

OCCUPATIONAL THERAPY DEPARTMENT

DEMOCRITUS UNIVERSITY OF THRACE



ΔΗΜΟΚΡΙΤΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΡΑΚΗΣ | DEMOCRITUS UNIVERSITY OF THRACE

STUDY GUIDE

2024

Department of Occupational Therapy
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OPERATION OF THE UNDERGRADUATE PROGRAMME OF STUDY

CHAPTER A

Foundation

The Democritus University of Thrace was founded by Legislative Decree No.87 of 27 July 1973 and began its operation in the academic year 1974-1975 with the admission of students to the Departments of Civil Engineering in Xanthi and Law in Komotini. It was named "Democritus" in honour of the ancient Greek philosopher Democritus, who came from the town of Avdira in the prefecture of Xanthi. The administrative headquarters of the University is located in the city of Komotini, which is the capital of the Administrative Region of Eastern Macedonia - Thrace, while administrative services are provided in all four of its seat cities.

The Democritus University of Thrace was, from its foundation, the first Greek regional polyhedral university, the necessity of which was not exclusively related to educational objectives. Its operation, through its polyhedrality, initially in the cities of Xanthi and Komotini, Alexandroupolis and Orestiada and then in Kavala and Drama, in addition to its educational and research activity, was an essential intervention in the economic development of the Region of Thrace. At the same time, it contributed significantly to the strengthening of the national and cultural character of the wider region of Thrace and to the upgrading of the living and social standards through direct and indirect actions of offer.

The Democritus University of Thrace is among the largest universities in the country in terms of active student population. The University is geographically developed throughout the Region of Eastern Macedonia and Thrace, with 10 Faculties, 28 Departments, and a variety of Postgraduate Programmes, with a student population of approximately 42,000 (undergraduate students, postgraduate students and doctoral candidates) and with a research and teaching staff of over 700 people, it continues to be the only university institution in the Region of Eastern Macedonia - Thrace. The structure of the Study Programmes it offers covers the majority of

modern scientific fields with the Faculty of Agriculture and Forestry in Orestiada, the Faculties of Health Sciences and Education in Alexandroupolis, the Faculties of Law, Classics & Classics in Alexandroupolis, the Faculty of Education in Alexandroupolis, the Faculty of Law, and the Faculty of Education in Alexandroupolis. Humanities, Law, Social Politics & Humanities, Law, Law, Classical and Humanitarian Sciences Economic Sciences and Physical Education & Physical Education & Social Sciences The School of Social Sciences, Social Sciences, Political Sciences and Sports in Komotini, the School of Engineering in Xanthi, the Schools of Science and the School of Management Science and Accounting in Kavala. From this description, the multidisciplinary nature of both the education provided and the research conducted is evident.

In addition, the international academic dimension of Democritus University's presence in Thrace and the long-standing commitment of its staff to the quality of the educational services it provides has resulted in the creation of a dominant imprint in the academic news of our country and the wider geographical region.

In an intensely changing environment, the University of Thessaloniki continues to aim for both educational and research excellence while building on the challenges and demands of the future. It is reorienting its research strategy based on innovation, entrepreneurship, technology, the new digital age, large-scale development and attracting funding from both domestic and international institutions. The mark of the IHU today is set by its innovative internationally renowned postgraduate programmes, but also by initiatives that allow it to overcome modern bureaucracy and geographical exclusion.

The University of Thessaloniki takes care to strengthen its research profile with collaborations and projects that continue to make it one of the leading research institutions in Greece.

School of Physical Education, Sports Science, Sport and Occupational Therapy

The School of Physical Education, Sports Science and Occupational Therapy is located on the campus of Komotini and consists of two (2) Departments:

1. Department of Physical Education and Sports Science (1986), and
2. Department of Occupational Therapy (2024).

Department of Occupational Therapy

The Department of Occupational Therapy of the Faculty of Physical Education, Sports Science and Occupational Therapy (S.E.F.A.A.E.) of the Democritus University of Thrace (D.U.T.H.) was founded in 2024 by article 8 of Law 5094/2024 (A' 39).

Attendance in the Undergraduate Studies Programme of the Department of Occupational Therapy leads to a degree in Occupational Therapy (without specialisations and directions). Occupational Therapy degree holders can obtain an occupational therapist's license from the Ministry of Health, after registration with the Panhellenic Association of Occupational Therapists (Law 4461/17). According to the National Qualification Framework, the level of the degree (Occupational Therapy degree) is set at level 6 (equivalent to the Bachelor's Degree).

Object of the Undergraduate Programme of Studies

The aim of the Undergraduate Programme of Studies is to provide undergraduate education in the field of Occupational Therapy.

Occupational therapy is the applied science that provides specialized treatment of a disorder through physical work and/or activity (e.g. painting, play) to help people develop, regain or maintain skills necessary to participate in all the daily functional demands of their lives. As such, the occupational therapy profession spans the health and social sectors, and stems from the broader theoretical approach that the health and well-being of a person and society is maintained and improved when they participate in activities that are important to them

The broader knowledge that will be covered by the Undergraduate Program of the Department of Occupational Therapy of the DUTH will include the study of the individual's functional activities/projects in the areas of self-maintenance, productivity and leisure, the identification of dysfunctional elements and specialized occupational therapy intervention in order to achieve the highest possible level of functionality and adaptive behavior of the individual, so as to achieve the successful assumption of the functional activities of the individual.

Purpose of the Undergraduate Programme of Studies

The main purpose of the Undergraduate Programme of Studies is to provide students with a sound theoretical training in the most important areas of Occupational Therapy, to familiarize

students with the basic principles and methods of occupational rehabilitation, to develop research and innovation in the field of Occupational Therapy and to develop and promote the science of Occupational Therapy at national and international level. It also aims to significantly enhance and enrich in a complementary way the pool of tools to improve self-care in simple daily life as well as the quality of life of clinical populations with the specialized disciplines it serves.

The mission of the Occupational Therapy Department includes:

- the interdisciplinary approach to research and the learning experience as shaped by the subjects treated by the School,
- the integration of academic, educational and research activities that are in line with the constantly evolving international practices and developments in the relevant field of knowledge,
- the integration of quality assurance and quality enhancement procedures for all the educational activities included,
- the evolution of teaching, learning and assessment methods for students applied in the context of educational activities,
- the cooperation with international and national relevant scientific and professional bodies and organisations that shape the developments in the wider field of Occupational Therapy
- the possibility of work experience that undergraduate students will gain through their studies and that will be reflected in the prospects created for their further professional involvement, which is linked to the labour market

Learning outcomes of the Occupational Therapy MSc

The learning outcomes of the programme are summarised as follows:

After completing the course of study in the MSc in Occupational Therapy, the graduate will be able to:

- It analyses the theoretical background which covers the broader field of occupational therapy and in particular the occupational therapy approach to human activities.
- It analyses the relationship between occupational therapy performance, health and well-being.

- It adapts occupational therapy interventions according to the needs and characteristics of different populations, such as people with disabilities, chronic diseases, children, elderly people, etc.
- Work and implement occupational therapy protocols in various clinical settings such as hospitals, schools, rehabilitation centres, home environment, etc.
- It analyses the complexity of applying theoretical and research findings in the context of occupational therapy as it applies to dynamically changing societies.
- Participates in public discussion and structured dialogue about occupational therapy.
- Collaborates with other professionals and teams using occupational therapy in prevention, intervention, and treatment to promote health and wellness.
- Selects, formulates and applies the appropriate theories, models and methods of practical application aiming to meet the functional and health needs of the participants on a group and individual level.
- Uses professionalism and ethics in the effective management of occupational therapy practice.
- It activates the therapeutic dimension of occupational therapy through activity and occupational therapy analysis and synthesis.
- Adapts and implements the occupational therapy process in direct collaboration with the patient(s).
- Identifies the needs for research on issues related to occupational therapy in order to formulate appropriate research questions.
- Conducts independent research, critical analysis and synthesis of scientific literature and other sources of information related to occupational therapy.
- Understands, selects and scientifically establishes research designs and methodologies taking into account the ethical ethics related to occupational therapy.
- Analyze, interpret, synthesize and critically approach research findings related to occupational therapy and occupational therapy intervention.
- Develop new knowledge about occupational therapy and the practices applied in particular in relation to local and emerging social challenges and those related to human health.
- Sets priorities for occupational therapy services.

- Understand and apply the principles of management in occupational therapy services including cost-effectiveness, equipment and resource management and establishing relevant protocols.
- Participates in continuous evaluation and improvement of services, informs customers and communicates findings to partners.
- Take an active role in the development, improvement and promotion of occupational therapy practices.
- They cover the certified knowledge, skills and criteria necessary for their registration in the Panhellenic Association of Occupational Therapists and the issuance of a professional license.

Employment opportunities for graduates

The professional rights of graduates of Occupational Therapy departments are defined by Presidential Decree 83/1989 (Government Gazette 37/A), according to which Occupational Therapy degree holders work in the private and public sector either as members of the rehabilitation team or as self-employed and offer services in collaboration with the respective doctor to people whose lives have been disturbed by physical injury, developmental problems, old age, social and emotional problems.

In particular, the above graduates are entitled to employment, either as staff of hospitals or rehabilitation centres or institutions for the chronically ill or as self-employed in the following fields and activities:

α) Hospitals

ι) General: Light crafts, board games, planned study and reading, shoulder arm and arm limb activities for people who walk with crutches, practice in activities of daily living, furniture adaptations for the home, development of a daily home schedule, possible pre-vocational assessment.

Ͽ) Orthopaedic: Activities of daily living (dressing - eating - eating - hygiene). Also reading writing, housework, moving, possible use of technical aids, expressive and creative activities that can be used for professional scanning, telephone work, packing, work on a press - oven, etc.

j) Paediatric: Organizing games with rule principles, teaching crafts and a variety of materials and tools, self-care, social and recreational activities, socialization, learning fine motor skills, writing assessment, etc.

in) Psychiatric: Activities that provide opportunities for direct or symbolic satisfaction of physical and practical needs, opportunities for development of sensory perception and coordination of movements, opportunities for dependence and development of the concept of EGO, sense of personal worth. Furthermore occupational and industrial occupations, social recreational and group activities that will help general physical mobilization.

b) In the nursing homes: mobilization of the elderly with recreational activities, group crafts, self-service, independence, functional independence with guided work.

c) In Centres (Rehabilitation Community Mental Health Rehabilitation Detoxification Correctional Facilities Prisons):

l) Activities of daily living, expressive and creative activities, motor activities, industrial activities, teaching work habits, handling of various machines, gardening, handicrafts for fine motor skills.

j) Participation in prevention and treatment in rehabilitation services. Mobilize vocational and social reintegration within the community.

j) Use of materials and simple trades with clay, copper, paints, plastic materials, metalworking, carpentry, woodworking, pyrotechnics, working with leather.

in) Hygiene program, kitchen, social and recreational activities, professional evaluation and training program.

v) Mobilising people with activities that support psychologically and enhance body functionality and stamina with the aim of reintegration into social life.

nj) Planning activities in workshops, teaching work habits.

ni) Socialisation with group events, games and promotion in professional evaluation.

5) Participation and promotion in primary health care by helping in prevention and the organization of community rehabilitation service, in pre-vocational education and in sheltered workshops, using guided work and devising appropriate adaptations and in schools, kindergartens and nurseries where the main objective is the prevention and early treatment of childhood problems in the environment in which it lives and develops.

Graduates of the Department of Occupational Therapy can be employed at all levels of education and training in accordance with the legislation in force. They can also be employed as members of research teams in their field of specialization.

Graduates of the Department of Occupational Therapy practice the profession within the framework of their above professional rights after their registration in the Panhellenic Association of Occupational Therapists and the acquisition of a license to practice the profession, granted by the competent services of the Ministry of Health.

Introduction to the Undergraduate Programme of Studies

The admission to the Undergraduate Program of Studies of the Department of Occupational Therapy of the DUTH takes place:

- a) with the current system of entrance Panhellenic examinations of the competent ministry (for high school graduates or those belonging to special categories),
- b) by qualifying examinations (for graduates of other Departments or Schools).
- c) 5% of the admission places, without examinations, for persons suffering from serious illnesses, in accordance with the legislation in force.
- d) With the decision of the Administrative Council, upon the recommendation of the Rector and the opinion of the Dean of the Faculty, foreign students from third countries may enroll in the Department of Occupational Therapy. The same decision determines the number of foreign-foreign students admitted, the admission criteria, the amount of the tuition fees corresponding to the total cost studies at the Department of Occupational Therapy, the criteria for granting any scholarships for exemption from tuition fees, the required supporting documents, the constitution, composition and rules of operation of the selection committees, the deadlines for the submission of applications by candidates, the rules for continued study, the rules for withdrawal and any other details necessary for the implementation of this Regulation. The opinion of the Dean referred to in the above paragraph shall be given following the opinion of the Assembly of the Department of Occupational Therapy.

A decision of the Minister of Education, Religious Affairs and Sports, issued no later than 15 May of each year, following a recommendation of the Senate after the proposal of the Assembly of the Department, determines the number of admissions per Department for the next academic year.

Enrolment of students in the Undergraduate Programme of Studies

For first-time students, registration is carried out at the beginning of the winter semester by the Ministry of Education, Religious Affairs and Sports on dates announced by the Ministry of Education, Religious Affairs and Sports for all universities.

The registration of students belonging to special categories (transfers, enrolments, etc.) is subject to special conditions, with the submission of the documents required by the relevant provisions and within the deadlines announced in good time by the Department.

The status of student is acquired upon registration at the University, in accordance with the provisions of the applicable regulations.

By enrolling in the PPA of the Department of Occupational Therapy of the DUTH, the student accepts the Internal Regulations of the Department of Occupational Therapy and the Internal Regulations of the DUTH.

Registration of students in semesters - Course declaration

Students are required at the beginning of each semester, during a period of time determined by the Assembly of the Department, to submit online registration forms to the Department, through the electronic secretariat system of the DUTH, for the courses they are going to attend and to be examined, within a certain deadline announced by the Secretariat. In particular, course registrations are carried out between 15-30 September for the winter semester and between 1 and 15 February for the spring semester, or at any other time specified by the Department. For first-year students in particular, course registration starts on the day following the date of completion of their registration with a 15-day deadline.

The Undergraduate Program of Studies of the Department of Occupational Therapy includes compulsory courses and compulsory electives. Prior to the beginning of the 7th semester, students of the Department must register for the compulsory courses of the semester and two (2) elective courses from the total number of elective courses offered. Elective courses will only take place if a minimum of twelve (12) students register for them. If an elective course is not taught due to the small number of students who have declared it, these students may submit a new declaration in another elective course outside the established declaration deadline.

In addition to the courses of the semester of study, the student also declares the courses (compulsory or elective) that he/she has declared in previous semesters and in which he/she wishes to be examined, if he/she has not successfully completed them.

The course declarations of incoming students are submitted after their registration in the Department and, in any case, within the deadlines, as applicable from time to time. Both the registration and the declaration of courses of the students in each semester are jointly necessary actions in order for the student to be activated and continue his/her studies in the Department of Occupational Therapy. It is not possible for a student to take an examination for a course for which he/she has not submitted a declaration of enrollment during the respective registration/declaration periods.

Registration and registration renewal dates are announced via the Department's website before the beginning of each semester.

Late submission of a course declaration will not be accepted. Students who have not submitted a course declaration will not be admitted to the examinations of the semester in question for these courses and, if they have nevertheless taken them, their performance will not be marked and, if they have nevertheless been marked, any pass mark they may have received will not be taken into account and will not be recorded in any examination period. In wholly exceptional circumstances (e.g. long illness) the above matters may be decided by the Occupational Therapy Department Assembly at the discretion of its members.

Students are not allowed to register for courses in a semester after the semester in which they are enrolled.

Students must bear in mind when registering for the courses of the semester in which they are enrolled that the maximum number of ECTS credits per semester is thirty (30) ECTS credits.

The course declaration entitles the student to:

- Attendance of courses and workshops, tutorials etc. of the semester of study,
- Receipt of the notes and texts of the semester of study.
- Participation in the examinations: a) of the courses of the semester of study (spring or winter) and b) of courses that the student has registered in previous semesters and in which he/she wishes to take an examination, if he/she has not successfully completed them (spring or winter) and c) as well as in the September re-examinations.

Internal Mobility Programme

Students of the Department of Occupational Therapy of the DUTH may choose, attend and be assessed in courses (or other educational activities) of other Departments included in the institutional list, regardless of whether they are included in the curriculum. Courses or other educational activities from other degree programs count toward the award of the Undergraduate Occupational Therapy degree. The maximum number of credits from successful assessment in courses (or other educational activities) of other study programmes corresponds to a maximum of up to ten percent (10%) of the total number of ECTS credits required for the successful completion of the study programme.

The maximum number of students who may move per academic semester to a first cycle programme of study in a Department/Multi-Departmental School of a national higher education institution within the framework of the internal mobility programme is equal to ten percent (10%) of the total number of students admitted to the host Department/Multi-Departmental School of the respective academic year. Internal mobility may be applied in a single academic semester.

The student of the Department of Occupational Therapy is eligible to apply for participation in the Internal Mobility Programme if he/she fulfils the following requirements:

- a) has completed at least the first academic semester of studies,
- b) has not exceeded the minimum duration of the study programme, as specified in the decision establishing it,
- c) a minimum of thirty (30) credits are required for the award of his/her degree,
- d) has not moved within the framework of the Internal Mobility Programme during his/her studies at the Department of Occupational Therapy
- e) has not been enrolled in part-time status during the semester for which he/she is applying for participation in the Internal Student Mobility Programme.

Mobility within the framework of European Programmes or bilateral agreements is not a reason for exclusion from participation in the Internal Student Mobility Programme.

Applications for participation in the mobility programme are submitted exclusively online via a special digital platform of the Ministry of Education, Religious Affairs and Sports. The application process takes place twice (2) a year, once for each academic semester, as follows:

- a) in May of each year for the transfer of students during the winter semester of the following academic year,

b) in November each year for the transfer of students during the spring semester of the same academic year.

The exact dates for the submission of applications are announced by the General Directorate of Higher Education on the website of the Ministry of Education, Religious Affairs and Sports.

Each interested student may apply for transfer to one (1) Higher Education Institution of his/her choice and declare up to three (3) first cycle programmes of study of the same HEI to which he/she wishes to transfer in order of preference.

The application must be accompanied by the following documents, which are posted on the dedicated digital platform, solely at the responsibility of the applicant:

- a) a copy of your academic identity card,
- b) a certificate of studies from the Department of Occupational Therapy,
- c) a short CV based on the Europass CV template,
- (d) a letter of motivation to participate in the internal mobility programme, explaining the reasons for wanting to attend training courses activities of the specific Study Programmes.
- (e) detailed scores.

The interested student may submit additional supporting documents, if he/she considers that these may contribute positively to the evaluation of his/her application (e.g. letters of recommendation from teaching staff, certificates of foreign language proficiency).

Each application is given a unique submission number when it is finalised through the dedicated digital platform. The right to amend or cancel a submitted application is granted until the closing date for submission of applications. In case of amendment of a submitted application, the content of the last submitted application will be taken into account.

The applications of the interested students and the supporting documents are transmitted electronically to each HEI and are evaluated by the Assembly of the host Department/Monodule School.

The evaluation of the applications of students who choose to undertake internal mobility at the Department of Occupational Therapy of the DUTH is based on the following criteria:

- a) the year of study of the candidate,

(b) the formal and substantive qualifications on the basis of the supporting documents submitted,
(c) the reasons given by the candidate for the acceptance of his/her application in the covering letter of justification.

Applications that have been submitted to the Hellenic Ministry of Defence without the aforementioned documents are considered incomplete by the Assembly of the Department of Occupational Therapy and will not be evaluated.

Candidates will be ranked in order of merit on the shortlist of successful candidates and runners-up on the basis of the formula:

$$\frac{\text{Credits}}{\text{Total Credits}} * (\text{Courses in the subject area}) * A$$

$$\text{Year}$$

where,

Credits: the number of credit hours (ECTS) earned,

Total number of credits: the total number of credits required based on the semester attended,

Courses in the subject area, the number of courses in the subject area of the Department of Occupational Therapy that he/she has successfully completed

A: degree of coverage of the justification in the incentive letter and any additional qualifications as evidenced by the supporting documents (values from 0-100)

The lists of selected and successful applicants to the internal mobility programme of the first cycle curriculum of the Department of Occupational Therapy as a host department are posted anonymously with reference to the unique submission number received by each application through the special digital platform of the Ministry of Education, Religious Affairs and Sports.

By decision of the Assembly of the host Department/Monodule School, the Programme of Studies in which the student is enrolled may be classified as similar or not similar to the Programme of Studies of the host Department/Monodule School. If the student's Host Program of Study is classified as similar by the Host Department Assembly, when evaluating the student's application, then the student will be enrolled in the same semester as the semester he/she is attending the Department of Occupational Therapy and will participate in the courses and educational activities of the Host Department/Module School, regardless of the year in which they are included.

If the student's Host Programme of Studies is classified as non-similar by the Assembly of the Department/University of the Host Department, during the evaluation of the student's application, then he/she is enrolled in the 1st semester and attends the courses of the 1st semester of the Host Department.

The duration of the mobility - study in a first cycle study programme of another higher education institution in Greece within the framework of the internal mobility programme is one (1) academic semester (winter or spring).

The right of mobility may be exercised once (1) until the completion of the first cycle curriculum and the awarding of the degree by the Department of Occupational Therapy.

During their mobility - study in the curriculum of the host Department / Single-Departmental School, the mobile students are included in:

- a) in the corresponding semester (winter or spring) of the study programme in which each student is enrolled, if he/she comes from a similar study programme,
- b) in the corresponding semester (winter or spring) of the first year of the programme of study, if from a non-similar programme of study.

From the educational activities that the mobile students may choose to attend and be assessed within the framework of the internal mobility programme, educational activities related to the practical training, the preparation of a degree or diploma thesis of the curriculum of the host Department/University are excluded.

During the period of their studies in the host department/university, mobile students have all the rights and obligations of students of the host HEI according to the Internal Regulations of the HEI and the regulations of undergraduate studies.

The Secretariat of the Department/Monodule School of the host HEI issues a certificate which may be issued through the special digital platform of article 3 par. 3 to mobile students, certifying the student's mobility within the framework of the internal mobility programme, the first cycle study programme he/she is attending and the academic semester in which he/she is enrolled. During their period of study under the internal mobility programme, mobile students do not receive a new academic identity card, but may make use of the academic identity card they hold from the curriculum of the department/university of the home higher education institution combined with the certificate of the department/university of the host higher education institution.

Discontinuation of studies

Students who have not exceeded the maximum limit of attendance of par. 1 of article 76 of Law No. 4957/2022 (A'141), have the right to interrupt their studies for a period not exceeding two (2) years.

In order to exercise the above right, the student submits an application for discontinuation of studies to the Secretariat of the Department of Occupational Therapy, at the latest by the end of the registration period of the Department of Occupational Therapy (electronically, by authorized person, by post, in person or through KEP) for as many academic semesters, consecutive or not, as he/she wishes, provided that the number of semesters does not exceed two (2) years (four (4) academic semesters). The application shall be forwarded to the Board of Directors of the Department for approval. In exceptional cases and for reasons of force majeure, the application may be submitted after the end of the registration period. The academic semesters during which the student has been placed on a break from studies do not count towards the maximum period of study.

The request includes the requested period of interruption, as well as the reasons (indicative and not limited to: health reasons, force majeure, personal, family, financial reasons, etc.). The application shall be accompanied by all relevant supporting documents from the competent public authorities or bodies proving that the applicant or his/her relatives up to the second degree by blood, military service or serious financial reasons, etc., are invoked. In case of force majeure or personal reasons, the application shall be accompanied by a solemn declaration in accordance with Law No. 1599/1986, in which the reasons invoked are described and no additional supporting documents are required.

The application shall be submitted:

- i. by first-year undergraduate students, within the deadline for their registration in the relevant Department; and
- ii. by active students of the second (2nd) and higher academic semester in the first fortnight of each academic semester and in any case not later than the deadline for renewal of semester registrations (course declaration), as defined by the relevant announcement of the Secretariat of the Department of Occupational Therapy.

In exceptional cases and for reasons of force majeure, the application may be submitted after the above deadlines. The time of the interruption shall be the beginning of the semester.

The right to interruption of studies may be exercised once or in parts for a period of at least one (1) academic semester, but the duration of the interruption may not exceed two (2) years in total if it is granted in parts.

In order to establish the discontinuation of studies, a decision of the Board of Directors of the Department of Occupational Therapy is issued, based on the submitted application and the supporting documents, which is forwarded to the Secretariat of the Department and notified to the Dean's Office of the Faculty of Physical Education, Sports Science and Occupational Therapy.

During the period of interruption of studies, student status is suspended and participation in any educational process is not allowed. For this reason and for the issue of a relevant certificate of interruption of studies by the relevant Department after the decision has been taken by the Board of Directors of the Department of Occupational Therapy, the applicant is obliged to:

- α) Return his/her academic identity card to the Department's Secretariat.
- b) To submit relevant certificates showing that he/she does not have any obligation to the Library and the Student Services Office of the Institution.

In the event that the applicant has been granted a "Certificate of Studies" for the academic year for which the interruption of studies is requested, the applicant is obliged to return the relevant certificate to the Secretariat of the Department issuing the certificate and to submit an affidavit stating that it has not been submitted to a third body or organization. If the certificate has not been submitted, you must withdraw it and submit a declaration to that effect.

A student who has been placed on a break in his/her studies may, upon application to the Secretary of the Department of Occupational Therapy, be reinstated to regular study. The relevant application must be submitted to the Department's Secretariat during the first fortnight of each academic semester and in any case not later than the deadline for the renewal of the academic semester's registration (course declaration), as set by the Department's Secretariat, unless there are reasons of force majeure, in which case the application may be submitted at any time. The return to full-time status shall be confirmed by an act of the Board of Governors, which shall be forwarded to the Departmental Secretariat and notified to the Dean of the Faculty. After the expiry of the period of interruption of studies, the student shall return to the status of regular student, with all the rights and obligations he/she had before the interruption of studies and the suspension of his/her student status.

Duration of study

The duration of the Undergraduate Program of Studies of the Department of Occupational Therapy of the University of Thessaloniki is eight (8) semesters spread over four (4) academic years.

The maximum duration of study is equal to the minimum number of semesters necessary for the award of the degree, according to the indicative curriculum of the Department of Occupational Therapy, plus four (4) semesters. Consequently, for the Department of Occupational Therapy of the University of Thessaloniki, the maximum duration of study is equal to twelve (12) semesters or six (6) years.

The educational work of each academic year is structured in two semesters (winter and spring). Each semester includes at least thirteen (13) full weeks of instruction and three (3) weeks of examinations. The teaching and examination of the courses is in Greek.

The winter semesters start at the beginning of October and the spring semesters end in the first half of June. The exact dates are set by the Senate.

Extension of the duration of a semester is only allowed in cases where the educational activities were not carried out for reasons of force majeure, in order to complete the required minimum number of weeks of teaching and is made by decision of the Senate, following the recommendation of the Assembly of the Department. If for any reason the number of weeks of instruction in a course is less than thirteen (13), the course shall be deemed not to have been taught and shall not be examined, and any examination shall be invalid and the grade shall not be counted for the award of the degree.

In cases of loss of teaching hours for lectures/workshops etc. due to coincidence with holidays or other emergencies, the responsible lecturers inform the students in good time about the days and hours of their substitution at times that do not interfere with the timetable, so that the entire syllabus and the hours corresponding to the thirteen full weeks of teaching are fully covered.

The compulsory courses of each curriculum shall not be less than thirty-nine (39) teaching hours. In addition to the minimum teaching hours per course, each lecturer may organise immersion and experiential learning teaching for small groups of students, such as tutorial and field exercises.

The courses of the curriculum are taught according to the timetable which is prepared and announced before the beginning of the semester (by posting on the Department's website) and includes the distribution of the teaching hours of all courses within the five (5) working days of the week, the number of sections, the lecturers and the classrooms/classrooms. In exceptional cases, and

where absolutely necessary, weekend teaching activities may be permitted. In the timetable, care shall be taken to provide for a one-hour break in the teaching work between 12:00 and 16:00 to facilitate the feeding of students.

Exceptionally exceeding the maximum duration of study

The student may request that the maximum duration of study be exceeded on an exceptional basis for serious health reasons relating to his/her person or to the person of a first-degree relative by blood or spouse or a person with whom the student has entered into a cohabitation agreement.

The application is submitted by the student to the Secretariat of the Department of Occupational Therapy (electronically, by an authorized person, by post, in person or through the KEP) before the end of the maximum period of study and is addressed to the Board of Directors of the Department. It shall be accompanied by the supporting documents documenting the application and in particular the existence of health issues involved:

- a) on the person of the student; or
- b) to the person of a first-degree relative by blood or spouse or a person with whom the student has entered into a civil partnership.

Serious health reasons must be proven by a document from a public hospital or a competent special committee of a public hospital.

In order to prove the health reasons invoked, the application must be accompanied by a recent certificate of marital status, in case the health reasons do not concern the student's person and a certificate of the Health Committee or a medical opinion from a public hospital signed and stamped by the Director of either an NHS Clinic or Laboratory or University Department. The competent department of the institution may request any other supporting documents it deems necessary for the examination of the application.

The Secretariat forwards the applications to the Board of Directors, which decides on the approval or rejection of the application submitted through the Department's Secretariat, as well as on the duration of the additional study period. Further exceeding of the maximum duration of study may be authorised again, following the same procedure, provided that the conditions laid down in the relevant provisions and in this Decision are still met.

The decisions of the Board of Directors with the attached applications are communicated to the Secretariat of the Department and to the Dean's Office of the relevant School.

Part-time attendance

All students belonging to one of the following categories have the possibility, upon their request, to enroll as part-time students or to join a part-time status.

Categories:

- α) Students who can prove that they work at least twenty (20) hours per week,
- b) students with disabilities and special educational needs, and
- c) students who are parallel athletes and during their studies belong to sports clubs registered in the electronic register of sports clubs of Article 142 of Law. 4714/2020 (A' 148), kept at the General Secretariat of Sport (G.G.A.) under the following conditions:
 - ga) for as many years occupy distinction 1st to and 8th place in national championships individual sports with participation at least twelve (12) athletes and eight (8) clubs or competing in teams of two (2) higher categories in team sports or participate as members of national teams in pan-European championships, world championships or other international competitions under the Hellenic Olympic Committee, or
 - (cb) participate at least once, during their studies in the programme of study for which they are applying for part-time status, in the Olympic Games, Paralympic Games and Olympic Games for the deaf

The application together with the documents proving the requirements for the possibility of part-time study are submitted to the Secretariat of the Department of Occupational Therapy (electronically, by an authorized person, by post, in person or through the KEP), at the latest by the end of the period of registration of courses of the Department. Applications will be submitted during the Department's semester registration renewal deadline, as determined by notice from the appropriate Registrar's Office. The Department Secretary shall forward the applications to the Dean of the Faculty for approval.

At the same time as the application, documents proving the conditions that must be met for the possibility of part-time study are submitted as attachments.

In particular:

- α) Students who belong to the category of employees and work at least twenty (20) hours per week must submit the relevant employment contract or a recent employer's certificate and the insured persons in the private sector.
- β) Students belonging to the category of students with disabilities must present a certificate of disability from a Disability Certification Centre (KEPA) or from a seven-member health committee of a public hospital. Students who are registered under the special category of students with disabilities are not required to submit any additional documents in addition to those submitted for registration.
- γ) Students belonging to the category of students with special educational needs must present a certificate of their special educational needs from the competent authorities.
- δ) Students who belong to the category of athletes, must submit a certificate from the General Secretariat of Sports or the Olympic Committee, or from the Sports Association which is registered in the register of the General Secretariat of Sports (the certificate should include the GSA's registration number and the number of the sports recognition of the association), where applicable, certifying the reason for the request for part-time attendance, in accordance with the relevant provisions.
- ε) The competent department of the Foundation may request any other supporting documents it deems necessary for the examination of the application.

The certificates in cases (a) and (d) should be resubmitted to the Secretariat of the Department concerned at the beginning of each academic year, in order to ascertain whether the reasons for inclusion in a scheme are still valid.

part-time.

For the approval or rejection of the application, a decision is issued by the Dean's Office of the relevant School, following a recommendation of the Department of Occupational Therapy with the submitted application and the supporting documents attached to it. The decision shall be communicated to the Secretariat of the Department of Occupational Therapy.

For students enrolled on a part-time basis, each academic semester is counted as half an academic semester and they may not register for attendance and take examinations in a number of courses exceeding half of the courses of the semester provided for in the curriculum of their Department, applying, in this case as well, the maximum duration of attendance of par. 1 of Article 76 of Law No. 4957/2022. When submitting the course declaration, students may choose the courses they wish to attend and in which they will be examined.

Students who have been placed on part-time status may, upon application to the Secretary of the Department of Occupational Therapy, without any further documentation being required, return to full-time status at any time. For the return to full-time status, an act of recognition by the Dean's Office of the Faculty of Physical Education, Sports Science, and Occupational Therapy is issued, which is communicated to the Department of Occupational Therapy.

Certificates issued to students who are in part-time status will include the relevant act of the Dean's Office of the School.

Distance learning

The courses are conducted in person. The organisation of the training process using distance learning methods is possible in the following cases:

- a) the provision of teaching work by Professors from foreign institutions, other institutions in Greece or Associate Professors,
- b) providing teaching work in the framework of joint study programmes with foreign institutions,
- c) the provision of teaching work in the framework of interdepartmental or interdepartmental programmes of the first cycle, for the part of the teaching work provided under the responsibility of the collaborating Departments, if the seat of the collaborating Departments is in a different city,
- d) the organisation of immersion courses and tutorial exercises, in addition to the compulsory teaching hours per course,
- e) following a decision of the Senate that establishes force majeure or exceptional circumstances where it is not possible to conduct the educational process in person or the use of the DUTH infrastructure for the conduct of educational, research and other activities in accordance with the decision of the Department (or other competent body).

Exceptionally, it is possible to organize the educational process in person, with simultaneous synchronous transmission of the teaching work carried out using electronic media, exclusively to students of other Departments of the DUTH, if they choose to attend courses and educational activities of the Department of Occupational Therapy, provided that the students to whom it is addressed are studying in a Department located in a different regional unit or city from that of the

Department of Occupational Therapy. In this case, the assessment of the students shall be carried out in a uniform manner, regardless of the method of conducting the educational process and monitoring the students.

Educational visits and field exercises

Within the framework of the teaching of the courses of the Undergraduate Curriculum of the Department of Occupational Therapy, educational visits and field exercises may be carried out in public or private sector institutions, in companies or companies, in places of cultural reference or in any other place that is considered appropriate and suitable for the implementation of practical exercises, even during vacation periods.

Academic Calendar

The academic year begins on 1 September and ends on 31 August of the following year.

The start and end dates of the courses of the winter and spring semester as well as the examinations are determined by the Senate's decision and are announced at the Department's Secretariat.

Classes and examinations are not held on the following days and at the following times:

- 28 October (National Anniversary)
- 17 November (Anniversary of the Polytechnic Uprising)
- From 23 December to 6 January (Christmas Holidays)
- 30 January (Feast of the Three Hierarchs)
- On Clean Monday
- March 25th (National Anniversary)
- From Lazarus Sunday to Thomas Sunday (Easter Holidays)
- On 1 May
- The 14th of May (Liberation of Komotini)
- Of the Holy Spirit
- On the day of the student elections

Textbooks and Teaching material

Students are entitled to the free supply and selection of one (1) textbook for each compulsory or elective course taught in their curriculum, required for the award of the degree. If students select more elective courses than are required for the degree, the right to select and supply free of charge textbooks does not extend to the additional courses they have selected and examined, even if they are counted towards the degree.

Students are entitled to free textbooks until the completion of the minimum number of semesters required for the degree, plus four (4) semesters, or as specified in the applicable legislation, provided that they have not previously obtained a free textbook for the same course.

Study Circles

The Undergraduate Program of Studies of the Department of Occupational Therapy of the University of Thessaloniki includes 34 courses and in addition, an internship and a thesis for a full cycle of studies which yield 240 credit points (ECTS) and reflect the relative weight and workload of the various courses. Each semester corresponds to 30 ECTS (each credit corresponds to at least 25 hours of workload from the student).

During the first seven (7) semesters the studies include theoretical teaching, laboratory exercises, seminars, visits to clinical settings and clinical application sites. In the eighth (8th) semester, practical training in the profession and the preparation of the thesis are carried out.

The Internship lasts for 3 months, is guided and evaluated and takes place in services and other collaborating institutions related to the Department's cognitive field.

Achieving learning outcomes

According to the Diploma Supplement, in order to achieve the learning outcomes, a student becomes a graduate when he/she has successfully attended all the courses (34) of the MSc and has successfully completed the internship and supported the thesis by accumulating 240 credit points (ECTS).

Evaluation of teaching work by students

The Department of Occupational Therapy of the University of Thessaloniki has organized procedures for the evaluation of teaching work by students using the digital questionnaires of the information system of the institution.

The evaluation process includes the evaluation of the course, the teaching and the instructor and is carried out between the 8th and 11th week of teaching, in all courses of the winter and spring semesters, in all years of study.

The results of the evaluation are presented in a special information meeting to all teaching staff of the Department.

Reception of first-year students

At the beginning of the first semester, the Department of Occupational Therapy of the University of Thessaloniki organizes a two-day reception for first-year students, which includes a tour of the Department's premises (halls, lecture halls, secretariat, library, computer rooms, etc.) and information about:

- the Undergraduate Studies Programme,
- the digital services offered by the Foundation,
- European student mobility programmes (ERASMUS) and
- the institution of the Academic Advisor for Studies.

In the context of this two-day event, a meeting of students with their advisor professor takes place, where all the issues of study and education of the MPA are discussed.

Academic Studies Advisor

In the Department of Occupational Therapy of the D.U.T.H. the institution of the "Academic Advisor for Studies" is active, who cooperates with each student throughout his/her studies, providing information about his/her studies and acting as a recipient of his/her concerns, questions and concerns.

During the reception of first-year students, all students are assigned to their respective "Teacher Advisors" and communication between them is renewed at regular intervals determined by both parties, or students are freely given the opportunity to communicate with their "Academic Advisor" during the office hours of the Professors' contact hours with the students. The hours of collaboration for each Academic Advisor for Studies of the Department are posted on the Department's website.

A student's Academic Advisor remains the same until the completion of his/her studies. In case of absence of the Academic Advisor for a long period of time (e.g. educational leave), the Assembly assigns his/her students to another faculty member of the Department.

Following a documented request by the student or the Academic Advisor to the Department Assembly, a new Academic Advisor may be appointed.

The Academic Advisor has an advisory role primarily in relation to the student's academic progress. More specifically, the ASA:

- α) Supports the more effective transition of students from secondary to higher education, in the case of first-year students.
- b) Provides information on the general operation of the Programme of Studies, the organisation of the Study Guide, the infrastructure offered, the laboratory or other structures and the possibility for students to participate in laboratory activities and in research projects that develop in the Department and in the Programme.
- c) Informs students about the services offered by the Democritus University of Thrace for the support of their studies and directs them appropriately (e.g. to the Liaison Office, to the Academic Officer for the Erasmus+ Programme or the Internship in the Department, etc.).
- d) Encourage their participation in educational activities, in order to support their education in the best possible way, but also their systematic cooperation with their teachers.
- e) Provides support for the identification of course combinations within the offered Curriculum, so that they can choose the appropriate courses according to their personal interests, skills and abilities.
- f) Provides support to students regarding any problems that may arise either due to poor attendance or due to the assessment results in individual courses, which may constitute an obstacle to the smooth progress of their studies.
- g) Provides support for the formulation of the individual planning of students regarding both the continuation of their studies and their professional development, on basis of their interests, and informs them about the next level programmes of study in the Department and the professional opportunities they may have as graduates of the specific Programme of Studies.

Qualifying Examinations

The qualifying examinations concern graduates of Greek or foreign universities (recognized by the IOATAP) as well as holders of degrees of higher schools of two-year and more than two-year cycle of studies under the responsibility of the Ministry of Education, Religious Affairs and Sports and other Ministries, who, after passing the qualifying examinations, have the right to register, study and receive an additional degree.

Interested candidates should submit their application between November 1 and 15 to the Department's Secretariat. Together with the application form, they must submit a copy of their degree or certificate of completion of studies. In the case of graduates of foreign institutions, the requirements set out in par. 4 of article 304 of Law 4957/2022, as amended and in force, and, if the degree is included in the list of article 307 of the same law, in addition to the other supporting documents, the Secretariat must request a Certificate of Place of Study, which is issued and sent by the institution of study. If the place of study or part of the studies is confirmed as being in the Greek territory, the qualification shall not be recognised, unless the part of the studies undertaken in the Greek territory is at a public higher education institution.

The qualifying tests will be held within the time limit laid down by the legislation in force. The classification of graduates is carried out by the Classification Committee, which consists of seven members and is constituted by decision of the Assembly of the Department. The Committee is composed of the President of the Department and six (6) faculty members of the Department, two of whom teach the subject of each examined course or a related subject. In the event of a shortage of member(s), a member(s) of the Committee may be appointed from another Department of the same or another Faculty of the Institution, teaching the same or a related subject, or, if insufficient, from another Institution.

The Classification Committee must ensure the transparency and the integrity of the procedure, as well as the examination procedure for graduates with disabilities and special learning needs according to the specific provisions of the ministerial decisions No. 1/192329/B3/2013 (Government Gazette 3185 B') and 92983/Z1/2015 (Government Gazette 1329 B'), in cooperation with the competent services of the Institution. The Classification Committee draws up a relevant protocol with the list of the candidates' order of success, which is approved by the Assembly of the Department. By the same decision, the Departmental Assembly shall determine any relevant procedural matter concerning the publication of the results, subject to the provisions on the

protection of personal data, as well as the procedures for objections, registration and other related matters.

The order in which candidates are ranked is determined by the sum of the marks obtained in all the courses examined (on a scale of 1-20). This order includes those who have obtained a total of at least thirty (30) points, provided that they have obtained at least ten (10) points in each of the three (3) courses. Ranking will be in descending order of marks until the prescribed percentage is met. According to Law 4485/2017, article 74, admission places that remained vacant during the qualifying examinations are covered until the prescribed percentage of admission places is exhausted, by classifying, as successful, candidates in descending order of total score, provided that it is at least thirty (30) points and regardless of their performance in individual subjects. The above-ranked successful candidates shall be admitted to the Department.

The semester of classification of graduates in the Departments of the DUTH is determined by the decision of the Assembly of the Department of Occupational Therapy and cannot be longer than the 5th semester.

By decision of the Department's Assembly, the Department's Assembly exempts the candidates from the examination of the three (3) courses in which they have been examined for their classification, provided that these courses correspond to courses of the Occupational Therapy Department's curriculum.

Course recognition

Following the decision of the Department Assembly, students who are admitted to the Department by qualifying examinations, with 10% or by transfer, are given the opportunity to recognize courses which have been taught and successfully examined in their home department in order to be exempted from the examination.

Students who are admitted to the Department of Occupational Therapy of the DUTH may recognize courses that have been proven to have been taught and successfully examined during their studies in a previous Department at a domestic university, provided that these courses correspond to courses of the Undergraduate Program of Studies of the Department of Occupational Therapy. The above also applies to students who transfer in accordance with the provisions in force at the time.

In addition, students are exempted from the examination of the courses of the curriculum of the Department of Occupational Therapy taught in the Department of origin as described above and, by decision, they may be admitted to a different semester from that of their registration.

For the recognition or exemption of courses, the student submits an application to the Department's Secretariat in which the course or courses of the Department of origin and the corresponding course or courses of the Department of Occupational Therapy are indicated and accompanied by the study guide of the Department of origin (with the course outlines or summaries of the courses taught in the Department of origin) and a certificate of analytical grades, both certified by the Department of origin's Secretariat.

In order to join a semester other than the semester of his/her registration, the student must submit the relevant request immediately after his/her registration and for all the courses and required documents that document the change of semester. More specifically, the student submits a written request to the Department's Secretariat together with a certificate of analytical grades certified by the Secretariat of the Department of origin, accompanied by the syllabus of the courses taught and laboratories in which he/she has practiced.

The recognition or exemption of courses and the inclusion in a different semester from the semester of enrolment is made by decision of the Departmental Assembly following the recommendation of the person in charge of the course.

Also, participation in the internal mobility programme provides the opportunity for the Department of Occupational Therapy to recognise the period of study in the curriculum of the Department/University of the host university.

Students who have been successfully assessed in educational activities of the curriculum of the host Department/University during the period of their mobility may submit a request for recognition of the corresponding educational activities (e.g. courses, seminars, workshops).

The application must be accompanied by a certificate issued by the host higher education institution indicating the titles of the courses or educational activities attended by the student, the grades obtained in the evaluation process of each course or educational activity and the corresponding number of credits (European Credit Transfer and Accumulation System -ECTS).

The recognition of the courses-educational activities in which each student has been successfully assessed is carried out by decision of the Departmental Assembly, within a period of one month from the registration of the data and the completion of the mobility programme, as follows:

α) If the curriculum of the Department/University of Higher Education of the host institution is classified as similar to the curriculum of the Department of Occupational Therapy, the total number of courses or educational activities that the student has been successfully assessed and the total number of ECTS credits corresponding to them is counted for the award of the degree, provided that he/she has not already been successfully assessed in the same or equivalent courses or educational activities from the curriculum of the Department of Occupational Therapy.

b) If the curriculum of the host Department/University is classified as not similar to the curriculum of the Department of Occupational Therapy, the courses or educational activities in which the student has been successfully assessed may be recognised and the credits corresponding to them may be counted towards the award of the degree, up to a limit of 10% of the credits required for the student's degree, in accordance with the provisions of paragraph 2.1. 4 of Article 66 of Law 66 of the Law. 4957/2022.

Students enrolled in the Undergraduate Program of Studies of the Department of Occupational Therapy after qualifying examinations, may be exempted from the obligation to attend and evaluate courses or educational activities of the curriculum, if they have been successfully evaluated in the framework of the internal mobility program and request their recognition and the counting of the corresponding ECTS credits, regardless of whether the courses and educational activities were counted for the purpose of the course or the educational activities. For the recognition of courses and other educational activities, a decision of the Assembly of the Department of Occupational Therapy is required, upon request of the student submitted to the Department's Secretariat.

The details for the recognition of ECTS credits for Erasmus+ students are regulated in the ERASMUS+ Regulation of the DUTH.

Students with specific developmental disorders of school abilities (learning disorders)

Every student with learning disorders has the opportunity to be assessed by oral examinations in the courses of his/her choice. Before his/her oral assessment, he/she can prepare his/her answers for the duration of the examination of his/her fellow students who are being examined in writing and can take notes, which he/she can consult during the oral examination.

If necessary, the student is given the questions of the examinations, before the beginning of his/her preparation for the oral examination.

Regarding the formal procedure, the student submits an application to the Secretariat, if he/she wishes to be examined orally, accompanied by a certificate certifying the learning disorder. The opinion must have been issued by an Educational and Counselling Centre (EACC) or a Medical and Pedagogical Centre recognised by the Ministry of Education.

Established Scholarships

The Democritus University of Thrace has established since 2017 the awarding of "DIMOKRITOS" scholarships to first cycle students of its Departments following a relevant decision of the Senate (No. 84/45/25.07.2017). The scholarship is granted for ten (10) months.

The number of scholarships and the amount of money awarded are determined by the recommendation of the Research Committee of the University of Thessaloniki, for each academic year, depending on the current reserves of the Hellenic Research Foundation. The Research Committee shall supervise the financial management. The final approval (number of scholarships and amount of expenditure) of the awarded scholarships is the responsibility of the Senate of the University of Thessaloniki.

Undergraduate students in the third to seventh semester of the Department's curriculum may apply. Candidates must have passed all courses in the academic year in which they are enrolled with a grade point average greater than or equal to seven and a half (> 7.5).

Selection criteria: Scholarships are awarded on the basis of the grading performance of undergraduate students who meet the above requirements. In case of a tie on the basis of analytical scores, they will be considered in hierarchical order:

- The simultaneous receipt of another scholarship at the time of the award of the Democritus Scholarship

- The year of study with preference given to a student in a higher year of study

- The financial situation of the candidates

At the same time, invitations for scholarships from various institutions and foundations (e.g. IKY) are regularly announced on the Department's website.

Mobility through the ERASMUS programme+

All students of DUTH have the opportunity to undertake long-term or short-term mobility for studies through the ERASMUS programme+ at a university of another Member State. More specifically, in the framework of the 2021-2027 programme, emphasis is placed on the participation of students with fewer opportunities. In order to cover the additional costs incurred by attending a university abroad, students may receive a scholarship from the State Scholarship Foundation (IKY).

For long-term mobility, the selection criteria are defined by decision of the Assembly of the Department of Occupational Therapy, which are listed in the Department's Guide of Studies and posted on the Department's website. The criteria are based on the principles of equal treatment and are compatible with those set by the European Commission and the Erasmus+ National Coordination Unit of Greece (NEC).

The maximum duration of the mobility for studies is one semester in order to give the for more students to be mobile. Students have the to stay for a longer period (e.g. one academic year), after approval by the Department of Occupational Therapy, but without a grant (zero grant). The procedure for mobility without a grant is the same as for mobility with a grant

If the number of places offered for student mobility is less than the number of places requested on the basis of applications, the Erasmus+ Committee may decide to reallocate the available Programme budget, in accordance with the rules laid down in the relevant contract.

Every academic year, following a decision of the Erasmus+ Committee, the Department of Occupational Therapy publishes a call for expressions of interest for students of the Department to participate in the long-term student mobility for studies. The invitation shall indicate the course(s) concerned, the places available for the Department of Occupational Therapy, the conditions, the selection criteria, the supporting documents and the deadline for submission of applications. The application and all relevant supporting documents as specified in the invitation must be submitted to the Department Coordinator.

The right to apply for participation in the programme is open to students who are regularly enrolled at the Department of Occupational Therapy of DUTH as undergraduate students and have language proficiency at the level required by the host institution.

The ranking of student mobility candidates is carried out by the Erasmus+ Coordinator of the Department, who communicates the ranking list to the General Assembly of the Department and subsequently to the Erasmus+ Office

After the approval of the mobility, the Coordinator of the Occupational Therapy Department:

a) discusses with the student and finally approves a programme of one quarter (20 ECTS), one semester (30 ECTS) or one year (60 ECTS), as the case may be. This programme must have similar, complementary or related learning outcomes to the programme of the Department of Occupational Therapy, but it must not necessarily have the exact same content. The student may not select courses that have been successfully completed at the D.O.T. This program is reflected in the student's Academic Agreement.

b) informs the Assembly of the Department of Occupational Therapy about the content of the Learning Agreement and recommends its ratification which ensures that the ECTS credits acquired at the host institution within the approved programme will be fully recognised, transferred to the curriculum of the Department of Occupational Therapy and used to satisfy the requirements for the degree.

Once selected, the student who has been selected for a period of mobility abroad for studies, should visit the website of the host university to which he/she is going to move in order to be informed about the procedures, deadlines and documents required by the host institution, start dates of courses, accommodation, etc.

Once the student has been accepted by the Host institution, the student submits to the Erasmus+ Office the Study Agreement and all required documents, either in paper or electronic form, and receives 80% of his/her scholarship. In addition, the student is required to take an online assessment test of the level of the language to be used for the study abroad.

After the student's return from the host institution, the student submits to the Coordinator and the DUTH Erasmus+ Office all the necessary supporting documents received from the host institution concerning his/her mobility.

The Coordinator of the relevant Department handles the transfer of the ECTS credits acquired at the host institution through the Learning Agreement according to the approved study programme as reflected in the transcript of records, to the official programme followed by the student at the Department of Occupational Therapy. If the courses in which the student has

successfully completed at the host institution exceed 30 ECTS credits per semester, the additional courses are indicated in the Diploma Supplement issued with the degree. In case a student has fulfilled the required number of credits for the degree before moving, any courses that have been successfully completed at the host institution are mentioned in the Supplement issued with the degree.

For courses that students have taken but not successfully completed abroad, they can be re-examined at DUTH during the September re-examination period. In this case, students should arrange for this examination to be declared in consultation with the secretary of the Department of Occupational Therapy.

Upon completion of the mobility, the student receives the remaining 20% of the scholarship. A prerequisite for the awarding of the full scholarship is the submission of the necessary documents from the host institution and the successful assessment of the student at the host institution in courses corresponding to 30% of the programme (6 ECTS for a quarter, 10 ECTS for a semester of study).

In the event that a modification of the Study Agreement is required for academic or other reasons, the student submits a request to the Department Coordinator within five (5) weeks from the start of classes at the host institution, stating explicitly the reasons for the requested modification. The modification is approved by the Occupational Therapy Department Assembly and the process is completed by both institutions (home and host) by the request of the person concerned.

For short-term mobility, every student, and in particular those who cannot participate in long-term mobility with physical presence for studies or Erasmus+ placements, has the possibility to combine short-term mobility with physical presence (lasting from 5-30 days) in combination with a compulsory virtual activity. In this case, the mobility should award the student at least 3 ECTS credits.

The call for expressions of interest for participation in short-term student mobility is published by the Erasmus+ Office. The call sets out the conditions, selection criteria, supporting documents and the deadline for applications. The criteria are based on the principles of equal treatment and are compatible with those set by the European Commission and the Erasmus+ National Coordination Unit (NCP) of Greece.

The application and all relevant supporting documents as specified in the call must be submitted to the Erasmus+ Office. Students who are eligible to apply for participation in the programme are those who:

- a) are regularly enrolled in departments of the DUTH as undergraduate, postgraduate students or doctoral candidates
- b) have language skills at the level required by the host institution.

For the selection of students for participation in the Erasmus+ short-term mobility for internships, the conditions and the eligibility criteria set out in the Internal Regulation of the Erasmus Programme+ of DUTH apply. The criteria are based on the principles of equal treatment and are compatible with those set by the European Commission and the Erasmus+ National Coordination Unit (NCP).

The classification of applicants for short-term student mobility is carried out by the Erasmus+ Office under the responsibility of the Institutional Coordinator. The Coordinator shall communicate the ranking list and inform the Academic Departments whose students have been selected for short-term mobility.

After the approval of the short-term mobility, the Coordinator of the relevant Academic Department:

- a) discusses with the student and finally approves the programme that the student should have, complementary or related learning outcomes in relation to the Occupational Therapy programme, but it must not necessarily have the exact same content. This program is reflected in the student's Program of Study Agreement.
- b) informs the Assembly of the Department of Occupational Therapy about the content of the Learning Agreement and recommends its ratification by the Department Assembly, which ensures that the ECTS credits acquired at the host institution within the approved short-term mobility programme will be fully recognised, transferred to the curriculum of the Department of Occupational Therapy and used to satisfy the requirements for the degree.

Once selected, the student who has been selected for a short-term mobility period abroad for studies, should visit the website of the Host University to which he/she is going move in order to find out about the procedures, deadlines and documents required by the Host Institution, the starting dates of the courses, accommodation etc.

After the acceptance of the student by the Host Institution, the student submits the Study Agreement and all required documents in hard copy or electronically and receives 80% of the scholarship before the physical mobility.

Upon completion of the mobility, the student receives the remaining 20% of the scholarship. A prerequisite for the award of the full scholarship is the submission of the necessary documents from the host institution and the successful examination of the student at the host institution in courses corresponding to 30% of the ECTS credits of the programme.

The student regularly informs the Coordinator of the Academic Department about the progress of his/her studies. He/she must also inform the Coordinator of the Academic Department in good time of any academic or other problems that arise during his/her stay abroad.

Students who are Erasmus+ scholarship holders are not to participate in the examination period of the semester in which they participate in the programme. Students who participate in the Erasmus+ programme for the preparation of their thesis/thesis or part of it must include the following text in the thesis/thesis submitted to the Department of Occupational Therapy or in presentations of their thesis/thesis at conferences, posted publications or papers:

"This dissertation/thesis (or part of this dissertation/thesis) was carried out in the framework of mobility through the Erasmus+ programme funded by European Union".

In case the actual duration of the mobility is shorter than the one specified in the Contract (with a tolerance of 5 days for long-term mobility), DUTH is obliged to amend the student's Contract by reducing the corresponding amount of the grant agreed upon. In this case, either the entire remaining 20% of the grant is not paid, or, if the total amount of grant to which the student is entitled is less than the 80% received, the student is requested to reimburse the corresponding amount within one month of the notification received from the Erasmus+ Office. In case the student grant holder does not reimburse the amount charged in time, the matter will be duly referred to the Erasmus+ Committee of the DUTH. Students for the Erasmus+ Committee determines that they have administrative or financial outstanding issues with the programme, even if they complete their studies at the institution, will not receive a certificate of completion and will not be declared graduates until the outstanding issues have been settled. The Erasmus+ Office will inform the Secretariat of the Department of Occupational Therapy accordingly.

The mobile students in cooperation with the student association, ESN-DUTH, the Department of Occupational Therapy, the Erasmus+ office or other units of the DUTH organise and/or participate in dissemination activities of the programme's results, increasing its added value.

In case the scholarship student accumulates ECTS credits corresponding to less than 30% of his/her program (less than 6 ECTS credits for a three-month move, 10 ECTS credits for a semester), the remaining 20% of the scholarship is not received. In cases where the student was not able to complete the pre-arranged activities at the host institution due to force majeure (e.g. health reasons with a hospital certificate), the actual stay abroad is reimbursed, unless otherwise specified by the National Coordination Unit.

The student is obliged to present after the end of his/her mobility the Transcript of Records and the Certificate of Attendance. In case the scholar does not bring the documents, he/she must return 80% of the scholarship already received as an advance payment, while the remaining 20% of the scholarship is not collected.

In case the scholarship holder does not repay the amount charged in time, the matter is duly referred to the Erasmus+ Committee of the DUTH. Students who have administrative or financial pending issues with the Erasmus+ programme, even if they complete their studies at the institution, will not receive a certificate of completion and will not be declared graduates until their pending issues are settled. The Erasmus+ Office shall inform the secretariat of the relevant department accordingly.

The Erasmus+ grant does not provide insurance for the student(s) travelling. Before leaving abroad, the student should obtain a European Health Insurance Card (EHIC) from his/her insurance institution covering the whole period of travel and be informed about the benefits offered in the host country. Please note that the European Health Insurance Card does not cover private health care, emergency medical treatment or repatriation and is not a substitute for travel insurance. In cases where the EHIC is not valid (for example in countries outside the European Union), private health insurance should be out.

Declaration of authorship

The registration of textbooks for all courses is done through the Electronic Service for Integrated Textbook Management "EYDOXOS", of the Ministry of Education, Research & Religious Affairs.

The deadline for the submission of applications for each academic semester is announced by the EIDOXOS service through the Secretariat. The relevant announcement is posted on the Department's website.

In order for students to register the textbooks they will purchase, it is necessary to have an access account at the services of the Democritus University of Thrace. Each student receives this account when registering for the first year of studies from the Department.

More information is available on the Eudoxos website (<https://eudoxus.gr/>).

Academic Identity

For the issuance of an Academic Identity Card with an integrated Student Ticket, students submit their application online at the website <http://academicid.minedu.gov.gr/>

Afterwards, and after the application has been approved by the Secretariat, students can pick up the Academic Identity Card from a specific delivery point, which they will have chosen when submitting their application. More information on how to apply is available at the following link: <https://submit-academicid.minedu.gov.gr/>

Student care

The Democritus University of Thrace provides a set of benefits to students aimed at supporting them during their studies.

These benefits include the provision of accommodation and food (for students with low financial income), housing allowance, scholarships, the institution of the "Student Advocate", the Counselling and Accessibility Structure aiming to promote constructive learning, academic success and socialisation of students with special needs and disabilities, etc.

At the same time, access to the Internet and to a set of electronic services that support the educational process is provided.

More information about the structures of the Foundation is provided on the main website of the Democritus University of Thrace. <http://duth.gr/>

Student groups

The Democritus University of Thrace provides the opportunity for students within the DUTH, alongside their studies, to establish groups or clubs with educational, cultural, sporting or social purposes.

Groups can cover a wide range of interests and activities, both relevant or related to their field of study and not (e.g. volunteering, social services, fine arts, photography, etc.).

Each student group of the DUTH consists of at least five (5) students from all the courses of study of the DUTH, from one or more of its Departments.

For the establishment of a student group, at least three students - founding members (committee) submit to the Department/Faculty or the Foundation (depending on the purpose and the members to be involved) a short proposal including:

- the name of the group
- the student coordinator of the team with contact details (institutional email account)
- the objectives of the group
- a list of the names and contact details of the candidates for membership of the
- indicative activities and actions it plans
- its committee that makes the proposal
- a faculty member or a member of the ECF or RTD or EDI who will assume an advisory role (Student Group Advisor - SFO)
- the place they will use as a meeting point
- the contact address details of the team - possible logos, etc. (institutional cover account with the teacher and the student leader as recipients).
- the decision-making process for the selection of new members,
- the selection of the head or steering committee and the actions of the group.

The Assembly of the Department (or the Dean's Office or the Senate) decides on the establishment of the team. The Departmental Assembly (or the Dean's Office or the Senate) may invite the group to make an oral presentation of the proposal submitted.

After the decision to establish, the student group is formed and, with the support of the SFO, proceeds with its organisation.

Active (n+2, 3) students from all cycles of the DUTH are registered as members of each student group. At the end of this period the student automatically ceases to be a member of the group. The group maintains an updated list of its members.

Each student group of the DUTH defines how it is coordinated, guided and managed. In each group a leader or head of the group is chosen or in large groups a steering committee or council etc. The process of designation is chosen by the group.

The manager or leader or the steering committee shall keep an updated list of the members of the team and their contact details. Graduates who have lost their student status or have transferred to another institution may not be registered as members of the group.

The leader or the head or the steering committee regularly informs the Student Group Advisor about the planning of the activities of the Student Group.

DUTH may have resources to support its student groups. The Department (or the Faculty or the Senate, as appropriate) has space for the activities of the student groups. The responsibility for the space and its maintenance in good condition rests with the managers and members of the student groups hosted in the space.

Student groups apply for funding at the beginning of each academic year - by 15 October in order to be funded in the following academic year.

Applications for funding from each group must include:

- (a) a plan of the action(s) which the group is organising (or in which the group is to participate).
- b) a description of the contribution of the TIF team and expected benefits.
- (c) actions for which the group is requesting cost coverage and costing.
- (d) the operational capacity of the team to successfully complete the action(s)
- e) approval of the funding request by the Departmental Assembly (or the Dean's Office or the Senate of the DUTH, as appropriate).

The student groups may apply for funding for their activities from other institutions (such as, for example, IKY, the Region of AMTH, Municipalities, etc.) according to the rules set by them. The DUT may also apply on behalf of student groups for funding for their activities from various bodies.

Performance Award

The DUTH grants a performance award per academic year to the student of the Faculty of Physical Education, Sport Science and Occupational Therapy who during the previous academic year:

- a) has attended and successfully completed all the courses of the previous academic year provided for in the indicative curriculum of the Department he/she attends (all three examination periods of the year under review - January, June and September - are taken into account) and
- b) obtained the highest mark resulting from the average of the courses (including thesis or dissertation), without the calculation of weighting factors.

The prize consists of the award of a special diploma at a ceremony taking place during the celebration of the Three Hierarchs. The names of the awarded students are announced on the website of the School, the Department and the University.

Students who have not successfully passed all the courses provided for by the indicative curriculum in the academic year under consideration for award are not entitled to a performance award.

Students who are not in regular attendance and b) those who were admitted by qualifying examinations are not entitled to a performance award.

Management of Complaints and Objections

A Complaint is defined as the expression of dissatisfaction (verbal or written) by a student regarding the quality of the services provided by the Department.

An objection is defined as any written and formal expression of objection or doubt on the part of the student regarding a pending or problematic resolution of an issue or problem that concerns him/her.

The complaints and objections management policy is addressed to the entire active student population of the three study cycles of the Department of Occupational Therapy of the DUTH. Before submitting a complaint or objection, students are required to read the Guide to Studies and the

Internal Regulations of the Occupational Therapy Department, as well as the Internal Regulations of the DUTH, so that they are aware of their rights and obligations.

The Student Affairs Committee is the body responsible for the monitoring and proper implementation of the procedure for the management of student complaints and objections. The Student Affairs Committee has a three-year term of office, is appointed by the Assembly of the Department and consists of three faculty members and their alternates.

During the implementation of the procedure at all stages, the parties involved have the obligation to respect and protect personal data, as defined by the legislation in force.

Informal complaints procedure:

Before proceeding with the written submission of any complaint or objection, the student, depending on the nature of his/her complaint, may contact, within 15 days from the occurrence of the problem, his/her Academic Advisor, who will discuss with the student any issue that creates obstacles to his/her studies. If the student does not wish to discuss the issue with his/her Academic Advisor or if the problem is not resolved through the above informal process or if a conflict of responsibilities or roles with the Academic Advisor arises, then, the formal procedure of para. 2 of this article.

Standard complaint procedure:

- a) The student records the issue that concerns him/her on the Department's Complaints and Objections Form, which is posted in a prominent place in the Occupational Therapy Department website and submit it to the Department Secretary within 15 days of being unable to address it through the informal process. If the informal resolution process has been followed, the form should also indicate the hearing and mediation process followed.
- b) The Secretariat of the Department, after having registered the Complaints and Objections Form, forwards it to the Student Affairs Committee of the Department. The Student Affairs Committee examines the issue that concerns the student and takes the necessary steps to either resolve it immediately, if possible, or refer the matter to the competent body of the Department.

The student is informed in writing by the Student Affairs Committee through the Secretariat of the Department of Occupational Therapy within a period of 30 days from the submission of his/her complaint regarding the actions taken and any decision taken his/her issue. In the event that the student does not receive information within the above time frame, he/she

may contact the Vice Chancellor for Academic Affairs of the University for further resolution of his/her complaint or grievance.

Depending on the nature of the problem, the Student Affairs Committee may invite the student to a hearing to present his/her views before taking the necessary action. The student will be informed in good time of the time and date of the meeting. The Student Affairs Committee may invite other involved members of the academic community to a hearing in order to resolve the issue. If the issue is not resolved and the situation remains problematic or the solution offered does not satisfy the student, he/she may resubmit the issue of concern directly to the Faculty Assembly, following the procedure outlined in section a) herein, adding in addition the actions already taken.

c) If the matter is referred to the Assembly of the Department, any decisions related to its resolution are final and irrevocable. If the case is complex, the Departmental Assembly may refer the case to another institution or structure of the Foundation. If the resolution of the matter is achieved without referring it to the Departmental Assembly, the case is closed.

In case all the above procedures have been applied but the student still disagrees with the decision to resolve the issue or wishes to submit an objection, he/she may contact the Vice-Rector of Academic Affairs of the University for a new settlement. Clearly unfounded or abusive complaints or objections shall not be brought to the appropriate bodies for consideration.

The students of DUTH may also use the following means and ways of submitting complaints and objections:

1. *Questionnaires*: The students of the DUTH have the opportunity to evaluate anonymously through the use of questionnaires prepared by the MOHIP-DUTH:

- a) the educational process
- b) food and accommodation services
- (c) digital services
- (d) the infrastructure available
- (e) the administrative procedures provided.

2. *Student Advocate*: The Regulation of the Student Advocate's operation, which is included in the Internal Regulations of the Institution, details responsibilities and describes the procedure for the submission of complaints and objections that fall within its scope.

3. *Gender Equality and Anti-Discrimination Committee*.

Anti-discrimination and describes the procedure for submitting complaints and objections falling within its scope.

4. *Ethics Committee*: The Code of Ethics and Good Practice included in the Foundation's Internal Regulations details the responsibilities of the Ethics Committee and describes the procedure for submitting complaints and objections falling within its scope.

In any case of complaints or objections as well as in the preparation of reports or presentation of relevant data, the provisions on the protection of personal of the applicable legislation and the DUTH's privacy policy apply.

USE OF CLASSROOMS - LABORATORY SPACE

CHAPTER C

General provisions

Order, quietness and a peaceful atmosphere in the classrooms and laboratory training areas are prerequisites for harmonious cooperation between teachers and students.

Lecturers should foster a sense of responsibility in students with regard to the quality of the classroom and laboratory environment.

The use of classrooms and laboratory spaces for teaching purposes has priority.

For the information of lecturers and students, the teaching schedule of the classrooms and laboratories is posted by the Secretariat on the door of each classroom.

For the proper use of the classrooms and laboratory spaces, users (lecturers and students) should respect the regulations for the use of the classrooms. Unauthorized use of the space may result in future loss of use of the classroom or laboratory space.

Private advertising leaflets and posters are not allowed in the premises of the Department of Occupational Therapy and the School of Physical Education, Sports Science and Occupational Therapy. Posting of student group announcements is permitted only in the designated areas.

Smoking is not permitted in the classrooms, the laboratory and sports areas as well as in the atrium of the School of Physical Education, Sports Science, and Occupational Therapy in accordance with current legislation.

Mobile phones may not be left on the workbenches with electronic equipment (computer rooms).

Food, drinks and juices are not allowed in classrooms, training laboratories and sports facilities.

Teacher's obligations for classroom use

The teacher who uses the classroom is responsible for the delivery of the electronic equipment delivered to him/her in the same condition in which he/she received it.

The teacher should be aware and familiar with the use of the the infrastructure of the classrooms (lighting, electronic locks, etc.).

The teacher is the only one responsible:

- for the receipt-delivery of the keys of the rooms to the
- the correct use of the electronic equipment in the classrooms
- the correct use of the electrical equipment in the rooms
- for the implementation of the timetable for the duration of lessons and breaks

Students' obligations for classroom use

Students should be in the classroom at least 5 minutes before the start of the class.

Students should switch off their mobile phones upon entering the classroom.

Instructor's obligations for the use of laboratory training facilities

The lecturer who uses the laboratory facilities is responsible for the delivery of the laboratory equipment in the same condition in which he/she received it.

The lecturer should be aware of and familiar with the use of the infrastructure of the facilities (lighting, electronic and mechanical locks, etc.) and the laboratory equipment.

The teacher is the only one responsible:

- for the receipt and delivery of the keys to the laboratory rooms by the Secretariat.
- for the proper use of the electrical and laboratory equipment of the facilities by the students.
- for the implementation of lesson and break times.

Students' obligations for the use of laboratory training facilities

Students should:

- be in the laboratory teaching areas at least 5 minutes before the start of the lesson.

- switch off their mobile phones when entering the training laboratory areas and wear the required clothing.

OPERATION OF COMPUTER ROOMS

CHAPTER D

The computer rooms are equipped with stationary computers and are governed by operating regulations.

Hours of use of Computer Rooms

The daily schedule of the computer labs consists of teaching hours during which students use the equipment to develop their Information and Communication Technologies (ICT) skills.

The opening hours are in accordance with the curriculum.

Rights of use of the Computer Rooms

Any user using the computer rooms in the context of teaching ICT courses should be aware of and adhere to the following principles of use:

- students of the School of Physical Education, Sport Science and Occupational Therapy have the right to use the computer rooms for purposes related to the teaching of courses of the Departments that make up the School or the preparation of research and assignments for their courses. Consequently, students from other Departments or Faculties or persons unrelated to the School are NOT permitted to enter the rooms, except with the permission of the lecturers in charge. Students in the Department are required to carry their student ID card and show it when requested by the faculty members in charge of the classrooms.
- Users' access to all computing resources in the halls is restricted and is only possible with the use of the student account. Students are allowed to use the laboratory resources using only this account. In any case, the responsibility for the use of the computer remains with the individual user of the account.

- The schedule for the use of the computer labs provides for laboratory courses. During these classes, ONLY those belonging to the relevant department are allowed to enter, even if there are free places, with the exception of those accompanying disabled persons. The lecturers in charge have the right to remove unintended persons.
- Users have access strictly to the folders and files available for free use.

Personal Data

For security reasons and in order to comply with the operating regulations of the computer rooms, the teaching staff in charge have the possibility and the right to access the data of the users of the system (electronic files, network traffic, etc.). It goes without saying that the teaching staff makes use of this right to the minimum extent possible, only if it is necessary for the performance of their work and never for personal reasons. In the event that the responsible teaching staff discover (by chance or after an investigation or after a user complaint) cases of violation of these Regulations, they are obliged to take appropriate measures to remedy them.

Disclaimer

Course instructors in charge of the computer labs on a continuous basis take security measures to prevent unauthorized access, modification and destruction of personal files by third parties. However, they cannot guarantee the security of any files stored on these systems, which remains the responsibility of the users.

Every user is obliged to respect the rules that protect the copyright of all material and software available on computers or from third parties. It is reminded that according to the existing Greek legislation, it is a criminal offence to copy software without the permission of the copyright holder. Also, users do not have the right to install their own software packages or programs.

- It is not allowed to install any software (applications, utilities, games, etc.) on the computers.
- It is not allowed to uninstall software or delete - move files present on the computers.
- You are not allowed to change any settings on the computers, including changes to the position of icons, screen colours and desktop background.

- Only the lecturers in charge of the computer rooms have the right to install or uninstall software and change settings, delete - move files and users should contact them if there is a need for the above.
- The use of computer room resources for commercial work for a fee, or work of a non-academic or scientific nature is prohibited. For example, the use of computer room systems for electronic games, access to Internet pages of a non-academic, scientific or encyclopaedic nature and the use of illegal services as provided for by Greek law is prohibited.
- It is not allowed to send a group email (mail) to all users of the University and to all users of another institution or organization as it may be considered an action aimed at the malfunction of the system.
- Any attempt to gain access to the computing resources of our university or any other institution or organization is not allowed without the relevant permission (unauthorized access).
- Any attempt to monitor the data traffic and network parameters of any system (operator or user) and to investigate the vulnerabilities of any system (operator or user) is not permitted.
- Transmission over the network of software that may cause damage to the university's system, another institution, or another user is not permitted.
- You may not use software that is intended to overload, malfunction or destroy other systems.

User behaviour in the computer rooms

- According to the current legislation, it is strictly forbidden to SMOKE in the computer rooms.
- No soft drinks, coffee and any kind of food are allowed in the computer rooms and in general any kind of pollution is strictly prohibited.
- Because the use of computers requires concentration, users must be quiet while in the computer rooms. Users are also REQUIRED to keep their mobile phones switched off while in the computer labs.

- Listening to music or other sound produced either by the computer speakers or by another device is only allowed when the volume is such that it does not cause a nuisance. In general, users should not cause noise (music, loud speech) that interferes with the work of other users.
- Academic ethics and collegial solidarity dictates that experienced users should provide assistance to inexperienced users when requested to do so. On the other hand, however, inexperienced users should not be burdensome in their questions and should respect the time of those from whom they seek help.
- It is forbidden to place on the benches or workstations any kind of backpack, coat or other objects, except for notes and books. Teachers in charge reserve the right to refuse to allow objects which they consider dangerous to the existing equipment to enter the computer rooms.
- It is not allowed to connect/disconnect cables and to move machines and peripherals to a different location than the one they are in. Any damage, hardware or software or any inconsistency in safety issues that comes to the attention of the user must be reported immediately to the instructor in charge.
- After finishing his work, each user must shut down the computer in a normal way and turn off the power of both the main unit and the monitor. He shall also arrange the work seats in the designated desk positions.
- At the end of each assignment, instructors remain in the room until all students have left, check the room, close the windows, set all switches to the off position and lock the computer room doors.

Consequences - Sanctions

The lecturers in charge of the computer rooms have the right to withdraw, temporarily or permanently, the permission to access the resources of the rooms from any user who abuses the services provided, misuses the systems and devices or generally violates one or more of the above rules.

Any user who does not accept from the outset or subsequently fails to comply with the terms of this regulation by repeatedly violating the above rules shall automatically lose the right of access to the computer rooms.

Anyone who violates the security of the systems, makes changes to files and system parameters, causes any form of damage or loss to electronic or physical equipment of the computer rooms or enters the halls in violation of the above, will be permanently deleted from all systems of the halls' equipment and will be automatically referred to the Assembly of the Department.

ORGANISATION OF STUDIES

Presentation of the courses of the Undergraduate Programme

Semester of study	ECTS	Semester of study	ECTS
A	30	B	30
Basic Principles of Occupational Therapy	6	Disability Citizens, National and International Approaches	6
Lifelong Activity in Occupational Therapy	6	Development and Occupational Therapy	6
Physiology and Neurophysiology – Basic Principles	6	Occupational Therapy and Organic Diseases	6
Introduction to Psychology	6	Motor Learning	6
Anatomy	6	Models and Frameworks of Reference in Occupational Therapy	6
C	30	D	30
Assistive Technology in Occupational Therapy	6	Occupational Therapy in Adults with Neuromuscular Disorders	6
Movement Analysis in Occupational Therapy I	6	Movement Analysis in Occupational Therapy II	6
Assessment Methods In Occupational Therapy	6	Contemporary Issues in Occupational Therapy	6
Research Methods In Occupational Therapy	6	Occupational Therapy in Children And Adolescents With Neuromuscular Disorders	6
Neurology	6	Nutrition And Physical Activity	6
E	30	F	30
Clinical Practice I	12	Clinical Practice II	12
Occupational Therapy in Children and Adolescents with Developmental Disorders	6	Alternative Therapeutic Techniques And Sustainability In Occupational Therapy	6
Clinical Nutrition	6	Activities of Daily Living, Aids, Ergonomics and Universal Design Planning	6
Occupational Therapy in Elderly	6	Public Health-Rehabilitation Services Management	6
G	30	H	30
Counselling and Communication in Occupational Therapy	6	Internship	20
Groups in Occupational Therapy	6	Dissertation	10
Art in Occupational Therapy	6		
Health of Psychology	6		
Elective course I	3		
Elective course II	3		

Elective courses in Occupational Therapy

From the total of 9 elective courses, students must attend and pass 2 courses.

Indicative optional courses:

1. Information and Communication Technologies in Health
2. First Aid
3. Creativity in Occupational Therapy
4. Interdisciplinarity and Occupational Therapy
5. Bioethics
6. English Vocabulary in Occupational Therapy
7. Occupational Therapy in the Community - Occupational Justice
8. Musculoskeletal Disorders and Diseases
9. Splints and Assistive Devices

Free Elective Courses

Students have the opportunity to cover part or all of the ECTS of the elective courses through the attendance and successful examination of one (1) or two (2) courses (6 ECTS) from other Departments.

Internship

The internship of the students of the MSc in Occupational Therapy is implemented in internship institutions related to the cognitive subjects of Occupational Therapy in order to link the studies with their practical application in the workplace and aims to gain work experience on new topics, to experience the application of new knowledge in practice and to prepare for new environments or working conditions. It is implemented under the supervision of the institution's Occupational Therapist and its completion is certified by the Occupational Therapist. It takes place during the last semester, is credited with 20 ECTS and is compulsory for the degree.

The Internship includes: (a) supervised practice in an occupational therapy institution, for a total duration of 3 months, (b) preparation of occupational therapy protocols, (c) counselling meetings - feedback and (d) preparation of a report.

During the internship, students may be informed, observe and/or participate in the activities of the institution, which may include, but are not limited to: assessment (e.g. taking history, application of assessment tools), design and implementation of occupational therapy interventions, monitoring the work of an interdisciplinary team of professionals and other actions and activities that fall within the professional duties of the occupational therapist.

Dissertation

The preparation of a thesis is mandatory for the degree of Occupational Therapy, usually carried out in the spring semester of the 4th year of studies, and is credited with 10 ECTS. The aim of the thesis is to give students the opportunity to study in depth a specific topic related to the subject matter of their Programme of Studies and their interests, as well as to become familiar with the design and implementation of research projects and the writing of academic texts. The dissertation is the last opportunity for students to evaluate and self-assess their knowledge and skills developed during their undergraduate studies. In collaboration with the Supervising Professor, students test their scientific thinking on a topic of interest to them in order to compose a scientific text that demonstrates skills of literature review, skills of designing or conducting scientific research but mainly skills of clarifying their theoretical position and critiquing this position at a theoretical and/or methodological level. The thesis may be a review study, a case study or a research study and shall be written in Greek or English.

COURSE OUTLINE BASIC PRINCIPLES OF OCCUPATIONAL THERAPY

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	1o
COURSE TITLE	BASIC PRINCIPLES OF 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	
Theory	3	6	
Exercise of Action	2		
<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)	-		

2. 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 successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> ● <i>know Occupational Therapy in the historical context</i> ● <i>know the basic principles that govern Occupational Therapy</i> ● <i>recognize the theoretical bases that define the science of Occupational Therapy</i> ● <i>know the contexts and places where Occupational Therapy is provided</i> ● <i>recognize the terminology that governs the science of Occupational Therapy / Occupational Science</i>
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- *understand the meaning of the work and its practical substance in everyday life*
- *recognize the difference between work and activity*
- *understand the correlations between the conceptual framework of occupational therapy and the ICF (International Classification System of Disability and Function)*

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

Respect for diversity and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Demonstrate social, professional and ethical responsibility and gender sensitivity

Autonomous work

Criticism and self-criticism

Teamwork

Promoting free, creative and inductive thinking

Working in an international environment

Working in a multidisciplinary environment

Generating new research ideas

- *Search, analyze and synthesize data and information, using the necessary technologies*
- *Criticism and self-criticism*
- *Promoting free, creative and inductive thinking*
- *Adapting to new situations*
- *Teamwork*
- *Autonomous work*

3. COURSE CONTENT

1. *Basic concepts and overview of the subject of occupational therapy*
2. *Overview of the Fundamentals of Occupational Therapy Practice*
3. *Presentation of the historical course, evolution and creation of the science of occupational therapy /Occupational science*
4. *Reference to the contexts/areas of application of occupational therapy and the basic professional skills of the occupational therapist*
5. *Introduction to the theoretical approaches that govern the science of occupational therapy*
6. *Areas of the project, classifications, terminology and its importance in the health and well-being of individuals*
7. *Project theory and activity analysis*
8. *The structure of occupational therapy practice*
9. *Therapeutic approaches to occupational therapy*
10. *The relationship of occupational therapy with other sciences*
11. *Consideration of occupational therapy through the conceptual framework of the ICF (International Classification System of Disability and Function) and reference to International Disability Classification Systems (ICD-11, DSM-V)*
12. *Review of organizations representing occupational therapy at International, European and National Level and occupational therapy practice worldwide*
13. *Ethics and relationships between an occupational therapist and the individual*

4. TEACHING AND LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY METHOD</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 COMMUNICATION TECHNOLOGIES</p> <p style="text-align: center;"><i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i></p>	<p>Use of ICT in Teaching and Communication with Students</p> <ul style="list-style-type: none"> • Digital slides • video • MsTeams/ e-class, webmail 																		
<p style="text-align: center;">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" 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>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Work</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Literature study and analysis</td> <td style="text-align: center;">78</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">180</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures	39	Work	60	Literature study and analysis	78	Examination	3							Total Course	180
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5. RECOMMENDED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Kouloubi, M.G. (2017). <i>Work and Activity</i>. Athens: Ioannis Konstantaras. 2. Zarotis, G.F., Tokarski, W., Kontakos, A. & Katsagolis, Ath. (2011). <i>Leisure: Physical Activity-Health and Quality of Life: A Psychological, Pedagogical and Sociological Approach</i>. Athens: K.Th.Babalisi Single Member Private Partnership 3. Alexiadis A., (2017). <i>Introduction to Occupational Therapy</i>. Rotunda, Thessaloniki 4. Case-Smith, J., O' Brien, J.C. (2015). <i>Occupational therapy for Children and Children (7th ed.)</i>. Missouri: Mosby. 5. Kramer, P., Hinojosa, J. (2010). <i>Frames of Reference for Pediatric Occupational</i>

Therapy (3rd ed.). USA: Lippincott Williams and Wilkins.

6. *Tufano, R. Cole, M. (2008). Applied Theories in Occupational Therapy: A Practical Approach. Thorofare, NJ: SLACK Inc.*

COURSE OUTLINE LIFELONG ACTIVITY IN OCCUPATIONAL THERAPY

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	A'
COURSE TITLE	LIFELONG ACTIVITY IN 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	
THEORY	3	6	
LABORATORY	2		
<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>	GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. 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 successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> ● Understands the theoretical background of the Occupation and Activity ● Acquire the required competence to perform the skills of analysis, synthesis, and classification of activities/occupations ● It applies the therapeutic use of occupation for people of different age groups and communities, within contemporary and future environments such as hospitals, schools, homes, etc. and with different diagnoses

- Assesses and assesses individual and environmental barriers to occupation execution performance, using a variety of standard, informal, standardized and non-standard assessment tools and methods
- Develop treatment plans in collaboration with clients, demonstrating the implementation of the best evidence, efficient use of resources and client-based practice
- Recognize, have critical assessment and implement interventions

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?.

Adapting to new situations

Project planning and management

Decision-making

Respect for diversity and multiculturalism

Autonomous work

Demonstrate social, professional and ethical responsibility and gender

Teamwork

sensitivity

Working in a multidisciplinary environment

Criticism and self-criticism

Generating new research ideas

Promoting free, creative and inductive thinking

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Project planning and management

3. COURSE CONTENT

- 1) Introduction of the concept of "occupation" and "activity" as the core of the practice of occupational therapy.
- 2) Principles of activity analysis.
- 3) Forms of activity.
- 4) The therapeutic effects of the activity on health, well-being and quality of life.
- 5) Ergonomics and activity.
- 6) Choosing an appropriate activity for the patient.
- 7) Evaluation, analysis and modification of the activity based on ergonomic requirements.
- 8) Ergonomic adjustments of the environment for the implementation of the activity.
- 9) Classification of the level of challenge of the activity with the established therapeutic goals.
- 10) Factors affecting the performance of the activity.
- 11) Skills to perform the activity
- 12) Adaptation of the activity to the therapeutic needs of the patient.
- 13) Exercise: Planning weekly activities in patient profiles.

4. 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>Literature study and analysis</td> <td>138</td> </tr> <tr> <td>Examination</td> <td>3</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total Course</td> <td>180</td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures	39	Literature study and analysis	138	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>Written exam 100%</p>														

5. RECOMMENDED BIBLIOGRAPHY

Greek:

- Kouloubi, M.G. (2017). *Work and Activity: the approach of Occupational Therapy*. Athens: Konstantaras Medical Publications.
- Bradby, H. (2010). *Introduction to the Sociology of Health and Disease* (Ed. G. Alexia). Athens: Pedio.
- Zarotis, G.F., Tokarski, W., Kontakos, A. & Katsagolis, Ath. (2011). *Free Time: Physical Activity – Health and Quality of Life: A Psychological, Pedagogical and Sociological Approach*. Athens: K. BABALIS MONOPROSOPI LTD.
- Kostaridou-Euclid, A. (2012). *Motivation Psychology*. Athens: Pedio.

Foreign language:

- American Occupational Therapy Association (2008). *Occupational Therapy Practice Framework: Domain and Process* (2nd ed). N.Y.: A.O.T.A

COURSE OUTLINE BASICS OF PHYSIOLOGY AND NEUROPHYSIOLOGY

• GENERAL

SCHOOL	SCHOOL OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	1o
COURSE TITLE	BASIC ELEMENTS OF PHYSIOLOGY AND NEUROPHYSIOLOGY		
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:	OXI		
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>The aim of the course is for students to master, the mechanisms of operation of the individual systems of the human body, with particular emphasis on the nervous system, central and peripheral.</p> <p>Upon successful completion of the course, participants will be able to:</p> <ol style="list-style-type: none"> 1. design a typical cell, describe the transport of substances through the membrane and explain the mechanism of creation of the resting potential 2. describe the phases of the action potential and the way the nerve impulse is transmitted

<ol style="list-style-type: none"> 3. functionally classify nerve fibers and name the different types of sensory receptors 4. distinguish the types of muscle contraction and interpret the action potential of heart fibers 5. understand the function of synapses 6. describe the overall organization of the nervous system and report the functions of its individual components 7. report the functions of the circulatory, hematopoietic, respiratory, urinary, digestive and endocrine systems and analyze the most important of them. 8. to conclude that the disorder of the body's normal homeostasis leads to pathology. 	
General Competencies	
<i>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?.</i>	
<i>Search, analyze and synthesize data and information, using the necessary technologies</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Autonomous work</i> <i>Teamwork</i> <i>Working in an international environment</i> <i>Working in a multidisciplinary environment</i> <i>Generating new research ideas</i>	<i>Project planning and management</i> <i>Respect for diversity and multiculturalism</i> <i>Respect for the natural environment</i> <i>Demonstrate social, professional and ethical responsibility and gender sensitivity</i> <i>Criticism and self-criticism</i> <i>Promoting free, creative and inductive thinking</i>
<ul style="list-style-type: none"> • Search, analyze and synthesize data and information, using the necessary technologies • Autonomous work • Demonstrate social, professional and ethical responsibility • Promoting free, creative and inductive thinking 	

• **COURSE CONTENT**

<ol style="list-style-type: none"> 1. Cell Physiology - Substance Trafficking - Membrane Dynamics 2. Physiology of nerve tissue: neuron - action potential 3. Nerve fibers and sensory receptors 4. Physiology of muscle tissue: striated and smooth muscles - myocardium 5. Nerve and neuromuscular synapse - neurotransmitters 6. Motor mechanism - neural circuits 7. Superior cortical functions - special senses 8. Regulatory motor mechanism - autonomic nervous system 9. Cardiovascular system physiology 10. Hematopoiesis - Coagulation mechanism 11. Physiology of the respiratory system: breathing - gas exchange 12. Urinary tract physiology 13. Physiology of the digestive and endocrine systems

• **TEACHING AND LEARNING METHODS - EVALUATION**

<p>DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to face (lectures) Distance Education</p>												
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i></p>	<p>Use of ICT in Teaching and Communication with Students</p> <ul style="list-style-type: none"> • Digital slides • video • e-class, webmail 												
<p>TEACHING ORGANIZATION <i>The way and methods of teaching are described in detail.</i> <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" data-bbox="646 646 1300 966"> <thead> <tr> <th>Activity</th> <th>Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Literature study and analysis</td> <td>138</td> </tr> <tr> <td>Examination</td> <td>3</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total Course</td> <td>180</td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures	39	Literature study and analysis	138	Examination	3			Total Course	180
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<p>STUDENT EVALUATION <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>	<ul style="list-style-type: none"> - Interim exam (short answer, multiple-choice, blank filling, correct error) 30% - Final exam (written development questions) 70% 												

• **RECOMMENDED BIBLIOGRAPHY**

<ol style="list-style-type: none"> 1. Giba - Tsoambiri (1999) The physiology of man. Zygos Publications 2. McGeown, J.G. (2008) Concise Human Physiology. Paschalidis Medical Publications 3. Lauralee Sherwood (2016) Introduction to Human Physiology, Academic Publications 4. Silverthorn Dee Unglaub (2018) Human Physiology, BROKEN HILL PUBLISHERS LTD 5. Linda S. Costanzo (2021) Physiology (6th edition) Dimitrios Rabbit Publications

COURSE OUTLINE INTRODUCTION TO PSYCHOLOGY

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS & OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	1o
COURSE TITLE	INTRODUCTION TO PSYCHOLOGY		
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)	-		

2. 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 successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> ● <i>understand basic concepts, methods and areas of application of Psychology as a modern science</i> ● <i>use the knowledge and understanding they have acquired in a way that shows a professional approach to the job or profession they want to do</i>

- They have a first contact with cognitive functions (perception, attention, memory, language, thought, intelligence), emotions and mental disorders.
- acquire the ability to gather and interpret relevant data in relation to the subject of Psychology in order to formulate judgments that include reflection on relevant social, scientific or ethical issues.
- develop those knowledge acquisition skills that they need to continue further studies with a high degree of autonomy.

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

Respect for diversity and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Demonstrate social, professional and ethical responsibility and gender sensitivity

Autonomous work

Criticism and self-criticism

Teamwork

Promoting free, creative and inductive thinking

Working in an international environment

Working in a multidisciplinary environment

Generating new research ideas

The general competencies of the students who are supported are:

- Search, analyze and synthesize data and information, using the necessary technologies
- Adapting to new situations
- Decision-making
- Autonomous work
- Teamwork
- Working in a multidisciplinary environment
- Generating new research ideas
- Project planning and management
- Criticism and self-criticism
- Promoting free, creative and inductive thinking

3. COURSE CONTENT

1. Introduction to the Science of Psychology
2. Learning
3. Sensation, attention and perception
4. Conscience
5. Language and Cognition
6. Emotions and motivations
7. Types of learning
8. Social issues
9. Gender and sexuality
10. Personality theories

- 11. *Mental disorders*
- 12. *Psychotherapy*
- 13. *Research Methods of Psychology*

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i>	- Face to face																		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i>	Use of ICT in Teaching and Communication with Students <ul style="list-style-type: none"> • Digital slides • video • MsTeams/ e-class, webmail 																		
TEACHING ORGANIZATION <i>The way and methods of teaching are described in detail.</i> <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> <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>	<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>Lectures</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Work</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Literature study and analysis</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">50</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">180</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures	50	Work	40	Literature study and analysis	40	Examination	50							Total Course	180
<i>Activity</i>	<i>Semester Workload</i>																		
Lectures	50																		
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Total Course	180																		
STUDENT EVALUATION <i>Description of the evaluation process</i> <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> <i>Explicitly defined evaluation criteria and whether and where they are accessible by students are mentioned.</i>	Work at home (compulsory) 40% Written exam 60%																		

5. RECOMMENDED BIBLIOGRAPHY

1. *Fountoulakis G. (2024). INTRODUCTION TO PSYCHOLOGY. TREMENDUM Publications*

2. *Dennis C., John M., & Tanya M. (2023). INTRODUCTION TO PSYCHOLOGY Introduction to Psychology.*
Edited by: Maniadaki A. & Papantoniou G. UTOPIA Publications

COURSE OUTLINE ANATOMY

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORTS SCIENCE AND OCCUPATIONAL THERAPY		
DEPARTMENT	OCCUPATIONAL THERAPY		
LEVEL OF STUDIES			
COURSE CODE		SEMESTER	1st
COURSE TITLE	ANATOMY		
TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	6
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	General knowledge		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:			

2. LEARNING OUTCOMES

<p>Learning Outcomes <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i></p>						
<p>Upon completing the course, students will be able to understand the importance of anatomy and correctly use terminology and orientation principles to describe anatomical positions and relationships. They will be able to describe the structure and functions of cells and tissues (epithelial, connective, muscular, nervous) and recognize their roles in the human body. They will analyze the structure and function of the nervous system (brain, spinal cord, nerves) and the skeletal systems of the trunk, upper, and lower limbs, while understanding their contribution to support, protection, and movement. Additionally, they will describe the different types of muscles and mechanisms of movement, focusing on the structure and function of the muscles of the head, trunk, upper, and lower limbs. They will be able to explain the structure and function of the heart, blood vessels, and blood, understanding the role of the circulatory system, while describing the contribution of the respiratory, digestive, urinary, and endocrine systems to maintaining homeostasis.</p>						
<p>General Skills <i>Name the desirable general skills upon successful completion of the module</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search, analysis and synthesis of data and information,</i></td> <td style="width: 50%; border: none;"><i>Project design and management</i></td> </tr> <tr> <td style="border: none;"><i>ICT Use</i></td> <td style="border: none;"><i>Equity and Inclusion</i></td> </tr> <tr> <td style="border: none;"><i>Adaptation to new situations</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> </table>	<i>Search, analysis and synthesis of data and information,</i>	<i>Project design and management</i>	<i>ICT Use</i>	<i>Equity and Inclusion</i>	<i>Adaptation to new situations</i>	<i>Respect for the natural environment</i>
<i>Search, analysis and synthesis of data and information,</i>	<i>Project design and management</i>					
<i>ICT Use</i>	<i>Equity and Inclusion</i>					
<i>Adaptation to new situations</i>	<i>Respect for the natural environment</i>					

<i>Decision making</i> <i>Autonomous work</i> <i>Teamwork</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Sustainability</i> <i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i> <i>Critical thinking</i> <i>Promoting free, creative and inductive reasoning</i>
<i>Search, analysis and synthesis of data and information, ICT Use</i> <i>Adaptation to new situations</i> <i>Decision making</i> <i>Project design and management</i> <i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i> <i>Critical thinking</i> <i>Promoting free, creative and inductive reasoning</i>	

3. COURSE CONTENT

<ol style="list-style-type: none"> 1. Introduction to Anatomy 2. Cellular and Histological Organization: Cellular structure and function, types of tissues: epithelial, connective, muscular, nervous. Role and distribution of tissues in the human body. 3. Nervous System: Brain, spinal cord, nerves. 4. Terminology and Principles of Body Orientation: Planes of section and body movements. 5. Skeletal System: Bones, joints, and cartilage of the trunk. 6. Skeletal System: Bones, joints, and cartilage of the upper limbs. 7. Skeletal System: Bones, joints, and cartilage of the lower limbs. 8. Muscular System: Types of muscles, mechanisms of movement I. 9. Muscular System: Head and trunk II. 10. Muscular System: Upper limbs III. 11. Muscular System: Lower limbs IV. 12. Circulatory System: Heart, blood vessels, blood. 13. Respiratory, Digestive, Urinary, and Endocrine Systems.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face Theory	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in Teaching and Communication with Students <ul style="list-style-type: none"> • digital slides • video • MsTeams/ e-class, webmail 	
TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	Activity	Workload/semester
	Lectures	39
	Bibliographic research & analysis	138
	Exams	3
	Total	180
STUDENT EVALUATION <i>Description of the evaluation process</i>	Final exam 100%	

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others

Please indicate all relevant information about the course assessment and how students are informed

5. SUGGESTED BIBLIOGRAPHY

1. Επίτομη Ανατομία. Κουγιουμτίδη Χ., Εκδόσεις Πιπέρη, Αθήνα, 2010.
2. Στοιχεία Ανατομικής του Ανθρώπου. Χατζημπούγια, Αθήνα, 2009.
3. Keith L. Moore (1998). Κλινική Ανατομία Ι. Ιατρικές Εκδόσεις Πασχαλίδη. Churchill Livingstone. Gray's Anatomy.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	Vivian Malliou, Professor
Contact details:	pmalliou@phyed.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Written examination with distance learning methods (100%)
Implementation Instructions: (3)	<p>The examination in the course will be carried out in subgroups of users in the e-class, depending on the number of participants in the course, on the day according to the examination program announced by the Secretariat.</p> <p>The exam will be conducted through Teams. The link will be sent to students via e-class exclusively to the institutional accounts of those who have registered for the course and have learned the terms of distance methods.</p> <p>Students will have to log in to the examination room through their institutional account, otherwise they will not be able to participate. They will also take part in the examination with a camera, which they will have open during the examination. Before the start of the exam, students will show their identity to the camera, so that they can be identified.</p> <p>Each student should answer multiple choice questions. Each of the questions is graded from 0.5 to 2.0 points depending on the question category.</p>

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

- *written assignment* or/and exercises
- written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and **any other necessary information**.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the

written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.
There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.

COURSE OUTLINE CITIZENS WITH DISABILITIES, LOCAL AND INTERNATIONAL APPROACHES

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	2o
COURSE TITLE	Citizens with disabilities, local and international approaches		
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
THEORY		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>	Scientific Area		
PREREQUISITE COURSES:	Basic Principles of Occupational Therapy		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. 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> <p><i>Description of the Level of Learning Outcomes for each cycle of study according to the European Higher Education Area Qualifications Framework</i></p> <p><i>Descriptive Indicators of Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B</i></p> <p><i>Summary Guide to Writing Learning Outcomes</i></p> <p>The course introduces and explores the definitions of disability and their historical evolution at the level of policies and rights in political, social, cultural, economic and technological environments that eliminate or exaggerate disability. Psychosocial and ethical aspects of disability are explored through the concepts of work empowerment, advocacy, independence and rehabilitation in relation to disability models. At the same time, it introduces students to the ICF (International Classification of Functioning, Disability and</p>
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Health) classifications of the WHO (International Classification of Functioning, Disability and Health: ICF, and ICF for children and young people: ICF-CY). An opportunity is given to examine these classifications in relation to other theories and models of rehabilitation and to examine personal, professional, cultural and international perspectives. The examination of the impact of the ICF and ICF-CY on the practice of rehabilitation policies is a key element as well as a critical evaluation of it.

Upon successful completion of the course, participants will be able to:

- Understand the theoretical background of local and global approaches to disability.
- Understand the implications of definitions and models of disability and related concepts for people with disabilities.
- Understand the contribution of the economy, politics, society and culture in relation to disability and the safeguarding of human rights
- To recognize attitudes towards disability, reflect on how occupational therapy practice affects citizens with disabilities , taking into account ethical issues.
- To recognize current practice in relation to the rights of disabled people, their functionality and the environment in which they operate.
- To examine and discuss the ICF and ICF-CY at the local and international level.
- To recognize the psychosocial impacts of transient and chronic illness/disability on the functionality of the individual and their family To identify the impacts on the rehabilitation process taking into account cultural and diversity issues.

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?.

Adapting to new situations

Project planning and management

Decision-making

Respect for diversity and multiculturalism

Autonomous work

Demonstrate social, professional and ethical responsibility and gender sensitivity

Teamwork

Criticism and self-criticism

Working in a multidisciplinary environment

Generating new research ideas

Promoting free, creative and inductive thinking

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Project planning and management

Respect for diversity and multiculturalism

Demonstrate social, professional and ethical responsibility and gender sensitivity

3. COURSE CONTENT

- 1) Introduction to Disability Models, Brief Assessment.
- 2) Types of Disability through the Biopsychosocial Model
- 3) Disability, attitude and culture, the voice of people with disabilities and their families. Specific issue such as social inclusion through sport, and work.
- 4) Disability policy, disability rights.
- 5) Student presentations
- 6) Investigation of issues related to disability.
- 7) Models and theories related to rehabilitation.

- 8) Development of WHO classifications.
- 9) Discussion and implementation of the ICF and ICF-CY. Studies.
- 10) Health Promotion, Rehabilitation and the ICF/ICF-CY
- 11) Interprofessional cooperation and the ICF/CF-CY examines teamwork, goal planning and evaluation.
- 12) Psychosocial impacts on disability, sexual well-being and quality of life

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i>	FACE TO FACE																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i>	Use of ICT in Teaching and Communication with Students <ul style="list-style-type: none"> • Digital slides • video • MsTeams/ e-class, webmail 																
TEACHING ORGANIZATION <i>The way and methods of teaching are described in detail.</i> <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> <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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;"><i>Activity</i></th> <th style="background-color: #e0e0e0;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Literature study and analysis</td> <td style="text-align: center;">135</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Educational visits,</td> <td style="text-align: center;">3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">180</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures	39	Literature study and analysis	135	Examination	3	Educational visits,	3					Total Course	180
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STUDENT EVALUATION <i>Description of the evaluation process</i> <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> <i>Explicitly defined evaluation criteria and whether and where they are accessible by students are mentioned.</i>	Written exam 50% Poster creation and presentation 50%																

5. RECOMMENDED BIBLIOGRAPHY

Greek:

G.L. Albrecht, K.D. Seelman, M. Bury (Eds.). (2019). *Handbook of Studies in Disability: Contemporary Multidisciplinary Considerations*, A. Zoniou-Sideris and E. Deropoulou-Derou. Athens: Pedio.

WHO: *Rehabilitation Competency Framework*. (2020). (Eds) Siaperas, P. *REHABILITATION QUALIFICATIONS FRAMEWORK REHABILITATION SCIENTISTS QUALIFICATION DEVELOPMENT GUIDE* World Health Organization (2021). https://apps.who.int/iris/handle/10665/338782?search-result=true&query=Rehabilitation+Competency+Framework&scope=&rpp=10&sort_by=score&order=desc

World Health Organization, & Triantafyllou, E. (2007). *ICF Application Guide: guidelines for the assessment of disability and functionality according to the WHO ICF classification*. Beta Medical Publications.

Foreign language:

- Blacazar FE, Suarez-Blacazar Y, Taylor-Ritzler T, Keys CB (2010) *Race, Culture and Disability*. London, Jones and Bartlett publishers.

Davis S eds. (2006) *Rehabilitation the use of theories and models in practice*. Elsevier, Oxford.

Allan CM, Campbell WN, Guptill CA, Stephenson FF, Campbell KE (2006) *A conceptual model for interprofessional education: The international classification of functioning, disability and health (ICF)* *Journal of Interprofessional Care* 20(3): 235-45

Dreeben O (2010) *Patient Education in Rehabilitation*. London Jones and Bartlett publishers.

Tobin A (2008) *Disability Theory*. Michigan: University of Michigan Press.

Davis J (2010) *The Disability Studies Reader*, New York: Taylor & Francis Group

Withers AJ (2012) *Disability Politics and Theory*, Halifax : Fernwood Pub

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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Total Course	180														
<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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COURSE OUTLINE OCCUPATIONAL THERAPY AND ORGANIC DISEASES

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	B'
COURSE TITLE	OCCUPATIONAL THERAPY AND ORGANIC DISEASES		
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	
THEORY	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>	SCIENTIFIC AREA		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. 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 successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> ● They know what are the most common organic diseases, their pathology and symptoms, ● intervene therapeutically with occupational therapy programs in the treatment of the above diseases.

General Competencies	
<i>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?.</i>	
<i>Adapting to new situations</i>	<i>Project planning and management</i>
<i>Decision-making</i>	<i>Respect for diversity and multiculturalism</i>
<i>Autonomous work</i>	<i>Demonstrate social, professional and ethical responsibility and gender sensitivity</i>
<i>Teamwork</i>	<i>Criticism and self-criticism</i>
<i>Working in a multidisciplinary environment</i>	<i>Promoting free, creative and inductive thinking</i>
<i>Generating new research ideas</i>	
<ul style="list-style-type: none"> ● <i>Adapting to new situations</i> ● <i>Decision-making</i> ● <i>Autonomous work</i> ● <i>Teamwork</i> ● <i>Working in a multidisciplinary environment</i> 	

3. COURSE CONTENT

<ul style="list-style-type: none"> ● Organic diseases. ● Occupational Therapy in Diabetes Mellitus. ● Cardiovascular diseases and occupational therapy. ● Cancer and occupational therapy approach. ● Occupational therapy in gynecological types of cancer. ● Asthma and occupational therapy methods. ● Rheumatoid arthritis: The contribution of occupational therapy. ● Hypertension and occupational therapy. ● Obesity. ● Organic psychosyndrome and occupational therapy intervention. ● Dementia. The role of occupational therapy. ● Recognition of the contribution of occupational therapy to organic diseases. ● Organization and implementation of therapeutic programs in patients with organic diseases.
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4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i>	FACE TO FACE						
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i>	Use of ICT in Teaching and Communication with Students <ul style="list-style-type: none"> ● Digital slides ● video ● MsTeams/ e-class, webmail 						
TEACHING ORGANIZATION <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Literature, Tutorial,</i>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Literature study and analysis</td> <td>138</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures	39	Literature study and analysis	138
<i>Activity</i>	<i>Semester Workload</i>						
Lectures	39						
Literature study and analysis	138						

<p><i>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>	Examination	3
	Total Course	180
<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>	Written exam	

5. RECOMMENDED BIBLIOGRAPHY

<p><i>Greek:</i></p> <p>1) Introduction to Health Psychology, M.R. DiMatteo & L.E. Martin. Book</p> <p>2) Introduction to the Sociology of Health and Disease, Hannah Bradby.</p> <p>3) THERAPEUTIC EXERCISE FOR SPECIAL POPULATIONS, P.WILLIAMSON</p>
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COURSE OUTLINE MOTOR LEARNING

1. GENERAL

SCHOOL	School of Science of Physical Education, Sports and Occupational Therapy		
DEPARTMENT/MSc	Occupational therapy		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	2Nd
COURSE TITLE	Motor Learning		
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	
Theory	3	6	
Laboratory	1		
<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>	Scientific area		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
ONLINE COURSE PAGE (URL)	-		

2. 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 be able to: a) apply the basic concepts of motor learning, in terms of perceptual models of human performance, cognitive strategies and the provision of feedback when teaching motor skills and in the improvement and maintenance of functionality through the project b) guide the increase of human performance – learning in real conditions.</p>

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

Respect for diversity and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Demonstrate social, professional and ethical responsibility and gender sensitivity

Autonomous work

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
- Decision-making
- Respect for diversity and multiculturalism
- Demonstrate social, professional and ethical responsibility in mental health matters

3. COURSE CONTENT

1. Introduction to Motor Learning
2. Competencies and categorization of motor skills
3. Information Processing
4. Theories of motor learning – Motor control.
5. Scientific measurement and kinetic learning.
6. Stages of learning and transfer of learning.
7. Duration and distribution of repetition.
8. Organization of intervention and practice.
9. Memory and learning.
10. Configuration of the intervention environment.
11. Feedback and skill learning
12. Attention - Parameters that affect it.
13. Integration and implementation.

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i>	Use of ICT in Teaching and Communication with Students <ul style="list-style-type: none"> ● Digital slides ● video ● MsTeams/ e-class, webmail
TEACHING ORGANIZATION	

<p>The way and methods of teaching are described in detail.</p> <p>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.</p> <p>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</p>	Activity	Semester Workload
	Lectures - interactive teaching	39
	Literature study and analysis	110-140
	Total Course	180
<p style="text-align: center;">STUDENT EVALUATION</p> <p>Description of the evaluation process</p> <p>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</p> <p>Explicitly defined evaluation criteria and whether and where they are accessible by students are mentioned.</p>	<p>Intermediate, formative evaluation with participation in the lesson/quiz or small task: 20%</p> <p>Final, concluding rating: 80%</p>	

5. RECOMMENDED BIBLIOGRAPHY

Schmidt, R. A., & Wrisberg, C. A. (2024). Kinetic learning and performance. (6th Edition), Scientific Editing: Michalopoulou, M., Athens: Konstantaras

Rose, D. J. (1998). Motor learning and motor control. Thessaloniki: University Studio Press.

Eudoxus

Schmidt, R. A., & Wrisberg, C. A. (2009). Kinetic learning and performance. (6th Edition), Scientific Editing: Michalopoulou, M., Athens: Konstantaras

Rose, D. J. (1998). Motor learning and motor control. Thessaloniki: University Studio Press.

COURSE OUTLINE MODELS AND FRAMES OF REFERENCE IN OCCUPATIONAL THERAPY

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	2Nd
COURSE TITLE	MODELS AND FRAMES OF REFERENCE IN 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	
Theory	3	6	
Laboratory	2		
<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)	-		

2. 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 successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> • to recognize the differences between theories, models, and frames of reference in Occupational Therapy • know and understand the basic principles of the theories, models and reference frameworks of Occupational Therapy • They describe how theories, models, and frames of reference applied in clinical practice for the treatment of pathological conditions that require occupational

therapy intervention.

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

Respect for diversity and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Demonstrate social, professional and ethical responsibility and gender

Autonomous work

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*
- *Decision-making*
- *Autonomous work*
- *Teamwork*
- *Working in a multidisciplinary environment*
- *Criticism and self-criticism*
- *Promoting free, creative and inductive thinking*

3. COURSE CONTENT

- 1. Theory in Occupational Therapy. Clarification of terminology (example, model, frame of reference). General models: the model of human work. (Model of Human Occupation – MOHO).*
- 2. The Occupational Performance Model, and The Canadian Model of Occupational Performance*
- 3. The Reed & Sanderson model of adaptation through occupation / The "Individual-Environment-Work" model / The KAWA model*
- 4. The Biomechanical Model .*
- 5. The Person-Environment-Occupation Model (PEO). Refer to more models.*
- 6. Reference boxes. The Behavioral Frame of Reference and the Cognitive Rehabilitation Frame of Reference.*
- 7. The Developmental Reference Framework and the Neurodevelopmental Treatment (NDT).*
- 8. The Sensory Integration Reference Framework and the Rehabilitation Frame of Reference.*
- 9. The Motor Learning Frame of Reference and the Psychodynamic Frame of Reference.*
- 10. The Cultural Impact on Model and Frame Selection and Combination of Models and Frame of Reference: A Multi-Approach Theory*

11. Decision Making Process for the Selection of Model and Reference Framework and the measurement of effectiveness.

12. Clinical Application and Model Adaptation

13. Final review of models and ongoing training and developments

4. TEACHING AND LEARNING METHODS – EVALUATION

<p style="text-align: center;">DELIVERY METHOD</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 COMMUNICATION TECHNOLOGIES</p> <p style="text-align: center;"><i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i></p>	<p>Use of ICT in Teaching and Communication with Students</p> <ul style="list-style-type: none"> • Digital slides • video • MsTeams/ e-class, webmail 														
<p style="text-align: center;">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" 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>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Literature study and analysis</td> <td style="text-align: center;">138</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">180</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures	39	Literature study and analysis	138	Examination	3					Total Course	180
<i>Activity</i>	<i>Semester Workload</i>														
Lectures	39														
Literature study and analysis	138														
Examination	3														
Total Course	180														
<p style="text-align: center;">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>	Written exam 100%														

5. RECOMMENDED BIBLIOGRAPHY

1. Kantartzi, S. (2002). Approved Notes: Occupational Therapy III. Athens: TEI

2. Duncan, E.A.S. (2011). Foundations for practice in Occupational Therapy. London: Churchill Livingstone Elsevier. Kielhofner, G. (2008). The Model of Human Occupation (4th ed.). Philadelphia: Lippincott Williams and Wilkins a Wolters Kluwer Business.
3. Kielhofner, G. (2009). Conceptual foundations of Occupational Therapy (4th ed.). Philadelphia: F.A. Davis Company. McColl, M. A., Law, M., Stewart, D., Doubt, L., Pollock, N. and Krupa, T. (2003). Theoretical Basis of Occupational Therapy (2nd ed.). Thorofare, NJ: SLACK Inc.
4. Turpin M., Garcia J., Iwama M. K., (2023). Using Occupational Therapy Models in Practice: A Fieldguide by Merrill June Turpin (2nd ed.). Elsevier

COURSE OUTLINE ASSISTIVE TECHNOLOGY IN OCCUPATIONAL THERAPY

1. GENERAL

SCHOOL	Science of Physical Education, Sports and Occupational Therapy		
DEPARTMENT/MSc	Occupational therapy		
LEVEL OF STUDY	MEAS		
COURSE CODE		SEMESTER OF STUDIES	3o
COURSE TITLE	Assistive Technology in 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
Theory		3	6
Laboratory		2	
<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>	Skills Development		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)			

2. LEARNING OUTCOMES

<p>Learning Outcomes <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>

and Annex B

- *Summary Guide to Writing Learning Outcomes*

Upon successful completion of the course "Assistive Technology in Occupational Therapy", participants will be able to understand the basic principles and importance of assistive technology in occupational therapy, identify and assess the needs of individuals, design and implement personalized interventions using technological tools to support mobility, communication, autonomy and participation in daily activities; education and work. At the same time, they will be able to manage ethical issues related to the use of assistive technology, evaluate and select modern technological tools that promote rehabilitation and support the therapeutic process, as well as create training strategies for the use of assistive technology, both for clients themselves and for their caregivers. Finally, they will learn to recognize current trends and future innovations in the field of assistive technology and to stay up-to-date on developments and promote the participation and social inclusion of people using assistive technology, recognizing the power of technology in improving the quality of life.

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

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Working in an international environment

Working in a multidisciplinary environment

Generating new research ideas

Project planning and management

Respect for diversity and multiculturalism

Respect for the natural environment

Demonstrate social, professional and ethical responsibility and gender sensitivity

Criticism and self-criticism

Promoting free, creative and inductive thinking

- *Search, analyze and synthesize data and information, using the necessary technologies*
- *Adapting to new situations*
- *Decision-making*
- *Teamwork*
- *Generating new research ideas*
- *Project planning and management*
- *Promoting free, creative and inductive thinking*

3. COURSE CONTENT

1. Introduction to Assistive Technology – Basic Principles and Categories of Assistive Technology
2. Needs assessment and technology selection
3. Access support systems to the technological environment
4. Assistive technology for mobility and communication

5. Assistive technology for daily activities and self-service
6. Applications of assistive technology in education and work
7. Mental Health and Social Inclusion Support Technologies
8. eHealth and Occupational Therapy
9. Legislative framework, ethical issues and social implications
10. Selection and customization
11. Education and training
12. New technologies, trends and research in assistive technology
13. Entrepreneurship and innovation in the field of assistive technology

4. TEACHING AND LEARNING METHODS - EVALUATION

<p>DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i></p>	<p>The course will be taught as a combination of two teaching methods:</p> <ul style="list-style-type: none"> • face-to-face lectures where basic concepts and theories related to the course content will be introduced • Laboratory teaching where students will work independently or in groups but with guidance, performing tasks. 														
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i></p>	<p>Use of ICT in Teaching and Communication with Students</p> <ul style="list-style-type: none"> • Digital slides for the presentation of the course material • Videos to Enhance Understanding of Complex Topics • MsTeams/e-class, webmail for online communication and course management • Cloud computing for collaborative work and file sharing 														
<p>TEACHING ORGANIZATION <i>The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Literature, Tutorial, Practice (Placement), Clinical Exercise, Art Workshop, Interactive Teaching, Educational Visits, Project Preparation,</i></p>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>52</td> </tr> <tr> <td>Work</td> <td>47</td> </tr> <tr> <td>Literature study and analysis</td> <td>78</td> </tr> <tr> <td>Examination</td> <td>3</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures	52	Work	47	Literature study and analysis	78	Examination	3				
Activity	Semester Workload														
Lectures	52														
Work	47														
Literature study and analysis	78														
Examination	3														

<p><i>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"> <tr> <td data-bbox="644 199 971 233"></td> <td data-bbox="971 199 1299 233"></td> </tr> <tr> <td data-bbox="644 233 971 279">Total Course</td> <td data-bbox="971 233 1299 279">180</td> </tr> </table>			Total Course	180
Total Course	180				
<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>The evaluation for the course will be structured as follows:</p> <ul style="list-style-type: none"> • Homework (compulsory) 30% • Written exam (Multiple Choice Questions and Short Answer Questions) 70% 				

5. RECOMMENDED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Albert M. Cook, Janice M. Polgar ,Pedro Encarnação , (2020) <i>Assistive Technology: Principles and Practice</i> 2. Emily C. Bouck(2022), <i>Assistive Technology</i>

COURSE OUTLINE MOVEMENT ANALYSIS IN OCCUPATIONAL THERAPY I

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	3Rd
COURSE TITLE	MOVEMENT ANALYSIS IN OCCUPATIONAL THERAPY I		
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	
Theory	3	6	
Laboratory	2		
<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)	-		

2. 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>The aim of the course is for students to understand the basic principles of kinesiology and their application in occupational therapy practice. More specifically, students will be introduced to the basic concepts of kinesiology and mechanics and to the mechanism of execution of the various movements of the body parts, with emphasis on functionality, balance and daily activities.</p> <p>In particular, upon successful completion of the course, students will be able to:</p>

- explain and apply the basic concepts of kinesiology and the mechanics of human movement
- understand the neuromuscular control of movements and its importance in rehabilitation and occupational therapy intervention
- recognize and describe the kinesiology of body members in healthy as well as clinical situations
- recognize and describe the kinesiology of walking and other daily activities

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

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Working in an international environment

Working in a multidisciplinary environment

Generating new research ideas

Project planning and management

Respect for diversity and multiculturalism

Respect for the natural environment

Demonstrate social, professional and ethical responsibility and gender sensitivity

Criticism and self-criticism

Promoting free, creative and inductive thinking

The general competencies of the students who are supported are:

- Search, analyze and synthesize data and information, using the necessary technologies
- Decision-making
- Autonomous work
- Working in a multidisciplinary environment
- Generating new research ideas
- Criticism and self-criticism
- Promoting free, creative and inductive thinking

3. COURSE CONTENT

1. Introduction - Basic concepts in Kinesiology (Kinematics, Kinetics, Osteokinematics, Arthrokinematics)
2. Basic principles of engineering (force, torque, levers, Newton's laws, charges)
3. Neuromuscular control of movements
4. Kinesiology of the head and temporomandibular joint
5. Kinesiology of the spine
6. Upper limb kinesiology
7. Kinesiology of the lower limb – Part A
8. Kinesiology of the lower limb – Part B
9. Static and dynamic balance
10. Kinesiology of swallowing and breathing

- 11. Kinesiology of gait
- 12. Kinesiology of daily activities
- 13. Recapitulation

4. TEACHING AND LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY METHOD</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> - In-person training - Theoretical lectures - Laboratory Courses - Distance education 																		
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</p> <p style="text-align: center;"><i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i></p>	Use of ICT in teaching, laboratory training and communication with students (digital slides, videos, digital anatomy applications, MsTeams/ e-class, webmail)																		
<p style="text-align: center;">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" 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>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Preparation of a study (project)</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Literature study and analysis</td> <td style="text-align: center;">79</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">2</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">180</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures	39	Preparation of a study (project)	60	Literature study and analysis	79	Examination	2							Total Course	180
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Examination	2																		
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<p style="text-align: center;">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>	<ol style="list-style-type: none"> 1. Individual Work (40%) 2. Written exam (60%) <ul style="list-style-type: none"> - multiple-choice tests - Short Answer Questions - Problem solving 																		

5. RECOMMENDED BIBLIOGRAPHY

1. Neumann, D.A. (2018). *Kinesiology of the musculoskeletal system*. Edited by: I. Tsepis. Athens: S. Athanasopoulos & SIA P.C.E.
2. Houglum P.A. *Brunnstrom's Clinical Kinesiology (6th edition)*. Athens: Parisianou Publishing Société Anonyme Introductory Scientific Books
3. Lippert, L.S. (2023). *Kinesiology*. Athens: Konstantaras Publications E.E.

COURSE OUTLINE ASSESSMENT TOOLS IN OCCUPATIONAL THERAPY

1. 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	3o
COURSE TITLE	Assessment Tools in 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	
Theory	3	6	
Laboratory	2		
<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)	-		

2. 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 be able to:</p> <ol style="list-style-type: none"> 1. understand the theoretical background of occupational therapy assessment tools 2. assess motor, sensory, cognitive, psychosocial skills, activities of daily life and quality of life 3. understand the basic steps of identifying and using the appropriate assessment tools for assessing-reassessing, assessing the improvement, stagnation or deterioration of the initial situation;

4. understand reasoning based on which the condition of a person in need of occupational therapy intervention is assessed
5. interpret the results of the assessments and integrate them into the design of personalized occupational therapy interventions

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?.

<i>Search, analyze and synthesize data and information, using the necessary technologies</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for diversity and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Autonomous work</i>	<i>Demonstrate social, professional and ethical responsibility and gender sensitivity</i>
<i>Teamwork</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Promoting free, creative and inductive thinking</i>
<i>Working in a multidisciplinary environment</i>	
<i>Generating new research ideas</i>	

- Search, analyze and synthesize data and information, using the necessary technologies
- Decision-making
- Autonomous work
- Teamwork
- Working in a multidisciplinary environment
- Demonstrate social, professional and ethical responsibility and gender sensitivity
- Promoting free, creative and inductive thinking

3. COURSE CONTENT

1. Introduction to Assessment Tools in Occupational Therapy
2. Categories and types of ratings
3. Reliability and validity of assessment instruments
4. Kinetic and functional assessment
5. Sensory and perceptual evaluation
6. Cognitive assessment
7. Psychosocial assessment
8. Assessment of Activities of Daily Living
9. Quality of Life Assessment
10. Assessments in childhood and adolescence I
11. Assessments in childhood and adolescence II
12. Interpretation of the evaluation results
13. Practical application

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD	Face to face
<i>Face-to-face, Distance learning, etc.</i>	

<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</p> <p style="text-align: center;"><i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i></p>	<p>Use of ICT in Teaching and Communication with Students</p> <ul style="list-style-type: none"> • Digital slides • video • MsTeams/ e-class, webmail 														
<p style="text-align: center;">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" 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>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Work</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Literature study and analysis</td> <td style="text-align: center;">58</td> </tr> <tr> <td>Create a hardware folder</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">180</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures	39	Work	60	Literature study and analysis	58	Create a hardware folder	20	Examination	3	Total Course	180
<i>Activity</i>	<i>Semester Workload</i>														
Lectures	39														
Work	60														
Literature study and analysis	58														
Create a hardware folder	20														
Examination	3														
Total Course	180														
<p style="text-align: center;">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%) Provision of a selection tool (25%)</p>														

5. RECOMMENDED BIBLIOGRAPHY

1. Stalikas, A., Triliva S., Roussi P. (2012). Psychometric tools in Greece. Athens: Pedio.
2. Alexopoulos, D. (2011). Psychometrics. Athens: Pedio.
3. Asher, I.E. (2007). Occupational Therapy Assessment Tools: An Annotated Index. AOTA Inc.

COURSE OUTLINE RESEARCH METHODS IN OCCUPATIONAL THERAPY

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	3Rd
COURSE TITLE	Research Methods in 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	
Theory	3	6	
Laboratory	2		
<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>	Skills Development		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	...		

2. 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 successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> ● <i>know the types of research approaches (qualitative/quantitative)</i> ● <i>understand and know techniques that belong to these research approaches</i> ● <i>search for research papers in reputable databases</i> ● <i>critically study research papers</i> ● <i>know the steps of developing a research proposal</i>
--

- *understand and design the appropriate methodology to carry out a research and specifically the formulation of the research proposal, review of existing literature, formulation of research queries, sampling methodology, data collection methods, data processing, data analysis techniques, comparison of results with the existing literature)*
- *understand the concepts and importance of validity and reliability*
- *recognize the ethical issues of research papers/studies*

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

Respect for diversity and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Demonstrate social, professional and ethical responsibility and gender sensitivity

Autonomous work

Criticism and self-criticism

Teamwork

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 cutting-edge technologies*
- *A critical study of international and Greek literature*
- *Investigation and production of research ideas*
- *Autonomous and group conduct of a research proposal*
- *Working in a multidisciplinary context*
- *Promoting free, creative and inductive thinking*

3. COURSE CONTENT

1. *Introduction to the concepts of the two research approaches (Quantitative/Qualitative).*
2. *Issues of bioethics and ethics.*
3. *Methodology for ensuring the quality characteristics of research papers (reliability, validity)*
4. *Types of research studies based on sample selection: case studies, sample studies, randomized controlled trials, etc.*
5. *Construction of questionnaires.*
6. *Data collection methods.*
7. *Quantitative Data Analysis Techniques (Monovariable Statistical Analysis).*
8. *Quantitative Data Analysis Techniques (Multivariate Statistical Analysis).*
9. *Qualitative data analysis approaches (Thematic Content Analysis, Narrative Analysis, Grounded Theory).*

10. Introduction to the methodology of Machine Learning applications in Occupational Therapy.
11. Methodological approach to the different types of reviews.
12. Design of a research proposal and/or study: finding a research gap, selecting a topic, reviewing existing literature, formulating research questions, sampling methods, selection of data collection and processing methods, data analysis techniques, comparison of results with those of the existing literature.
13. Writing a research paper and article for a scientific journal.

4. TEACHING AND LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY METHOD</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<p>- Face to face</p> <p>- Theoretical lectures & laboratory courses</p>																		
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</p> <p style="text-align: center;"><i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i></p>	<p>Use of ICT in Teaching and Communication with Students</p> <ul style="list-style-type: none"> • Digital slides • Video • Microsoft Teams/ e-class, webmail 																		
<p style="text-align: center;">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" 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>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Individual Work</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Literature study and analysis</td> <td style="text-align: center;">78</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">180</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures	39	Individual Work	60	Literature study and analysis	78	Examination	3							Total Course	180
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<p style="text-align: center;">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>Work at home (compulsory) 20%</p> <p>80% written exam including short-answer questions and multiple-choice questions</p>																		

Explicitly defined evaluation criteria and whether and where they are accessible by students are mentioned.

5. RECOMMENDED BIBLIOGRAPHY

- 1.** *Bagiatis, K. (2016) Statistics. Kyriakidis Bros PUBLICATIONS S.A., Thessaloniki*
- 2.** *Stalikas, Anastasios and Kyriazos, Theodoros (2019) Research Methodology and Statistics. Athens: Topos Publications.*
- 3.** *Babbie,E. (2011). Introduction to Social Research (Ed. K. Zafiropoulos). Athens: Kritiki Publications.*

COURSE OUTLINE NEUROLOGY

- GENERAL**

SCHOOL	SCHOOL OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	3o
COURSE TITLE	NEUROLOGY		
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>The purpose of the course is for students to acquire the basic knowledge of neurology that is required for the further attendance, during the following years of study, of the rehabilitation courses for neurological patients, but also to enable them to communicate with other health scientists (doctors, physiotherapists, speech therapists, etc.) and to participate equally in rehabilitation groups during their professional career.</p> <p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> define the individual neurological symptoms and signs describe the most common neurological disorders perform a rough neurological examination and interpret the findings

<ul style="list-style-type: none"> • present the clinical picture of neurological patients • collaborate in the execution of clinical trials and in the resolution of clinical cases (case studies) 	
General Competencies	
<i>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?.</i>	
<i>Search, analyze and synthesize data and information, using the necessary technologies</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Autonomous work</i> <i>Teamwork</i> <i>Working in an international environment</i> <i>Working in a multidisciplinary environment</i> <i>Generating new research ideas</i>	<i>Project planning and management</i> <i>Respect for diversity and multiculturalism</i> <i>Respect for the natural environment</i> <i>Demonstrate social, professional and ethical responsibility and gender sensitivity</i> <i>Criticism and self-criticism</i> <i>Promoting free, creative and inductive thinking</i>
<ul style="list-style-type: none"> • Search, analyze and synthesize data and information, using the necessary technologies • Decision-making • Autonomous work • Teamwork • Demonstrate social, professional and ethical responsibility • Promoting free, creative and inductive thinking 	

• **COURSE CONTENT**

<ul style="list-style-type: none"> • Gross neurological examination • Neurological symptoms and signs • Basic Principles of Locator • Vascular Brain Diseases • Degenerative diseases of the nervous system - Dementias • Extrapyramidal diseases: Parkinsonism • Demyelinating diseases: Multiple sclerosis • Peripheral nerve diseases • Myopathies • Neuromuscular synapse disorders: Myasthenia Gravis • Injuries of the nervous system • Other neurological diseases and disorders • General principles of rehabilitation of neurological patients
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• **TEACHING AND LEARNING METHODS - EVALUATION**

<p>DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face (lectures, case studies, internships, group work)</p>
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	Distance Education												
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i></p>	<p>Use of ICT in Teaching and Communication with Students</p> <ul style="list-style-type: none"> • Digital slides • video • e-class, webmail 												
<p>TEACHING ORGANIZATION <i>The way and methods of teaching are described in detail.</i> <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>Literature study and analysis</td> <td>138</td> </tr> <tr> <td>Examination</td> <td>3</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total Course</td> <td>180</td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures	39	Literature study and analysis	138	Examination	3			Total Course	180
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<p>STUDENT EVALUATION <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>	<ul style="list-style-type: none"> • Interim exam (short answer, multiple-choice, blank filling, correct error) 20% • Practice assignment (execution of a gross neurological examination) 10% • Final exam (written development questions) 70% 												

• RECOMMENDED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Vassilopoulos D. (2015) Neurology, Paschalidis Medical Publications & BROKEN HILL PUBLISHERS LTD • Logothetis I., Mylonas I., Artemis N. (2023) Neurology Logothetis, 6th Edition University Studio Press • Taskos N (2016) Neurology Concise and Illustrated (3rd edition), University Studio Press Edition • Masuhr K., Neumann M. (2011) Neurology, 6th edition. "Rotunda" Publications • Sealfon Stuart, Stacy Charles, Motiwala Rajeev (Eds. Iliopoulos I., Terzoudi A., Vadikolias K.) 2020 Clinical Neurology, University Studio Press Edition

COURSE OUTLINE OCCUPATIONAL THERAPY IN ADULTS WITH NEUROMUSCULAR DISORDERS

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	D
COURSE TITLE	OCCUPATIONAL THERAPY IN ADULTS WITH NEUROMUSCULAR DISORDERS		
INDEPENDENT TEACHING ACTIVITIES		TEACHING WEEKS	CREDITS
<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>			
THEORY		3	6
LABORATORY		2	
Add rows if needed. The organization of teaching and the teaching methods used are described in detail in 4.			
COURSE TYPE	SCIENTIFIC AREA		
<i>Background, General Knowledge, Scientific Area, Skills Development</i>			
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. 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 successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> ● assess a person with a neuromuscular disorder in areas such as movement, sensory, coordination, cognitive functions, dysphagia, apraxias, agnosias and aphasias, and

- intervene therapeutically with occupational therapy programs in the treatment of the above areas.

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?.

Adapting to new situations

Project planning and management

Decision-making

Respect for diversity and multiculturalism

Autonomous work

Demonstrate social, professional and ethical responsibility and gender sensitivity

Teamwork

Criticism and self-criticism

Working in a multidisciplinary environment

Promoting free, creative and inductive thinking

Generating new research ideas

- *Adapting to new situations*
- *Decision-making*
- *Autonomous work*
- *Teamwork*
- *Working in a multidisciplinary environment*
- *Generating new research ideas*

3. COURSE CONTENT

- Definition and classification of neuromuscular disorders.
- Neurophysiological and developmental therapeutic approaches.
- Physiological and pathological reflexes & reactions.
- Evaluation of neurological deficits in movement, sensory, coordination.
- Evaluation of cognitive functions (apraxias, agnosia, aphasias).
- Spasticism-Occupational therapeutic approach.
- Gait and pathological movement patterns.
- The occupational therapy approach to stroke.
- The occupational therapy approach to Spinal Cord Injuries.
- Occupational Therapy in Multiple Sclerosis.
- Occupational therapy and peripheral polyneuropathies.
- Parkinson's disease and occupational therapy.
- Organization and implementation of programs in neuromuscular diseases.

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i>	FACE TO FACE	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i>	Use of ICT in Teaching and Communication with Students	
	<ul style="list-style-type: none"> ● Digital slides ● video ● MsTeams/ e-class, webmail 	
TEACHING ORGANIZATION	Activity	Semester Workload
	Lectures	39

<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>	Literature study and analysis	138
	Examination	3
	Total Course	180
<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>	Written exam	

5. RECOMMENDED BIBLIOGRAPHY

Greek:

1. Bobath, B. (1990). Adult hemiplegic - evaluation & treatment. (Met. E. Diamantidou). Athens: Parisian.
2. Bromley, I. (1998). Quadriplegia and paraplegia. (Translated by K. Katsoulakis). Athens: Parisianos Foreign Language:
1. Trombly, C. A., & Ramdomski, M.V. (2007). Occupational therapy for physical dysfunction. Baltimore: Williams & Wilkins
3. Gutman, S.A., & Schnofeld, A.B. (2003). Screening Adult Neurological Populations: A Step-by-Step Instruction Manual. AOTA. Inc.
4. Neistadt, M. A. (2000). Occupational Therapy Evaluation for Adults: A Pocket Guide. Baltimore: William and Wilkins

COURSE OUTLINE MOVEMENT ANALYSIS IN OCCUPATIONAL THERAPY II

1. GENERAL

SCHOOL	Physical Education, Sports and Occupational Therapy		
DEPARTMENT	Occupational Therapy		
LEVEL OF STUDIES	UPS - LEVEL 6		
COURSE CODE		SEMESTER	4 ^o
COURSE TITLE	Movement Analysis in Occupational Therapy II		
TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
Theory		3	6
Laboratory		2	
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Background		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:			

2. LEARNING OUTCOMES

Learning Outcomes <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>						
<p>The purpose of the course is twofold: a) to help students understand developmental changes and pathological disorders of posture and gait, and b) to train them in the analysis of human movement in both clinical and laboratory settings.</p> <p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> • Identify and analyze developmental changes in posture and gait across different life stages. • Recognize and analyze pathological disorders of posture and gait. • Understand the principles of biomechanics related to prosthetic devices, orthoses, and assistive devices. • Apply clinical methods of movement analysis for the assessment of patients with movement disorders. • Use laboratory methods of movement analysis for quantitative evaluation. • Assess and interpret data from both clinical and laboratory analyses. 						
General Skills <i>Name the desirable general skills upon successful completion of the module</i>						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search, analysis and synthesis of data and information,</i></td> <td style="width: 50%; border: none;"><i>Project design and management</i></td> </tr> <tr> <td style="border: none;"><i>ICT Use</i></td> <td style="border: none;"><i>Equity and Inclusion</i></td> </tr> <tr> <td style="border: none;"><i>Adaptation to new situations</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> </table>	<i>Search, analysis and synthesis of data and information,</i>	<i>Project design and management</i>	<i>ICT Use</i>	<i>Equity and Inclusion</i>	<i>Adaptation to new situations</i>	<i>Respect for the natural environment</i>
<i>Search, analysis and synthesis of data and information,</i>	<i>Project design and management</i>					
<i>ICT Use</i>	<i>Equity and Inclusion</i>					
<i>Adaptation to new situations</i>	<i>Respect for the natural environment</i>					

<i>Decision making</i> <i>Autonomous work</i> <i>Teamwork</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Sustainability</i> <i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i> <i>Critical thinking</i> <i>Promoting free, creative and inductive reasoning</i>
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GENERAL COMPETENCIES DEVELOPED <ul style="list-style-type: none"> ● Search, analysis, and synthesis of data and information, ICT use ● Adaption to new situations ● Decision-making ● Teamwork ● Working in an interdisciplinary environment ● Production of new research ideas ● Project design and management ● Critical thinking ● Promoting free, creative, and inductive reasoning

3. COURSE CONTENT

<ol style="list-style-type: none"> 1. Introduction 2. Developmental changes in posture and gait 3. Pathological disorders of posture 4. Pathological disorders of gait 5. Biomechanics of prosthetic devices, orthoses, and assistive devices 6. Clinical movement analysis 7. Practical application of clinical movement analysis 8. Laboratory movement analysis – Kinematics 9. Laboratory movement analysis – Kinetics 10. Laboratory movement analysis – Neuromuscular function 11. Practical application of laboratory movement analysis I 12. Practical application of laboratory movement analysis II 13. Recap
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4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	<ul style="list-style-type: none"> - Face-to-face teaching - Theoretical lectures - Laboratory classes - Distance learning 																
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in teaching, laboratory education, and communication with students (digital slides, videos, digital anatomy applications, MS Teams/e-class, webmail)																
TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #f2f2f2;"><i>Activity</i></th> <th style="background-color: #f2f2f2;"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Project</td> <td style="text-align: center;">80</td> </tr> <tr> <td>Bibliographic research & analysis</td> <td style="text-align: center;">59</td> </tr> <tr> <td>Exams</td> <td style="text-align: center;">2</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">180</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Project	80	Bibliographic research & analysis	59	Exams	2					Total Course	180
<i>Activity</i>	<i>Workload/semester</i>																
Lectures	39																
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Bibliographic research & analysis	59																
Exams	2																
Total Course	180																

<p style="text-align: center;">STUDENT EVALUATION</p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Movement Analysis Project (40%)</p> <p>Written Examination (60%)</p>
--	---

5. SUGGESTED BIBLIOGRAPHY

1. Neumann, D.A. (2018). *Κινησιολογία του μυοσκελετικού συστήματος*. Επιμέλεια: Η. Τσέπης. Αθήνα: Σ. Αθανασόπουλος & ΣΙΑ Ι.Κ.Ε.
2. Houglum P.A. Brunnstrom's *Κλινική Κινησιολογία (6η έκδοση)*. Αθήνα: Παρισιάνου Ανώνυμη Εκδοτική Εισαγωγική Εταιρεία Επιστημονικών Βιβλίων.
3. Lippert, L.S. (2023). *Κινησιολογία*. Αθήνα: Εκδόσεις Κωνσταντάρης Ε.Ε..
4. Richards J. (2021). *Κλινική Εμβιομηχανική*. Αθήνα: Εκδόσεις Broken Hill Publishers.
5. Nordin M., H.Frankel V. (2018). *Βασική Εμβιομηχανική του Μυοσκελετικού Συστήματος*. Αθήνα: Λαγός Δημήτριος Εκδόσεις

COURSE OUTLINE CONTEMPORARY ISSUES OF OCCUPATIONAL THERAPY

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	4o
COURSE TITLE	CONTEMPORARY ISSUES OF CONSTRUCTION THEFT		
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	
Theory	3	6	
Laboratory	1		
<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>	SCIENTIFIC AREA		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. LEARNING OUTCOMES

Learning Outcomes
<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 be able to understand current trends and innovations in occupational therapy, as well as apply new approaches to assessment and intervention. They will be able to use new methods to support individuals' autonomy and participation in daily activities, while developing skills in mental health, social inclusion and management of ethical issues. In addition, they will acquire knowledge on the use of modern methods and personalized therapy, while they will be ready to respond to the challenges arising from the developments in the field of occupational therapy.</p>

General Competencies	
<i>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?.</i>	
<i>Search, analyze and synthesize data and information, using the necessary technologies</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Autonomous work</i> <i>Teamwork</i> <i>Working in an international environment</i> <i>Working in a multidisciplinary environment</i> <i>Generating new research ideas</i>	<i>Project planning and management</i> <i>Respect for diversity and multiculturalism</i> <i>Respect for the natural environment</i> <i>Demonstrate social, professional and ethical responsibility and gender sensitivity</i> <i>Criticism and self-criticism</i> <i>Promoting free, creative and inductive thinking</i>
<ul style="list-style-type: none"> • <i>Search, analyze and synthesize data and information, using the necessary technologies</i> • <i>Adapting to new situations</i> • <i>Decision-making</i> • <i>Working in a multidisciplinary environment</i> • <i>Promoting free, creative and inductive thinking</i> 	

3. COURSE CONTENT

<ol style="list-style-type: none"> 1. <i>Introduction to Contemporary developments in Occupational Therapy</i> 2. <i>New approaches to assessment and intervention</i> 3. <i>Availability and access to healthcare</i> 4. <i>Teletherapy and Digital Health in Occupational Therapy</i> 5. <i>Personalized treatment</i> 6. <i>The smart home and improving autonomy</i> 7. <i>Children's Occupational Therapy and Modern methods</i> 8. <i>Education and professional development</i> 9. <i>Strengthening mental health and social inclusion</i> 10. <i>Legislative framework, ethical issues and social implications</i> 11. <i>Training and continuing education of occupational therapy professionals</i> 12. <i>Sustainability and social responsibility in occupational therapy</i> 13. <i>Innovation and research trends</i>
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4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i>	Face-to-face lectures where basic concepts and theories related to the course content will be introduced				
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i>	Use of ICT in Teaching and Communication with Students <ul style="list-style-type: none"> • Digital slides • video • MsTeams/ e-class, webmail 				
TEACHING ORGANIZATION	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Activity</th> <th style="width: 50%; text-align: center;">Semester Workload</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Lectures</td> <td style="text-align: center;">39</td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures	39
Activity	Semester Workload				
Lectures	39				

<p>The way and methods of teaching are described in detail.</p> <p>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.</p> <p>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</p>	<table border="1"> <tr> <td>Work</td> <td>50</td> </tr> <tr> <td>Literature study and analysis</td> <td>78</td> </tr> <tr> <td>Examination</td> <td>13</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total Course</td> <td>180</td> </tr> </table>	Work	50	Literature study and analysis	78	Examination	13							Total Course	180
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<p style="text-align: center;">STUDENT EVALUATION</p> <p>Description of the evaluation process</p> <p>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</p> <p>Explicitly defined evaluation criteria and whether and where they are accessible by students are mentioned.</p>	<ol style="list-style-type: none"> 1) Homework (compulsory) 40% Create a presentation (poster) describing a contemporary topic of occupational therapy. The choice of subject will be influenced by students' experience during clinical placement and by current issues of policy, research, theory, or practice. 2) Oral presentation and defending of the presentation 60% Oral 10-minute defense of the presentation (poster) designed in Part 1, which will focus on the development of the selected topic in the context of occupational therapy and how the chosen topic is (or has the potential to be) valuable to the practitioner or beneficiary in the context of contemporary practice. 														

5. RECOMMENDED BIBLIOGRAPHY

Greek-speaking

- Papadimitriou, N., Skaltsi, P., Tsipras, I., Charitaki A. & Tsinia, N. (2016) The contribution of occupational therapy to psychiatric therapy. Athens: Parisian.
- Kouloubi, M. (2017). Work and Activity: The Occupational Therapy Approach. Konstantaras Medical Publications
- Code of Conduct for Occupational [Therapists](https://www.moh.gov.gr/articles/health/dieythynsh-dhmosias-ygieinhs/epaggelmaties-ygeias/iatriko-proswpiko-kai-lopoi-epaggelmaties-ygeias/12650-kwdikas-deontologias-ergotherapeytw)
<https://www.moh.gov.gr/articles/health/dieythynsh-dhmosias-ygieinhs/epaggelmaties-ygeias/iatriko-proswpiko-kai-lopoi-epaggelmaties-ygeias/12650-kwdikas-deontologias-ergotherapeytw>

Foreign language

- Fisher, A.G. (2009) Occupational therapy intervention process model: a model for planning and implementing top-down, client-centered, and occupation-based interventions. Fort Collins: Three Star Press Inc.
- Ikiugu, M.N. and N. Pollard (2015) Meaningful living across the lifespan : occupation-based intervention strategies for occupational therapists and scientists. London: Whiting & Birch.
- Sames, K.M. (2015) Documenting occupational therapy practice. Boston: Pearson.
- Perkins, B., Di Tommaso, A., Molineux, M., Power, P., & Young, A. (2020) Knowledge Translation Approaches in Occupational Therapy: A Scoping Review. Journal of Occupational Therapy Education, 4 (3). <https://doi.org/10.26681/jote.2020.040312>
- Christiansen C.H. Townsend E.A. (2004) Introduction to occupation – the art and science of living Prentice Hall, New Jersey
- College of Occupational Therapists (2003) Professional standards for occupational therapy practice College of Occupational Therapists, London
- Creek J (2005) Perspectives in occupational therapy Churchill Livingstone, Edinburgh
- Wilcock A.A. (1998) An occupational perspective of health Slack Thorofare, New Jersey

COURSE OUTLINE OCCUPATIONAL THERAPY IN CHILDREN AND ADOLESCENTS WITH NEUROMUSCULAR DISORDERS

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	4o
COURSE TITLE	OCCUPATIONAL THERAPY IN CHILDREN AND ADOLESCENTS WITH NEUROMUSCULAR DISORDERS		
INDEPENDENT TEACHING ACTIVITIES		TEACHING WEEKS	CREDITS
<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>			
THEORY		3	6
EXERCISE OF ACTION		2	
<i>Add rows if needed. The organization of teaching and the teaching methods used are described in detail in 4.</i>			
COURSE TYPE	SCIENTIFIC AREA		
<i>Background, General Knowledge, Scientific Area, Skills Development</i>			
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. 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 and Annex B</i> ● <i>Summary Guide to Writing Learning Outcomes</i> <p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> ● <i>become familiar with the milestones of typical and non-typical sensory-motor development (due to neuromuscular disorders) of children</i> ● <i>know the basic characteristics of neuromuscular disorders</i>
--

- *know the stages of design and implementation of occupational therapy programs in children and adolescents with neuromuscular disorders*
- *know the use of methods used in neuromuscular disorders*
- *understand the value of the child's holistic approach*

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

Respect for diversity and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Demonstrate social, professional and ethical responsibility and gender sensitivity

Autonomous work

Criticism and self-criticism

Teamwork

Promoting free, creative and inductive thinking

Working in an international environment

Working in a multidisciplinary environment

Generating new research ideas

- *Search, analyze and synthesize data and information, using the necessary technologies*
- *Respect for diversity and multiculturalism*
- *Criticism and self-criticism*
- *Autonomous work*
- *Project planning and management*

3. COURSE CONTENT

1. *Principles of occupational therapy practice in children and adolescents*
2. *Typical sensory-motor development, immaturity, pathology*
3. *Neuromuscular disorders in children and adolescents I (cerebral palsy, Down syndrome, muscular dystrophies...)*
4. *Neuromuscular disorders in children and adolescents II (myopathies, brachial plexus injury, spinal cord injury, craniocerebral injuries)*
5. *Neuromuscular disorders through models and reference frameworks in occupational therapy*
6. *Occupational Therapy Evaluation of Children and Adolescents with Neuromuscular Disorders*
7. *Goal setting - setting functional and therapeutic goals;*
8. *Methods, techniques and means of occupational therapy approach*
9. *Neurodevelopmental therapy (NDT) in children with neuromuscular disorders*
10. *Sensory Integration in Children with Neuromuscular Disorders*
11. *Design of intervention programs in children and adolescents with neuromuscular disorders I*
12. *Design of intervention programs in children and adolescents with neuromuscular disorders II*

13. The importance of the multidisciplinary team and the role of the family in it

4. TEACHING AND LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY METHOD</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 COMMUNICATION TECHNOLOGIES</p> <p style="text-align: center;"><i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i></p>	<p>Use of ICT in Teaching and Communication with Students</p> <ul style="list-style-type: none"> • Digital slides • video • MsTeams/ e-class, webmail 																		
<p style="text-align: center;">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" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f2f2f2;"> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Work</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Literature study and analysis</td> <td style="text-align: center;">78</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">180</td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures	39	Work	60	Literature study and analysis	78	Examination	3							Total Course	180
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<p style="text-align: center;">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>Work at home (compulsory) 35%</p> <p>Written exam 65%</p>																		

5. RECOMMENDED BIBLIOGRAPHY

1. O'Brien, J.C. & Kuhaneck, H. (2023). *Case-Smith's Occupational Therapy in Children and Adolescents*. Athens: I. Konstantaras.
2. Levitt, S. (2014). *Treatment of Cerebral Palsy and Motor Delay (5th edition)*. Athens: Parisianou Single Member Publishing Publishing Publishing Company.
3. Söderback I. (2015). *International Handbook of Occupational Therapy Interventions*. Springer Cham Heidelberg New York Dordrecht London

4. Alexander M. A., Mathews D. J. (2010). *Pediatric rehabilitation: principles and practice*. 4th edition, Demos Medical Publishing, LLC.
5. Case-Smith, J. (2005). *Occupational Therapy for Children*, 5th Ed. St. Louis, MO: Mosby, 960 pages
6. Roger, Silvia and Ziviani, Jenny (2006). *Occupational Therapy With Children: Understanding Children's Occupations and Enabling Participation*, Blackwell Publishing, MA, 299 pages.
7. Sugden, D., & Wade, M. (2013). *Typical and atypical motor development*, Mac Keith Press

COURSE OUTLINE NUTRITION AND PHYSICAL ACTIVITY

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	4th
COURSE TITLE	NUTRITION AND PHYSICAL ACTIVITY		
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>	GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)			

2. 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 successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> • <i>Understand the concept of nutrition and its benefits on the overall health of the individual.</i> • <i>Understand the concept of physical activity and be able to use its benefits to perform tasks in the daily lives of both healthy individuals and patients.</i> • <i>They better understand the benefits of biological adaptations, physical activity, and</i>

nutrition on healthy growth and daily activity.

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

Respect for diversity and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Demonstrate social, professional and ethical responsibility and gender sensitivity

Autonomous work

Criticism and self-criticism

Teamwork

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*
- *Project planning and management*
- *Autonomous work*
- *Working in a multidisciplinary environment*
- *Respect for diversity and multiculturalism*
- *Respect for the natural environment*
- *Promoting free, creative and inductive thinking*

3. COURSE CONTENT

1. *Basic concepts of nutrition and health*
2. *Relationship between occupational therapy, nutrition and physical activity*
3. *Macronutrients and health benefits*
4. *Vitamins and health benefits*
5. *Minerals and health benefits*
6. *Trace elements and health benefits*
7. *Macronutrient metabolism*
8. *Basic Concepts of Physical Activity*
9. *Benefits of physical activity on health and chronic conditions*
10. *Physical Activity Assessment*
11. *Nutrition and physical activity in developmental age*
12. *Nutrition and physical activity in adulthood*
13. *Nutrition and physical activity in old age*

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i>	The course includes lectures, laboratory exercises in person and through the eclass platform of the Democritus University of Thessaloniki
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>78</td> </tr> <tr> <td>Examination</td> <td>3</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total Course</td> <td>180</td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures	39	Work	60	Literature study and analysis	78	Examination	3							Total Course	180
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5. RECOMMENDED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Rawson E.S., Branch J.D., Stephenson J. (2024) <i>William's Nutrition for Health and Sports</i>, ISBN: 9789606081347, Konstantaras Publications, Athens 2. Gerodimos V., Karatrantou K. (2021) <i>Exercise for Health</i>, Konstantaras Publications, ISBN: 9789606080517, Athens 3. Faigenbaum A., Lloyd R., Oliver J. (2022) <i>Basic Principles of Training for Children and Adolescents</i>, Konstantaras Publications, Athens

COURSE OUTLINE CLINICAL PLACEMENT I

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	1o
COURSE TITLE	CLINICAL PLACEMENT I		
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	
THEORY	3	12	
LABORATORY	19		
<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>	SCIENTIFIC AREA		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. 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 successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> ● <i>apply the principles of professional conduct in a clinical setting</i> ● <i>develop communication skills with patients and healthcare professionals</i> ● <i>understand and apply the assessment procedures in occupational therapy</i> ● <i>perform basic therapeutic practices under the guidance and supervision of specialized occupational therapists.</i> ● <i>judge their clinical experiences and evaluate the results of occupational therapy</i>
--

<p><i>interventions</i></p> <ul style="list-style-type: none"> ● <i>understand the importance of cooperation for the provision of integrated health services</i> ● <i>develop basic clinical skills</i> 																
<p>General Competencies</p> <p><i>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?.</i></p> <table border="0"> <tr> <td><i>Search, analyze and synthesize data and information, using the necessary technologies</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for diversity 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>Autonomous work</i></td> <td><i>Demonstrate social, professional and ethical responsibility and gender sensitivity</i></td> </tr> <tr> <td><i>Teamwork</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Promoting free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in a multidisciplinary environment</i></td> <td></td> </tr> <tr> <td><i>Generating new research ideas</i></td> <td></td> </tr> </table>	<i>Search, analyze and synthesize data and information, using the necessary technologies</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for diversity and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Autonomous work</i>	<i>Demonstrate social, professional and ethical responsibility and gender sensitivity</i>	<i>Teamwork</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Promoting free, creative and inductive thinking</i>	<i>Working in a multidisciplinary environment</i>		<i>Generating new research ideas</i>	
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3. COURSE CONTENT

<p><i>Theory: Introduction to clinical application. Communication skills with patients and healthcare professionals. Clinical reasoning. Occupational Therapy Evaluation Techniques. Goal-setting skills. Observation of clinical procedures. Design and organization of occupational therapy interventions. Evaluation and reflection of occupational therapy interventions. Interdisciplinary approach to occupational therapy. Evaluation and customization of auxiliary devices.</i></p> <p><i>Workshop: Visit of students in selected contexts, related to Occupational Therapy, under the supervision of the responsible lecturer and the professional occupational therapist in institutions that collaborate with the Department of Occupational Therapy of the Democritus University of Thrace</i></p>

4. TEACHING AND LEARNING METHODS - EVALUATION

<p>DELIVERY METHOD</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>FACE TO FACE</p>
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</p> <p><i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i></p>	<p>Use of ICT in Teaching and Communication with Students</p> <ul style="list-style-type: none"> ● Digital slides ● video ● MsTeams/ e-class, webmail
<p>TEACHING ORGANIZATION</p>	

<p>The way and methods of teaching are described in detail.</p> <p>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.</p> <p>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</p>	Activity	Semester Workload
	Lectures	39
	Laboratory	104
	Work	100
	Literature study and analysis	117
	Total Course	360
STUDENT EVALUATION	<p>Individual Assignments with study and analysis of the literature related to the incidents managed by the internship institution where the student is placed 100%</p>	
<p>Description of the evaluation process</p> <p>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</p> <p>Explicitly defined evaluation criteria and whether and where they are accessible by students are mentioned.</p>		

5. RECOMMENDED BIBLIOGRAPHY

1. Boyt Schell, B. A. & Schell, J.W. (2008). *Clinical and Professional Reasoning in Occupational Therapy*. USA: Lippincott Williams & Wilkins
2. Costa, D.M. (2004). *The Essential Guide to Occupational Therapy Fieldwork Education. Resources for Today's Educators and Practitioners*. Bethesda: OATA Press.

COURSE OUTLINE OCCUPATIONAL THERAPY IN CHILDREN AND ADOLESCENTS WITH DEVELOPMENTAL DISORDERS

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS & OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	5o
COURSE TITLE	OCCUPATIONAL THERAPY IN CHILDREN AND ADOLESCENTS WITH DEVELOPMENTAL DISORDERS		
INDEPENDENT TEACHING ACTIVITIES		TEACHING WEEKS	CREDITS
<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>			
		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>	SCIENTIFIC AREA		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. 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 successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> ● <i>become familiar with the milestones of formal and non-formal development (motor, communicative, social)</i> ● <i>know the basic characteristics of developmental disorders</i> ● <i>to understand the relationship between child and environment and work</i>

- *be familiar with modern assessment and therapeutic approaches*
- *to develop skills in evaluating, setting goals and planning occupational therapy interventions in children with developmental disorders*

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

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Working in an international environment

Working in a multidisciplinary environment

Generating new research ideas

Project planning and management

Respect for diversity and multiculturalism

Respect for the natural environment

Demonstrate social, professional and ethical responsibility and gender sensitivity

Criticism and self-criticism

Promoting free, creative and inductive thinking

- *Search, analyze and synthesize data and information, with use of the necessary technologies*
- *Decision-making*
- *Criticism and self-criticism*
- *Autonomous work*
- *Respect for diversity and multiculturalism*
- *Promoting free, creative and inductive thinking*
- *Project planning and management*

3. COURSE CONTENT

- 1. Introduction to Developmental Disorders and Milestones of Typical Child Development*
- 2. Main Developmental Disorders in Children and Adolescents I (Autism Spectrum Disorders) Evaluation - Intervention Design*
- 3. Main Developmental Disorders in Children and Adolescents II (ADHD, Developmental Coordination Disorder) Assessment - Intervention Design*
- 4. Main Developmental Disorders III (Sensory Processing Disorders) Evaluation - Intervention Design*
- 5. Main developmental disorders IV (speech and language delays, specific learning disabilities and general developmental delays /GDD global developmental delays). Evaluation and planning of intervention*
- 6. Main developmental disorders V (cerebral palsy). Evaluation and planning of intervention*
- 7. Main developmental disorders VI (Mental Retardation, Down syndrome). Evaluation and planning of intervention*

8. *The involvement of the family in the design and implementation of occupational therapy programs at home.*
9. *Occupational therapy in the school context*
10. *Early intervention and occupational therapy approaches*
11. *Dealing with Emotional and Social Challenges - Transition to Adulthood*
12. *Case studies*
13. *Research and recent developments in occupational therapy in children and adolescents with developmental disorders (mindfulness and mental health approaches, animal assisted therapies)*

4. TEACHING AND LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY METHOD</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 COMMUNICATION TECHNOLOGIES</p> <p style="text-align: center;"><i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i></p>	<p>Use of ICT in Teaching and Communication with Students</p> <ul style="list-style-type: none"> • Digital slides • video • MsTeams/ e-class, webmail 																		
<p style="text-align: center;">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" 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>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Work</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Literature study and analysis</td> <td style="text-align: center;">78</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">180</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures	39	Work	60	Literature study and analysis	78	Examination	3							Total Course	180
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Total Course	180																		
<p style="text-align: center;">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>Work at home (compulsory) 35%</p> <p>Written exam 65%</p>																		

Explicitly defined evaluation criteria and whether and where they are accessible by students are mentioned.

5. RECOMMENDED BIBLIOGRAPHY

1. Vera Bernard-Opitz, & Anne Häussler. (2019). *Practical Aids for Children with Autism Spectrum Disorders (ASD) (1st ed.)*. Athens: D. Psomopoulos & Co O.E.
2. O'Brien, J. C., & Kuhaneck, H. (2023). *Case-Smith's Occupational Therapy in Children and Adolescents (1st ed.)*. Athens: Ioannis Konstantaras.
3. Cooper, M., Hooper, C., & Thompson, M. (2012). *Mental Health of Children and Adolescents. Theory and Practice (Ed. G. Papadatos)*. Athens: Parisianou Publications SA.
4. Dewey D., Tupper D. E. (2004). *Developmental motor disorders. A neuropsychological perspective*. GUILFORD PRESS

CLINICAL NUTRITION COURSE OUTLINE

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	5th
COURSE TITLE	CLINICAL NUTRITION		
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>	Scientific Area		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)			

2. 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 and Annex B</i> • <i>Summary Guide to Writing Learning Outcomes</i> <p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> • <i>Understand the dietary approach of pathological conditions, such as anorexia, bulimia, obesity, chronic pulmonary failure, degenerations of the central nervous system.</i> • <i>Understand the dietary approach to developmental disorders, in clinical case situations with reduced mobility.</i> • <i>Understand the collaboration with the clinical dietitian-nutritionist.</i>
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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

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Working in an international environment

Working in a multidisciplinary environment

Generating new research ideas

Project planning and management

Respect for diversity and multiculturalism

Respect for the natural environment

Demonstrate social, professional and ethical responsibility and gender sensitivity

Criticism and self-criticism

Promoting free, creative and inductive thinking

- Search, analyze and synthesize data and information, using the necessary technologies
- Generating new research ideas
- Adapting to new situations
- Teamwork
- Working in a multidisciplinary environment
- Project planning and management
- Respect for the natural environment
- Respect for diversity and multiculturalism
- Demonstrate social, professional and ethical responsibility and gender sensitivity
- Promoting free, creative and inductive thinking

3. COURSE CONTENT

1. Basic concepts of nutrition and health
2. Protein metabolism
3. Carbohydrate metabolism
4. Fat metabolism
5. Dietary Approach to People with Neuromuscular Disorders
6. Dietary Approach to People with Food Intake Disorders
7. Dietary Approach to People with Metabolic Diseases
8. Dietary Approach to People with Psychiatric Illnesses
9. Dietary approach to people with pulmonary diseases
10. Dietary Approach to Children and Adolescents with Developmental Disorders
11. Arbitral Approach to People with Disabilities
12. Dietary approach to bedridden people
13. Dietary Approach to Individuals in Rehabilitation

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD

Face-to-face, Distance learning, etc.

The course includes lectures, laboratory exercises in person and through the eclass platform of the Democritus University of Thessaloniki

<p align="center">USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</p> <p align="center"><i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i></p>	<p>Use of ICT in Teaching and Communication with Students</p> <ul style="list-style-type: none"> Digital slides video MsTeams/ e-class, webmail 																					
<p align="center">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 align="center">Activity</th> <th align="center">Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td align="center">39</td> </tr> <tr> <td>Work</td> <td align="center">60</td> </tr> <tr> <td>Literature study and analysis</td> <td align="center">78</td> </tr> <tr> <td>Examination</td> <td align="center">3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td align="center">180</td> </tr> </tbody> </table>		Activity	Semester Workload	Lectures	39	Work	60	Literature study and analysis	78	Examination	3									Total Course	180
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5. RECOMMENDED BIBLIOGRAPHY

- Zampelas A., (2022) *Clinical Dietetics and Nutrition with Pathology Data (2nd Edition)* ISBN: 9789925351077, Brokeb Hill Publishers Ltd,
- Elia M., Ljungqvist O., Stratton R.J., Lanham-New, S.A. (2016) *Clinical Nutrition* ISBN:9789605831288, Parisianou Publications S.A.
- Frates B., Hivert M-F., Duggan C.P. (2024) *Essentials of Clinical Nutrition in Healthcare*, ISBN: 9781264581887, Publications: Mc Graw Hill Education
- Gandy (2020) *Manual of Dietetic Practice & Dietetic Case Studies Set, 6th Edition*, ISBN: 9781119655978, Publications: Wiley

COURSE OUTLINE OCCUPATIONAL THERAPY IN THE ELDERLY

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	5o
COURSE TITLE	OCCUPATIONAL THERAPY IN THE ELDERLY		
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>	SCIENTIFIC AREA		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <p><i>Upon successful completion of the course, students will be able to:</i></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 successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> ● <i>Identify the basic concepts and models of aging.</i> ● <i>Understand the physiological changes that come with age and the particularities of this age group.</i> ● <i>To learn to evaluate, design and apply occupational therapy</i>

programmes adapted to the capacities and limitations of older people in closed or open structures.

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?.

<i>Search, analyze and synthesize data and information, using the necessary technologies</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for diversity and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Autonomous work</i>	<i>Demonstrate social, professional and ethical responsibility and gender sensitivity</i>
<i>Teamwork</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Promoting free, creative and inductive thinking</i>
<i>Working in a multidisciplinary environment</i>	
<i>Generating new research ideas</i>	

- *Search, analyze and synthesize data and information, using the necessary technologies*
- *Reasoning*
- *Autonomous work*
- *Teamwork*
- *Promoting free, creative and inductive thinking*

3. COURSE CONTENT

1. *Theories and models of aging and retirement.*
2. *Recognition of physiological physical and sensory-perceptual changes.*
3. *Occupational Therapy Models for the Elderly.*
4. *Motivation and motivation to participate in an occupational therapy program.*
5. *Body Image – Body Shape.*
6. *Occupational therapy in people with dementia, parkinson, rheumatoid arthritis and chronic pain.*
7. *Occupational therapy in people with motor dysfunction of the upper and lower limbs.*
8. *Ergonomic arrangement in the environment where the elderly live for safety and independence. Aids-Adjustments.*
9. *Counseling support for caregivers.*
10. *Occupational therapy approach for palliative and palliative care in people who are in the last stage of their lives.*
11. *Evaluation prior to participation in an occupational therapy program.*
12. *Design of occupational therapy programs for the improvement of cognitive, motor and functional ability.*
13. *Occupational therapy intervention in care units, clinics, hospitals and KAPI.*

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD	Face to face
<i>Face-to-face, Distance learning, etc.</i>	(13 weeks x 3 hours theory)

<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</p> <p style="text-align: center;"><i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i></p>	<p>Use of ICT in Teaching and Communication with Students</p> <ul style="list-style-type: none"> • Digital slides • video • MsTeams/ e-class, webmail 																		
<p style="text-align: center;">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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Work</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Literature study and analysis</td> <td style="text-align: center;">78</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">180</td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures	39	Work	60	Literature study and analysis	78	Examination	3							Total Course	180
Activity	Semester Workload																		
Lectures	39																		
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Examination	3																		
Total Course	180																		
<p style="text-align: center;">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>Individual or group work at home (mandatory) 35%</p> <p>Final written exam 65%</p>																		

5. RECOMMENDED BIBLIOGRAPHY

Greek-speaking

1. Tzonihaki, I. (2010). *Occupational Therapy in the Elderly*. Mendor Publications, Athens.

Foreign language

1. Lohman, H., Shaffer, A.L. & Watford, P.J. (2023). *Occupational therapy with older adults Strategies for the OTA*. Elsevier.
2. Lanzoni, A., Morandi, C.P., Pozzi, C. & Graff., M.J.L. (2020). *Occupational therapy for older people*. Springer.
3. Kielsgaard, K., Horghagen, S., Nielsen, D., & Kristensen, H. K. (2021). Approaches to engaging people with dementia in meaningful occupations in institutional settings: a scoping review. *Scandinavian Journal of Occupational Therapy*, 28(5), 329-347.

4. Tofani, M., Ranieri, A., Fabbrini, G., Berardi, A., Pelosin, E., Valente, D., Fabbrini, A., Costanzo, M.D. & Galeoto, G. (2020). Efficacy of occupational therapy interventions on quality of life in patients with Parkinson's disease: a systematic review and meta-analysis. *Movement Disorders Clinical Practice*, 7(8), 891-901.

COURSE OUTLINE CLINICAL PLACEMENT II

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	1o
COURSE TITLE	CLINICAL PLACEMENT II		
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	
THEORY	3	12	
LABORATORY	19		
<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>	SCIENTIFIC AREA		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. 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 successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> ● <i>evaluate, plan and implement occupational therapy interventions with greater clinical autonomy</i> ● <i>apply advanced assessment techniques</i> ● <i>manage complex patient cases</i> ● <i>provide training to patients and their caregivers</i> ● <i>address ethical and legal issues related to clinical application</i>

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

Respect for diversity and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Demonstrate social, professional and ethical responsibility and gender sensitivity

Autonomous work

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
- Decision-making
- Autonomous work
- Project planning and management
- Criticism and self-criticism
- Promoting free, creative and inductive thinking

3. COURSE CONTENT

Theory: Development of professional autonomy, Advanced occupational therapy assessment techniques. Observation of clinical procedures. Complex occupational therapy interventions. Design of advanced occupational therapy protocols. Adaptation of occupational therapy protocols. Patient and Caregiver Education. Ethical and Legal Issues in Clinical Practice

Workshop: Placement of students in selected contexts, related to Occupational Therapy, under the supervision of the responsible lecturer and the professional occupational therapist in institutions that collaborate with the Department of Occupational Therapy of the Democritus University of Thrace. The tasks and requirements from students are more complex and specialized than in Clinical Application I.

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i>	FACE TO FACE									
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i>	Use of ICT in Teaching and Communication with Students									
	<ul style="list-style-type: none"> ● Digital slides ● video ● MsTeams/ e-class, webmail 									
TEACHING ORGANIZATION <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Literature, Tutorial,</i>	<table border="1" style="width: 100%;"> <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>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Laboratories</td> <td style="text-align: center;">104</td> </tr> <tr> <td>Work</td> <td style="text-align: center;">100</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester Workload</i>	Lectures	39	Laboratories	104	Work	100
<i>Activity</i>	<i>Semester Workload</i>									
Lectures	39									
Laboratories	104									
Work	100									

<p><i>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>	Literature study and analysis	117
	Total Course	360
<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>Individual Assignments with study and analysis of the literature related to the incidents managed by the internship institution where the student is placed 100%</p>	

5. RECOMMENDED BIBLIOGRAPHY

1. Boyt Schell, B. A. & Schell, J.W. (2008). *Clinical and Professional Reasoning in Occupational Therapy*. USA: Lippincott Williams & Wilkins
2. Costa, D.M. (2004). *The Essential Guide to Occupational Therapy Fieldwork Education. Resources for Today's Educators and Practitioners*. Bethesda: OATA Press.

COURSE OUTLINE SPECIFIC THERAPEUTIC TECHNIQUES AND SUSTAINABILITY IN OCCUPATIONAL THERAPY

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	6o
COURSE TITLE	SPECIAL THERAPEUTIC TECHNIQUES AND SUSTAINABILITY IN OCCUPATIONAL THERAPY		
INDEPENDENT TEACHING ACTIVITIES		TEACHING WEEKS	CREDITS
<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>			
THEORY		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	SCIENTIFIC AREA		
<i>Background, General Knowledge, Scientific Area, Skills Development</i>			
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. 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 successful completion of the course, participants will be able to:</p> <p><i>know the basic principles governing the specific therapeutic techniques used in occupational therapy</i></p> <p><i>recognize the specific therapeutic techniques based on the objectives of each technique (communication, play, skill development, sensory integration)</i></p>

incorporate special therapeutic techniques into their clinical practice

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

Respect for diversity and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Demonstrate social, professional and ethical responsibility and gender sensitivity

Autonomous work

Criticism and self-criticism

Teamwork

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*
- *Promoting free, creative and inductive thinking*
- *Decision-making*
- *Autonomous work*
- *Teamwork*
- *Working in a multidisciplinary environment*

3. COURSE CONTENT

1. *Identification and use of specific therapeutic approaches in occupational therapy*
2. *Sustainable Practices in Occupational Therapy*
3. *Introduction to Sensory Integration*
4. *Introduction to Therapeutic Bandage*
5. *Introduction to Hydrotherapy*
6. *Upper End Techniques*
7. *Hippotherapy in occupational therapy*
8. *The use of animals as a therapeutic approach*
9. *Techniques for Facilitating Communication and Social Skills*
10. *Techniques for Developing Play and Interaction Skills*
11. *Techniques for Functional Skills Development*
12. *Techniques for Sensory and Visual Integration*
13. *Linking specific therapeutic techniques to the needs of individuals*

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i>	FACE TO FACE
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i>	Use of ICT in Teaching and Communication with Students <ul style="list-style-type: none"> ● Digital slides ● video ● MsTeams/ e-class, webmail
TEACHING ORGANIZATION	

<p>The way and methods of teaching are described in detail.</p> <p>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.</p> <p>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</p>	Activity	Semester Workload
	Lectures	39
	Work	60
	Literature study and analysis	78
	Examination	3
	Total Course	180
<p style="text-align: center;">STUDENT EVALUATION</p> <p>Description of the evaluation process</p> <p>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</p> <p>Explicitly defined evaluation criteria and whether and where they are accessible by students are mentioned.</p>	<p>Work at home (compulsory) 35%</p> <p>Written exam 65%</p>	

5. RECOMMENDED BIBLIOGRAPHY

1. "Bolton, G., Field, V., & Thompson, K. (EDS). (2006). *Writing Works : A Resource Handbook for Therapeutic Writing Workshops and Activities*. London and Philadelphia
2. Bundy, A., Lane, S.J., & Murray, E.A. (2002). *Sensory Integration: Theory and Practice (2nd ed.)*. Philadelphia: FA Davis Company
3. American Occupational Therapy Association (2002) *Occupational Therapy practice framework*
4. Miller-Kuhaneck, H., Spitzer, S.L., & Miller, E. (2010). *Activity Analysis, Creativity and Playfulness in Pediatric Occupational Therapy. Making Play Just Right*. USA: Jones and Bartlett Publish
5. Ayres, A.J., (1972) *Sensory integration and learning Disorders*
6. Bolton, G., Field, V., & Thompson, K. (Eds). (2006). *Writing Works: A Resource Handbook for Therapeutic Writing Workshops and Activities*. London and Philadelphia: Jessica Kingsley Publishers.

COURSE OUTLINE ACTIVITIES OF DAILY LIVING, AIDS, ERGONOMICS AND PRINCIPLES OF UNIVERSAL DESIGN

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	6o
COURSE TITLE	ACTIVITIES OF DAILY LIVING, AIDS, ERGONOMICS AND UNIVERSAL DESIGN PRINCIPLES		
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
Theory		3	6
Laboratory		2	
<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>	GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. 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 successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> ● <i>Understand the importance of individual independence and the role played by basic and complex activities of daily life in the context of autonomy.</i> ● <i>To incorporate techniques and methods used by occupational therapists for the training of independent living</i>

- *Practice occupational intervention design and be familiar with aids and adjustments that promote independence.*

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

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Working in an international environment

Working in a multidisciplinary environment

Generating new research ideas

Project planning and management

Respect for diversity and multiculturalism

Respect for the natural environment

Demonstrate social, professional and ethical responsibility and gender sensitivity

Criticism and self-criticism

Promoting free, creative and inductive thinking

- *Search, analyze and synthesize data and information, using the necessary technologies*
- *Reasoning*
- *Autonomous work*
- *Teamwork*
- *Promoting free, creative and inductive thinking*

3. COURSE CONTENT

- 1. Definition and categories of Activities of Daily Living (ADL).*
- 2. Complex /Instrumental activities of daily living (IADL).*
- 3. Classification of occupationlas*
- 4. The impact of SDGs on quality of life, health and well-being.*
- 5. Basic principles for the evaluation of ISMs.*
- 6. Assessment of ADL in paediatric occupational therapy intervention.*
- 7. Assessment of IADLin adults and the elderly*
- 8. Universal design*
- 9. Use of techniques and methods by the Occupational Therapist during the intervention process.*
- 10. Setting goals – Long-term, short-term – Priorities.*
- 11. Ergonomic arrangement of the surrounding area to improve independence.*
- 12. Aids and adjustments to enhance independence.*
- 13. Design of occupational therapy intervention for the improvement of CKD.*

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i>	Face to face (13 weeks x 3 hours theory)
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i>	Use of ICT in Teaching and Communication with Students <ul style="list-style-type: none"> ● Digital slides ● video

	<ul style="list-style-type: none"> 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>78</td> </tr> <tr> <td>Examination</td> <td>3</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total Course</td> <td>180</td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures	39	Work	60	Literature study and analysis	78	Examination	3			Total Course	180
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Examination	3														
Total Course	180														
<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>Work at home (compulsory) 35%</p> <p>Final written exam 65%</p>														

5. RECOMMENDED BIBLIOGRAPHY

Greek-speaking

- Kouloubi, M.G. (2017). *Work and activity. The approach of Occupational Therapy*. Konstantaras Medical Publications, Athens.

Foreign language

- Fellows, R., Bezdicek, A. & Lippelt-Scarfon, I. (2023). *Activities of daily living and everyday functioning: From normal aging to neurodegenerative diseases*. Frontiers Media SA.
- Shin, J., Decker, B. & Blanchard, S. (2021). Instrumental Activities of Daily Living in Pediatric Occupational Therapy Practice: A Survey of Current Practice Patterns and Perceived Importance. *Physical & Occupational Therapy In Pediatrics*, 42(1), 46-61.
- Laverdure, P., & Beisbier, S. (2021). Occupation-and activity-based interventions to improve performance of activities of daily living, play, and leisure for children and youth ages 5 to 21: A systematic review. *The American journal of occupational therapy*, 75(1).

COURSE OUTLINE PUBLIC HEALTH SERVICE ADMINISTRATION - REHABILITATION

1. GENERAL

SCHOOL	Science of Physical Education and Sports and Occupational Therapy		
DEPARTMENT/MSc	Occupational therapy		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	6o
COURSE TITLE	Public Health Services Administration - Rehabilitation		
INDEPENDENT TEACHING ACTIVITIES	TEACHING WEEKS	CREDITS	
<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>	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	COMPULSORY CORE-Scientific Area		
<i>Background, General Knowledge, Scientific Area, Skills Development</i>			
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
ONLINE COURSE PAGE (URL)		

2. 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><i>Upon successful completion of the course, participants will be able to:</i></p> <ul style="list-style-type: none"> ● <i>Know and understand the operation of Health Organizations.</i> ● <i>They understand the complex and dynamic external environment, in order to ensure the sustainability of Health Organizations.</i> ● <i>They organize the Services of Occupational Therapy and Health Systems.</i> ● <i>They manage the basic functions of human resources.</i> ● <i>They draw up a development strategy for Health Organizations.</i> ● <i>They draw up operational plans for Health Organizations.</i> ● <i>Understand the organizational structures of Health Organizations.</i>

- *They control and evaluate the work produced by the Health Organizations.*
- *To take care of professional ethics and responsibility.*

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

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Working in an international environment

Working in a multidisciplinary environment

Generating new research ideas

Project planning and management

Respect for diversity and multiculturalism

Respect for the natural environment

Demonstrate social, professional and ethical responsibility and gender sensitivity

Criticism and self-criticism

Promoting free, creative and inductive thinking

- *Search, analyze and synthesize data and information, using the necessary technologies*
- *Adapting to new situations*
- *Decision-making*
- *Teamwork*
- *Working in an international environment*
- *Working in a multidisciplinary environment*
- *Generating new research ideas*
- *Project planning and management*
- *Respect for diversity and multiculturalism*
- *Demonstrate social, professional and ethical responsibility and gender sensitivity*
- *Promoting free, creative and inductive thinking*

3. COURSE CONTENT

- 1. Introduction to Management*
- 2. The Environment and Culture of Health Organizations*
- 3. Development of a strategy for Health Organizations*
- 4. Structure and Organizational Planning of Health Organizations*
- 5. Evaluation of the performance of Health Organizations*
- 6. Quality of Health Systems and Occupational Therapy Services*
- 7. Innovation of Health Systems and Occupational Therapy Services*
- 8. Decision-making in Health Organizations*
- 9. Teams and teamwork in Health Systems and Occupational Therapy services*
- 10. Communication of Health Organization executives*
- 11. Human Resources Training in Health Organizations*
- 12. Conflict Management in Health Organizations*
- 13. Ethics, responsibility and behaviour and gender sensitivity*

4. TEACHING AND LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY METHOD</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<p>Theoretical teaching and practical application in person</p>														
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</p> <p style="text-align: center;"><i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i></p>	<p>Use of ICT in Teaching and Communication with Students</p> <ul style="list-style-type: none"> • Digital slides • video • MsTeams/eclass, webmail 														
<p style="text-align: center;">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" 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>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Work preparation</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Literature study and analysis</td> <td style="text-align: center;">79</td> </tr> <tr> <td>Presentation preparation task</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">180</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures	39	Work preparation	40	Literature study and analysis	79	Presentation preparation task	20	Examination	2	Total Course	180
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Lectures	39														
Work preparation	40														
Literature study and analysis	79														
Presentation preparation task	20														
Examination	2														
Total Course	180														
<p style="text-align: center;">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>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">1.</td> <td style="width: 70%;">teamwork</td> <td style="width: 25%; text-align: right;">30%</td> </tr> <tr> <td>2.</td> <td>Written Final Exams</td> <td style="text-align: right;">50%</td> </tr> <tr> <td>3.</td> <td>Participation in the course and Presentation of Work</td> <td style="text-align: right;">20%</td> </tr> </table> <p>The final grade is calculated based on the above quota, when the student receives a grade greater than or equal to 5 (five) in the final exams.</p>	1.	teamwork	30%	2.	Written Final Exams	50%	3.	Participation in the course and Presentation of Work	20%					
1.	teamwork	30%													
2.	Written Final Exams	50%													
3.	Participation in the course and Presentation of Work	20%													

5. RECOMMENDED BIBLIOGRAPHY

Books:

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Sullivan E.J. (2016). Effective Leadership and Management in Health Services 8th Editions: CH. GIOURDAS SIA E.G.

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Law, M., Baum, C. M., & Dunn, W. (2024). Measuring occupational performance: Supporting best practice in occupational therapy. Publishers: Taylor & Francis.

Wager, K. A., Lee, F. W., & Glaser, J. P. (2021). *Health care information systems: a practical approach for health care management*. Publishers: John Wiley & Sons.

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Reitz, S. M., Scaffa, M. E., & Dorsey, J. (2020). *Occupational Therapy in the Promotion of Health and Well-Being*. *American Journal of Occupational Therapy*, 74(3).

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Sunarti, S., Rahman, F. F., Naufal, M., Risky, M., Febriyanto, K., & Masnina, R. (2021). *Artificial intelligence in healthcare: opportunities and risk for future*. *Gaceta sanitaria*, 35, S67-S70.

Neelima, S., Govindaraj, M., Subramani, D. K., ALkhayyat, A., & Mohan, D. C. (2024). *Factors Influencing Data Utilization and Performance of Health Management Information Systems: A Case Study*. *Indian Journal of Information Sources and Services*, 14(2), 146-152.

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Amos, D., Au-Yong, C. P., & Musa, Z. N. (2022). *The mediation effects of finance on the relationship between service quality and performance of hospital facilities management services*. *Facilities*, 40(3/4), 149-163.

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da Rosa, V. M., Saurin, T. A., Tortorella, G. L., Fogliatto, F. S., Tonetto, L. M., & Samson, D. (2021). *Digital technologies: An exploratory study of their role in the resilience of healthcare services*. *Applied Ergonomics*, 97, 103517.

Mariano, A. M., da Silva, E. K., Mariano, A. P. M., & Ciulla, M. (2022). *The HEALTHQUAL model: Evaluating the Quality of Health Service in the Federal District, Brazil*. *Procedia Computer Science*, 214, 1106-1112.

Kilase AJOUD, M. E., & Jouili, T. A. (2021). *Healthcare Service Quality in Government Hospitals: Evaluating Patients' Satisfaction*. *Quality-Access to Success*, 22(182).

COURSE OUTLINE COUNSELING AND COMMUNICATION IN OCCUPATIONAL THERAPY

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	7o
COURSE TITLE	COUNSELING AND COMMUNICATION IN 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)	https://eclass.duth.gr/courses/1021376/		

2. 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 successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> <i>Know and understand the changes in the behavior of people suffering from musculoskeletal or other problems during their occupational therapy.</i> <i>They participate, through the application of techniques to manage people reactions and enhance their motivation throughout their occupational therapy.</i> <i>Design and implement techniques to enhance those factors that can positively</i>

influence the behavior of the patient belonging to the general population.

- *Know and understand changes in patient behavior due to pain or other symptoms that accompany a musculoskeletal disorder*
- *Know and understand changes in patient behavior due to pain or other symptoms that accompany a neurological disease*
- *Design and understand the basic principles of applying pain management techniques to chronic musculoskeletal disorders of the neck and back*
- *They participate in the application of techniques to enhance the motivation of athletes throughout their rehabilitation program until their reintegration into active action.*

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

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Working in an international environment

Working in a multidisciplinary environment

Generating new research ideas

Project planning and management

Respect for diversity and multiculturalism

Respect for the natural environment

Demonstrate social, professional and ethical responsibility and gender sensitivity

Criticism and self-criticism

Promoting free, creative and inductive thinking

- *Search, analyze and synthesize data and information, using the necessary technologies*
- *Generating new research ideas*
- *Project planning and management*
- *Promoting free, creative and inductive thinking*

3. COURSE CONTENT

1. *Thoughts and behaviors of a patient during Occupational Therapy – possibilities of intervention by the specialist*
2. *Effective interaction between the specialist and the patient during Occupational Therapy*
3. *Behavioral Enhancement Techniques in Occupational Therapy*
4. *Reinforcing factors of motivation and engagement during Occupational Therapy - the role of information*
5. *The social environment as a factor for reinforcing behavior in Occupational Therapy*
6. *The Psychological Benefits of Exercise/Occupational Therapy in Clinical Populations*
7. *The perception of pain as a factor that differentiates participation in Occupational Therapy programs - ways of management and control*
8. *Attention and Concentration in Occupational Therapy*
9. *The use of relaxation techniques in Occupational Therapy*

10. Back pain – changes in behavior and techniques to enhance it in order to motivate in Occupational Therapy
11. Techniques for managing the challenges arising from a chronic musculoskeletal problem – application to chronic neck pain
12. Motivation of patients suffering from chronic diseases in order to integrate them into exercise programs - application to people with cognitive problems
13. Techniques for managing the challenges arising from a chronic neurological problem

The practice based learning method will also be applied, in which students will have the opportunity to interact with beneficiaries from wider areas, apply their theoretical knowledge in real clinical settings and perform occupational therapy tasks under supervision.

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i>	Use of ICT in Teaching and Communication with Students <ul style="list-style-type: none"> • Digital slides • video • MsTeams/ e-class, webmail 	
TEACHING ORGANIZATION <i>The way and methods of teaching are described in detail.</i> <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> <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>	Activity	Semester Workload
	Lectures	39
	Work	60
	Literature study and analysis	78
	Examination	3
	Total Course	180
STUDENT EVALUATION <i>Description of the evaluation process</i> <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</i>	Homework (compulsory) 30% Written exam 70%	

Work, Clinical Examination of a Patient, Artistic Interpretation, Other/Other

Explicitly defined evaluation criteria and whether and where they are accessible by students are mentioned.

5. RECOMMENDED BIBLIOGRAPHY

1. Malliou P., (2015) *Sports injuries and rehabilitation*
https://repository.kallipos.gr/bitstream/11419/207/7/00_master_document_KOY.pdf chapter 8: *Techniques for counseling the injured athlete* 9789606030048 Kallipos Publications
2. Ray R., Wiese-Bjornstal D. (1999) *Counseling in Sports Medicine* Human Kinetics Publishers ISBN 9780880115278
3. Heil J. (1993) *Psychology of sport injury* Human Kinetics Publishers ISBN 9780988356313
4. Crossman J. (2001) *Coping with sports injuries: Psychological strategies for rehabilitation*. Oxford University Press Inc., New York, ISBN 9780192632159
5. Theodorakis G., Goudas M., Papaioannou A. (2001) *The psychology of injuries in sports*.

COURSE OUTLINE GROUPS IN OCCUPATIONAL THERAPY

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	7o
COURSE TITLE	GROUPS IN 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
Theory		3	6
Laboratory		2	
Add rows if needed. The organization of teaching and the teaching methods used are described in detail in 4.			
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			
ONLINE COURSE PAGE (URL)			

2. 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>Consult Appendix A</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>and Annex B</p> <ul style="list-style-type: none"> ● <i>Summary Guide to Writing Learning Outcomes</i> <p>Upon successful completion of the course, participants will be able to¹:</p> <ul style="list-style-type: none"> ● <i>Define group therapy and explain its importance in occupational therapy.</i> ● <i>To recognize the main pillars of group therapy and to understand their theoretical basis.</i>
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¹ This is the correct wording for learning outcomes.

- *Present the main theories and models that support group intervention (e.g., psychodynamic, behavioral, humanistic).*
- *Analyze how these theories apply to group therapy practice.*
- *Describe the different roles of the members of a therapeutic team.*
- *Analyze the dynamics of the teams and the factors that affect their cohesion and effectiveness.*
- *Implement strategies to enhance a team's positive dynamics.*
- *To plan and implement group activities and exercises that promote the achievement of therapeutic goals.*

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

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Working in an international environment

Working in a multidisciplinary environment

Generating new research ideas

Project planning and management

Respect for diversity and multiculturalism

Respect for the natural environment

Demonstrate social, professional and ethical responsibility and gender sensitivity

Criticism and self-criticism

Promoting free, creative and inductive thinking

- *Search, analyze and synthesize data and information, using the necessary technologies*
- *Promoting free, creative and inductive thinking*
- *Criticism and self-criticism*

3. COURSE CONTENT

- 1. Introduction to Group Therapy: Definition and Meaning in Occupational Therapy.*
- 2. Basic Principles of Group Therapy: Theories and models that support group intervention.*
- 3. Team Roles and Dynamics: Structure and functions of groups in occupational therapy.*
- 4. Benefits of Group Therapy: Psychological and social benefits for participants.*
- 5. Different Approaches to Group Therapy: Cognitive-Behavioral, Humanistic, etc.*
- 6. Intervention Strategies: Techniques and activities for group sessions.*
- 7. Group Conflict Management: Approaches and Resolution Techniques.*
- 8. Evaluation of Group Therapy: Evaluation methods and tools.*
- 9. The Importance of Communication: Techniques for effective communication in the team.*
- 10. Ethical Issues and Challenges: Ethical Aspects of Group Intervention.*
- 11. Adaptation of Interventions: Adaptation of activities for different population groups.*
- 12. Applications of Group Therapy in Various Difficulties: E.g., mental disorders, disabilities.*

13. Future Directions in Group Therapy: Innovations and trends in the field.

The practice based learning method will also be applied, in which students will have the opportunity to interact with beneficiaries from wider areas, apply their theoretical knowledge in real clinical settings and perform occupational therapy tasks under supervision.

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i>	Face to face																		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i>	Use of ICT in Teaching and Communication with Students <ul style="list-style-type: none"> • Digital slides • video • MsTeams/ e-class, webmail 																		
TEACHING ORGANIZATION <i>The way and methods of teaching are described in detail.</i> <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> <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>	<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>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Work</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Literature study and analysis</td> <td style="text-align: center;">78</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">180</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures	39	Work	60	Literature study and analysis	78	Examination	3							Total Course	180
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STUDENT EVALUATION <i>Description of the evaluation process</i> <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> <i>Explicitly defined evaluation criteria and whether and where they are accessible by students are mentioned.</i>	Individual or group work at home (mandatory) 35% Final written exam 65%																		

5. RECOMMENDED BIBLIOGRAPHY

Greek-speaking

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Foreign language

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COURSE OUTLINE ART AND OCCUPATIONAL THERAPY

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	7o
COURSE TITLE	ART 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	
Theory	3	6	
Laboratory	2		
<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>	SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	OXI		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. 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><i>Upon successful completion of the course, participants will be able to:</i></p> <ul style="list-style-type: none"> ● <i>explain the importance of different art forms in occupational therapy</i> ● <i>develop art-related skills</i> ● <i>use various materials and art equipment</i> ● <i>design, organize and coordinate individual and group therapeutic programs that incorporate artistic activities</i> ● <i>develop skills in the use of digital art</i>

- *integrate intercultural approaches to occupational therapy through art*
- *recognize the importance of art as a therapeutic tool in occupational therapy intervention*

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

Respect for diversity and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Demonstrate social, professional and ethical responsibility and gender sensitivity

Autonomous work

Criticism and self-criticism

Teamwork

Promoting free, creative and inductive thinking

Working in an international environment

Working in a multidisciplinary environment

Generating new research ideas

- *Adapting to new situations*
- *Autonomous work*
- *Teamwork*
- *Project planning and management*
- *Respect for the natural environment*
- *Promoting free, creative and inductive thinking*

3. COURSE CONTENT

- 1. Introduction to Art and Occupational Therapy*
- 2. Art as a therapeutic tool, a tool for expression and communication*
- 3. Occupational Therapy and Visual Arts (Painting, Sculpture)*
- 4. The use of music in Occupational Therapy*
- 5. Theatrical Art and Kinesiology*
- 6. Art and mental health*
- 7. Crafts and Daily Activities*
- 8. Play and Creative Expression*
- 9. Sensory Integration and Art*
- 10. Art as a Means of Social Inclusion*
- 11. Digital Art and Occupational Therapy*
- 12. Intercultural Approaches to Art*
- 13. Application to a variety of therapeutic programs of clinical application frameworks*
Individual and group activities that will include laboratory practice in: painting, sculpture, music, theater, dance, photography etc.

The practice based learning method will also be applied, in which students will have the opportunity to interact with beneficiaries from wider areas, apply their theoretical knowledge in real clinical settings and perform occupational therapy tasks under supervision.

4. TEACHING AND LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY METHOD</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 COMMUNICATION TECHNOLOGIES</p> <p style="text-align: center;"><i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i></p>	<p>Use of ICT in Teaching and Communication with Students</p> <ul style="list-style-type: none"> • Digital slides • video • MsTeams/ e-class, webmail 																		
<p style="text-align: center;">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" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f2f2f2;"> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Project</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Literature study and analysis</td> <td style="text-align: center;">78</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">180</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures	39	Project	60	Literature study and analysis	78	Examination	3							Total Course	180
<i>Activity</i>	<i>Semester Workload</i>																		
Lectures	39																		
Project	60																		
Literature study and analysis	78																		
Examination	3																		
Total Course	180																		
<p style="text-align: center;">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>Written exam 60%</p> <p>Project 40%</p>																		

5. RECOMMENDED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Arbor, In Robbins, A. (1994). <i>A multimodal approach to creative art therapy</i>. London: Jessica Kingley Publication 2. Evdokimou, Papageorgiou (1999). <i>Drama Therapy – Music Therapy</i>. Athens: Greek Letters
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COURSE OUTLINE HEALTH PSYCHOLOGY

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS & OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	7o
COURSE TITLE	HEALTH PSYCHOLOGY		
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)	-		

2. 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> <ul style="list-style-type: none"> ● The principles and cultural approaches of Health Psychology. ● The implementation of health behaviors and models of behavior change. ● The specifics of the patient-doctor interaction. ● Behaviors related to special medical conditions such as disability, incurable illness and death. ● The challenges of Psychology in the field of health.
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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

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Working in an international environment

Working in a multidisciplinary environment

Generating new research ideas

Project planning and management

Respect for diversity and multiculturalism

Respect for the natural environment

Demonstrate social, professional and ethical responsibility and gender sensitivity

Criticism and self-criticism

Promoting free, creative and inductive thinking

- Search, analyze and synthesize data and information, using the necessary technologies
- Generating new research ideas
- Project planning and management
- Respect for the natural environment
- Promoting free, creative and inductive thinking

3. COURSE CONTENT

1. What is health? Cultural and Historical Roots
2. Stress and diversity
3. Social Support
4. Models of behavior change
5. Health Behaviors: Diet, Tobacco Use, Alcohol, and Exercise
6. Cognitive perceptions and patient-physician interaction
7. Different approaches to pain
8. Disability, incurable illness and death
9. Cancer
10. Cardiovascular Disease
11. Identities & Self-Determination
12. Challenges for Health Psychology
13. Health Psychology in Practice: Research Methods

The practice based learning method will also be applied, in which students will have the opportunity to interact with beneficiaries from wider areas, apply their theoretical knowledge in real clinical settings and perform occupational therapy tasks under supervision.

14. TEACHING AND LEARNING METHODS - EVALUATION

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

	<ul style="list-style-type: none"> 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>50</td> </tr> <tr> <td>Work</td> <td>40</td> </tr> <tr> <td>Literature study and analysis</td> <td>40</td> </tr> <tr> <td>Examination</td> <td>50</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total Course</td> <td>180</td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures	50	Work	40	Literature study and analysis	40	Examination	50							Total Course	180
Activity	Semester Workload																		
Lectures	50																		
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Examination	50																		
Total Course	180																		
<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>Homework (individual) 40% (post in e-class)</p> <p>Written or oral exam 60%</p>																		

15. RECOMMENDED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. OGDEN, J. (2018). PSYCHOLOGY OF HEALTH (5TH ED.). ATHENS: PARISIANOS PUBLICATIONS S.A. 2. SARAFINO P. EDWARD, SMITH W. TIMOTHY (2021). HEALTH PSYCHOLOGY. BIOPSYCHOSOCIAL INTERACTIONS. ATHENS: GUTENBERG PUBLICATIONS
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COURSE OUTLINE PRACTISE PALCEMENT

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	80
COURSE TITLE	INTERNSHIP		
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	
	-	20	
<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>	SCIENTIFIC AREA		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. 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 successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> ● <i>apply in practice the theoretical knowledge acquired during their studies</i> ● <i>evaluate, design and implement occupational therapy programs for patients with varying needs</i> ● <i>work effectively with other healthcare professionals</i> ● <i>understand the importance of continuous professional development through feedback and self-assessment</i>

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

Respect for diversity and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Demonstrate social, professional and ethical responsibility and gender sensitivity

Autonomous work

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*
- *Adapting to new situations*
- *Autonomous work*
- *Teamwork*
- *Project planning and management*
- *Promoting free, creative and inductive thinking*

3. COURSE CONTENT

The practice placement of the students of the Department of Occupational Therapy is implemented in institutions, health, community and social services related to the subject of Occupational Therapy in order to connect the studies with their practical application in the workplace and aims to gain work experience on new topics, to experience the application of new knowledge in practice and to prepare for new environments or working conditions. It is implemented under the supervision of the Occupational Therapist of the institution and its completion is certified by him. It takes place during the last semester, is credited with 20 ECTS and is mandatory for obtaining the degree.

Practice placement includes: (a) the supervised exercise in an occupational therapy institution, for a total duration of 3 months, (b) the preparation of occupational therapy protocols, (c) counseling meetings - feedback and self-evaluation and (d) the preparation of an accounting report.

During the placement, students can be informed, monitor and/or participate in the activities of the institution, which may indicatively include: evaluation (e.g. taking a history, applying assessment tools), planning and implementing occupational therapy interventions, monitoring of the work of an interdisciplinary team of professionals and other actions and actions that fall within the professional duties of the occupational therapist.

4. TEACHING AND LEARNING METHODS - EVALUATION

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

<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>	<p>• MsTeams/ e-class, webmail</p> <table border="1" data-bbox="646 260 1300 680"> <thead> <tr> <th>Activity</th> <th>Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Supervised internship in an institution</td> <td>480</td> </tr> <tr> <td>Literature study and analysis</td> <td>31</td> </tr> <tr> <td>Preparation</td> <td>40</td> </tr> <tr> <td>Preparation of an accounting report</td> <td>10</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total Course</td> <td>300</td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures	39	Supervised internship in an institution	480	Literature study and analysis	31	Preparation	40	Preparation of an accounting report	10			Total Course	300
Activity	Semester Workload																
Lectures	39																
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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>Practice placement Evaluation Report</p>																

5. RECOMMENDED BIBLIOGRAPHY

COURSE OUTLINE DISSERTATION

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	80
COURSE TITLE	THESIS		
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	
	-	10	
<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>	SCIENTIFIC AREA		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. 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 successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> ● develop research questions based on problems and needs of the occupational therapy industry ● carry out an extensive literature review, ● design and implement research protocols ● analyze and interpret data using statistical analysis tools ● present the results of research or papers,

- adhere to the code of ethics and ethics, and
- Authorize a research study

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

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Working in an international environment

Working in a multidisciplinary environment

Generating new research ideas

Project planning and management

Respect for diversity and multiculturalism

Respect for the natural environment

Demonstrate social, professional and ethical responsibility and gender sensitivity

Criticism and self-criticism

Promoting free, creative and inductive thinking

- *Search, analyze and synthesize data and information, using the necessary technologies*
- *Autonomous work*
- *Teamwork*
- *Generating new research ideas*
- *Project planning and management*
- *Criticism and self-criticism*
- *Promoting free, creative and inductive thinking*

3. COURSE CONTENT

The preparation of a dissertation aims to give students the opportunity to study in depth a specific topic related to the subject of their Curriculum, as well as their interests, as well as to become familiar with the design and implementation of research papers and the writing of academic texts. The thesis is the most recent opportunity for students to evaluate and self-evaluate the knowledge and skills they have developed in their undergraduate studies. In collaboration with the Supervising Professor, students test their scientific thinking on a topic of interest to them in order to compose a scientific text that demonstrates literature review skills, skills in planning and conducting scientific research, but mainly the ability to clarify their theoretical position as well as to critique this position at a theoretical and/or methodological level.

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i>	FACE TO FACE	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i>	Use of ICT in Teaching and Communication with Students	
TEACHING ORGANIZATION <i>The way and methods of teaching are described in detail.</i>	Activity	Semester Workload
	Development of a research query	10

<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>	Extensive literature review	75
	Design and implementation of a research protocol	75
	Data analysis and interpretation	50
	Presentation of results	10
	Paper Writing	80
	Total Course	300
<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>	Dissertation	

5. RECOMMENDED BIBLIOGRAPHY

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COURSE OUTLINE INFORMATION AND COMMUNICATION TECHNOLOGIES IN HEALTH

1. GENERAL

SCHOOL	School of Physical Education, Sports and Occupational Therapy		
DEPARTMENT	Department of Occupational Therapy		
LEVEL OF STUDIES	UPS - LEVEL 6		
COURSE CODE		SEMESTER	7 ^o
COURSE TITLE	Information and Communication Technologies in Health		
TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	6
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	General Knowledge		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:	-		

2. LEARNING OUTCOMES

Learning Outcomes	
<i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>	
<p>Upon completing the course, students will acquire essential knowledge and skills in the application of Information and Communication Technologies in healthcare, with a focus on Artificial Intelligence, Big Data, the Internet of Things, and Cloud Computing. They will also be trained in using office software, such as word processors, spreadsheets, and presentations, integrating Artificial Intelligence tools (e.g., ChatGPT) to automate and enhance their processes. Additionally, they will understand the significance of interactive video games and database systems in healthcare, developing the ability to utilize digital tools in their professional careers.</p>	
General Skills	
<i>Name the desirable general skills upon successful completion of the module</i>	
Search, analysis and synthesis of data and information, ICT Use Adaptation to new situations Decision making Autonomous work Teamwork Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Project design and management Equity and Inclusion Respect for the natural environment Sustainability Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking Promoting free, creative and inductive reasoning
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, ICT Use 	

- *Adaptation to new situations*
- *Decision making*
- *Autonomous work*
- *Working in an international environment*
- *Working in an interdisciplinary environment*
- *Production of new research ideas*
- *Project design and management*
- *Promoting free, creative and inductive reasoning*

3. COURSE CONTENT

1. Educational Technology - Digital Services of DUTH: Understanding the digital services of the university and how educational technology supports academic processes.
2. Introduction to ICT in Health - Artificial Intelligence, Big Data, IoT, Cloud Computing: Gaining knowledge of emerging technologies like AI, Big Data, and Cloud Computing and their applications in healthcare.
3. Use of Office Software in Health - Word Processor I: Learning basic word processing skills relevant to health documentation.
4. Use of Office Software and AI (ChatGPT) in Health - Word Processor II: Enhancing word processing tasks with AI tools like ChatGPT for healthcare applications.
5. Use of Office Software in Health - Spreadsheets I: Acquiring skills in using spreadsheets for data management and analysis in health.
6. Use of Office Software and AI (ChatGPT) in Health - Spreadsheets II: Using AI to optimize spreadsheet functionalities for health-related data analysis.
7. Use of Office Software in Health - Presentations I: Developing presentation skills tailored for healthcare communication.
8. Use of Office Software and AI (ChatGPT) in Health - Presentations II: Improving presentation creation with AI tools for more effective health information dissemination.
9. Information in Healthcare: Understanding the role of information management and systems in healthcare settings.
10. Database Management Systems and AI (ChatGPT) in Health - Databases I: Learning basic database management with AI integration for healthcare data.
11. Database Management Systems in Health - Databases II: Advanced database management techniques and their applications in health.
12. Integration of Interactive Video Games in Health: Exploring how interactive video games can be used for health-related interventions and therapies.
13. Utilization of Interactive Video Games in Health: Understanding the therapeutic applications and benefits of interactive video games in healthcare settings.

4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;">TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	<p>The course will be taught using a combination of two teaching methods:</p> <ul style="list-style-type: none"> • Lectures, where basic concepts and theories related to the course content will be introduced. • Laboratory sessions, where students will work independently or in groups, under guidance, performing tasks using general and specialized
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	<p>software packages.</p> <p>Additionally, a blended learning model will be developed, incorporating distance learning through a learning management platform. This approach provides flexibility and reinforces both theoretical and practical skills.</p>																
<p>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)</p> <p><i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in Teaching and Communication with Students will include:</p> <ul style="list-style-type: none"> • Digital slides for presenting course material • Videos to enhance understanding of complex topics • MsTeams/e-class, webmail for online communication and course management • Cloud computing for collaborative work and file sharing • Artificial intelligence to support learning and provide personalized assistance <p>This integration of ICT tools will enhance the learning experience and streamline communication between instructors and students.</p>																
<p>TEACHING ORGANIZATION</p> <p><i>The ways and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<table border="1"> <thead> <tr> <th data-bbox="639 913 979 949">Activity</th> <th data-bbox="979 913 1305 949">Workload/semester</th> </tr> </thead> <tbody> <tr> <td data-bbox="639 949 979 985">Lectures</td> <td data-bbox="979 949 1305 985">39</td> </tr> <tr> <td data-bbox="639 985 979 1021">Laboratory Exercise</td> <td data-bbox="979 985 1305 1021">60</td> </tr> <tr> <td data-bbox="639 1021 979 1097">Bibliographic research & analysis</td> <td data-bbox="979 1021 1305 1097">78</td> </tr> <tr> <td data-bbox="639 1097 979 1133">Exams</td> <td data-bbox="979 1097 1305 1133">3</td> </tr> <tr> <td data-bbox="639 1133 979 1169"></td> <td data-bbox="979 1133 1305 1169"></td> </tr> <tr> <td data-bbox="639 1169 979 1205"></td> <td data-bbox="979 1169 1305 1205"></td> </tr> <tr> <td data-bbox="639 1205 979 1240">Total Course</td> <td data-bbox="979 1205 1305 1240">180</td> </tr> </tbody> </table>	Activity	Workload/semester	Lectures	39	Laboratory Exercise	60	Bibliographic research & analysis	78	Exams	3					Total Course	180
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Total Course	180																
<p>STUDENT EVALUATION</p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>The assessment for the course will be structured as follows:</p> <ol style="list-style-type: none"> 1. Mid-term evaluation (Problem Solving): 35% 2. Final written exam (Multiple Choice Test, Short Answer Questions): 65% 																

5. SUGGESTED BIBLIOGRAPHY

1. Botsis, T., & Chalkiotis, S. (2005). *Health Informatics*. Athens: Diavlos.
2. Koutsouris, D. D., Petropoulou, O., Anastasiou, A., & Matsopoulos, G. (2022). *Modern Technologies & Applications of Digital Health*. Kallipos: Open Academic Editions.
3. Gkortsis, E. (2007). *Medical Informatics and Telemedicine Services*. Athens: Giourdas.
4. Papastergiou, M., & Thireos, E. (2010). *Information and Communication Technologies in Health Education: Theoretical Framework, Empirical Findings, and Research Prospects*. *Archives of Hellenic Medicine*, 27(2): 239-258.
5. Marinakis, D., Papadopoulos, E., Tsambalakis, I., Vernadakis, N., Syropoulou, A., &

Giannousi, M. (2023). *The Effect of Gender on Self-Presence and the Enjoyment of Children with Intellectual Disabilities in Fully Immersive Virtual Reality Games*. *Sports and Society*, 1. Retrieved from <http://ojs.staff.duth.gr/ojs/index.php/ExSoc/article/view/469>

6. Sapountzi, A., Vernadakis, N., Thomopoulos, S., & Kyriazanos, D. (2023). *The Effect of Digital Interactive Sports Games on the Balance of Patients with Multiple Sclerosis*. *Sports and Society*, 2. Retrieved from <http://ojs.staff.duth.gr/ojs/index.php/ExSoc/article/view/446>

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

TEACHER (FULL NAME):

CONTACT DETAILS:

SUPERVISORS: (1) NO

EVALUATION METHODS: (2) WRITTEN EXAMINATION WITH DISTANCE LEARNING METHODS

IMPLEMENTATION INSTRUCTIONS: (3) THE EXAMINATION IN THE COURSE WILL BE CARRIED OUT IN SUBGROUPS OF USERS IN THE E-CLASS, DEPENDING ON THE NUMBER OF PARTICIPANTS IN THE COURSE, ON THE DAY ACCORDING TO THE EXAMINATION PROGRAM ANNOUNCED BY THE SECRETARIAT.

THE EXAM WILL BE CONDUCTED THROUGH TEAMS. THE LINK WILL BE SENT TO STUDENTS VIA E-CLASS EXCLUSIVELY TO THE INSTITUTIONAL ACCOUNTS OF THOSE WHO HAVE REGISTERED FOR THE COURSE AND HAVE LEARNED THE TERMS OF DISTANCE METHODS.

STUDENTS WILL HAVE TO LOG IN TO THE EXAMINATION ROOM THROUGH THEIR INSTITUTIONAL ACCOUNT, OTHERWISE THEY WILL NOT BE ABLE TO PARTICIPATE. THEY WILL ALSO TAKE PART IN THE EXAMINATION WITH A CAMERA, WHICH THEY WILL HAVE OPEN DURING THE EXAMINATION. BEFORE THE START OF THE EXAM, STUDENTS WILL SHOW THEIR IDENTITY TO THE CAMERA, SO THAT THEY CAN BE IDENTIFIED.

EACH STUDENT SHOULD ANSWER MULTIPLE CHOICE QUESTIONS, FREE TEXT DEVELOPMENT, CRITICAL THINKING. EACH OF THE QUESTIONS IS GRADED FROM 0.5 POINTS TO 2.0 POINTS DEPENDING ON QUESTION'S CATEGORY

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

➤ *written assignment* or/and exercises

➤ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and **any other necessary information**.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.

COURSE OUTLINE FIRST AID

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	7o
COURSE TITLE	FIRST AID		
INDEPENDENT TEACHING ACTIVITIES		TEACHING WEEKS	CREDITS
<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>			
Theory		2	6
Laboratory		2	
<i>Add rows if needed. The organization of teaching and the teaching methods used are described in detail in 4.</i>			
COURSE TYPE	GENERAL KNOWLEDGE		
	<i>Background, General Knowledge, Scientific Area, Skills Development</i>		
PREREQUISITE COURSES:	OXI		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. 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 successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> ● <i>identify and assess emergencies that require the application of first aid</i> ● <i>They apply basic first aid techniques for injuries, bleeding, burns, sprains, fractures, etc.</i> ● <i>treat emergency situations, such as cardiac arrest, drowning, stroke, applying the appropriate techniques</i> ● <i>apply cardiopulmonary resuscitation (CPR)</i> ● <i>Safely apply a defibrillator and understand the principles of automatic defibrillation</i>
--

- They deal with conditions of acute allergic reaction, poisoning, bites and bites
- cooperate with emergency services

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

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Working in an international environment

Working in a multidisciplinary environment

Generating new research ideas

Project planning and management

Respect for diversity and multiculturalism

Respect for the natural environment

Demonstrate social, professional and ethical responsibility and gender sensitivity

Criticism and self-criticism

Promoting free, creative and inductive thinking

- Search, analyze and synthesize data and information, using the necessary technologies
- Adapting to new situations
- Decision-making
- Autonomous work
- Teamwork

3. COURSE CONTENT

1. Introduction to First Aid
2. Initial assessment and victim response, safety rules
3. Injuries from mechanical causes
4. Injuries from natural causes
5. Bleeding
6. Foreign body
7. Pathological causes that require first aid
8. Poisonings
9. Cardiopulmonary resuscitation (CPR) in adult, child and infant
10. Use of an automatic external defibrillator in adult, child and infant
11. Bandage techniques and splints
12. Patient Transport
13. Emergency Management

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i>	FACE TO FACE
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i>	Use of ICT in Teaching and Communication with Students <ul style="list-style-type: none"> ● Digital slides ● 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>Literature study and analysis</td> <td>138</td> </tr> <tr> <td>Examination</td> <td>3</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total Course</td> <td>180</td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures	39	Literature study and analysis	138	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>Practical assessment in first aid skills 40%</p> <p>Written exam 60%</p>																

5. RECOMMENDED BIBLIOGRAPHY

1. Iarakis, G., Antoniou, E., Vouxinou, A. (2016). *First aid*. Athens: Papadopoulos G. Nikolaos
2. Petridis, A., Eftychidou, E. (2011). *First aid*. Athens: Paschalidis Publications
3. Baltopoulos, G.I. (2009). *First aid and practical treatment of common conditions*. Athens: Broken Hill Publishers LTD

COURSE OUTLINE CREATIVITY IN OCCUPATIONAL THERAPY

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	7o
COURSE TITLE	CREATIVITY IN 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	
THEORY	2	6	
EXERCISE ACT	2		
<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>	SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. 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 successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> ● <i>know the meaning and importance of creativity in one's life</i> ● <i>develop their individual creative expression and ability in a multifaceted way</i> ● <i>creatively utilize occupational therapy activities in various contexts</i> ● <i>make use of their creativity in a variety of occupational therapy interventions</i> ● <i>solve problems in clinical practice using creativity</i> ● <i>come into contact with a variety of creative means and experiment</i>

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

Respect for diversity and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Demonstrate social, professional and ethical responsibility and gender sensitivity

Autonomous work

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

- *Adapting to new situations*
- *Decision-making*
- *Autonomous work*
- *Teamwork*
- *Working in a multidisciplinary environment*
- *Project planning and management*
- *Criticism and self-criticism*
- *Promoting free, creative and inductive thinking*

3. COURSE CONTENT

1. *The concept of creativity*
2. *Characteristics and qualities of the creative person*
3. *Relationship between creativity and learning*
4. *Strategies for cultivating imagination and enhancing creative personality*
5. *Creative activities and their therapeutic use*
6. *Design and adaptation of creative activities in occupational therapy practice in the school context*
7. *Design and adaptation of creative activities in occupational therapy practice in secondary level care units*
8. *Mental health and creative activities*
9. *Senior Living and Creative Activities*
10. *Creative techniques to enhance social skills and collaboration*
11. *Design and adapt creative activities to a group of people with different needs*
12. *Case study and problem solving through creativity*
13. *Final Summary of the Course*

4. 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

<p>Use of ICT in Teaching, Laboratory Training, Communication with Students</p>	<ul style="list-style-type: none"> Digital slides video MsTeams/ e-class, webmail 																		
<p>TEACHING ORGANIZATION</p> <p>The way and methods of teaching are described in detail.</p> <p>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.</p> <p>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</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>78</td> </tr> <tr> <td>Examination</td> <td>3</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total Course</td> <td>180</td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures	39	Work	60	Literature study and analysis	78	Examination	3							Total Course	180
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<p>STUDENT EVALUATION</p> <p>Description of the evaluation process</p> <p>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</p> <p>Explicitly defined evaluation criteria and whether and where they are accessible by students are mentioned.</p>	<p>Work at home (compulsory) 35%</p> <p>Written exam 65%</p>																		

5. RECOMMENDED BIBLIOGRAPHY

- Vassiliou, K. (ed.) (2014). *Art and creativity (first ed.)*. Athens: Books- Plethron Publications E.E.
- Zisi, A. (2002). *Reintegration of the Chronically Mentally Ill (1st ed.)*. Athens: G. Dardanos - K. Dardanos & Co. EE.
- Kostaridou-Euclid, A. (2011). *Metacognitive processes and self-regulation*. Athens: Pedio.
- Xanthakou, G. (2012). *Creativity and innovation in school and society*. Athens: Interaction.
- Schmid, T. (2005). *Promoting Health Through Creativity: For Professionals in Health, Art and Education (Ed.)*. USA: Willey John and Sons.
- Tubbs, C., & Drake, M. (2006). *Crafts and Creative Media in Therapy*. Thorofare: Slack.

COURSE OUTLINE INTERDISCIPLINARITY AND OCCUPATIONAL THERAPY

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS & OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	7th
COURSE TITLE	INTERDISCIPLINARITY 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)	-		

2. 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 successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> ● <i>Understand the concept of health in sociological terms and as a human right.</i> ● <i>Understand interpretive approaches to health and disease.</i> ● <i>Understand social inequalities in healthcare.</i> ● <i>Recognize the role of modern health services and policies.</i>
<p>General Competencies</p>

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
- Adapting to new situations
- Decision-making
- Autonomous work
- Teamwork
- Working in a multidisciplinary environment
- Generating new research ideas
- Project planning and management
- Criticism and self-criticism
- Promoting free, creative and inductive thinking

3. COURSE CONTENT

1. Introduction to the Sociology of Health and Mental Illness
2. Mental illness in history
3. Sociological theories about mental illness
4. The prevalence and cost of mental illness
5. Social class and mental illness
6. Race and ethnic group
7. Mental health and gender
8. Social inequalities and health status
9. Social problems and disasters
10. The careers of the mentally ill
11. The medicalization of social and psychological problems
12. The experience of chronic illness, disability and social stigma.
13. Mental health at an international level

4. 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>40</td> </tr> <tr> <td>Literature study and analysis</td> <td>51</td> </tr> <tr> <td>Examination</td> <td>50</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total Course</td> <td>180</td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures	39	Work	40	Literature study and analysis	51	Examination	50							Total Course	180
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5. RECOMMENDED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Allen F. (2023). <i>Sociology of mental health and illness</i>. Scient. Ed. Alexias G. & Tzanakis M. PEDIO Publications 2. Nettleton S. (2023). <i>Sociology of Health and Disease</i>. General Science. Ed. Parissopoulos St. GUTENBERG Publications

BIOETHICS COURSE OUTLINE

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	7o
COURSE TITLE	BIOETHICS		
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>	GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. 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><i>Upon successful completion of the course, participants will be able to:</i></p> <ul style="list-style-type: none"> ● Understand and explain the basic principles and theories of Bioethics, such as autonomy, the principle of "Benefit or Do No Harm" and justice. ● Identify and analyze ethical dilemmas that arise in the daily practice of Occupational Therapy. ● Assess the ethical implications of professional decisions and apply ethical frameworks to decision-making.
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- **They manage** informed consent and protect patient autonomy in various clinical settings.
- **Recognize and discuss** the ethical challenges arising from the use of new technologies and genetic information in Occupational Therapy.
- **They** are sensitive to ethical issues affecting vulnerable groups, such as children and the elderly.
- **They apply** the principles of social justice and equality in the provision of Occupational Therapy services.
- **They collaborate** effectively in multidisciplinary health teams, taking into account the ethical dimensions of collaboration.
- **They develop** critical thinking and ethical decision-making skills, which are essential for their professional development.
- **They communicate** ethical views and concerns with clarity and argumentation, within a framework of professional ethics.

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

Respect for diversity and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Demonstrate social, professional and ethical responsibility and gender sensitivity

Autonomous work

Criticism and self-criticism

Teamwork

Working in an international environment

Promoting free, creative and inductive thinking

Working in a multidisciplinary environment

Generating new research ideas

The course "**Bioethics**" in the Department of Occupational Therapy aims to develop the following general competencies:

- **Searching, analyzing, and synthesizing data and information, using the necessary technologies:** Students will learn to analyze complex ethical issues and synthesize information from a variety of sources to solve problems.
- **Adapting to new situations:** The course encourages students to adapt to different ethical dilemmas and develop the ability to make decisions in a variety of clinical and professional contexts.
- **Decision Making:** The emphasis on ethical decision-making is central to the course, with students practicing and developing this ability through case studies and application of Ethics principles.
- **Teamwork:** Students will work together in groups to analyze ethical issues, promoting collective decision-making and the exchange of views.
- **Working in an interdisciplinary environment:** The course supports students' ability to collaborate with other health professionals by recognizing and addressing the ethical issues that arise in interdisciplinary teams.
- **Respect for diversity and multiculturalism:** They are taught to respect the different values, beliefs and cultural perceptions of patients and to take diversity into account in

ethical decision-making.

- **Demonstrate social, professional, and ethical responsibility and sensitivity to gender issues:** *Students are encouraged to develop a deep sense of social and professional responsibility, with a particular focus on sensitivity to gender and ethical issues.*
- **Criticism and Self-Criticism:** *The course emphasizes students' ability to criticize and self-criticize their ethical decisions and practices, enhancing their personal and professional development.*
- **Promotion of free, creative and inductive thinking:** *Students are encouraged to develop their critical and creative thinking in order to approach ethical dilemmas slippery, with originality and innovation.*

3. COURSE CONTENT

1. **Introduction to Bioethics and its Theoretical Principles:** *Definition and History of Bioethics, Basic Principles of Bioethics: Autonomy, Benevolence, Non-Harm, Justice, Theoretical Frameworks and Approaches: Ethical, Consequential, Ethical.*
2. **Bioethics in Health and Occupational Therapy:** *Ethical Dilemmas in Clinical Practice and the Importance of Bioethics in Occupational Therapy, Application of Bioethical Principles in the Daily Work of the Occupational Therapist.*
3. **Human Rights and Ethics in Healthcare:** *International Treaties on Human Rights in Health, Ethical Principles in Ensuring Patient Autonomy and the Importance of Informed Consent.*
4. **Ethical Dilemmas in Clinical Practice:** *Presentation and analysis of real cases from Occupational Therapy, Application of tools and methods of ethical decision-making.*
5. **Bioethics and Interdisciplinary Collaboration:** *Ethical Issues in Collaboration with Other Health Professionals, Challenges and Strategies for Ethical Collaboration in an Interdisciplinary Context.*
6. **Bioethics and Technology in Health:** *Ethical issues arising from the use of new technologies in healthcare (e.g., robotics, artificial intelligence), Impact of technological developments on the practice of Occupational Therapy.*
7. **Bioethics and Vulnerable Groups:** *Ethical issues in the provision of services to children and the elderly, Protection of the autonomy and rights of vulnerable groups.*
8. **Social Justice and Ethics in Health:** *Principles of Social Justice and Equality in the Allocation of Health Resources, Addressing Inequalities in Access to Healthcare.*
9. **Applied Bioethics in the Daily Practice of Occupational Therapy:** *Application of bioethical principles to the daily decisions of occupational therapists, Management of ethical conflicts and complex clinical situations.*
10. **Open Discussion:** *Review of the main topics covered in the course, Open discussion on ethical dilemmas and case study, Preparation for the final evaluation or presentation of assignments.*

4. TEACHING AND LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY METHOD</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 COMMUNICATION TECHNOLOGIES</p> <p style="text-align: center;"><i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i></p>	<p>Use of ICT in Teaching and Communication with Students</p> <ul style="list-style-type: none"> • Digital slides • video • MsTeams/ e-class, webmail 																		
<p style="text-align: center;">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" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f2f2f2;"> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Work</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Literature study and analysis</td> <td style="text-align: center;">78</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">180</td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures	39	Work	60	Literature study and analysis	78	Examination	3							Total Course	180
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<p style="text-align: center;">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>Work at home (compulsory) 40%</p> <p>Written exam 60%</p>																		

5. RECOMMENDED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Beauchamp, T. L., & Childress, J. F. (2019). <i>Principles of biomedical ethics (8th ed.)</i>. Oxford University Press. 2. Schüklenk, U., & Singer, P. (Eds.). (2021). <i>Bioethics: An anthology (4th ed.)</i>. Wiley-Blackwell. 3. Guidry-Grimes, L.K., & Veatch, R.M. (2019). <i>The Basics of Bioethics (4th ed.)</i>. Routledge. https://doi.org/10.4324/9780429507519 4. Morrison, Eileen E. & Furlong, Elizabeth (eds.) (2019). <i>Health care ethics: critical issues for the 21st century</i>. Burlington, MA: Jones & Bartlett Learning. 5. Rowan, J., & Zinaich, S. (2003). <i>Ethics for the professions</i>. Wadsworth/Thomas Learning.

6. Masters, B. (2011). *Biomedical ethics, 7th edition* David DeGrazia, Thomas A. Mappes, Jeffrey Brand-Ballard: 2010, Softcover, 732pp, ISBN 9780073407456 £171.15 McGraw-Hill Incorporated.

COURSE OUTLINE ENGLISH TERMINOLOGY IN OCCUPATIONAL THERAPY

1. GENERAL

SCHOOL	PHYSICAL EDUCATION AND SPORTS		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	7o
COURSE TITLE	ENGLISH TERMINOLOGY IN 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>	General Knowledge		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	ENGLISH		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
ONLINE COURSE PAGE (URL)	-		

2. 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 successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> ● possess basic English language skills. ● understand the English-speaking terms of Occupational Therapy ● study English-language scientific texts of Occupational Therapy <p>More specifically, familiarization with the pronunciation of the following: Making a diagnosis, Opinion, Description of functions, Description of experience, Patient history, Advice, Options, Forecasting, Options, Recommendations, Description of procedure, Provision of support.</p>

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

Project planning and management

the necessary technologies

Respect for diversity and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Demonstrate social, professional and ethical responsibility and gender

Autonomous work

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 in English
- Autonomous work
- Teamwork
- Working in an international environment
- Respect for diversity and multiculturalism
- Promoting free and creative thinking

3. COURSE CONTENT

- Diagnostic Procedure
 - Tests and Diagnostics
- Motion Activity
 - Reflexes
- Patient Management
 - Risk Factors
 - Common injuries and diseases
- Stretching
 - Joint movement
- Improving balance
 - Exercise in water
- Soft tissue disorders
 - Disorders of bones, joints and connective tissue
 - Nervous disorders
- Vascular and Pulmonary Disorders
 - Spinal Disorders
- Shoulder and arm disorders
 - Hip and leg disorders
 - Surgical Intervention
- Medication
 - Preventive actions
- Specialties: Neurology and Geriatrics
- Orthopaedic

- Women's health
Paediatric
- Education

4. TEACHING AND LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY METHOD</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 COMMUNICATION TECHNOLOGIES</p> <p style="text-align: center;"><i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i></p>	Use of ICT in Teaching and Communication with Students <ul style="list-style-type: none"> ● Digital slides ● video ● e-class, webmail 																		
<p style="text-align: center;">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" 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>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Work</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Literature study and analysis</td> <td style="text-align: center;">78</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">180</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures	39	Work	60	Literature study and analysis	78	Examination	3							Total Course	180
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<p style="text-align: center;">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>Work at home (compulsory) 40%</p> <p>Written exam 60%</p>																		

5. RECOMMENDED BIBLIOGRAPHY

Greek-speaking

- Iarakis G, Venetikou M, Karikas G-A, Vasilakopoulos T- Vouxinou A. (2019). English-Greek and Greek-English Dictionary of Medicine
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- Blada, M. (2022). Occupational Therapy and Assistive Technology in the School Environment.
- Sisaberi, D. (2022). The contribution of occupational therapy in the context of inclusion in children with Attention Deficit Hyperactivity Disorder (ADHD).
- Evans, V., & Dooley, J. (2008). Forum Companion. Athens: Express Publishing
- Konstantinidis, A. (2006). English-Greek Dictionary of Medical Terminology. Athens: Ed. Same.
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- Case-Smith, J., & O'Brien, J. C. (2013). *Occupational therapy for children-E-Book*. Elsevier Health Sciences.
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- Reed, K.L. (2003). Quick reference to Occupational Therapy (2nd ed). N.Y.: Aspen Publishers In.

COURSE OUTLINE OCCUPATIONAL THERAPY IN THE COMMUNITY – OCCUPATIONAL JUSTICE

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	
COURSE TITLE	Occupational Therapy in the Community-Occupational Justice		
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	
THEORY	2	3	
LABORATORY	2		
<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>	Scientific Area		
PREREQUISITE COURSES:	Basic Principles of Occupational Therapy and Models and Frames of Reference in Occupational Therapy		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. 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> <p><i>Description of the Level of Learning Outcomes for each cycle of study according to the European Higher Education Area Qualifications Framework</i></p> <p><i>Descriptive Indicators of Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B</i></p> <p><i>Summary Guide to Writing Learning Outcomes</i></p>
<p>The course focuses on the place of Occupational Therapy in the community, including management and collaboration perspectives at an interdisciplinary/multidisciplinary level. The relevant legislation, and the practice of Occupational Therapy and the fairness of the project are also examined. The aim is to improve the health and well-being of citizens in the local community, the inclusion and participation of individuals and communities both</p>

in the local and international context.

Upon successful completion of the course, participants will be able to:

Understand the theoretical background of the Project in the community

They apply the therapeutic use of Occupation for people of different age groups and communities, within contemporary and future environments such as primary health care, schools, municipal services, local associations, homes, etc.

Assess environmental barriers to project execution

They develop interventions in collaboration with individuals and populations, state agencies, municipalities, non-governmental organizations and associations.

They develop critical and up-to-date knowledge of the philosophy of integration, participation and inclusion in community life.

To recognize and apply in their practice the framework of Diversity, Equality and Inclusion.

Evaluates and examines the contribution that occupational therapy can have to the provision of quality community service

Critically analyzes possible future developments in community services according to the needs of the local population

Recognizes fundamental elements needed to support communities in evaluating and identifying problems and needs, occupational performance, and proposes interventions that enhance participation in actions and promote occupational performance and active participation in the community regardless of age or other designation

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?.

Adapting to new situations

Project planning and management

Decision-making

Respect for diversity and multiculturalism

Autonomous work

Demonstrate social, professional and ethical responsibility and gender

Teamwork

sensitivity

Working in a multidisciplinary environment

Criticism and self-criticism

Generating new research ideas

Promoting free, creative and inductive thinking

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Project planning and management

Respect for diversity and multiculturalism

Demonstrate social, professional and ethical responsibility and gender sensitivity

3. COURSE CONTENT

- 1) Introduction of the concept of 'work' in the Community
- 2) Application of knowledge about people as occupational-beings living in communities and involved in a variety of communication processes with communities to design, formulate and justify effective, collaborative, community services from the perspective of Occupational Therapy

- 3) Principles of Justice, obstruction and exclusion from the human occupation
- 4) Development of strategies for the restoration of inequalities in individuals, families and communities of Thrace.
- 5) The therapeutic effects of the project on health, well-being and quality of life.
- 6) Factors that affect the execution of the project in the community. Strategies for the Integration of Anti-Racist and Positive Action Approaches in the Practice of Occupational Therapy
- 7) Culturally appropriate occupational-centered action proposals to address an identified community need using the principles and processes of community-centric practice.
- 8) Occupational Therapy in Natural Disasters and the World Federation of Occupational Therapists
- 9) Exercise: Planning activities and collaborations with local communities and populations for occupational performance.

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i>	FACE TO FACE																	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i>	Use of ICT in Teaching and Communication with Students <ul style="list-style-type: none"> • Digital slides • video • MsTeams/ e-class, webmail 																	
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STUDENT EVALUATION <i>Description of the evaluation process</i> <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</i>	Written exam 100%																	

Work, Clinical Examination of a Patient, Artistic Interpretation, Other/Other

Explicitly defined evaluation criteria and whether and where they are accessible by students are mentioned.

5. RECOMMENDED BIBLIOGRAPHY

Greek:

Creek, L. & Lougher (2014) *Occupational Therapy and Mental Health*. Beta Publications.

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Whiteford G. Occupational Deprivation: Global Challenge in the New Millennium. *British Journal of Occupational Therapy*. 2000; 63(5):200-204. doi:[10.1177/030802260006300503](https://doi.org/10.1177/030802260006300503)

COURSE OUTLINE MUSCULOSKELETAL DYSFUNCTIONS AND DISEASES

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE	23	SEMESTER OF STUDIES	7o
COURSE TITLE	MUSCULOSKELETAL DYSFUNCTIONS AND DISEASES		
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)	https://eclass.duth.gr/courses/1021376/		

2. 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 successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> ● <i>manage people suffering from these conditions by improving their functionality</i> ● <i>understand the characteristics of people suffering from these conditions, assess them appropriately and design appropriate methodologies for managing their symptoms.</i> ● <i>be familiar with data from measurements and assessments commonly applied to people suffering from musculoskeletal disorders and dysfunctions.</i>
<p>General Competencies</p>

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

Respect for diversity and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Demonstrate social, professional and ethical responsibility and gender sensitivity

Autonomous work

Criticism and self-criticism

Teamwork

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*
- *Generating new research ideas*
- *Project planning and management*
- *Promoting free, creative and inductive thinking*

3. COURSE CONTENT

1. *Chronic back pain – epidemiology – pathophysiology – Symptoms – physical examination – classification based on the general functional capacity of patients.*
2. *Chronic Low Back Pain – Causes – Clinical Effects – Ways to Treat*
3. *Chronic neck pain – epidemiology – pathophysiology – Symptoms – physical examination – classification based on the general functional capacity of patients.*
4. *Chronic neck pain – Causes – clinical effects – Ways of treatment*
5. *Shoulder diseases – epidemiology – pathophysiology – Symptoms – physical examination – classification based on the general functional capacity of patients.*
6. *Shoulder Diseases – Causes – Clinical Effects – Treatment and Treatment*
7. *Deviations of the Spine, Scoliosis, – Physiology of the Spine – Pathophysiology of Scoliosis, Evaluation and Treatment*
8. *Deviations of the Spine, Lordosis, – Physiology of the Spine – Pathophysiology of Lordosis, Lordosis, Evaluation of Effects – Treatment*
9. *Deviations of the Spine, Kyphosis, – Physiology of the Spine – Pathophysiology, Evaluation of Effects – Treatment*
10. *Spinal Deviations - Flat Spine - Effects - Treatment*
11. *Osteoarthritis – pathophysiology – physical examination – symptoms – clinical effects – weight control – prevention*
12. *Osteoarthritis and functional capacity – effect of the severity of the condition (arthroplasty) on functionality – effects – Treatment options and treatment*
13. *Arthritis – Species – Pathophysiology – Classification of patients based on their general functional capacity – Clinical effects – Treatment options and treatment*

4. TEACHING AND LEARNING METHODS - EVALUATION

<p>DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i></p>	Face to face																			
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i></p>	<p>Use of ICT in Teaching and Communication with Students</p> <ul style="list-style-type: none"> • Digital slides • video • MsTeams/ e-class, webmail 																			
<p>TEACHING ORGANIZATION <i>The way and methods of teaching are described in detail.</i> <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" data-bbox="646 485 1300 869"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester Workload</i></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>78</td> </tr> <tr> <td>Examination</td> <td>3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td>180</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester Workload</i>	Lectures	39	Work	60	Literature study and analysis	78	Examination	3							Total Course	180
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<p>STUDENT EVALUATION <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>Homework (compulsory) 30%</p> <p>Written exam 70%</p>																			

5. RECOMMENDED BIBLIOGRAPHY

1. Roitman J.L. (2001) ACSM's Resource Manual for Guidelines for Exercise Testing and Prescription. American College of Sports Medicine, Baltimore.
2. American Society of Sports Medicine Edited by: Taxildaris K., Tziamourtas A., Fatouros I. (2007) Directions for the design of exercise and evaluation programs. Ed. Chr.loannou-Aim.Golemis O.E.
3. Skinner, J.S. (1993) Exercise Testing and Exercise Prescription for Special Cases, Second Edition, Williams & Wilkins, Baltimore.
4. Graves J.E., Franklin B.A. (2001) Resistance training for health and rehabilitation. Human Kinetics.
5. Wikgren S. (1997). ACSM's exercise management for persons with chronic diseases and disabilities / American College of Sports Medicine. Human Kinetics

COURSE OUTLINE SPLINTS AND SUPPORTIVE EQUIPMENT

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	7th
COURSE TITLE	SPLINTS AND AUXILIARY MACHINERY		
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	
THEORY	2	6	
LABORATORY	2		
<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>	SCIENTIFIC AREA		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. 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 successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> • know the importance of splints, prostheses and supportive equipment • recognize the types of splints • Assess in detail the person who needs a splint, a prosthesis, or an auxiliary machine • construct a splint, a prosthesis, or an auxiliary machine • Check the person who needs a splint, a prosthesis, or an auxiliary machine • train the person in need of a splint, a prosthesis, or an auxiliary machine

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?.

Adapting to new situations

Project planning and management

Decision-making

Respect for diversity and multiculturalism

Autonomous work

Demonstrate social, professional and ethical responsibility and gender sensitivity

Teamwork

Criticism and self-criticism

Working in a multidisciplinary environment

Generating new research ideas

Promoting free, creative and inductive thinking

- *Adapting to new situations*
- *Decision-making*
- *Autonomous work*
- *Respect for diversity and multiculturalism*
- *Demonstrate social, professional and ethical responsibility and gender sensitivity*

3. COURSE CONTENT

Theoretical Course Part:

- Definitions of splints, prostheses and auxiliary machines/ equipment.
- The types of splints.
- Splints for upper and lower limbs.
- Splints of the trunk and spine.
- Walking aids.
- Anatomical, biokinetic and biological general principles of the construction of splints.
- Functional, mechanical and design general principles for the construction of splints, prostheses and auxiliary machinery.
- Motor deficits that require the application and use of an auxiliary machine or splint.
- Evaluation of the patient for the use of a splint.

Laboratory Course Part:

- Training in the use of splints, prosthetics or other auxiliary machines.
- Selection of a suitable auxiliary machine.
- Application of splints and braces.
- Treatment in a patient with the application of a splint.

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i>	FACE TO FACE
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i>	Use of ICT in Teaching and Communication with Students <ul style="list-style-type: none"> ● Digital slides ● video ● MsTeams/ e-class, webmail

TEACHING ORGANIZATION																				
<p>The way and methods of teaching are described in detail.</p> <p>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.</p> <p>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</p>	<table border="1"> <thead> <tr> <th data-bbox="646 220 971 256">Activity</th> <th data-bbox="971 220 1299 256">Semester Workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="646 256 971 296">Lectures</td> <td data-bbox="971 256 1299 296">39</td> </tr> <tr> <td data-bbox="646 296 971 336">Work</td> <td data-bbox="971 296 1299 336">60</td> </tr> <tr> <td data-bbox="646 336 971 411">Literature study and analysis</td> <td data-bbox="971 336 1299 411">78</td> </tr> <tr> <td data-bbox="646 411 971 451">Examination</td> <td data-bbox="971 411 1299 451">3</td> </tr> <tr> <td data-bbox="646 451 971 491"></td> <td data-bbox="971 451 1299 491"></td> </tr> <tr> <td data-bbox="646 491 971 531"></td> <td data-bbox="971 491 1299 531"></td> </tr> <tr> <td data-bbox="646 531 971 571"></td> <td data-bbox="971 531 1299 571"></td> </tr> <tr> <td data-bbox="646 571 971 604">Total Course</td> <td data-bbox="971 571 1299 604">180</td> </tr> </tbody> </table>		Activity	Semester Workload	Lectures	39	Work	60	Literature study and analysis	78	Examination	3							Total Course	180
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5. RECOMMENDED BIBLIOGRAPHY

Greek-speaking

1) Trumble, T., Ghazi, Ryan, G., Budoff, J., Baratz, M. (2012). Principles of Hand Surgery. Athens: Konstantaras.

Foreign language

1) Coppard, B., & Lohman, H. (2007). Introduction to splinting: a Clinical Reasoning&problem-solving approach.St. Louis: Mosby.

2) Witton, J., & Dival, T. (1999). Hand splinting. Principles of design and fabrication. Philadelphia: W.B. Saunders.

3)Jacobs, M.L.A., & Austin, N.M. (2002). Splinting the Hand and Upper Extremity : Principles and Process. Williams and Wilkins.