

**DEMOCRITUS UNIVERSITY OF THRACE**  
**DEPARTMENT OF PHYSICAL EDUCATION & SPORT SCIENCE**

*UNDERGRADUATE PROGRAM OF STUDY*

**COURSE TITLE:**

Practical exercise
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**COURSE CODE:**

N549
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**E.C.T.S. CREDITS**

6
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**RESPONSIBLE FOR THE COURSE:**

NAME	Vivian Malliou, Sofia Batsiou		
POSITION	Associate Professor, Assistant Professor		
SECTOR	Exercise and Health		
OFFICE	Therapeutic Exercise and Rehabilitation Laboratory		
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CO-INSTRUCTORS	Anastasi Beneka, Associate Professor Asimena Gioftsidou, Lecturer		

**SEMESTER:**

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

2
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**DIRECTION (*only for 3<sup>rd</sup> & 4<sup>th</sup> year courses*):**

Exercise and Special Populations
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**SPECIALIZATION (*only for 3<sup>rd</sup> & 4<sup>th</sup> year courses*):**

Athletic training and Rehabilitation
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**LANGUAGE OF TEACHING:**

Greek                       English

**AIM OF THE COURSE (*content and acquired skills*):**

The purpose of this class is to lead the students to acquire the ability to: 1) apply tests of physical and motor fitness in the laboratory and the gym to people with chronic diseases or disability and to assess the results of the tests, 2) plan and apply exercise programs to people with chronic disease (i.e., cardiovascular problems, diabetes, osteoporosis, etc.) and to people with special needs (mental retardation, movement disorders) in places where they exercise.
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**COURSE CONTENTS** (*outline – titles of lectures*):

1. Development of stabilization and movement skills (Municipality sports program for people with mental retardation).
2. Development of handling skills (Municipality sports program for people with mental retardation).
3. Traditional dance (Municipality sports program for people with mental retardation).
4. Assessment of gross motor skills of people with mental retardation (Municipality sports program for people with mental retardation).
5. Assessment of fine motor skills of people with mental retardation (Municipality sports program for people with mental retardation).
6. Assessment of physical fitness of people with mental retardation (Municipality sports program for people with mental retardation).
7. Swimming for people with physical disabilities (Municipality sports program for people with physical disabilities).
8. Trampoline (Municipality sports program for people with mental retardation).
9. Assessment of people with chronic diseases I (laboratory).
10. Assessment of people with chronic diseases II (laboratory).
11. Practice in people with heart diseases (Municipality sports program).
12. Practice in people with diabetes (Municipality sports program).
13. Practice in people with osteoporosis (Municipality sports program).

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

1. Practice.
2. Laboratories.

**ASSESSMENT METHOD(S):**

1. Active participation in class (40%)
2. Design and presentation of exercise programs (60%)

**LEARNING OUTCOMES:**

Upon the completion of this course the students will be able to: 1) know, understand and apply tests of physical and motor fitness in the laboratory and the gym to people with chronic diseases (i.e., cardiovascular problems, diabetes, osteoporosis, etc.), 2) interpret the assessment of those patients and to design the appropriate exercise programs adapted to their needs for improving their quality of life, 3) know, understand and apply tests of physical and motor fitness in the laboratory and the gym to people with special needs (i.e., mental retardation, movement disorders, etc.) and 4) interpret the assessment of those patients and to design the appropriate exercise programs adapted to their needs for improving their quality of life.

**LEARNING OUTCOMES – CONTINUED:**

<i>Learning Outcomes</i>	<i>Educational Activities</i>	<i>Assessment</i>	<i>Student Work Load ( hours)</i>
Knowledge and understanding of how to apply tests of physical and motor fitness in the laboratory and the gym to people with chronic diseases.	Practice with special populations in real conditions, home study.	Appropriate testing procedures.	30
Ability to interpret the assessment of patients with chronic diseases.	Interpretation of real tests results.	Intermediate control tests with application of exercise protocols.	30
Ability to design appropriate exercise programs adapted to the needs of patients with chronic diseases for improving their quality of life.	Practical exercise in groups.	Intermediate control test in practical teaching and in application of an exercise protocol.	30
Knowledge and understanding of how to apply tests of physical and motor fitness in the laboratory and the gym to people with special needs.	Practice with special populations in real conditions, home study.	Appropriate testing procedures.	30
Ability to interpret the assessment of patients with special needs.	Interpretation of real tests results.	Intermediate control tests with application of exercise protocols.	30
Ability to design appropriate exercise programs adapted to the needs of patients with special needs for improving their quality of life.	Practical exercise in groups.	Intermediate control test in practical teaching and in application of an exercise protocol.	30
		<b>TOTAL</b>	<b>180</b>

**OBLIGATORY & SUGGESTED BIBLIOGRAPHY:**

1. Eichstaedt, B.C. & Lavay, W.B. (1992). Physical activity for individuals with mental retardation: infancy through adulthood. Champaign, IL: Human Kinetics.
2. Sherill, L.C. (1993). Adapted physical activity, recreation and sport: cross disciplinary and lifespan. 4<sup>th</sup> edition, Dubuque, IA.: Brown and Benchmark.
3. Aggelopoulou – Sakadami, N. (2004). Special education: developmental disorders & chronic impairment. Thessaloniki: University of Macedonia (in Greek).
4. Gutziamani, K. (1993). Children with special educational needs. Athens: Private publication (in Greek).
5. Winnick, P.J. (1995). Adapted physical education and spor. 2<sup>nd</sup> edition, Champaign, IL: Human Kinetics.
6. Lepore, M., Gayle, W. & Stevens, S. (1998). Adapted aquatics programming: a professional guide. Champaign, IL: Human Kinetics.