

COURSE OUTLINE: HEAPTH PROMOTION AND WELLBEING

1. GENERAL

SCHOOL	SCHOOL OF HEALTH SCIENSES		
ACADEMIC INIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OPTIONAL	SEMESTER	SPRING
COURSE TITLE	HEAPTH PROMOTION AND WELLBEING		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	2	3	
		3	
COURSE TYPE	OM <i>Compulsory Modules of General Knowledge Background (CMGKB), Compulsory Modules of Specific Knowledge Background (CMSKB), Compulsory Specialisation Modules (CSM), Optional Modules (OM)</i>		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION & EXAMINATIONS:	ENGLISH		
IS THE COURSE OFFED TO ERASMUS STUDENTS?	YES		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Learning Outcomes:

The student, upon completing the course, will be able to develop the skills and knowledge needed to help people gain control over and improve their health.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
Others ...

- Search, analysis, and synthesis of data and information using the necessary technologies.
- Decision-making.
- Exercise of critical and self-critical thinking.
- Independent work.
- Teamwork.
- Work in an interdisciplinary environment.
- Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues.
- Production of new research ideas.
- Promotion of free, creative, and inductive thinking.

3. SYLLABUS

Lecture 1: Quality of Life and Health. Assessment and Strategies

- Definition of Quality of Life (QoL) and its connection to health promotion.
- Methods for measuring Quality of Life (QoL).
- The impact of Quality of Life (QoL) on Physiotherapy practice.
- The role of Quality of Life (QoL) in research.

Lecture 2: Anticipatory Care for Long-Term Conditions in Physiotherapy (Musculoskeletal)

- The causes and risk factors of musculoskeletal conditions.
- Prevention of long-term musculoskeletal conditions through exercise.
- Physiotherapy approaches and interventions in musculoskeletal physiotherapy.

Lecture 3: Anticipatory Care for Long-Term Conditions in Physiotherapy (Neurological)

- Behavioral prevention strategies to support individuals and encourage healthy lifestyle choices.
- Identifying risk factors in neurological conditions.
- Physiotherapy approaches for neurological disorders.
- Agenda setting: Discussing necessary changes with the patient to improve their quality of life.

Lecture 4: Anticipatory Care for Long-Term Conditions in Physiotherapy (Cardiopulmonary)

- Factors that affect the maturation of the respiratory and cardiovascular systems.
- Modifiable and non-modifiable risk factors for chronic respiratory and cardiovascular diseases.
- Management of breathing pattern disorders in physiotherapy.
- The limitations on exercise performance and physical activity in patients with chronic respiratory and cardiac conditions.
- The role of muscle mass in respiratory and cardiovascular function.
- Action plans for preventing respiratory exacerbations and enhancing quality of life.

Lecture 5: Clinical Guidelines. Health Promotion

- Introduction to physical activity guidelines.
- Health benefits of physical activity.
- Guidelines for active children and adolescents.
- Guidelines for active adults.
- Guidelines for active older adults.
- Guidelines for adults with comorbidities (disabilities and chronic diseases).
- Safe and active: Guidelines for ensuring safety during physical activity.

- Recommendations for reducing sedentary behavior.
- Strategies to increase physical activity levels.

Lecture 6: Primary & Secondary Prevention of Falls in the Elderly: Assessment and Therapeutic Exercise Programs

- The difference between biological and chronological age, and the physiological decline that occurs with aging.
- Assessment of balance and functional capacity in the elderly, including tests, tools, methods, and classifications.
- Therapeutic exercise programs used for the primary and secondary prevention of falls in the elderly.
- Presentation of European initiatives such as the Prevention of Falls Network for Dissemination (ProFouND) and the Otago scientific program for therapeutic exercise.

Lecture 7: Early Detection and Treatment of Pediatric Neurological Conditions

- Early screening, diagnosis, and intervention for children with cerebral palsy.
- Physiotherapy assessment in infants.
- Physiotherapy interventions for pediatric neurological conditions.
- Conceptual frameworks for clinical practice in pediatric neurological physiotherapy.
- Clinical reasoning and problem-solving in pediatric neurological rehabilitation.
- Family-focused early intervention in pediatric physiotherapy.

Lecture 8: Patient Education and Adherence to Therapeutic Exercise Programs

- Factors affecting adherence and performance in therapeutic exercise programs.
- The significance of adherence to therapeutic exercise programs.
- Adherence to home exercise programs and factors that influence it.
- Strategies to improve adherence, including patient education and personalized approaches.
- Measuring adherence and identifying barriers to it.

Lecture 9: Healthy Athlete. Prevention of Sports Injuries

- The importance of sports injury prevention.
- A systematic approach to injury prevention, including assessment, populations, strategies, and risk factors.
- Risk factors and injury mechanisms in sports.
- Sports injury prevention programs.
- How sporting rules and policies can be changed to prevent injuries.
- Equipment for injury prevention.
- Education for athletes and sports professionals on injury prevention.
- Developing action plans for preventing sports injuries across the lifespan and at different competition levels (children, adolescents, adults, elderly, athletes).

Lecture 10: Wellbeing, Lifestyle, and Health Promotion (Nutrition, Sleep, Stress, Anxiety)

- The biopsychosocial health model and the role of physiotherapists.
- The impact of physical activity on well-being in individuals with long-term conditions.
- The influence of nutrition on health.
- The effects of sleep disorders on quality of life and health.
- The role of psychosocial factors in health.
- The relationship between wellbeing, lifestyle, and epigenetics in healthcare.

- How lifestyle factors affect chronic pain.

Lecture 11: Promoting the Health of Refugees and Migrants

- Screening and health control measures for refugees and migrants.
- Immunization and vaccination programs.
- Ensuring access to health services for immigrants and refugees.
- Overcoming barriers to accessing health services.
- Promoting physical and mental well-being among refugees and migrants.

Lecture 12: School Environment and Health Promotion

- Encouraging healthy eating habits to prevent obesity.
- Preventing postural disorders in school-aged children.

Lecture 13: ICF Model and Health Promotion

- Introduction to the ICF (International Classification of Functioning, Disability, and Health) model.
- Aims, properties, and applications of the ICF model.
- An overview of the components of the ICF model.
- Applied examples of the ICF model in health promotion.
- Using the ICF model to develop strategies for participation and health promotion.

Lecture 14: Ergonomics, Work-Related Syndromes, and Prevention

- Understanding the concept and usefulness of ergonomics.
- Ergonomics in the workplace.
- Ergonomics in the home environment.
- Sports ergonomics.
- Backpack ergonomics for children and adolescents.
- Mobile phone ergonomics.
- Ensuring the safety and comfort of car baby seats through ergonomic practices.

Final Student Assessment - Examination

- Overall student performance is assessed according to the institution's academic regulations and the evaluation criteria of the course described below.

4. TEACHING and LEARNING METHODS – EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-Face Instruction</p> <p>The teaching of the course includes a variety of instructional approaches and tools, such as:</p> <ul style="list-style-type: none"> • Guided Study of Key Articles and Other Sources Students will be directed to study key articles and other materials (which will be announced in advance) to help them better understand the content covered in the lectures and presentations. This study is intended to reinforce the material taught in class and improve comprehension. • Lectures and Presentations Lectures will be delivered using a variety of tools, including a blackboard, fixed projection systems, videos, and other
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	<p>teaching aids. These tools will help enhance the learning experience and support the delivery of the lecture content.</p> <ul style="list-style-type: none"> Classroom Debate and Feedback In-class debates will be held, where students can discuss various topics related to the course. This interactive discussion will allow for feedback from both peers and the instructor, helping students engage more deeply with the material and gain new perspectives. Questions for Understanding Key Points After each lecture or presentation, students will be asked questions designed to assess their understanding of the key points. Students will answer these questions and self-assess their responses to gauge their comprehension and identify areas for improvement. Use of Information and Communication Technologies (ICT) The course will incorporate various ICT tools to facilitate learning, such as multimedia presentations, an asynchronous study platform for independent learning, and email for communication between the instructor and students. These tools will support learning both in and outside the classroom. 														
<p>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in Teaching, Laboratory Training, and Student Communication</p> <ul style="list-style-type: none"> Utilization of Information and Communication Technologies (ICT), including the Internet, multimedia, electronic discussions via an asynchronous learning platform, and email. 														
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i></p>	<table border="1" data-bbox="703 1373 1345 1671"> <thead> <tr> <th>Activity</th> <th>Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>30</td> </tr> <tr> <td>Independent Study</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Couse Total</td> <td>75</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	30	Independent Study	45							Couse Total	75
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<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written</i></p>	<p>Student Performance Assessment</p> <p>The assessment criteria for student performance are available on the course website and are specified as follows:</p> <p>The final evaluation of the course is carried out either through a written assessment (or oral, in the presence of two instructors) or a combination of an intermediate evaluation (progress assessment). The final assessment takes place at the end of the academic semester and covers all the material that has been</p>														

work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically defined evaluation criteria are given, and if and where they are accessible to students.

taught. The student is required to answer questions (either in development form or multiple-choice) that cover the different teaching units of the course equally, and additionally, there will be questions that require critical thinking. The final grade is from 0-10 and is determined by the final exam or is weighted in combination with the intermediate evaluation-progression based on a predefined weighting factor set at the beginning of the semester.

The evaluation of the students' performance is carried out according to the institution's regulations. The final grade is recorded on a 10-point scale (0-10), with a minimum passing grade of 5.

5. ATTACHED BIBLIOGRAPHY

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