

DEMOCRITUS UNIVERSITY OF THRACE
DEPARTMENT OF PHYSICAL EDUCATION & SPORT SCIENCE

UNDERGRADUATE PROGRAM

COURSE TITLE:

People with disability and exercise I

COURSE CODE:

N546

E.C.T.S. CREDITS

6

RESPONSIBLE FOR THE COURSE:

NAME	Sophia Batsiou		
POSITION	Assistant Professor		
SECTOR	Exercise and health		
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CO-INSTRUCTORS			

SEMESTER:

1 st	<input type="checkbox"/>	2 nd	<input type="checkbox"/>	3 rd	<input type="checkbox"/>	4 th	<input type="checkbox"/>
5 th	<input checked="" type="checkbox"/>	6 th	<input type="checkbox"/>	7 th	<input type="checkbox"/>	8 th	<input type="checkbox"/>

COURSE TYPE:

Obligatory	<input type="checkbox"/>
Direction	<input type="checkbox"/>
Specialization	<input checked="" type="checkbox"/>
Prerequisite for specialization	<input type="checkbox"/>
Elective (<i>open</i>)	<input type="checkbox"/>

HOURS (*per week*):

6

DIRECTION (*only for 3rd & 4th year courses*):

Exercise for Special Population	
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SPECIALIZATION (*only for 3rd & 4th year courses*):

Adapted Physical Education & Activity

LANGUAGE OF TEACHING:

Greek <input checked="" type="checkbox"/>	English <input type="checkbox"/>
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AIM OF THE COURSE (*acquired skills & learning outcome*):

The aim of this course is make students able to: 1) recognize the nature of disabilities, the learning, emotional and motor characteristics of people with any type of disability, 2) recognize their classification systems in sports, 3) select and implement all screening tools before their participation in an exercise or physical activity program, 4) design and supervise an exercise program aiming at improving the quality of their life, 5) know the assistive devices used in sports and the methods of providing assistance and 6) do research in the area of people with disability and special educational needs.

COURSE CONTENTS (*outline – titles of lectures*)

1. Introduction to special education (SE) (philosophy, historical background, legislation, types of people with special needs).
2. Adapted physical activity (historical background, role of exercise for people with disability, basic principles of teaching).
3. Individualized educational program (purpose, objects, basic principles of teaching).
4. Endometric development, chromosomal abnormalities - Growth and development.
5. Psychomotoric development (theories, milestones).
6. Cognitive and emotional development (elements of cognitive learning / emotional development, perceptual - motor development).
7. Motor system - Abnormal reflexes - Nervous system.
8. Motor skills and motor patterns - Acquirement of motor skills.
9. Down syndrome (definition, classification, characteristics) - Mental retardation I.
10. Education of people with mental retardation, exercise programmes for mildly, moderately and profoundly retarded people - Mental retardation II.
11. Assessment of motor skills - Mental retardation III.
12. Special Olympics (official athletic games for people with mental retardation) - Mental retardation IV.
13. Practice: design and supervise an exercise program for people with mental retardation - Mental retardation V.
14. Practice (bowling for people with mental retardation).
15. Practice (trampoline for people with mental retardation).
16. Syndrome of decreased attention with hyperactivity - Adaptations of exercise - Learning disabilities.
17. Developmental coordination disorder (motor, psychological, social characteristics) - Assessment and adaptations of exercise.
18. Cerebral Palsy I (definition, characteristics, classification in sports).
19. Cerebral Palsy II (rules of planning and supervising an exercise program, suggested recreational activities).
20. Epilepsy (definition, physical activity).
21. Spinal cord injuries (definition, characteristics, adaptations of exercise programs).
22. Amputee, Poliomyelitis, Spina bifida (definition, characteristics, adaptations of exercise programs).
23. Neuromuscular diseases (multiple sclerosis, muscular dystrophia) (definitions, characteristics, adaptations of exercise programs).
24. Assistive devices used by people with disability, in every day life and sports - Technical characteristics of wheelchairs.
25. Practice in using wheelchair - Methods of assisting people in wheelchairs.
26. Serious emotional disturbances I (autism, asperger syndrome) (definition, characteristics).

27. Basic principles and methods of teaching people with autism.
28. Psychic disturbances (adaptations of exercise programs).
29. Visual impairments (definition, characteristics, classification system in sports).
30. Visual impairments (rules of planning exercise programs / recreational activities).
31. Hearing impairments (definition, characteristics, official competitive sports, rules of planning exercise programs).
32. People with disability (definition, presumptions, physical recreation activities).
33. Camps for people with disability (structure and function).
34. Traditional dance for people with disability (basic rules of teaching).
35. Practice (adapted exercise in water).
36. Practice (wheelchair badminton).
37. Practice (wheelchair handball).
38. Practice (methods of relaxation).
39. Presentation projects (review).

TEACHING METHOD(S) (*lectures – labs – practice etc.*):

1. Lectures
2. Practice (design and implementation of individualized exercise programs).

ASSESSMENT METHOD(S):

1. Mid term exams
2. Presentation and implementation of an individualized exercise program
3. Final (written) exams

LEARNING OUTCOMES:

Upon the completion of this course the students will be able to: 1) determine the physical, social and psychological characteristics of people with disability, as well as the limitations caused by disability, 2) select and apply the appropriate procedures in order to assess physical / functional ability, physical activity and quality of life of people with disability, 3) assess, design and apply individualized exercise programs and interpret their effects in functional ability and quality of life of people with disability, 4) design and apply purposeful exercise programs so that students without disability will be more sensitive to people with disability and 5) structure and deliver motivational interventions in order to increase participation in exercise programs and sports.

LEARNING OUTCOMES – CONTINUED:

<i>Learning Outcomes</i>	<i>Educational Activities</i>	<i>Assessment</i>	<i>Student Work Load (hours)</i>
Ability to determine the physical, social and psychological characteristics of people with disability, as well as the limitations caused by disability.	Lectures, understanding project, home study.	Mid term exams, final written exams.	40
Ability to select and apply the appropriate procedures in order to assess physical / functional ability, physical	Lectures, understanding project, problem solving projects, home study.	Mid term exams, problem solving project, final written exams.	40

activity, and quality of life of people with disability.			
Ability to assess, design and apply individualized exercise programs and interpret their effects in functional ability and quality of life of people with disability.	Lectures, problem solving projects, home study.	Problem solving project, exercise program, final exams.	40
Ability to design and apply purposeful exercise programs so that students without disability will be more sensitive to people with disability.	Lectures, exercise program design, problem solving projects, home study.	Problem solving project, exercise program, final exams.	30
Ability to structure and deliver motivational interventions in order to increase participation in exercise programs and sports.	Lectures, problem solving projects, home study.	Problem solving project, design of motivational intervention, final exams.	30
		TOTAL	180

OBLIGATORY & SUGGESTED BIBLIOGRAPHY:

1. Kokkaridas, D. (2010). Exercise and disability. Thessaloniki: Christodoulidis (in Greek).
2. Aggelopoulou – Sakadami, N. (2004). Special education (developmental disorders & chronic impairment). Thessaloniki: University of Macedonia (in Greek).
3. Lepore, M., Gayle, G.W. & Stevens, S. (1998). Adapted aquatics programming: a professional guide. Champaign, IL: Human Kinetics.
4. Davis, R. (2002). Inclusion through sports. Champaign, IL: Human Kinetics.
5. Depauk, K. & Susan, G. (2005). Disability sport. 2nd edition, Champaign, IL: Human Kinetics.
6. Sherill, C. (1993). Adapted physical activity, recreation and sport: crossdisciplinary and lifespan. 4th edition, Dubuque, IA.: Brown and Benchmark.
7. Winnick, J. (2005). Adapted physical education and sport. 4th edition, Champaign, IL: Human Kinetics.