • Identify people at risk of inappropriate or no pain relief (eg people who cannot report pain, infants and people with cognitive impairment) or people with inequalities of care. • Be aware of the code of conduct that recognizes human rights. • Critically reflect on effective ways of cooperating and improving care for people with pain. • Regularly update personal knowledge of pain science and the management of evidence-based pain.
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma</i></p>

<i>Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</i>	<i>Others...</i>

<ul style="list-style-type: none"> ▪ Search for, analysis and synthesis of data and information, with the use of the necessary technology ▪ Decision making ▪ Working independently ▪ Team work ▪ Working in an international and an interdisciplinary environment ▪ Production of new research ideas ▪ Respect for difference and multiculturalism ▪ Showing social, professional and ethical responsibility and sensitivity to gender issues ▪ Criticism and self-criticism ▪ Production of free, creative and inductive thinking 	

3. SYLLABUS

The aim of the course is to give students the ability to improve their knowledge of pain, pain relief by various methods and to be able to evaluate and manage the pain phenomenon according to documented knowledge.

The primary therapeutic goal of physiotherapists working with people suffering from pain is to provide human-centered care based on evidence and to promote health and well-being throughout their lives. The focus of the individual is to design health systems around people's needs instead of illnesses and health institutions so that everyone (the community and individuals) gets the right care at the right time in the right place. In this context, the revised curriculum is in line with the World Health Organization Framework for Integrated Health Services (language, principles and elements of the health system) and the International Classification of Functioning, Disability and Health (ICF).

The skills that all Health Scientists now have in terms of pain management should cover the following areas:

1. The multidimensional nature of pain
2. The evaluation and measurement of pain
3. Pain Management Methods and Techniques

<p>4. The pathology of pain</p> <p>These areas, in essence, address the fundamental concepts and complexity of pain, how pain is observed and evaluated, collaborative approaches to treatment options, and the use of lifelong competences in the context of different settings, populations and models of care groups</p> <p>Pathophysiology of Pain.</p> <p>Specifically, the content of the course focuses on:</p> <ol style="list-style-type: none"> 1. Systematic pain effects 2. Pain characteristics 3. Presentation of Key Syndromes for Acute and Chronic Pain. 4. Pain Assessment- Pain Acid Syndromes 5. Pain Assessment - Chronic Pain Syndromes 6. Treatment of acute and chronic pain 7. Physiopathological Mechanisms, Acid and Chronic Pain. 8. Biopsychosocial Pain Management Model. 9. Evaluation and treatment 10. Approach to the Principles of Pharmaceutical Therapy and Alternative Forms of Treatment. 11. Organization of pain management (Networking - Pain Clinics - Interdisciplinary involvement of Health Professions).
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face											
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint presentations, e-discussions via the e-class educational platform, videos, use of anatomical models etc.											
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Theoretical part (lectures & tutorials)</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Lectures, seminars, clinical presentations, interactive teaching, project work</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Independent (personal) study</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">120</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Theoretical part (lectures & tutorials)	40	Lectures, seminars, clinical presentations, interactive teaching, project work	50	Independent (personal) study	30	Course total	120	
<i>Activity</i>	<i>Semester workload</i>											
Theoretical part (lectures & tutorials)	40											
Lectures, seminars, clinical presentations, interactive teaching, project work	50											
Independent (personal) study	30											
Course total	120											

STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Theoretical part: Multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work. The assessment of the theoretical part will take place at the end of each semester with written exams. The tutor has also the option to give provisional essays/reports throughout the semester, which will account for a percentage of the grade of the theoretical part. For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will provided by the tutor and agreed by the student. Language of evaluation: Greek & English (for Erasmus students)
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5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:	
(Greek)	
	<ul style="list-style-type: none"> ▪ ΑΡΓΥΡΑ Ε, ΒΑΔΑΛΟΥΚΑ Α, ΣΙΑΦΑΚΑ Ι, ΑΝΑΣΤΑΣΙΟΥ Ε, ΠΑΠΑΔΟΠΟΥΛΟΣ Γ. Αντιμετώπιση Οξέως και χρόνιου πόνου. Εκδόσεις ΕΦΥΡΑ. ▪ Δ.Βασιλάκος. Ο πόνος και η αντιμετώπιση του. Εκδόσεις ΕΦΥΡΑ
(English)	
	<ul style="list-style-type: none"> ▪ Stephen McMahon, Martin Koltzenburg, Irene Tracey, Dennis Turk. Wall & Melzack's Textbook of Pain, 6th edition, Hardcover ISBN: 9780702040597, Εκδόσεις Saunders, 2014 ▪ Joseph M. Donnelly, César Fernández de las Peñas, Michelle Finnegan, Jennifer L. Freeman. Myofascial Pain and Dysfunction: The Trigger Point Manual, 3rd ed., Wolters Kluwer, 2019 ▪ Cesar Fernandez de las Penas, Joshua Cleland, Jan Dommerholt. Manual Therapy for Musculoskeletal Pain Syndromes: an evidence- and clinical-informed approach. Elsevier Health Sciences, 2015. ▪ Dennis Turk, Robert J. Gatche. Psychological Approaches to Pain Management: A Practitioner's Handbook. Third Edition, Guilford Publications, 2018.
Related References	
	<ul style="list-style-type: none"> • Abdolrazaghnejad, A. et al. (2018) 'Pain Management in the Emergency Department: a Review Article on Options and Methods', Advanced Journal of Emergency Medicine, 2(4), p. e45. doi: 10.22114/ajem.v0i0.93. • Ahmadi, A. et al. (2016) 'a 2020. 1', Injury & Violence, 8(2), pp. 89–98. • Egan, M., Seeger, D. and Schöps, P. (2015) 'Physiotherapie und physikalische Therapie in der Schmerzmedizin', Schmerz, 29(5), pp. 562–568. doi: 10.1007/s00482-015-0043-z. • Gatchel, R. et al. (2014) 'Interdisciplinary chronic pain management: international perspectives', American Psychologist, 69(2), pp. 119–30. doi: 10.1037/a0035514. • George, B. et al. (2019) 'Opioids in cancer-related pain : current situation and outlook'. Supportive Care in Cancer, 4. • Hylands-White, N., Duarte, R. V. and Raphael, J. H. (2017) 'An overview of treatment approaches for chronic pain management', Rheumatology International. Springer Berlin Heidelberg, 37(1), pp. 29–42. doi: 10.1007/s00296-016-3481-8.

- Sonneborn, O. and Bui, T. (2019) 'Opioid induced constipation management in orthopaedic and trauma patients: Treatment and the potential of nurse-initiated management', International Journal of Orthopaedic

Related academic journals:

- Journal of Pain and Symptom Management
- Pain
- The Journal of Pain
- PloS One
- European Journal of Pain
- British Journal of Pain
- Pain Research and Management
- Journal of Pain research
- Pain Medicine

COURSE OUTLINES

OPTIONAL WINTER MODULES



COURSE OUTLINE**SPORTS MEDICINE****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_W01	SEMESTER	OPTIONAL WINTER MODULE
COURSE TITLE	SPORTS MEDICINE		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	ECTS CREDITS	
LECTURES	2	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background Specialised knowledge, Skills development		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek, English (optional)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i>
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<ul style="list-style-type: none"> • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 													
<ul style="list-style-type: none"> - Understanding the pathophysiology of adaptations of the cardiorespiratory system to exercise - Explain the development of pathological adaptations leading to illnesses - injuries - Know in detail the types of examinations and the equipment used for the diagnostic approach and differential diagnosis - Be able to recognize the causative factors of lesions and pathogenesis of musculoskeletal lesions - Be aware of and apply the documented emergency response techniques that may exist in sports facilities - Be aware of the principles of each musculoskeletal lesion and be able to make choices about how to treat - Be aware of the specifics of sport in specific chronic conditions such as bronchial asthma, diabetes mellitus - Understand issues related to the nutrition of the exercised, nutritional supplements, drugs, control of the use of prohibited substances and the medical issues that this entails for the various systems and the health of the exercised 													
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Team work</i></td> <td>.....</td> </tr> <tr> <td><i>Working in an international environment</i></td> <td></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Criticism and self-criticism</i>	<i>Working independently</i>	<i>Production of free, creative and inductive thinking</i>	<i>Team work</i>	<i>Working in an international environment</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>												
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>												
<i>Decision-making</i>	<i>Criticism and self-criticism</i>												
<i>Working independently</i>	<i>Production of free, creative and inductive thinking</i>												
<i>Team work</i>												
<i>Working in an international environment</i>													
<p>Adapting to new situations –</p> <p>Search, analyse and present data and information,</p> <p>Decision making</p> <p>Criticism and self-criticism</p> <p>Adapting to new situations</p>													

3. SYLLABUS

- Functional Anatomy of Exercise –

<ul style="list-style-type: none"> - Physiopathology of Exercise - Applied Hygiene in Exercise – - Acute and Chronic Sports Injuries - First aid to the sports injuries - Doping - Toxicology - Exercise Cardiology - Exercise Pulmonology - Craniocerebral injuries in exercise – - Facial and eye injuries - Illustrative methods for the diseases and injuries of the exercised - Effect of Exercise on Children, Diabetes Mellitus - Obesity and exercise - Sudden death in sports
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures, tutorials, seminars work face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of Information and Communication Technologies (ICTs) (e.g. powerpoint presentations) in teaching. The lectures content of the course for each chapter are uploaded on the internet (e-class platform), in the form of a series of ppt files, where from the students can freely download them using a password which is provided to them at the beginning of the course.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	40
	Case studies	10
	Projects	10
	Private study	40
	Course total	100

<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Lectures</p> <p>Written examination at the end of the semester (multiple choice questions, true-false, short answers, clinical problem solving) –</p> <p>Minimum passing grade: 5.</p>
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5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>GREEK</p> <p>1.«Εγχειρίδιο Αθλητιατρικής», Oxford, Sherry E., Wilson SF., (Επιμέλεια Μετάφρασης: Μήτσου Α., Βλάσης Κ.), Ιατρικές Εκδόσεις Πασχαλίδης, 2007, Αθήνα, ISBN: 9789603994114 (13256649)</p> <p>2.«Αθλητιατρική», Τόμος Α'Β', Skouderi GR, McCann PD, Bruno PJ, Επιμέλεια Μετάφραση: Μπαλτόπουλος Π., Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδης, 2012 Αθήνα.</p> <p>ENGLISH</p> <p>1. Mark A Harrast MD (Author, Editor), Jonathan T Finnoff MD (Author), Jonathan T Finnoff Do (Editor) Sports Medicine, Second Edition: Study Guide and Review for Boards, 2016</p> <p>2. Sports Emergency Care: A Team Approach Third Edition Sports Emergency Care: A Team Approach Third Edition, by Robb Rehberg PhD ATC CSCS NREMT CF (Author), Jeff G. Konin PhD ATC PT FACSM (Author)</p> <p>3.Sports Medicine, DeLee, Drez and Miller's : 2-Volume Set Hardcover, 2018</p> <p>JOURNALS</p> <p>1.BMJ Open Sport & Exercise Medicine</p> <p>2.The American Journal of Sports Medicine</p> <p>3.British Journal of Sports Medicine (BJSM)</p> <p>4.Journal of Sports Medicine</p> <p>5.Sports Medicine J</p>
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COURSE OUTLINE**BIOETHICS AND DEONTOLOGY****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_ W02	SEMESTER	OPTIONAL WINTER MODULE (5th or 7th)
COURSE TITLE	BIOETHICS AND DEONTOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	2	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background / Optional module		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>At the end of this module the students will be able to:</p> <ul style="list-style-type: none"> • Be aware of the rules of Ethics and Deontology that govern the scientific and professional field of Physiotherapy. • Understand the prospects he has as a graduate physiotherapist in order to make the best possible choices. • Be aware of the current legal framework governing the profession of Physiotherapist. • Treat patients, carers and colleagues within the framework of Ethics of his profession • Be aware of his / her obligations and his / her rights as a physiotherapist • Set realistic goals for professional rehabilitation in the field of physiotherapy, in the private or public sector. 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
<ul style="list-style-type: none"> ▪ Search for, analysis and synthesis of data and information, with the use of the necessary technology ▪ Decision making ▪ Working independently ▪ Team work ▪ Working in an international and an interdisciplinary environment ▪ Production of new research ideas ▪ Respect for difference and multiculturalism ▪ Showing social, professional and ethical responsibility and sensitivity to gender issues ▪ Criticism and self-criticism ▪ Production of free, creative and inductive thinking 																			

3. SYLLABUS

The course curriculum includes: a) Ethics rules and Deontology in Physiotherapy; b) Legal framework as it is published by the Panhellenic Physiotherapy Society defining the rights and obligations of physiotherapists; c) Ethics in health professions, law and society, morality and religion, human rights; d) potentials for personal development in the physiotherapy profession; e) professional rights in public and private sectors; (f) the treatment of patients, (g) the protection of the profession from "bad" colleagues, practitioners and various types of "physicians" and "therapists" that are being polluted the physiotherapy profession, (h) recognition of unethical behaviors and protection from 'unethical' colleges; i) manage ethical issues when conducting research in health issues.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint presentations, e-discussions via the e-class educational platform, videos etc.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Theoretical part (lectures)	100
	Lectures interactive teaching, educational visits	40
	project work	30
	Independent -non-directed (personal) study	30
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Evaluation methods: Multiple choice questionnaires, short-answer questions, open-ended questions, problem solving exercise, written assignments. The assessment will take place at the end of each semester with written exams.</p> <p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will be provided by the tutor and agreed by the student.</p> <p>Language of evaluation: Greek & English (for Erasmus students)</p>	

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography (Greek):

6. Κώδικας Δεοντολογίας του Πανελληνίου Συλλόγου Φυσικοθεραπευτών.
7. Ιωάννης Πουλής, Ευγενία Βλάχου (2016) Βιοηθική Δεοντολογία και Νομοθεσία στις Επιστήμες Υγείας, Κωνσταντάρας, Αθήνα

- Suggested bibliography (English):

10. Gabard DL., Martin MW. (2011) Physical Therapy Ethics, 2nd ed., F Davis Company.
11. Benjamin B.E., Sohnen-Moe C. (2003). The Ethics of Touch: The Hands-on Practitioner's Guide to Creating a Professional, Safe and Enduring Practice. Lippincott Williams & Wilkins.
12. Jonsen A., Siegler M., Winslade W. (2006). Clinical Ethics: A Practical Approach to Ethical Decisions in Clinical Medicine. 6th ed. McGraw Hill Medical.
13. Judson K., Harrison C. (2009). Law & Ethics for Medical Careers. 5th ed. Career Education.
14. European Core Standards of Physiotherapy Practice (2008), European Region of the World Confederation for Physical Therapy (WCPT) Professional Issues
15. European Physiotherapy Service Standards (2008), European Region of the World Confederation for Physical Therapy (WCPT) Professional Issues

- Related academic journals:

29. Journal of Medical Ethics
30. European Region of the World Confederation for Physical Therapy (WCPT) Professional Issues

COURSE OUTLINE**BIOSTATISTICS****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_W03	SEMESTER	OPTIONAL MODULE WINTER
COURSE TITLE	BIOSTATISTICS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS (ECTS)
LECTURES		2	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised knowledge -skills development		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>The purpose of the course is:</p> <p>The main objective of the course is to utilize the applied statistical analysis techniques. Particular emphasis is given to the study of a) descriptive statistical methods and b) methods of statistical correlations c) specialized techniques of statistical analysis of data in the field of Physiotherapy, d) the use of computers in statistical analysis of data.</p> <p>After the end of the course the students will be able to:</p> <ul style="list-style-type: none"> • ☑ Understand and apply the basic physical methods of statistical analysis. • ☑ Choose the appropriate processing method and data analysis. • ☑ Perform statistical analysis via PC in different statistical software packages. 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
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<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
<ul style="list-style-type: none"> ▪ Search, analyze and synthesize data and information, using the necessary technologies ▪ Adapt to new situations ▪ Decision making ▪ Exercise of criticism and self-criticism ▪ Promote free, creative and inductive thinking 																			

3. SYLLABUS

<ol style="list-style-type: none"> 1. Introduction, basic concepts, subject of statistics, 2. Types of surveys and data, 3. Probability 4. Design and research protocols, 5. Types of statistical methodologies in the field of health, 6. Sample surveys, 7. Statistical Inference, 8. Descriptive statistics, PC usage in statistical analysis 9. Basic parameters and allocations, 10. Inductive statistics, 11. Variance analysis, correlations, correlation coefficient 12. Statistical tests, statistical analysis software (SPSS 15.0, Statistica, Sigma Stat, etc.) 13. T-student test 14. X-square test 15. Examples-statistical applications in physiotherapy studies.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Power point presentations -Electronic discussions via an asynchronous learning platform - Video - Multimedia	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Theoretical part (lectures & tutorials)	50
	Lectures, seminars, clinical presentations, interactive teaching, project work	50
	Course total	100

<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Assessment Language, Greek and English for Erasmus students</p> <p>Assessment methods:</p> <p>Written exam with multiple choice questions, short answer questions and development questions.</p> <p>Written examinations take place twice a year at the end of the spring semester and in September</p> <p>The written exam is 100% of the total grade of the student's assessment.</p> <p>At the discretion of the teacher, it may be possible to assign optional work during the course of the semester to be taken into account in the final score.</p> <p>The written exam is 100% of the total grade of the student's assessment.</p> <p>At the discretion of the teacher, it may be possible to assign optional work during the course of the semester to be taken into account in the final score.</p>
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5. ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>Greek:</p> <ol style="list-style-type: none"> 1. Aliivatos G. (1953). Statistical Methodology. Publications Spyropoulos S., ATHENS. 2. Vagenas C (2002). Statistical Applications in FA .. Athens. 3. Koutsoyiannis K., Noelle - Lazaridou M., Lazaridis A. (2003). Applied Statistics in Health Sciences - Welfare. Edition Hellen, Athens. 4. Nikiforidis G. (1984). Basic principles and methods of Biostatistics. University of Patras, Patras. 5. Papaioannou T. (1981). Introduction to odds and statistics. University of Ioannina, Ioannina. 6. Papaioannou T., Freddinos K. (1985). Biomedicine. Medical Publications of Litsa, Ioannina. 7. Trifolopoulos D. (1975). Medical statistics. Scientific publications Paris. Athena. <p>English:</p> <ol style="list-style-type: none"> 1. Rosner B.(2006). Fundamentals of Biostatistics/Book and Disk

2. Kirkwood B., Sterne J (2007). Essentials of Medical Statistics Douglas Altman (Editor) (2003) Statistics with Confidence: Confidence Intervals and Statistical Guidelines (Book with Diskette for Windows 95, 98, NT)
3. Jacobas A.D. (1997). Medical Biostatistics. Bucura Mond Eds, Bucharest.
4. Nieto JF (2007). Epidemiology: Beyond the Basics M. Szklo , Eds
5. Peat J, Barton B., Elliott E. (2005). Statistics Workbook for Evidence-based Health Care, Szklo , Eds

COURSE OUTLINE**SAFETY IN HEALTH CARE****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_W04	SEMESTER	OPTIONAL WINTER MODULE
COURSE TITLE	SAFETY IN HEALTH CARE		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS (ECTS)
LECTURES		2	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Winter Semester Selection Course		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>It is expected that upon completing the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the relationship of work with health • They apply modifications to the site to promote health and safety • Design and implement security measures in different workplaces • Recall legislation on health and safety at work and ILO conventions, • Apply personalized ergonomic design principles to "work-person interfaces" in different workplaces and different types of work • Describe the role of physiotherapy in occupational health and safety • They propose and apply solutions in the workplace in collaboration with employers, employees and stakeholders 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
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<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
<ul style="list-style-type: none"> ▪ The aim of the course is to provide the foundation for acquiring knowledge on the recognition and assessment of the risks posed to health and safety in a workplace and the role of physiotherapy in promoting health and prevention in different settings. Are the general skills that a graduate will acquire? <ul style="list-style-type: none"> • Developing the ability to search, analyze and synthesize data and information, 																			

using the necessary information and communication technologies

- Familiarization with autonomous and teamwork
- Production of new research ideas
- Ability to make decisions and adapt to new situations
- Ability to work in an international and interdisciplinary environment
- Promoting free, creative & inductive thinking

3. SYLLABUS

4. Occupational Hygiene: Presentation of the basic principles of Hygiene (main physical, chemical, biological risk factors in the workplace and presentation of methods for their prevention).
5. Prevention of transmission of infectious diseases.
Occupational Risks - Safety at Work Work: Analysis of Risk-Hazard concepts. Occupational risk assessment methodology. Hazard indicators. Presentation of Occupational Risk Assessment with examples in the main areas of occupational activity. Measure physical, chemical, biological risk factors in the workplace. Ergonomics and accident prevention.
Occupational Diseases: Presentation of the main occupational diseases as listed in national legislation (Presidential Decree 41/2012 - in compliance with Commission Recommendation 2003/670 / EC of 19.9.2003): a) diseases caused by chemical agents, b) skin diseases caused by substances and agents not included in other sites;
6. c) diseases caused by the inhalation of substances and agents not listed elsewhere;
d) infectious and parasitic diseases;
7. e) diseases caused by natural agents g.
Management - Health Systems: Introduction to the organization and administration of health services.
8. Presentation of health systems models: Greek National Health System (historical review, new data). Models of health systems in Europe.
Legislation in Health and Safety at Work: Analysis of Greek Legislation and European Directives laying down the minimum requirements and fundamental principles in Occupational Safety, such as the principle of risk prevention and risk assessment, as well as responsibilities for employers and employees employees.
9. European guidelines are presented to facilitate the implementation of European directives as well as European standards issued by the European standardization bodies.
Environmental Pollution and Occupational Health: Presentation of the main sources of pollution of the environment and the main pollution-related diseases.
10. Reference to common pollutants in the working environment as well as prevention and treatment measures in the event of an accident in excess of the limits or the occurrence of an occupational disease

4. TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face to face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> - Power point presentations -Electronic discussions via an asynchronous learning platform - Video - Multimedia 	
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	Lectures, Interactive teaching	50
	Implement projects by groups	50
	Course total	100
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Assessment Language, Greek and English for Erasmus students</p> <p>Assessment methods:</p> <p>Written exam with multiple choice questions, short answer questions and development questions.</p> <p>Written examinations take place twice a year at the end of the spring semester and in September</p> <p>The written exam is 100% of the total grade of the student's assessment.</p> <p>At the discretion of the teacher, it may be possible to assign optional work during the course of the semester to be taken into account in the final score.</p> <p>The written exam is 100% of the total grade of the student's assessment.</p> <p>At the discretion of the teacher, it may be possible to assign optional work during the course of the semester to be taken into account in the final score.</p>	

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

(Greek)

1. Hughes P., E.F. (2016). *Introduction to Health and Safety at Work, 6th eds*, Routledge: New York.
2. Kontogiannis T. (2017), *Ergonomic approaches to occupational health and safety*, Tziola, Greece.

(English)

3. Ridley J., C.J. (2008). *Safety at work, 7th edn*, Routledge, New York
4. Stranks, J., (2010). *Health and safety at work: an essential guide for managers*. Kogan Page Publishers

COURSE OUTLINE**ERGONOMICS - PREVENTION OF MUSCULOSKELETAL DISORDERS****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_W05	SEMESTER	OPTIONAL WINTER MODULE
COURSE TITLE	ERGONOMICS - PREVENTION OF MUSCULOSKELETAL DISORDERS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS (ECTS)
LECTURES		2	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background /Optional module		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>At the end of this module the students will be able to:</p> <ul style="list-style-type: none"> ▪ Be aware of the Functional Tests of Occupational Injury Assessment ▪ Assess with confidence and safety the type of musculoskeletal injury and distinguish which are the possible biological tissues involved. ▪ Know how to prevent injuries in the workplace by understanding the causative factors and ergonomics. ▪ Be able to create and implement specialized (progressive) preventing physiotherapy programs. 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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3. SYLLABUS

The syllabus of this course focuses on a) the recognition of ergonomic mechanisms (basic and pathological patterns of attitude, ergonomic positions, musculoskeletal injuries of limbs and trunk and loads) leading to mistaken biomechanical loads and musculoskeletal injuries, and ergonomic analysis working environment (load management, stance and movement related to work, risks of accidents, lighting, thermal environment, vibrations, noise, etc.), c) anthropometry (static and dynamic) (d) biomechanical loads and stress syndromes in the workplace (work in upright and seated position, work in laboratories and in Physiotherapy Clinics - Hospitals) and e) Preventive physiotherapy (Prevention of ergonomic disorders of the trunk and limbs). Particular emphasis will be given to the prevention of athletic injuries of professional athletes (and in particular the rehabilitation of functional asymmetries, the evaluation of endogenous and especially exogenous injury factors)

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint presentations, e-discussions via the e-class educational platform, videos, use of anatomical models etc.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Theoretical part (lectures & tutorials)	40
	Lectures, seminars, clinical presentations, interactive teaching, project work	30
	Independent (personal) study	30
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice</i>	<p>Theoretical part: Multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work.</p> <p>The assessment of the theoretical part will take place at the end of each semester with written exams. The tutor has also the option to give provisional essays/reports</p>	

<p><i>questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>throughout the semester, which will account for a percentage of the grade of the theoretical part.</p> <p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will provided by the tutor and agreed by the student.</p> <p>Language of evaluation: Greek & English (for Erasmus students)</p>
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5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:	
(Greek)	
<p>35. Κινησιολογία του Μυοσκελετικού Συστήματος: Θεμέλια της Αποκατάστασης –D.A. Neumann, Εκδ. Αθανασόπουλος & ΣΙΑ, 2018</p> <p>36. Κινησιολογία. Η Μηχανική και Παθομηχανική της Ανθρώπινης Κίνησης, 3η εκδ. OatisC. Εκδ. Γκότσης, 20162. Τσακλής Π., (2005). Γενικές Αρχές Εργονομίας & Προληπτική Φυσικοθεραπεία, University Studio Press.</p> <p>37. Hamill, J., Knutzen, K.M., (2005). Βασική βιομηχανική της ανθρώπινης κίνησης. Εκδόσεις Πασσαλίδης</p> <p>38. 1. Πουλμέντης (2008) Βιολογική Μηχανική – Εργονομία.</p> <p>39. 2. Τσακλής, Π (2005). Γενικές Αρχές Εργονομίας και Προληπτική Φυσικοθεραπεία. University Studio Press.</p> <p>40. 3. Λάιος, Λ., Γιαννακούρου, Μ (2003). Σύγχρονη Εργονομία. Εκδόσεις Παπασωτηρίου.</p>	
(English)	
<p>65. Karen Jakobs (2007). Ergonomics for Therapists, Mosby Elsevier,</p> <p>66. Denise Kenny Claiborne, Nancy J. Powell, and Kathleen Reynolds-Lynch (1999). Ergonomics and Cumulative Trauma Disorders: A Handbook for Occupational Therapists, Singular Publishing Group.</p> <p>67. D. Alexander, R Rabourn, (2005) Applied Ergonomics. Taylor & Francis.</p> <p>68. Martin Anderson (2010) Institute of Ergonomics & Human Factors. Contemporary ergonomics and human factors. CRC Press, Taylor & Francis Group.</p> <p>69. Karl H.E. Kroemerand Ann Kroemer (2002) Office Ergonomics. Taylor & Francis.</p> <p>70. Shrawan Kumar (1999) Biomechanics in Ergonomics. Taylor & Francis.</p> <p>71. R.S. Bridger. (2003) introduction to Ergonomics. Taylor & Francis.</p> <p>- Related academic journals:</p> <ul style="list-style-type: none"> ▪ Journal of Ergonomics ▪ Ergonomics ▪ Applied ergonomics ▪ International Journal of Industrial Ergonomics ▪ International Journal of Human Factors and Ergonomics ▪ Accident Analysis and Prevention ▪ Theoretical Issues in Ergonomics Science ▪ Reviews of Human Factors and Ergonomics ▪ Physiotherapy ▪ Physical Therapy 	

COURSE OUTLINE**SCIENTIFIC WRITING****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_W06	SEMESTER	OPTIONAL WINTER MODULE
COURSE TITLE	SCIENTIFIC WRITING		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS (ECTS)
LECTURES		2	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised knowledge -skills development		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>At the end of this module the students will be able to:</p> <ul style="list-style-type: none"> • Perform literature review using scientific databases. • Understand and recognize the structure and key elements of an article (research article and review) • To be able to write a small bibliographic review based on primary sources. • Be able to follow the code of conduct governing a scientific work. • Be able to use the scientific reason for writing a scientific work • Be able to describe the development of science writing strategies. • Be aware of the importance of scientific writing and its influence on the organization, use and distribution of scientific knowledge and information. • Communicate specific knowledge and information to a non-specialized audience. • Recognizing the role of science in public communication and discussion. 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. SYLLABUS

This course aims to educate students in the scientific writing and presentation of a scientific paper (Literature Review, Research Work). This lesson focuses on the teaching of the fundamental elements of effective scientific writing. The lesson teaches the students how to write and present effectively, concisely and clearly a true scientific text. Students will be trained in ways to search for literature / bibliography through scientific databases (PubMed, ScienceDirect, Google Scholar, etc.) to organize and understand the material appropriately, to quote sources, to avoid plagiarism, to use proper academic writing and oral expression. The students will also be trained in the use of automated reporting systems (eg EndNote, Mendeley). Students choosing this lesson should attend the weekly lecture and complete some short writing and editing exercises, including the writing of a scientific article, and present this scientific paper.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint presentations, e-discussions via the e-class educational platform, videos, use of anatomical models etc.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Theoretical part (lectures & tutorials)	40
	Lectures, seminars, clinical presentations, interactive teaching, project work	30
	Independent (personal) study	30
	Course total	100

STUDENT PERFORMANCE EVALUATION	<p>Theoretical part: Multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work.</p> <p>The assessment of the theoretical part will take place at the end of each semester with written exams. The tutor has also the option to give provisional essays/reports throughout the semester, which will account for a percentage of the grade of the theoretical part.</p> <p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will provided by the tutor and agreed by the student.</p> <p>Language of evaluation: Greek & English (for Erasmus students)</p>
<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	

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(English)	
	<ul style="list-style-type: none"> ▪ Katz, Michael Jay by, D., Meldrum, C (2009). From Research to Manuscript, A Guide to Scientific Writing, Springer. ▪ Robert A. Day and Barbara Gastel (2006) How to Write and Publish a Scientific Paper. ▪ Angelika H. Hofmann (2016) Scientific Writing and Communication, Oxford University Press. ▪ Scott L. Montgomery. The Chicago Guide to Communicating Science. University Of Chicago Press, 2003. ISBN-10: 0226534847. ▪ Stuart Firestein. Ignorance: How It Drives Science. Oxford University Press, 2012. ISBN-10: 0199828075.
	<ul style="list-style-type: none"> ▪ Rebecca Skloot, Floyd Skloot, Jesse Cohen (eds.) The Best American Science Writing 2011. Ecco, 2011. ISBN-10: 0062091247. ▪ Thomas A Easton (editor) Taking Sides: Clashing Views in Science, Technology, and Society. 10th edition. McGraw-Hill/Dushkin, 2011. ISBN-10: 0078050278.

COURSE OUTLINE**HEALTH PSYCHOLOGY****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_W07	SEMESTER	OPTIONAL WINTER MODULE
COURSE TITLE	HEALTH PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS (ECTS)	
LECTURES	2	4	
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COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised knowledge/Optional module		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>At the end of this module the students will be able to:</p> <ul style="list-style-type: none"> ▪ Achieving the concept of psychological terms, as well as different psychological theories. ▪ Informing them about the limits of physiological and pathological behavior. ▪ Understanding the role of the illness in the individual's mental health, through the knowledge that the individual is a single psychosomatic entity. ▪ To fully inform them about the value of their interpersonal relationships in their workplace. ▪ Achieving the ability to distinguish pathological behavior, as well as the ability to control crisis situations, which are related to their professional space. 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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- Production of free, creative and inductive thinking

3. SYLLABUS

The course includes the following sections:

1. The science of psychology, the branch of health psychology.
2. Health and behavior-Maintaining health.
3. The relationship between individual differences and health behaviors.
4. The Psychology of Pathology-The Experience of Disease-Treating the Disease
5. Health professionals, patient's perspective and communication between healthcare professionals and patients.
6. The health and science of psychology.
7. Chronic illness and disability-The person's adaptation to this treaty.
8. End stage disease.
9. The child with health problems and his / her family.
10. Stress and health, stress and crisis management, health personnel and the person in crisis.
11. Emotional discovery.
12. The Future of Health Psychology

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint presentations, e-discussions via the e-class educational platform, videos, use of anatomical models etc.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Theoretical part (lectures & tutorials)	40
	Lectures, seminars, clinical presentations, interactive teaching, project work	30
	Independent (personal) study	30
	Course total	100

STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Theoretical part: Multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work. The assessment of the theoretical part will take place at the end of each semester with written exams. The tutor has also the option to give provisional essays/reports throughout the semester, which will account for a percentage of the grade of the theoretical part. For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will provided by the tutor and agreed by the student. Language of evaluation: Greek & English (for Erasmus students)
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5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:	
(Greek)	
	<ul style="list-style-type: none"> ▪ Αντωνίου, Α.- Στ. (Επιστημονικός υπεύθυνος), (2007). Ψυχολογία υγείας στο χώρο εργασίας, Πρόλογος Ελληνικής έκδοσης Καθηγητής Γ. Π. Χρούσος, Ιατρικές εκδόσεις, Π.Χ. Πασχαλίδης, Αθήνα. ▪ DiMatteo, Robin, R.(2006). Εισαγωγή στην ψυχολογία της υγείας, εκδόσεις Ελληνικά Γράμματα, Αθήνα. ▪ Duberstein, P.R., Masling J.M. (2007). Ψυχοδυναμικές προοπτικές στην αρρώστια και στην υγεία, εκδόσεις Gutenberg, Αθήνα. ▪ Καραδήμας, Ε.Χ. (2005).Ψυχολογία της υγείας, εκδόσεις Gutenberg, Αθήνα. ▪ Παπαδάτου, Δ. (2009). Η Ψυχολογία στο χώρο της υγείας, εκδόσεις Ελληνικά Γράμματα, Αθήνα. ▪ Walker, J. (c2011). Ψυχολογία της υγείας για νοσηλευτές και άλλους επαγγελματίες φροντίδας, εκδόσεις, Π.Χ. Πασχαλίδης, Αθήνα.
(English)	
	<ul style="list-style-type: none"> ▪ Messer, D., Meldrum, C. (1995). Psychology for Nurses and Health Care Professionals. London: Prentice Hall.
- Related academic journals:	
	<ul style="list-style-type: none"> ▪ Health Psychology Research ▪ International Journal of Clinical and Health Psychology ▪ Health Psychology ▪ Psychology, Community & Health

COURSE OUTLINES

OPTIONAL SPRING MODULES



COURSE OUTLINE**EXERCISE PHYSIOLOGY****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUAT		
COURSE CODE	PTH_S01	SEMESTER	OPTIONAL SPRING MODULE (2nd, 4th, 6th or 8th)
COURSE TITLE	EXERCISE PHYSIOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	2	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Optional module		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																	
<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> ▪ master the adaptations that different types of exercise bring to the human body and plan the most efficient exercise for any intended goal. ▪ recognize both the immediate and long-term results the implementation of an exercise program brings about to physiological systems of the human organism ▪ be aware of the burdens each type of exercise brings on the various systems of the human organism and the factors that influence them, in order to use the exercise safely, while achieving the ideal customization for each patient. ▪ adjust the exercise to the particularities of patients with chronic conditions or during the acute condition recovery phase. ▪ evaluate the various physical abilities by using the most effective and safest maximum or submaximal test. 																	
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>Others...</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Others...</i>	<i>Production of new research ideas</i>	
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<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p>																	

Production of free, creative and inductive thinking

Showing social, professional and ethical responsibility and sensitivity to gender issues

3. SYLLABUS

1. Introduction to physical fitness (endurance, speed, strength, flexibility -elasticity) and the effects of physical inactivity.
2. Ways of operating the muscular system during exercise, the particular role and characteristics of different types of muscle fibers, energy sources used by the organism and different types of metabolism (aerobic, anaerobic) under conditions of physical effort.
3. Particularities in the use of energy sources as defined by duration, intensity and frequency of exercise and key points for successful exercise planning such as aerobic and anaerobic threshold and maximum oxygen uptake.
4. The effect of extrinsic and intrinsic factors that cause short and long -term exercise adjustments, as well as basic exercise methods that favour the achievement of specific directional goals (eg empowerment, improvement of aerobic capacity, control of body mass and composition, maintaining bone density, etc.).
5. Effects of different types of exercise on individual systems of the human body (cardiovascular, respiratory, hormonal, nervous, muscle, immune), with the presentation of the adjustments achieved and the setting of safe limits of the exercise load. Implications of excessive exercise. Main evaluation tests of individual physical abilities
6. Nutritional ingredients associated with performance in a structured exercise program. Broad reference to dietary supplements and ergogenic aids and possible risks from their use. Thermoregulation during exercise and prevention from high or low ambient temperature disturbances.

4. TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face											
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching Power point presentations Video Multimedia Available digital lesson material to students through the e-class platform											
<p style="text-align: center;">TEACHING METHODS</p> <p style="text-align: center;"><i>The manner and methods of teaching are described in detail.</i></p> <p style="text-align: center;"><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p style="text-align: center;"><i>The student's study hours for each learning activity are given as well as the hours of non-</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Lectures, seminars, Discussion</td> <td style="text-align: center; padding: 2px;">60</td> </tr> <tr> <td style="padding: 2px;">Individual and group work</td> <td style="text-align: center; padding: 2px;">20</td> </tr> <tr> <td style="padding: 2px;">Non-guided (independent) study</td> <td style="text-align: center; padding: 2px;">20</td> </tr> <tr> <td style="padding: 2px;">Course total</td> <td style="text-align: center; padding: 2px;">100</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures, seminars, Discussion	60	Individual and group work	20	Non-guided (independent) study	20	Course total	100	
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Lectures, seminars, Discussion	60											
Individual and group work	20											
Non-guided (independent) study	20											
Course total	100											

<i>directed study according to the principles of the ECTS</i>	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p>	<p>Assessment methods: Multiple Choice Test, Quick Response Questions, Development Questions, Problem Solving, Development Issues, Written Work (Potential Assessment Methods Selected by Teacher). Written examinations take place twice a year: at the end of the spring semester, and in September.</p> <p>Assessment Language: Greek and English for Erasmus Students</p> <p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will provided by the tutor and agreed by the student.</p>
<p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The written examination consisted of 100% of the total grade of the student's assessment. At the discretion of the tutor, he / she may be given the option of assigning optional work during the course of the semester to be taken into account in the final grade.</p>

5. ATTACHED BIBLIOGRAPHY

<p><i>Related academic journals:</i></p> <ol style="list-style-type: none"> 1. Journal of Applied Physiology 2. Medicine and Science in Sport & Exercise 3. American Journal of Sports Medicine 4. Exercise& Science Sports Reviews 5. Sports Medicine 6. British Journal of Sports Medicine 7. Journal of Exercise Science & Fitness 8. International Journal of Applied Exercise Physiology 9. Journal of Biology of Exercise
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COURSE OUTLINE**COMPUTER SCIENCE IN HEALTHCARE****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_S02	SEMESTER	OPTIONAL SPRING MODULE
COURSE TITLE	COMPUTER SCIENCE IN HEALTHCARE		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS (ECTS)
LECTURES		2	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Winter Semester Optional Course		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<ul style="list-style-type: none"> • The course curriculum introduces students to the basic principles of information technology in health focusing on Biomedical Technology systems and their applications in Medicine and Physiotherapy. The aim is to familiarize them with these technologies and to understand their contribution to health and rehabilitation and, more specifically, their use in diagnosis, treatment and improvement of quality of life. In particular, this knowledge will be based on the new possibilities and methodologies provided by the modern digital age and the exploitation of the corresponding literature and will include: <ul style="list-style-type: none"> • Familiarity with biomedical technology and health information systems • Understanding the basic principles of information technology in health and tele-health • Introduction to Artificial Intelligence and Integrated Diagnostic Assistance Software Systems • Overview of virtual reality and medical imaging systems • Deepening the applications of biomedical technology used in clinical practice or in the trial and knowledge of the latest developments as they arise from modern bibliography and case studies, • Emphasis on modern applications of medical technology systems and integrated software applications in the field of physiotherapy • Ensuring quality medical data and e-health security issues 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		

- Developing the ability to search, analyze and synthesize data and information, using the necessary information and communication technologies
- Familiarization with autonomous and teamwork
- Production of new research ideas
- Ability to make decisions and adapt to new situations
- Ability to work in an international and interdisciplinary environment
- Promoting free, creative & inductive thinking

3. SYLLABUS

1. Basic Principles of Biomedical Technology
Introduction to biomedical technology and biomedical engineering, representative biomedical technology systems (examples of medical devices, key features, use, mode of operation, potential risks), management of biomedical equipment, classification (therapeutic, preventive, promotional technologies), modern biomedical technology management systems, existing applications in Greece
2. Basic Principles of Computer Use
Introduction to the basic concepts of IT, hardware and software, operating systems, word processing applications, data processing with spreadsheets, presentations, data organization, databases and database management systems, collection and management of biomedical data
3. Information Systems
Organization and information, system concept, information system, integrated management information systems, security of information systems (security of equipment and access to data - rights and authorization management, backups, personal computer protection, uninterruptible power supplies, communication security - Cryptography, network and data security)
4. Health Information Systems
Health and Information Systems, Health Information Systems, Hospital Information Systems: Subsystems, Features, Applications (Patient Management, Material / Warehouse Management, Accounting Monitoring)
5. Artificial Intelligence and Medicine
Introduction to Artificial Intelligence-Basic Principles, Artificial Intelligence in the Service of Health-Present and Future, Neural Networks in Medicine, Modern Clinical Support Services, Integrated Software Systems for Decision Support
6. Virtual Reality Systems
Introduction to simulation and virtual environment, simulation of physiological systems, implementation of virtual reality in health, virtual reality systems-examples, simulation applications for spinal disorders
7. Medical Imaging Systems
Principles of imaging methods, applications and necessity of imaging methods in medicine, basic medical imaging systems, X-rays and newer imaging methods, medical imaging management and processing, DICOM standard, PACS system

<p>4. Telemedicine Decentralized hospitalization models, management and alarm software, telemedicine system 'FILIPPOS', modern telemedicine applications, personalized systems using mobile phones</p> <p>5. Medical Technology Systems in the field of Physiotherapy Basic principles of rehabilitation engineering, bionics, new technologies in rehabilitation- contribution to rehabilitation of the neuromuscular system, applications in objective motion counting and walking analysis, smart devices and application in physiotherapy: intelligent control of physical exercise of patients during rehabilitation, examples and applications used in the clinical practice or in the trial phase as they arise from modern literature and case studies,</p> <p>6. 10. Safety of Biomedical Technology Systems Quality assurance of medical data, security and confidentiality issues, safety of biomedical technology equipment, certifications and international standards, patient and user protection, accident prevention, alert system and reporting of adverse events of medical equipment</p>	<p>Systems</p>
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7. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face						
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	-Lectures and presentations using ICT -interactive sessions through platform asynchronous education -Acquainting with pilot projects on the PC at issues related to Physiotherapy -Use of ICT in communication with students -Available digital material of the course at students at the eclass e-learning platform						
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Theoretical part (lectures & tutorials)</td> <td style="text-align: center;">50</td> </tr> <tr> <td style="text-align: center;">Lectures, seminars, clinical presentations, interactive teaching, project work</td> <td style="text-align: center;">50</td> </tr> <tr> <td style="text-align: center;">Course total</td> <td style="text-align: center;">100</td> </tr> </table>	Theoretical part (lectures & tutorials)	50	Lectures, seminars, clinical presentations, interactive teaching, project work	50	Course total	100
Theoretical part (lectures & tutorials)	50						
Lectures, seminars, clinical presentations, interactive teaching, project work	50						
Course total	100						

<i>directed study according to the principles of the ECTS</i>	
STUDENT PERFORMANCE EVALUATION	Assessment Language, Greek and English for Erasmus students
<i>Description of the evaluation procedure</i>	Assessment methods: Written exam with multiple choice questions, short answer questions and development questions.
<i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	Written examinations take place twice a year at the end of the spring semester and in September The written exam is 100% of the total grade of the student's assessment.
<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	At the discretion of the teacher, it may be possible to assign optional work during the course of the semester to be taken into account in the final score. The written exam is 100% of the total grade of the student's assessment. At the discretion of the teacher, it may be possible to assign optional work during the course of the semester to be taken into account in the final score.

8. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ol style="list-style-type: none"> 1.Poulis G., Meimeti E., Informatics in Health, Publishers Konstantaras, 2017 2.Apostolakis I., Information Systems of Health, Papazisis Publications, 2007 3.Mantas I., Introduction to Information Technology, Paschalidis Publications, 2007 4.Kapopoulos D., Contribution of Informatics to Health, Diavlos Publishing, 2016 5.Koutsojannis K., Technology in Health and Welfare Sciences, Hellenic Publications, 2002 6.Koutsouris D., Pavlopoulos S. Prentza A., Introduction to Biomedical Technology and Medical Signal Analysis, Tziola Publications, 2003 7.Gorgetsis, Medical Informatics & Telemedicine Services, Dissigma Publishing, 2014 8.Aggelidis P., Medical Informatics, volume A, Sofia, 2011 9.Lazakidou A., Health in the Digital Age: Information Systems of Hospitals, 2013 <p>Recommended Foreign Language Bibliography:</p> <ol style="list-style-type: none"> 1.ScortlifeE, Perreault L., Wiederhold G., Fagan L., Medical Informatics: Computer Applications in Health Care and Biomedicine, Health Informatics, 2008 2. Bommel J., Musen M., Handbook of Medical Informatics, Springer, 2008 3. Enderle J., Blanchard S., Bronzino J., Introduction to Biomedical Engineering, 2nd Ed. Elsevier Academic Press, Amsterdam, 2005 4. Friedman M., Principles and Models of Biological Transport, 2nd Edition, Springer Verlag., 2008 5. Hoyt R., Sutton M., Yoshihashi A., Medical Informatics: Practical Guide for the Healthcare Professional, 3rd Ed., Lulu, 2008
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COURSE OUTLINE**HEALTH INTERPROFESSIONAL EDUCATION AND PRACTICE****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_S03	SEMESTER	OPTIONAL SPRING MODULE
COURSE TITLE	HEALTH INTERPROFESSIONAL EDUCATION AND PRACTICE		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS (ECTS)	
LECTURES	2	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised knowledge/Optional module		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>At the end of this module the students will be able to:</p> <ul style="list-style-type: none"> ▪ Work as members of an Interdisciplinary Health Care Group to provide patient-centered care. ▪ Identify and develop a productive relationship with other Health Scientists, recognizing their different roles and responsibilities for patient care. ▪ Determine specialized care and treatment in a holistic context, including human factors. ▪ Contribute to patient safety by improving communication skills and collaboration between health sciences that are responsible for the same patient. ▪ Develop appropriate awareness of the diversity of expertise that supports the effective interdisciplinary collaboration of the Health Team. ▪ Analyze the positive and negative aspects of interactions between health professionals and patients, families and communities. ▪ Identify the basic concepts of effective teamwork between health sciences with emphasis on communication and teamwork ▪ Recognize the emerging concept of interdisciplinary ethics and professionalism as the basis of cooperative practice among healthcare professionals ▪ Understand the impact of their personality, their preferences and their communication, performance as a team leader and / or a team member. ▪ Understand the cognitive and value framework that characterizes the professional roles of physical therapists, doctors, physicians, nurses, occupational therapists, speech therapists, social workers and all other health scientists, as well as impact interdisciplinary, level communication. ▪ Recognize and act as a multidisciplinary team through leadership, microsystems, conflict management, transport and communication. ▪ Evaluate the role of interdisciplinary teams in the organization and future of health care ▪ Identify when a group is productive ▪ Be aware of conflict management techniques that arise in healthcare groups due to different values between health sciences ▪ Understand how the individual contributes to team performance using the human factor.
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <p><i>Search for, analysis and synthesis of data and</i> <i>Project planning and management</i></p>

<i>information, with the use of the necessary technology</i>	<i>Respect for difference and multiculturalism</i>
<i>Adapting to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>

<ul style="list-style-type: none"> ▪ Search for, analysis and synthesis of data and information, with the use of the necessary technology ▪ Decision making ▪ Working independently ▪ Team work ▪ Working in an international and an interdisciplinary environment ▪ Production of new research ideas ▪ Respect for difference and multiculturalism ▪ Showing social, professional and ethical responsibility and sensitivity to gender issues ▪ Criticism and self-criticism ▪ Production of free, creative and inductive thinking

3. SYLLABUS

The overall objective of the course is to provide a basis for making clinical decisions in a Health Sciences group environment, integrating the theories of Interdisciplinary Education and Practice. Incorporating documented theories and practices offers students the opportunity to be trained using the knowledge and skills of each Health Scientist to work as members of an Interdisciplinary Team that aims at implementing the components of a treatment plan or therapeutic intervention focused on the patient.

Specific goals

- Identify clearly their roles and responsibilities to patients, families and other professionals.
- Identify the limitations of each health scientist's skills, knowledge and skills to frame the role and responsibility of each member of the team.
- Identify the details of an appropriate treatment plan.
- Identify and implement appropriate methods of communication between health sciences as well as between health sciences and patients, careers.
- Identify the role of continuing scientific and interdisciplinary development to improve the performance of Interdisciplinary Health Teams.

Developing appropriate teamwork skills is a key requirement of the modern Health Scientist. Collaborative practice has proven to strengthen health systems and improve the outcomes of primary, secondary and tertiary health care. Interdisciplinary Education and Practice occurs when two or more health care branches are given the opportunity to function as a team. The

Interdisciplinary Health Team is based on Interprofessional Education and Practice and helps to provide basic knowledge to students about clinical decision making through the Health Sciences Co-operation Group. The course implements the principles of Interprofessional Education and Practice by providing knowledge on the use of professional communication skills between Health Sciences in clinical settings. The course defines the roles and responsibilities of Health Sciences working in a team, the components of an individualized patient-centered treatment plan, the management of the moral dilemma, and the associated resources required to meet specific patient care needs

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint presentations, e-discussions via the e-class educational platform, videos, use of anatomical models etc.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Theoretical part (lectures & tutorials)	40
	Lectures, seminars, clinical presentations, interactive teaching, project work	30
	Independent (personal) study	30
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	<p>Theoretical part: Multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work.</p> <p>The assessment of the theoretical part will take place at the end of each semester with written exams. The tutor has also the option to give provisional essays/reports throughout the semester, which will account for a percentage of the grade of the theoretical part.</p> <p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral</p>	

<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	presentation upon a specific theme, which will provided by the tutor and agreed by the student. Language of evaluation: Greek & English (for Erasmus students)
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5. ATTACHED BIBLIOGRAPHY

<i>- Suggested bibliography:</i>	
(Greek)	
41.	Dessler Gary, «ΔΙΑΧΕΙΡΙΣΗ ΑΝΘΡΩΠΙΝΟΥ ΔΥΝΑΜΙΚΟΥ» 2014, ΕΚΔΟΣΕΙΣ ΚΡΙΤΙΚΗ Σαρρής, Ν. (2007). Μάνατζμεντ Ανθρώπινων Πόρων, Εκδόσεις Έλλην, Αθήνα.
42.	Παπαλεξανδρή, Ν. και Μπουραντάς, Δ. (2002). Διοίκηση Ανθρώπινων Πόρων. Εκδόσεις Μπένου, Αθήνα.
43.	Υφαντόπουλος, Ι.Ν. (2003). Τα Οικονομικά της Υγείας: Θεωρία και Πολιτική. Αθήνα: Τυπωθήτω - Γιώργος Δάρδανος.
44.	Sullivan, E.G. & Decker, P.G. (2005). Αποτελεσματική ηγεσία και Διοίκηση Υπηρεσιών υγείας. II Ελληνική έκδοση. Μ. Γκιούρδας Αθήνα.
45.	Τούντας, Γ. (2008). Υπηρεσίες Υγείας. Αθήνα: Εκδόσεις Οδυσσέας / Νέα Υγεία.
46.	Rice, T. (2006) Τα Οικονομικά της Υγείας σε Επανεξέταση (Επιστημονική Επιμέλεια: Μ. Ματσαγγάνης). Αθήνα: Εκδόσεις Κριτική.
47.	Σιωμκος, Γ (2004). Στρατηγικό μάρκετινγκ (2η έκδοση). Εκδόσεις Σταμούλης
(English)	
72.	C. Scott Smith, Winslow G. Gerrish, William G. Weppner (2015) Interprofessional Education in Patient-Centered Medical Homes: Implications from Complex Adaptive Systems Theory, Springer International Publishing.
73.	Sioban Nelson, Maria Tassone, Brian D. Hodges., (2014) Creating the Health Care Team of the Future: The Toronto Model for Interprofessional Education and Practice, ILR Press
74.	Theresa J.K. Drinka , Phillip G. Clark (2016),. Healthcare Teamwork: Interprofessional Practice and Education 2nd Edition, Praeger.
75.	Caroline Carlisle (2004). Interprofessional Education: An Agenda for Health Care Professionals Paperback, Quay Books,a division of Mark Allen Publishing Ltd.
References	
1.	Al-Qahtani, M. F. (2016) 'Measuring healthcare students' attitudes toward interprofessional education', Journal of Taibah University Medical Sciences. Elsevier Ltd, 11(6), pp. 579–585. doi: 10.1016/j.jtumed.2016.09.003.
2.	Anderson, E. S. (2016) 'Evaluating interprofessional education: An important step to improving practice and influencing policy', Journal of Taibah University Medical Sciences. Elsevier Ltd, 11(6), pp. 571–578. doi: 10.1016/j.jtumed.2016.08.012.
3.	Birk, T. J. (2017) 'Principles for Developing an Interprofessional Education Curriculum in a Healthcare Program', Journal of Healthcare Communications, 02(01), pp. 1–4. doi: 10.4172/2472-1654.100049.
4.	Guraya, S. Y. and Barr, H. (2018) 'The effectiveness of interprofessional education in healthcare: A systematic review and meta-analysis', Kaohsiung Journal of Medical Sciences. Published by Elsevier Taiwan LLC, 34(3), pp. 160–165. doi: 10.1016/j.kjms.2017.12.009.
5.	Judge, M. P. et al. (2015) 'Evaluation of students' receptiveness and response to an interprofessional learning activity across health care disciplines: An approach

toward team development in healthcare', *International Journal of Nursing Sciences*. Elsevier Ltd, 2(1), pp. 93–98. doi: 10.1016/j.ijnss.2015.01.003.

6. Judge, M. P., Polifroni, E. C. and Zhu, S. (2015) 'Influence of student attributes on readiness for interprofessional learning across multiple healthcare disciplines: Identifying factors to inform educational development', *International Journal of Nursing Sciences*. Elsevier Ltd, 2(3), pp. 248–252. doi: 10.1016/j.ijnss.2015.07.007.
7. Soubra, L. et al. (2017) 'Effect of Interprofessional Education on Role Clarification and Patient Care Planning by Health Professions Students', *Health Professions Education*. Elsevier B.V., 4(4), pp. 317–328. doi: 10.1016/j.hpe.2017.12.005.
8. Thistlethwaite, J. E. (2015) 'Interprofessional education: Implications and development for medical education', *Educacion Medica*. Elsevier España, S.L.U., 16(1), pp. 68–73. doi: 10.1016/j.edumed.2015.04.007.

- Related academic journals:

- Journal of Interprofessional Education & Practice
- Journal of Interprofessional Care
- Health and Interprofessional Practice

COURSE OUTLINE**PROSTHETICS-ORTHOTICS****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PHT_S04	SEMESTER	OPTIONAL SPRING MODULE (2nd, 4th, 6th or 8th)
COURSE TITLE	PROSTHETICS-ORTHOTICS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	2	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background /Optional module		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES**Learning outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will

<p><i>acquire with the successful completion of the course are described.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>The course curriculum focuses on supporting and restoring body parts through special orthotic and prosthetic equipment. The expected learning outcomes will be modeled on the new possibilities and methodologies provided by the modern digital age and using the corresponding literature and will include:</p> <ul style="list-style-type: none"> • Deepening the basic principles of rehabilitation through orthotics of particular musculoskeletal disorders, emphasizing the clinical evaluation and therapeutic approach of each disease. • Familiarization with all types of alignment and their characteristics, assessment of patients with kinematic dysfunctions and selection of appropriate methods • Acquiring extensive knowledge of the basic principles of prosthetic restoration in cases of amputations and genetic abnormalities • Knowledge of the types of prosthesis for the upper and lower limbs as well as the ways of re-training the functionality of the patients using them 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of new research ideas</i>	<i>Others...</i>	
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<p>Developing the ability to search, analyze and synthesize data and information, using the necessary information and communication technologies</p> <ul style="list-style-type: none"> • Familiarization with autonomous and teamwork • Production of new research ideas • Ability to make decisions and adapt to new situations • Ability to work in an international and interdisciplinary environment • Promoting free, creative & inductive thinking 																			

3. SYLLABUS

I. Introduction

1. Introduction to rehabilitation

Key diseases of the bones, joints and limbs, physiological / pathological movement and muscular function, neurological and musculoskeletal injuries, support of body parts through special equipment, alleviation of arduous conditions, basic principles of orthotic and prosthetic restoration, goals and results

II. Orthotic

2. General principles of orthotics and biomechanics of formation

Objectives and types of orthotics, nomenclature, materials, basic elements of the biomechanics of uprightness (stability, rotation, transversal and axial forces, ground reaction forces)

3. Corrective restoration equipment

Orthotics of the lower limb, orthogonal upper limb, spine orthotics, traditional metal prostheses, thermoplastic orthotics, passive passageways, indications and contraindications for case-by-case use, application parameters

4. Therapeutic approach through orthotics

Walking cycle, normal walking assessment, restoration of kinetic dysfunctions by serious neurological injuries, restoration of specialized musculoskeletal injuries, cases of orthopedic anomalies and support through special orthotic equipment

III. Prosthetic

5. Basic principles and types of limbs

Purpose prosthesis, additional members and prosthetic device, prosthetic features for upper and lower extremities, prosthetic foot design, SACH foot model

6. Case and clipping

Role of the casing, physical, mechanical and technical requirements, case types, restraint systems

7. Upper and lower limb replacement in patients with amputation or genetic abnormality

Causes and levels of amputation, amputation and physiotherapeutic rehabilitation - rehabilitation stages, role of physiotherapist, re-training of functionality in amputated patients

IV. Advanced methods of recovery

8. New technologies in orthotics and prosthetics

Bionic artificial members, robotic prosthetic members, myoelectric upper limb prostheses, 'intelligent' prosthetic foot, case studies

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> ♣ Lectures and presentations using ICT ♣ interactive sessions through platform asynchronous education ♣ Use of ICT in communication with students ♣ Available digital material of the course at students in the e-class e-class e-class platform 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lecture, dialogue, discussion, analysis and discussion of clinical incidents	40
	Individual and group work	30
	Non-guided (independent) study	30
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>The assessment of the theory will be done at the end of each semester in the form of written examinations.</p> <p>At the discretion of the teacher, it may be possible to assign optional work during the course of the semester to be taken into account in the final score.</p> <p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will be provided by the tutor and agreed by the student.</p>	

5. ATTACHED BIBLIOGRAPHY

<p><u>Recommended Greek Bibliography:</u></p> <ol style="list-style-type: none"> 1. BOARD OF DIRECTORS Korres, Γ.Π. Lyritis, P.N. Sakkakos, <i>Orthopedics and Traumatology musculoskeletal system</i>, Konstantaras Medical Publications, 2010 2. G. Kontakis, <i>Orthopedic Trauma</i>, Konstantaras Medical Publishing, 2016 3. Hatzipavlou A., Kontakis G., <i>Orthopedic traumatology I-Bones and joint joints</i>, Paschalidis Publishing, 2006 <p><u>Recommended Foreign Language Bibliography:</u></p>

1. *Lusardi and Nielsen, Orthotics and Prosthetics in Rehabilitation, 2nd ed., Butterworth-Heinemann, 2000*
2. *Seymour R., Prosthetics and Orthotics: Lower Limb and Spine, Lippincott ed., 2002*
3. *Whittle M, Gait Analysis: An Introduction, Butterworth-Heinemann Ltd, 1991*
4. *Perry J and Burnfield J., Gait analysis: Normal and pathological function, 2010*
5. *Smidt G.L., Clinics in Physical Therapy: Gait in Rehabilitation, Churchill Livingstone, Elsevier Health Sciences, 1990*
6. *Herr H, Exoskeletons and orthoses: classification, design challenges and future directions. J NeuroengRehabil., 6 (1): 21, 2009*
7. *Somers M., Spinal Cord Injury: Functional Rehabilitation, 3rd ed., 2002*
8. *Hong Liu et al., On the development of intrinsically-actuated, multisensory dexterous robotic hands, Robomech J, 3: 4, 2016*
9. *Erika Nathalia Gama Melo et al., Anthropomorphic robotic hands: A review, Ingeniería y Desarrollo, Universidad del Norte. Vol. 32 (2): 279-313, 2014*
10. *Mohd Azuwan et al., Recent Trends in Lower-Limb Robotic Rehabilitation Orthosis, Robotics 3: 120-148, 2014*
11. *Hugh Herr, Chapter 5: Cyborg Technology, Biomimetic Orthotic and Protective Technology, MIT Media Lab, in Biologically Inspired Intelligent Robots, SPIE Press, 2003*

COURSE OUTLINE**INTELLIGENT SYSTEMS OF DECISION MAKING****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_S05	SEMESTER	OPTIONAL SPRING MODULE
COURSE TITLE	INTELLIGENT SYSTEMS OF DECISION MAKING		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS (ECTS)
LECTURES		2	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised knowledge -skills development		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>The aim of the course is to introduce students to Artificial Intelligence and to deepen the use of its key applied technologies aimed at improving the quality of life and facilitating the provision of health services. In particular, this knowledge will be based on the new possibilities and methodologies provided by the modern digital age and the exploitation of the corresponding literature and will include:</p> <ul style="list-style-type: none"> • Familiarization with knowledge representation methods • Emphasis on computer aided decision making systems in the health sector • Overview of applications of knowledge representation systems and artificial intelligence in general as they arise from modern bibliography and analysis of case studies, • Collection and processing of biomedical data and intelligent bioassay analysis • Extensive knowledge and deepening of Artificial Intelligence Applications in Health and Physiotherapy • Development of capacities for the implementation of some pilot projects in the PC on topics related to Physiotherapy 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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<i>Working in an interdisciplinary environment</i>	<i>.....</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
<ul style="list-style-type: none"> • Developing the ability to search, analyze and synthesize data and information, using the necessary information and communication technologies • Familiarization with autonomous and teamwork • Production of new research ideas • Ability to make decisions and adapt to new situations 																			

- Ability to work in an international and interdisciplinary environment
- Promoting free, creative & inductive thinking

3. SYLLABUS

Theoretical part

1. Introduction to Artificial Intelligence

Definition of Artificial Intelligence, Approaches, Major Developments, Problem Description and Search for a Solution

2. Representation of knowledge and reasoning

Basic principles of knowledge representation, types of reasoning, propositional logic, categorical calculus, mechanism for deducting conclusions, structured representations of knowledge, rules systems

3. Fuzzy logic

Fuzzy logic and theory of fuzzy sets, vague reasoning and systems, applications

4. Mechanical learning

Categories of learning engineered algorithms, decision tree learning (DTL), the knowledge extraction tool interface from WEKA data

5. Neural Networks

Biological neural networks, artificial neuron model, basic properties of neural networks, applications in medicine

6. Genetic algorithms

Functioning of genetic algorithms, problem solving with genetic algorithms, efficiency and efficiency

7. Experienced systems

Structure and function, desirable features, experienced system and conventional programs, experienced system and people-experts, knowledge base, tools and process development of experienced system

8. Intelligent decision-making systems and their application to medical practice

Objective, evolution of approaches, categories of clinical decision support systems (CDSS) and typical features, typical examples, case studies

9. Intelligent Bioassay Analysis and Intelligent Programming

Biomedical signals, sampling and analog-to-digital conversion, types of noise in biomedical signals and measurement effect, examples of training and classification, control of successful system classification - sensitivity and specialization calculation, examples of intelligent bioassay analysis: electromyography, electroencephalography (EEG) and electrocardiogram (ECG)

10. Artificial Intelligence Applications in Health and Physiotherapy

Artificial Intelligence in the Service of Health - Present and Future, Intelligent Systems and Application to Physiotherapy: Intelligent Physical Exercise Control for Rehabilitation in Patients, Advanced Mechanical Learning Issues and Decision Support, Approach by Developing Fuzzy Logic Systems

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> - Lectures and presentations using ICT - interactive sessions through platform asynchronous education - Acquainting with pilot projects on the PC at issues related to Physiotherapy - Use of ICT in communication with students - Available digital material of the course at students at the eclass e-learning platform 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Theoretical part (lectures & tutorials)	50
	Lectures, seminars, clinical presentations, interactive teaching, project work	50
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment Language, Greek and English for Erasmus students Assessment methods: Written exam with multiple choice questions, short answer questions and development questions. Written examinations take place twice a year at the end of the spring semester and in September The written exam is 100% of the total grade of the student's assessment. At the discretion of the teacher, it may be possible to assign optional work during the course of the semester to be taken into account in the final score. The written exam is 100% of the total grade of the student's assessment. At the discretion of the teacher, it may be possible to	

	assign optional work during the course of the semester to be taken into account in the final score.
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5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p>	<p>Greek :</p> <ol style="list-style-type: none"> 1. Hatziligeroudis I., Koutsoyiannis K., Intelligent Programming, 2007. 2. Vlachavas I., Kefalas P., Vassiliadis N., Kokkoras F., Sakellariou H., Artificial Intelligence, 3rd Edition, Giourdas Publishing, 2006. 3. Russell S., Norvig P., Artificial Intelligence. A Modern Approach (English Translation), 2nd Edition, Klidarithmos Publications, 2005. 4. King P., Intelligent Control, Tzoli Publishing, 2004. Treatment, Medical Publishing, Konstantaras, Athens. <p>English:</p> <ol style="list-style-type: none"> 1. Remco R. Bouckaert, Eibe Frank, Mark Hall, Richard Kirkby, Peter Reutemann, Alex Seewald, David Scuse, WEKA Manual, 2013. 2. Ian H. Witten, Eibe Frank, Mark A. Hall, Data Mining - Practical Machine Learning Tools and Techniques, 3rd Edition, Morgan Kaufmann / Elsevier, 2011. 3. Berner E., Ball M., Clinical Decision Support Systems: Theory and Practice, Springer, 2009. 4. Engelbrecht A.P., Computational Intelligence: An Introduction, Wiley, 2007. 5. Greenes R.A., Clinical Decision Support: The Road Ahead, Elsevier, 2007. 6. Konar A., Computational Intelligence: Principles, Techniques and Applications, Springer, 2005. 7. Sheikhtaheri A., Sadoughi F., Hashemi Dehaghi Z., Developing and Using Expert Systems and Neural Networks in Medicine: J Med Syst., Sep; 38 (9): 110, 2014. 8. Slavici T and Almajan B., Artificial Intelligence Techniques: An Effective New Approach to Challenging the Assessment of Complex Clinical Fields such as Airway Clearance Techniques in Cystic Fibrosis Patients, J Rehabil Med, 45: 397-402, 2013. 9. Isik H. and Arslan S., An Artificial Neural Network Classification Approach for the Use of Ultrasound in Physiotherapy, Journal of Medical Systems, 35 (6): 1333-1341, 2011 10. Nawrocka, M. Nawrocki and A. Kot, Fuzzy logic controller for rehabilitation robot manipulator, 15th International Carpathian Control Conference (ICCC), pp. 379-382, IEEE, 2014. 11. Song B., Becker M, Gietzelt M, Haux R, Kohlmann M, Schulze M, Tegtbur U, Wolf KH, Marschollek, M., Feasibility study of a sensor-based autonomous load control system for COPD patients, J Med Syst., Jan; 39 (1): 150, 2015.
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COURSE OUTLINE**GROUP-BASED EXERCISE PROGRAMMS****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUAT		
COURSE CODE	PTH_S06	SEMESTER	OPTIONAL SPRING MODULE (2nd, 4th, 6th or 8th)
COURSE TITLE	GROUP-BASED EXERCISE PROGRAMMS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
THEORETICAL PART (LECTURES)	2	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Optional module		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																	
<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> ▪ Understand how to structure and organize a group-based exercise program according to the needs of their patients. ▪ Be aware of the basic principles of planning a group-based exercise program related to the choice of exercises, the exercise load, the number of sets, repetitions and intervals. ▪ Know in detail the item, types and peculiarities, the equipment they can use as well as progressive techniques of therapeutic exercises. ▪ Recognize how and where they can use group-based exercise programs so as to deal with and /or prevent progressively evolving diseases (e.g., osteoporosis), or conditions (e.g., aging). ▪ Apply the appropriate techniques of therapeutic exercises with the planning of group-based programs for rehabilitation and reinforcement of the basic functional capabilities (strength, power, endurance, range of motion, neuromuscular control, proprioception, etc.) of the human body. ▪ Develop documented therapeutic exercise programs that are safe and appropriate and provide a variety of exercises. ▪ Be aware of the documented techniques of group-based exercise programs for the rehabilitation of pathologies in specific population groups (e.g. people in development age, teenage age/adolescence). Finally, the psychological factors (personality type, incentives, etc.) that affect the commitment to regular lifelong physical activity and exercise. 																	
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>Others...</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Others...</i>	<i>Production of new research ideas</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																
<i>Decision-making</i>	<i>Respect for the natural environment</i>																
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																
<i>Team work</i>	<i>Criticism and self-criticism</i>																
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>																
<i>Production of new research ideas</i>																	
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p>																	

Team work Working in an interdisciplinary environment Production of new research ideas Production of free, creative and inductive thinking Showing social, professional and ethical responsibility and sensitivity to gender issues Respect for the natural environment
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3. SYLLABUS

1. Introduction to the philosophy of group-based exercise programs and differences from individual - based programs. Basic elements of designing a group-based exercise program. 2. Initial assessment of patients (level of fitness /physical condition), setting goals for the exercise, planning and implementation of the program and evaluation of the results. 3. Structure and content (warming-up, selection of motor activities, recovery). Planning group-based exercises aiming at improving aerobic capacity, muscle strength and endurance, improvement of mobility, neuromuscular junction and speed. Stretching. Load elements (number of sets, repetitions, frequency and intervals). 4. Design of group -based exercise programs with emphasis on safety, appropriateness and variety of instruments and exercises. Exercise in outdoors and indoors, exercise in water. Group-based exercise programs at workplaces. 5. Group -based exercise programs for special populations (children, adolescents, adults, elderly). Particularities in the load and content of the exercise items. Group-based exercise programs for chronic diseases cardiovascular, diabetes, overweight people, etc. Indicative, as well as exercises that are contraindicated per patient category. 6. Finally, the psychological factors (personality type, motives, etc.) that affect and are affected by exercise. Systematic lifelong physical activity, health and well-being /wellness.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Power point presentations Video Multimedia Available digital lesson material to students through the e-class platform	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational</i>	Activity	Semester workload
	Lectures, seminars, Discussion	60
	Fieldwork, educational visits	30
	Non-guided (independent) study	10
	Course total	100

<p><i>visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p>	<p>Assessment methods: Multiple Choice Test, Quick Response Questions, Development Questions, Problem Solving, Development Issues, Written Work (Potential Assessment Methods Selected by Teacher). Written examinations take place twice a year: at the end of the spring semester, and in September.</p> <p>Assessment Language: Greek and English for Erasmus Students</p> <p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will provided by the tutor and agreed by the student.</p>
<p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students</i></p>	<p>The written examination consisted of 100% of the total grade of the student's assessment. At the discretion of the tutor, he / she may be given the option of assigning optional work during the course of the semester to be taken into account in the final grade.</p>

5. ATTACHED BIBLIOGRAPHY

Suggested bibliography:

1. Yang JH, Wang YQ, Ye SQ, Cheng YG, Chen Y, Feng XZ. The Effects of Group-Based versus Individual-Based Tai Chi Training on Nonmotor Symptoms in Patients with Mild to Moderate Parkinson's Disease: A Randomized Controlled Pilot Parkinsons Dis. 2017;2017
2. Sajatovic M, Ridgel AL, Walter EM, Tatsuoka CM, Colón-Zimmermann K, Ramsey RK, Welter E, Gunzler SA, Whitney CM, Walter BL. A randomized trial of individual versus group-format exercise and self-management in individuals with Parkinson's disease and comorbid depression. Patient Prefer Adherence. 2017 May 19;11:965-973.
3. Allen KD, Bongiorno D, Bosworth HB, Coffman CJ, Datta SK, Edelman D, Hall KS, Lindquist JH, Oddone EZ, Hoenig H. Group Versus Individual Physical Therapy for Veterans with Knee Osteoarthritis: Randomized Clinical Trial. Phys Ther. 2016 May; 96(5):597-608.
4. Bravo G, Gauthier P, Roy PM, Payette H, Gaulin P, Harvey M, Péloquin L, Dubois MF. Impact of a 12-month exercise program on the physical and psychological health of osteopenic women. J Am Geriatr Soc. 1996 Jul; 44 (7): 756-62.

8. Borek AJ, Smith JR, Greaves CJ, Gillison F, Tarrant M, Morgan-Trimmer S, McCabe R, Abraham C. Developing and applying a framework to understand mechanisms of action in group-based, behaviour change interventions: the MAGI mixed-methods study, Southampton (UK): NIHR Journals Library; 2019 Jun.

5. Alhambra-Borrás T, Durá-Ferrandis E, Ferrando-García M. Effectiveness and Estimation of Cost-Effectiveness of a Group-Based Multicomponent Physical Exercise Programme on Risk of Falling and Frailty in Community-Dwelling Older Adults. Int J Environ Res Public Health. 2019 Jun 13;16 (12). pii: E2086.

6. Keating LE, Becker S, McCabe K, Whattam J, Garrick L, Frey BN, Sassi RB, McKinnon MC. Impact of a structured, group-based running programme on clinical, cognitive and social function in youth and adults with complex mood disorders: a 12-week pilot study. BMJ Open Sport Exerc Med. 2019 May 21;5(1): e000521. doi: 10.1136/bmjsem-2019-000521. eCollection 2019.

7. Stødle IV, Debesay J, Pajalic Z, Lid IM, Bergland A. The experience of motivation and adherence to group-based exercise of Norwegians aged 80 and more: a qualitative study. Arch Public Health. 2019 Jun 7;77:26. doi: 10.1186/s13690-019-0354-0. eCollection 2019.

8. Schnor H, Linderoth S, Midtgaard J. Experiences with Participation in a Supervised Group-Based Outdoor Cycling Programme for People with Mental Illness: A Focus Group Study. Int J Environ Res Public Health. 2019 Feb 13;16(4). pii: E528.

9. Jordan S, Krug S, von der Lippe E Participation in group-based physical activity programmes for adults in Germany and associated factors: data from a nationwide cohort study. BMC Public Health. 2018 Dec 12;18(1):1371.

Related academic journals:

1. International Journal Environmental Research and Public Health
2. Journal of American Geriatrics Society.
3. Physical Therapy

COURSE OUTLINE**PHYSIOTHERAPY FOR THE ELDERLY****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_S07	SEMESTER	OPTIONAL SPRING MODULE (2nd, 4th, 6th or 8th)
COURSE TITLE	PHYSIOTHERAPY FOR THE ELDERLY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized knowledge - skills development /Optional module		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>By the end of the module the student will:</p> <ul style="list-style-type: none"> - Have a good understanding of the effects of ageing on biological structures and skills (either mental or motor) in elderly people - Be able to demonstrate an ability to assess an elderly patient and critically analyse clinical information as well as assessment findings of the different diseases of the elderly (frailty, osteoporosis, sarcopenia, arthritis, dementia, fall risk) through clinical reasoning - Be able to demonstrate an ability to select management approaches that are relevant to the needs and interests of the elderly patient, with consideration of the contraindications and precautions inherent to each situation (i.e. related to ageing, the hospital and community centers) - Be able to demonstrate the ability to apply clinical practice guidelines for addressing the rehabilitation needs of elderly people - Be able to plan evidenced based rehabilitation programmes for elderly, with exercise, training skills, ergonomical adaptation and consultation. - Be able to demonstrate an ability to analyse complex problem situations and to develop justifiable adaptations of unexpected events which may occur to elderly people 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table> <ul style="list-style-type: none"> ▪ Search for, analysis and synthesis of data and information, with the use of the necessary technology ▪ Adapting to new situations 		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		

- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. SYLLABUS

The curriculum of this optional **theoretical module** focuses on understanding and gaining an in depth knowledge of the physical therapeutic approach of the most common problems of elderly people; musculoskeletal problems (e.g. osteoporosis, fracture, sarcopenia, arthritis), mental and cognitive disorders (e.g. Alzheimer, depression), cardiac problems (heart failure, hypertension), neurological problems (e.e. Parkinson disease), special conditions (e.g. incontinence, abuse, social isolation, polypharmacy).

There is a strong emphasis on understanding the particular biological and perceptual characteristics of the elderly, the geriatric assessment procedures as well as the available measurement tools and scales for each given situation. The focus is on the physical therapy approach and on the evidence-based application of the most appropriate methods for the rehabilitation of the elderly in the short and long term. The interventions will be designed in order to improve activities of daily living, and quality of life, reduce falls, increase muscle strength and muscle mass and improve balance. Furthermore ergonomic intervention programmes will be designed for homes of the elderly people in order to reduce the risk and the fear of falling. Finally different exercise programmes will be designed (personal, home-based and group-based ones) specifically for elderly people.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to- face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> ▪ Ηλεκτρονικές συζητήσεις μέσω πλατφόρμας ασύγχρονης εκπαίδευσης ▪ Video ▪ Use of ICT in teaching 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational</i>	Activity	Semester workload
	Lectures, seminars, clinical presentations, interactive teaching, project work	40
	Independent (personal) study	30

visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Group & personal exercises/ projects	30
	Course total	100
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work. The assessment of the theoretical part will take place at the end of each semester with written exams. At the discretion of the tutor, it may be possible to assign optional work during the course of the semester to be taken into account in the final score. For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will provided by the tutor and agreed by the student. Language of evaluation: Greek & English (for Erasmus students)	

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography: Greek literature
7. Brill P.A. (2006). Σωστή άσκηση στην Τρίτη ηλικία. Salto,Αθήνα 8. Χριστοδούλου Γ.Ν., Κονταξάκης Β.Π. (2000). Η Τρίτη ηλικία. Εκδ. Βήτα, Αθήνα. 9. Peggie W. (2011). Θεραπευτική άσκηση σε Ειδικούς Πληθυσμούς, Ιατρικές Εκδόσεις Κωνσταντάρας, Αθήνα 10. Χανιώτης Δ., Χανιώτης Φ. (2013) Γηριατρική Ιατρ εκδ Λίτσας, Αθήνα
English literature
7. Guccione A., Wong R, Avers D. (2012). Geriatrics Physical Thera[γ. 3rd ed. Elsevier,Mosby 8. Best-Martini E, <u>Jones-Digenova</u> K.A.. (2014). Exercise for frail elders. 2 nd edition Human Kinetics, Champaign, Illinois. 9. David X. Cifu Henry L. Lew Mooyeon Oh-Park. (2018). Geriatric Rehabilitation 1 st edition.Elsevier
- Related academic journals:
<ul style="list-style-type: none"> ▪ Physiotherapy ▪ Age and Ageing ▪ Physiotherapy Theory and Practice ▪ BMC Geriatrics ▪ Archives of Gerontology and Geriatrics

COURSE OUTLINE**ENGLISH LANGUAGE****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUAT		
COURSE CODE	PTH_S08	SEMESTER	OPTIONAL SPRING MODULE (2nd, 4th, 6th or 8th)
COURSE TITLE	ENGLISH LANGUAGE		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	2	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Optional module		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English & Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																	
<p>At the end of the course the students will be able to:</p> <p>meet the needs arising from the new curriculum in the subject of English language. Prepare any work during their studies, as well as their dissertation, with a focused search for English-language bibliography (keywords, summaries, etc.). They will be able to watch the current English bibliography and go to it whenever it will be needed.</p>																	
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>Others...</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Others...</i>	<i>Production of new research ideas</i>	
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<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																
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<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p>																	

3. SYLLABUS

During the course, students will further deepen the English-speaking terminology regarding the operation and the malfunctions of the human body. They will be informed about the research for modern developments in their areas of interest, as well as new approaches to the subject of physiotherapy. Finally, it will be particularly helpful for students interested in moving abroad as part of the Erasmus program.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power point presentations Video Multimedia	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures, seminars, essay writing, study and analysis of bibliography	The individual breakdown of the workload by activity is determined by the responsible teacher.
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment Methods: Multiple Choice Test, Quick Response Questions, Problem Solving, Development Issues, Written Work (Potential Assessment Methods Selected by Teacher). Written examinations take place twice a year: at the end of the spring semester, and in September. Assessment Language: English and Greek (English for Erasmus Students) The written examination consisted of 100% of the total grade of the student's assessment. At the discretion of the tutor, he / she may be given the option of assigning optional work during the course of the semester to be taken into account in the final grade.	

5. ATTACHED BIBLIOGRAPHY

Suggested bibliography: Dorland's pocket medical dictionary. Philadelphia, WB. Saunders Co. 1989

COURSE OUTLINE**THESIS****1. GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTH_S09	SEMESTER	OPTIONAL SPRING MODULE 8th
COURSE TITLE	THESIS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS (ECTS)	
LECTURES	4	8	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised knowledge -skills development/Optional 8 th semester		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																	
<p>At the end of this module the students will be able to:</p> <ul style="list-style-type: none"> • Be aware of the way in which the knowledge that is taught is generated. • To distinguish between integrated and qualitative researches from those that are less scientifically valid and inadequately documented. • To develop a critical approach to the literature through the process of searching, analyzing, evaluating and finally reconstituting the published research. • Be aware of the methods and criteria for decoding the way knowledge is produced, and also become a more effective collaborator of lifelong learning by seeking the necessary information through valid and reliable scientifically documented sources. • Organize questions for discussion on subjects of interest • Be trained in exploring scientific sources • Evaluate and understand the materials of his work • Categorize the findings of a review or a clinical trail • Be able to raise research questions based on valid scientific data regarding the science of physiotherapy. • Critical thinking and analysis to select valid information • Explain the deeper concepts behind the information it collects • Become an excellent specialist in the subject of his work • Organize the time within the margins assigned to him to complete his work • Develop personal evaluation and assessment criteria for scientific communications • Present and perhaps publish their study 																	
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>
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<i>Production of new research ideas</i>	<i>Others...</i>																

.....
<ul style="list-style-type: none"> ▪ Search for, analysis and synthesis of data and information, with the use of the necessary technology ▪ Decision making ▪ Working independently ▪ Team work ▪ Working in an international and an interdisciplinary environment ▪ Production of new research ideas ▪ Respect for difference and multiculturalism ▪ Showing social, professional and ethical responsibility and sensitivity to gender issues ▪ Criticism and self-criticism ▪ Production of free, creative and inductive thinking

3. SYLLABUS

The course is a student's final and mature effort. The students, through Bachelor Thesis process, is trained to complete a scientifically substantiated text by deepening their knowledge in a special scientific field of Physiotherapy. It seeks to stimulate critical thinking and develop the analytical and synthetic ability of the student to develop a study. Having conquered a level of knowledge and experience in the theoretical and practical part of physical therapy, the students take the final step towards completing his or her obligations towards their Undergraduate Studies. Through the Bachelor Thesis students are given the opportunity to carry out a self-contained scientific search of a creative character which will be a result of critical and analytical thinking on a subject of physiotherapy science through the proven research using the set of theoretical and practical knowledge gained from their studies.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint presentations, e-discussions via the e-class educational platform, videos, use of anatomical models etc.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational</i>	Activity	Semester workload
	Theoretical part (lectures & tutorials, face to face meeting with the instructor)	50
	Written and presented project	150
	Course total	200

visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Theoretical part: Multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work.</p> <p>The assessment of the theoretical part will take place at the end of each semester with written exams. The tutor has also the option to give provisional essays/reports throughout the semester, which will account for a percentage of the grade of the theoretical part.</p> <p>For Erasmus students the theoretical part of the examination instead of the written examinations could be evaluated with written essays /reports as well as an oral presentation upon a specific theme, which will provided by the tutor and agreed by the student.</p> <p>Language of evaluation: Greek & English (for Erasmus students)</p>

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:	
(Greek)	
	<ul style="list-style-type: none"> ▪ 1. Μαρίνος ΜΘ (2009). Πως γραφεται μια Πτυχιακή και Μεταπτυχιακή Εργασία, Εκδόσεις Σακκουλας ▪ 2. Ανδρεαδάκης ΝΑ, Βάμβουκας ΜΙ (2005) Οδηγός για την εκπόνηση και τη σύνταξη γραπτής εργασίας: σεμιναριακής πτυχιακής, διπλωματικής, Εκδόσει Ατραπός.
(English)	
	<ul style="list-style-type: none"> ▪ Katz, Michael Jay by, D., Meldrum, C (2009). From Research to Manuscript, A Guide to Scientific Writing, Springer. ▪ Robert A. Day and Barbara Gastel (2006) How to Write and Publish a Scientific Paper. ▪ Angelika H. Hofmann (2016) Scientific Writing and Communication, Oxford University Press. ▪ Scott L. Montgomery. The Chicago Guide to Communicating Science. University Of Chicago Press, 2003. ISBN-10: 0226534847. ▪ Stuart Firestein. Ignorance: How It Drives Science. Oxford University Press, 2012. ISBN-10: 0199828075. ▪ Rebecca Skloot, Floyd Skloot, Jesse Cohen (eds.) The Best American Science Writing 2011. Ecco, 2011. ISBN-10: 0062091247. ▪ Thomas A Easton (editor) Taking Sides: Clashing Views in Science, Technology, and Society. 10th edition. McGraw-Hill/Dushkin, 2011. ISBN-10: 0078050278. ▪ Anson C.M. and Schwegler R.A.(2014) The Longman Handbook for Writers and Readers, Pearson ▪ Muth MF, Schweglar RA, Anson CM (2005) The Longman Writer's Bible: The Complete Guide to Writing, Research, and Grammar, Longman

PART 3

STUDENTS' CARE



General Information for the students

Obtaining the Academic Identity with Embodied Student Ticket Card (PASO)

From the academic year 2012-2013 the Ministry of Education and Religious Affairs has developed a central information system for the issuance of a new academic identity for first, second and third cycle students. Academic Identity also incorporates the Student Ticket Card (PASO), which is now stopped being a separate card. Students can submit an online application to obtain the Academic Identity throughout the academic year. Students receive the identity without any charge. To apply for a Student ticket card, it is necessary for the student to have an access account in the telematics services of the University of Patras. The student receives this account when he is admitted to the first year of his studies. With the same account, the student has access to all the central electronic services of the University of Patras. In case the student forgets his/her password access account, he / she must arrange for a new code to be issued immediately by the Department of Networks of the University of Patras.

For the procedures of obtaining the Academic Identity (with the embodied PASO) the student can be informed by the web site of the University of Patras

<https://www.upatras.gr/el/node/1227>



Books Supply

Students have the right to get free of charge one (1) textbook for each taught mandatory or optional course of their curriculum, which they can choose. In particular, for students enrolled for the first time in Universities from the academic year 2008-2009 onward, the books distributed are equal to the number of mandatory or optional courses required to obtain the degree.

The students need to order the books electronically, through the Electronic Services of Integral Management of Books and other aids “EUDOXOS”. The deadline for ordering the books of each academic semester is announced by Eudoxos through the Secretariat of each Department.

In order for the students to get the books, it is necessary to have an access account in the telematics services of the University of Patras. The student receives this account when his /she registers in the first year of studies. In case the student forgets his/her password access account, he / she must arrange for a new code to be issued immediately by the Department of Networks of the University of Patras.

For more information about books provided the student can read the website of the University of Patras <https://www.upatras.gr/el/node/1231>, in the website of the program “EUDOXOS”: <http://eudoxus.gr/Students>, and at the library of the Department of Physiotherapy (Mrs Eleni Lolou, Tel. +30 26910 23566, Email: loloue@upatras.gr)

Student Health Care

Undergraduate and post-graduate students, as well as Doctoral candidates who do not have other medical and hospital care are entitled to full medical and hospital care in the ESY (hospitals), and any relevant expenses are covered by the EOPYY. Students are provided with these services by simply displaying their Social Security Register Number (AMKA) without needing the health booklet.

The issue of the European Health Insurance Card (EKAA) for the above categories of students moving to European Union countries, as well as the coverage of the costs that may arise, continues to be carried out by the University Patras, with the terms and conditions in force.

For the issue of the European Health Insurance Card (E.K.A.A.) the students should apply before the date they leave along with all the following documents:

- Application for the European Health Insurance Card
- Certification of Studies
- For students with mobility for studies (i.e. Erasmus etc.). Confirmation by the Department of International Relations of the University of Patras regarding the program the student(s) will attend and its duration
- In case of mobility for another reason, Ministry of Health Statement (Law 1599/1986) stating for what reason they move and need the European Health Insurance Card
- Copy of Police Identity card
- Ministry of Health Statement, Law 1599/1986

For more information the student can ask the Health Care Department for Student Welfare tel. 2610-997977.

Feeding

The students of the University of Patras are entitled to free feeding at the Catering Houses of the University, with the demonstration of a special identity.

Feeding begins from 1st September and ends on 30th of June of the following year. Meals are not provided during the Christmas and Easter holidays. In the event of an extension of the academic year, the University Senate decides to extend the provision of free meals for that period of time. Feeding includes breakfast, lunch and dinner.

More detailed information on free meals, the application process and the documents needed during the current academic year are provided in the [relevant announcement](#) of the Department of Student Welfare and the website of the University of Patras. <https://www.upatras.gr/el/food>.

Finally, all undergraduate and postgraduate students, who are not entitled to a free-of-charge card, have the option of catering to the Student Catering House, by paying a small financial

amount. Relevant information is provided by the Student Center Accounting Office at tel. 2610 992359 or 2610 992361.

Accommodation

Student accommodation in the **Student Residence** of the campus is conditional. Eligible to apply for student accommodation have the first-year students of the University with a specific process announced on the website of the University of Patras.

The **hosting space of the University**, located in suburb of Patras serves mostly foreign postgraduate students and academic staff who visit the University through exchange programs for limited time.

In addition, there is a possibility for finding accommodation in rented apartments and rooms in the wider geographic area of the campus. The University of Patras, in an effort to assist its students in finding a home, supports the site <http://erent.upatras.gr/>. Students can visit it and search for different categories of accommodation.

For more information, the student is encouraged to follow the University of Patras website at <https://www.upatras.gr/en/> accommodation.

Information on student accommodation subvention is provided also at the following link <https://www.upatras.gr/en/node/6028>.

Digital Services

The Network Department of the University of Patras provides Upnet ID accounts to all members of the academic community. This account is required for the use of all Upnet's telematic services as well as for the use of collaborative services. Some of the telematic services are: e-mail, digital library, software deployment capabilities, EVDXOS programme, academic identity, e-class learning platform, cloud services.

More information on digital services can be found on the Upnet telematic services website of the University of Patras <http://www.upnet.gr/get-started/>.

Scholarships

There are plenty of scholarships and students' loans provided to both undergraduate and postgraduate students. Depending on the source of funding, scholarships are divided into the following categories:

- Scholarships from the University of Patras
- National Scholarships from the State Scholarship Foundation (IKY)
- European Community Scholarships
- Scholarships for Beings and Organizations
- Scholarships from Foreign Cultural Institutions

- Private scholarships
- Scholarships from International Organizations
- Scholarships from Foreign Governments
- Scholarships from Research Institutes

Students can be informed in detail for scholarships on the website of the University of Patras at <http://www.upatras.gr/el/ypotrofies>.

Free mobility Opportunity (Erasmus+)

ERASMUS + is the European Commission's new program for education, training, youth and sport, aiming at strengthening skills and employment, as well as modernizing education, training and youth systems in all areas of Lifelong Learning. The new ERASMUS + program, which is in force since 1 January 2014, combines all current European Union education, training and youth programs such as the Integrated LLP (Erasmus, Leonardo da Vinci, Comenius, Grundtvig), the Youth in Action Program and five international cooperation programs (Erasmus Mundus, Tempus, Alfa, Edulink and co-operation programs with industrialized countries). Erasmus + promotes the internationalization of Greek education while also promotes dynamic strengthening of the co-operation and diplomacy between Higher Education Institutions. Programme's main objective is to link the academic life with employment needs. Undeniable prospect of the programme is that integrates new practices, enhance innovation and excellence, and promotes equal opportunities.

Within the framework of European student mobility programs between higher education institutions of the European Union members of the Physiotherapy Department, and foreign students can be enrolled as guest students. Guest students have the same rights and obligations with the students of the Department during their studies.

In addition, students of the Physiotherapy Department can participate in the Mobility Program for undergraduate and graduate studies or clinical practice. The Erasmus Guide of the Physiotherapy Department provides detailed information on students' mobility possibilities while at the same time students can find all the necessary material, useful documents, a list of mobility universities, on the e-learning platform of the Physiotherapy Department at: <https://eclass.upatras.gr/modules/auth/opencourses.php?fc=134>. Furthermore, the students are recommended to visit the Erasmus website of the University of Patras <https://www.upatras.gr/el/erasmusplus> for further useful forms, important announcements and invitations for participation in the program.



Epilogue

By completing this Guide, we would like to wish to all of you Good Studies, with successes and cultivation of spirit. At this moment your life journey gives you opportunities for scientific development, and professional and intellectual uplift. Take advantage of all these opportunities and walk your own genuine path in your profession and life!!! The horizons that open in front of you leave space for your own dreams and your own goals. Put your own foundation and make your own steps for a change. All your teachers will be proud for your efforts and achievements!!!

