

COURSE OUTLINE DEVELOPMENT AND OCCUPATIONAL THERAPY

GENERAL

SCHOOL	SCHOOL OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	DEPARTMENT OF OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	2o
COURSE TITLE	DEVELOPMENT AND OCCUPATIONAL THERAPY		
INDEPENDENT TEACHING ACTIVITIES <i>in case the credits are awarded to distinct parts of the course, e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits</i>	TEACHING WEEKS	CREDITS	
	3	6	
<i>Add rows if needed. The organization of teaching and the teaching methods used are described in detail in 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skills Development</i>	BACKGROUND		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

LEARNING OUTCOMES

<p>Learning Outcomes</p> <p><i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that students will acquire after the successful completion of the course.</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 cycle of study according to the European Higher Education Area Qualifications Framework</i> • <i>Descriptive Indicators of Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning</i> <p><i>and Annex B</i></p> <ul style="list-style-type: none"> • <i>Summary Guide to Writing Learning Outcomes</i> <p>Upon completion of the course, students will know and understand:</p> <ol style="list-style-type: none"> 1. the theoretical approaches and principles of motor development 2. the development processes in the different systems 3. the processes of development of all areas of personality, as well as their interaction in the various phases of development 4. the processes of development of movement at all stages of human life 5. the laboratory procedures for the study of motor development

6. the characteristics of the typical and non-standard cognitive, social, emotional and motor development of the child, adolescent, adult and their interaction.

General Competencies

Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which / which of them is the course aimed at?.

Search, analyze and synthesize data and information, using the necessary technologies

Project planning and management

Adapting to new situations

Respect for diversity and multiculturalism

Decision-making

Respect for the natural environment

Autonomous work

Demonstrate social, professional and ethical responsibility and gender sensitivity

Teamwork

Criticism and self-criticism

Working in an international environment

Promoting free, creative and inductive thinking

Working in a multidisciplinary environment

Generating new research ideas

- Search, analyze and synthesize data and information, using the necessary technologies
- Autonomous work
- Teamwork
- Respect for diversity and multiculturalism
- Demonstrate social, professional and ethical responsibility and gender sensitivity
- Criticism and self-criticism
- Promoting free, creative and inductive thinking

COURSE CONTENT

1. Introduction to Typical and Informal Motor Development
2. Biological effects of developmental changes
3. Developmental models and theories, motor control and developmental theories
4. Babyhood
5. Prenatal factors affecting development
6. Growth, Reflexes, Stereotypical Movements, Primordial Movements
7. Childhood
8. Growth and growth
9. Fundamental Moves
10. Physical and perceptual-motor development
11. Puberty
12. Growth, sexual maturation, special skills, fitness
13. Adulthood

TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i>	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in Teaching and Communication with Students <ul style="list-style-type: none"> • Digital slides

<p><i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i></p>	<ul style="list-style-type: none"> • video • MsTeams/ e-class, webmail 														
<p>TEACHING ORGANIZATION</p> <p><i>The way and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Literature, Tutorial, Practice (Placement), Clinical Exercise, Art Workshop, Interactive Teaching, Educational Visits, Project Preparation, Writing a Paper / Paper, Artistic Creation, etc.</i></p> <p><i>The student's study hours for each learning activity as well as the hours of non-guided study are indicated so that the total workload at semester level corresponds to ECTS standards</i></p>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Work</td> <td>60</td> </tr> <tr> <td>Literature study and analysis</td> <td>58</td> </tr> <tr> <td>Create a hardware folder</td> <td>20</td> </tr> <tr> <td>Examination</td> <td>3</td> </tr> <tr> <td>Total Course</td> <td>180</td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures	39	Work	60	Literature study and analysis	58	Create a hardware folder	20	Examination	3	Total Course	180
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<p>STUDENT EVALUATION</p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Conclusive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Paper, Report/Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other/Other</i></p> <p><i>Explicitly defined evaluation criteria and whether and where they are accessible by students are mentioned.</i></p>	<p>Formative Work (individual, group) (40%) (post in e-class) Delivery Portfolio at the end of the semester (35%) Written or oral exam (25%)</p>														

RECOMMENDED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. GOODWAY J., OZMUN, J. GALLAHUE D. (2024). UNDERSTANDING MOTOR DEVELOPMENT. ATHENS: KONSTANTARAS PUBLICATIONS. 2. HAYWOOD M. K., GETCHELL N. (2021). LIFELONG MOTOR DEVELOPMENT. THESSALONIKI: UNIVERSITY STUDIO PRESS 3. KAMPAS A. (2004). INTRODUCTION TO MOTOR DEVELOPMENT. ATHENS: ATHLOTYPO
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