

Doc. 300.1.2

Date: 05/12/2022

Higher Education Institution's Response

- **Higher Education Institution:**
University of Nicosia

- **Town:** Nicosia

Programme of study

In Greek:

Φυσικοθεραπεία (4 έτη/ 240 ECTS, Πτυχίο)

In English:

Physiotherapy (4 years / 240 ECTS, Bachelor of Science)

- **Language(s) of instruction:** Greek and English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

Introduction

We would like to sincerely thank each member of the External Evaluation Committee (EEC) for taking the time to review, evaluate and provide their valuable experience and insights for the BSc program of Physiotherapy of the University of Nicosia. We feel privileged to have received such positive comments by the EEC and having had constructive discussions with its members.

In summary, the EEC found the programme of Physiotherapy of the University of Nicosia to be well designed and run, securing quality in all processes. Modern learning technologies are integrated into teaching and staff is positive in using new technological advances. Staff also have a very good teamwork spirit and are familiar with academic processes. Students are very well supported by their expert teachers, but also by their peer students. Finally, the EEC commented on the existence of clear student entry criteria and well equipped laboratories.

We welcome the EEC's comments for improvement and we aim to implement them as they shall make our program even stronger. Below, the detailed responses to the EEC's recommendations can be found.

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

The EEC' finding in the area of the study programme, its design and development is that it is well run and secures quality in all processes.

Findings by the EEC:

- *“Our initial impression was that the programme was very well run with quality assurance processes included in all aspects”.*

We would like to thank the EEC for this comment. Quality assurance is high in the University's priorities and consequently encouraged and supported for the offered programmes.

Strengths:

- *“A quality assurance committee which was chaired by the vice rector showed the importance of quality assurance processes to the Faculty”.*

The University seeks to provide quality in all levels and members involved in the Organization. We are pleased that the EEC has positively noted it.



Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
Public information in relation to the program was difficult to evaluate from the information presented to the panel. For example, it is unclear how national health issues are taken up by the University.	Based on the legal framework and the regulations of the CYQAA, all the information of the updated and re-accredited program will become publicly available only after the completion of the re-accreditation process. The EEC has confirmed that the program is compliant with the purposes of higher education in Europe.	Choose an item.
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2. Student – centred learning, teaching and assessment

(ESG 1.3)

The EEC found overall, the integration of modern learning technologies into teaching, which they consider a strength of the programme.

Findings by the EEC:

- *“We noted that modern learning technologies were integrated into teaching practices. However, we did not observe any taught sessions and online materials were presented in Greek making it difficult for the panel to draw any firm conclusions. However, our limited understanding was that that teaching processes were satisfactory”.*

Technological advances and relevant tools such as moodle, kahoot, Doodley Survey monkey and physio-tools, have been integrated in the program of study. Such tools were used not only during the Covid-19 pandemic period, which enabled us to act fast and continue with high quality of teaching, but also during usual times of teaching. This allows us to improve communication teaching and learning of our students.

Strengths:

- *“Integration of new technologies into teaching practices”.*

We would like to thank the ECC for their comment. We are committed to continue teaching modern physiotherapy means to our students, which will enable them to acquire the essential skills to provide evidence based physiotherapy to their future patients.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
Online materials could also be included in the English language as the program is offered in Greek and English.	As the program is currently offered in the Greek language, apart from the course syllabi, other material is only available in the language the program is taught. Once English program starts, all document will be available in the English language as well.	Choose an item.
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3. Teaching staff (ESG 1.5)

In summary, the EEC found the Physiotherapy programme staff to have a very positive teamwork spirit, be familiar with academic processes and open minded to use new technological advances in the science of physiotherapy.

Findings by the EEC:

- *“Staff appeared to work well as a team and the panel was impressed with the camaraderie and team spirit shown by staff members. The staff student ratio appeared to be healthy for the BSc Physiotherapy program”.*

We thank the EEC for this comment. We believe that good teamwork is essential for the progression of the program and that it creates a safe-net for our students. As such, we will continue to maintain this team spirit and embrace all future new members.

Strengths:

- *“Staff were familiar with the criteria which were required for academic promotion.*

The University has all related policies in place and makes sure that staff are familiar with them.

- *“Staff were open minded for new technological advancements in the discipline”.*

Thank you for this comment. We believe that modern technology is essential in physiotherapy rehabilitation in order to promote functionality and quality of life for physiotherapy users. For this reason, we maintain an open mind and we seek to train ourselves to such technological advancements.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>There was a lack of laboratory support staff (lab technicians) which could be appointed to supervise and manage laboratory spaces relieving academic staff of these responsibilities allowing them to focus on research.</p>	<p>We fully agree with the Committee regarding this matter. We also believe that the lab technicians will indeed be of significant assistance to the academic staff. A Lab Support Unit (LSU) has now been created under the newly established School of Life and Health Sciences, where the Physiotherapy programme belongs to. The Unit consists of five full time Lab Assistants who are in charge of the function of all the laboratories of</p>	<p>Choose an item.</p>

	<p>the School. One of these Lab Assistants, according to the organogram of the Unit, has been appointed to the Physiotherapy Programs. Duties of LSU, include, but are not limited to, the timetable scheduling of the practical sessions, the equipment ordering and the day to day running of the labs.</p>	
<p>The appointment of a placement coordinator would again free academic staff to focus on research matters.</p>	<p>Thank you for this comment. After the establishment of the new School of Life and Health Sciences, placement is monitored by the Academic Clinical Placement Committee (ACPC) of the School of Life and Health Sciences. ACPC monitors all the academic aspects of clinical placement of the School, provides administrative support to ensure a standardized practice monitoring, and solves any problems arising in the clinical/practicum setting.</p>	<p>Choose an item.</p>
<p>A lack of teaching in the area of epidemiology, focus on chronic disease and prevention, and the importance of strength and conditioning for muscle and bone.</p>	<p>Thank you for this valuable comment. We agree with the committee and we have made the following changes in the course syllabi (all updated syllabi can be found in Appendix – added text is in highlighted colour).</p> <p>1. Regarding the area of Epidemiology This topic is now included in the course of Research methods PTHE-490. In particular:</p> <p>Course PTHE-121 (Pathology) <u>Learning outcome added:</u> “After completion of the course students are expected to be able to understand the causes and origin of diseases that can affect the community and the importance of health epidemiology in public health and well-being.”</p> <p><u>Book added:</u> <i>An Introduction to Epidemiology for Health Professionals</i>, Springer Series on Epidemiology and Public Health, 2010, by Jørn Olsen, Kaare Christensen, Jeff Murray, Anders Ekbohm, Publisher: Springer, ISBN-13 978-1441914965</p> <p>Course PTHE-213 (Cardiorespiratory Physiotherapy I) <u>Learning outcome added:</u> “After completion of the course, students are expected to recognize the epidemiology of the major cardiorespiratory conditions (including asthma, COPD, cancer, heart diseases).”</p> <p><u>Book added:</u> <i>Epidemiology and Prevention of Cardiovascular Diseases: A Global Challenge</i>, 2010,</p>	<p>Choose an item.</p>

	<p>2nd Edition, by Darwin Labarthe, Publisher: Jones & Bartlett Learning, ISBN-13 978-0763746896</p> <p>Course PTHE-226 (Neurological Physiotherapy in Adults) <u>Learning outcome added:</u> “After completion of the course, students are expected to be able to understand the principles of neurologic epidemiology and its complications for patient populations.”</p> <p><u>Book added:</u> Oxford Textbook of Neurologic and Neuropsychiatric Epidemiology (Oxford Textbooks in Clinical Neurology), 2020, 1st Edition, by Carol Brayne, Valery L. Feigin, Lenore J. Launer, Giancarlo Logroscino, Publisher: OUP Oxford, ISBN-13 978-0198749493</p> <p>Course PTHE-326 (Research Methods in Physiotherapy) <u>Learning outcome added:</u> “After completion of the course, students are expected to be able to comprehend the meanings of prevalence, incidence and mortality/disease rates and how they are calculated.”</p> <p><u>Learning outcome added:</u> “After completion of the course, students are expected to be able to design different types of study, including epidemiological, interviews and clinical trials.</p> <p><u>Course content added:</u> “1. Introduction to research methods: qualitative and quantitative research, evidence-based practice, epidemiology in public health.</p> <p><u>Book added:</u> <i>Modern Epidemiology</i>, 2021, 4th Edition, by Timothy L. Lash, Tyler J. VanderWeele, Sebastien Haneuse, Kenneth J. Rothman. Publisher: LWW, ISBN-13: 978-1451193282</p> <p><u>Book added:</u> <i>Concepts of Epidemiology: Integrating the ideas, theories, principles, and methods of epidemiology</i>, 2016, 3rd Edition, by Raj S. Bhopal, Publisher: OUP Oxford, ISBN-13 978-0198739685</p> <p>2. Regarding the focus on chronic disease and prevention Chronic disease prevention is already a learning outcome in course PTHE-216 (Clinical Exercise Physiology). Chronic disease is also discussed in</p>	
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	<p>other courses, however, to give more focus on its prevention, the following have now been added or adjusted:</p> <p>Course PTHE-125 (Physiotherapy and Therapeutic Exercise) <u>Learning outcome added:</u> “After completion of the course, students are expected to understand how exercise can prevent some of the main chronic conditions (stroke, diabetes, heart disease, arthritis and cancer).”</p> <p><u>Book added:</u> <i>ACSM's Exercise Management for Persons with Chronic Diseases and Disabilities</i>, 2016, 4th Edition, by American College of Sports Medicine, Geoffrey E. Moore, J. Larry Durstine, Patricia L. Painter, Publisher: Human Kinetics, ISBN-13: 978-1450434140</p> <p><u>Book added:</u> <i>Exercise to Prevent and Manage Chronic Disease Across the Lifespan</i>, 2022, by Jack Feehan, Nicholas Tripodi, Vasso Apostolopoulos, Publisher: Academic Press, ISBN-13 978-0323898430</p> <p><u>Book added:</u> <i>Exercise Physiology and its Role in Chronic Disease Prevention and Treatment-Mechanisms and Insight</i>, 2022, e-book <i>Frontiers in Physiology</i>, https://www.frontiersin.org/research-topics/25440/exercise-physiology-and-its-role-in-chronic-disease-prevention-and-treatment---mechanisms-and-insigh</p> <p>Course PTHE-212 (Musculoskeletal Physiotherapy I: Upper Limbs) <u>Learning outcome added:</u> “After completion of the course, students are expected to recognize chronic diseases of the musculoskeletal system (e.g. arthritis) and ways they can be prevented.”</p> <p><u>Book added:</u> <i>Arthritis: Pathophysiology, Prevention, and Therapeutics</i>, 2016 1st Edition, Kindle Edition, by Debasis Bagchi, Hiroyoshi Moriyama, Siba P. Raychaudhuri, Publisher: CRC Press, ISBN-13 978-1439816868</p> <p>Course PTHE-213 (Cardiorespiratory Physiotherapy I) <u>Learning outcome added:</u> “After completion of the course, students are expected to recognize the risk factors that can lead to chronicity and understand the</p>	
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	<p>pathophysiology of the main cardio-respiratory chronic diseases (i.e. asthma, COPD, cancer, heart diseases).</p> <p><u>Book added:</u> <i>Cardiovascular Prevention and Rehabilitation in Practice</i>, by John Buckley, Gill Furze, Gail Sheppard, 2020, 2nd edition, Publisher: Wiley-Blackwell, ISBN-13 978-1118458693</p> <p>Course PTHE-221 (Principals of Clinical Reasoning in Physiotherapy) <u>Learning outcome added:</u> “After completion of the course students are expected to understand the patient-centered model of health, the meaning of health literacy and their relation to health prevention and be able to consider them in clinical reasoning.”</p> <p><u>Course Content added:</u> “(point 8) Examples of patient participation in health, health literacy and impact on clinical reasoning.”</p> <p><u>Book added:</u> <i>Principles and Foundations of Health Promotion and Education</i>, 2017, 7th Edition, by Randall Cottrell, James Girvan, James McKenzie, Denise Seabert, Publisher: Pearson, ISBN-13: 978-0134517650.</p> <p><u>Book added:</u> <i>Health Professional and Patient Interaction</i>, 2018, 9th Edition, by Amy M. Haddad, Regina F. Doherty, Ruth B. Purtilo, Publisher: Saunders, ISBN-13 : 978-0323533621</p> <p>Course PTHE-223 (Cardiorespiratory Physiotherapy II) <u>Learning outcome added:</u> “After completion of the course, students are expected to design physiotherapy interventions (including self-management) to treat and prevent chronic disease and/or their consequences of the cardio-respiratory system (i.e. heart diseases, cancer, asthma, COPD).”</p> <p><u>Book added:</u> <i>Cardiovascular Prevention and Rehabilitation in Practice</i>, by Jennifer Jones, John Buckley, Gill Furze, Gail Sheppard, 2020, 2nd edition, Publisher: Wiley-Blackwell. ISBN 9781118458693</p> <p>Course PTHE-226 (Neurological Physiotherapy in Adults) <u>Learning outcome adjusted:</u> “After completion of the course, students are expected to design a</p>	
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	<p>comprehensive intervention program to treat the symptoms and functional rehabilitation of the patient, taking into account ways to prevent further complications of the chronic neurological diseases (including self-management).”</p> <p><u>Book added:</u> <i>Stroke Prevention and Treatment: An Evidence-based Approach</i>, 2020, 2nd Edition, by Jeffrey L. Saver, Graeme J. Hankey, Publisher: Cambridge University Press, ISBN-13 978-1107113145</p> <p>Course PTHE-312 (Musculoskeletal Physiotherapy III –Spine and Pelvis) <u>Learning outcome adjusted:</u> “After completion of the course, students are expected to recognize potential risk factors for the development of chronicity in diseases of the musculoskeletal system and be able to adapt their intervention accordingly and include methods to prevent them (in conditions like arthritis, non-specific low back pain and others.)”</p> <p><u>As book added:</u> <i>The Complete Arthritis Exercise Book: Complete Arthritis Exercise Guide to Relief Pain, Improve Flexibility and Build Strong Bones</i>, 2022, by DR. Julia Wilson, ISBN-13: 979-8846805552</p> <p>Course PTHE-315 (Physiotherapy in Vulnerable and Rare Populations) <u>Learning outcome added:</u> “After completion of the course, students are expected to design treatment plans for the prevention of chronic diseases (including cancer, diabetes and obesity) taking into account mental health state and incorporate self-management techniques.”</p> <p><u>Book added:</u> <i>Health Promotion Programs: From Theory to Practice</i>, 2022, 3rd Edition, by Carl I. Fertman, Melissa L. Grim, Society for Public Health Education (SOPHE), Publisher: Jossey-Bass, ISBN-13: 978-1119770886</p> <p><u>Book added:</u> <i>Living with Chronic Disease: Measuring Important Patient-Reported Outcomes</i>, 2018, 1st Edition, Paul Kamudoni, Nutjaree Johns, Sam Salek, Publisher: Adis, ISBN 9789811341434</p> <p><u>Book added:</u> “<i>Personalized Care and Treatment Compliance in Chronic Conditions</i>”, 2022, Fábio G</p>	
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	<p>Teixeira, Catarina Godinho, Júlio Belo Fernandes, Publisher: Mdpi AG, ISBN-13: 978-3036542423</p> <p>Course PTHE-415 (Physiotherapy in Special Population Groups) <u>Learning outcome added:</u> “After completion of the course, students are expected to recognize the chronic disease that can develop during older age (including dementia and Alzheimer’s) and design exercise plans that could prevent them.”</p> <p><u>Book added:</u> <i>Exercise to Prevent and Manage Chronic Disease Across the Lifespan</i>, 2022, by Jack Feehan, Nicholas Tripodi, Vasso Apostolopoulos, Publisher: Elsevier Science, ISBN-13 978-0323898430</p> <p>3. Regarding strength and conditioning for muscle and bone Learning outcomes have been added in a number of courses in order to provide an initial introduction and gradual progression in teaching and learning about strength and conditioning. In particular, the following have been added:</p> <p>Course PTHE-125 (Physiotherapy and Therapeutic Exercise) <u>Learning outcome added:</u> “After completion of the course, students are expected to be able to comprehend the principles of strength and conditioning.”</p> <p><u>Book added:</u> <i>Essentials of Strength Training and Conditioning</i>, 4th Edition, by NSCA -National Strength & Conditioning Association, 2015, Publisher: Human Kinetics, ISBN-13: 978-1492501626</p> <p>Course-216 (Clinical Exercise Physiology) <u>Learning outcome added:</u> “After completion of the course, students are expected to be able to assess strength and fitness in patients with chronic conditions and prepare conditioning interventions tailed to the nature of the disorder.”</p> <p><u>Book added:</u> <i>Strength and Conditioning: Biological Principles and Practical Applications</i>, 2021, 1st Edition, by Marco Cardinale, Robert Newton, Kazunori Nosaka, Publisher: Wiley, ISBN-13: 978-0470019191</p>	
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	<p>Course PTHE-315 (Physiotherapy in Vulnerable and Rare Populations) <u>Learning outcome added:</u> “After completion of the course, students are expected to be able to design exercise programmes that consider strength and condition principals for specific populations (including mental health, learning disabilities, cancer, fatigue, obesity) taking into account the individual characteristics of the condition.”</p> <p><u>Book added:</u> <i>Exercise Oncology: Prescribing Physical Activity Before and After a Cancer Diagnosis</i>, 1st edition, 2020, by Kathryn H. Schmitz, Publisher: Springer, ISBN-13: 978-3030420109</p> <p>Course-411 (Sports Physiotherapy) <u>Learning outcome added:</u> “After completion of the course, students are expected to be able to design a structured programme for the functional rehabilitation of the athlete taking into account strength and conditioning principles.”</p> <p><u>Learning outcome added:</u> “After completion of the course, students are expected to be able to assess the aging athletes and to design a strength and conditioning program tailored to the needs of the individual.”</p> <p><u>Book added:</u> <i>Strength and Conditioning in Sports</i>, 2022, 1st Edition, by Michael Stone, Timothy Suhomel, W. Hornsby, John Wagle, Publisher: Routledge, ISBN-13: 978-0367560225</p> <p>Course PTHE-415 (Physiotherapy in Special Population Groups) <u>As Learning outcome:</u> “After completion of the course, students are expected to be able to design special-population tailored exercises considering strength and condition principals (i.e. third age, amputation, burns, osteoporosis, pregnancy, children/teenagers and others).”</p> <p><u>Book added:</u> <i>NSCA's Essentials of Training Special Populations</i>, 2017, 1st Edition, by NSCA -National Strength & Conditioning Association, Patrick L.</p>	
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	<p>Jacobs, Publisher: Human Kinetics, ISBN-13 : 978-073608330</p> <p><u>Book added:</u> <i>Fundamental Strength Training After 50: Simple weight training exercises to maintain health, increase functional fitness, lose fat and improve strength beyond 50</i>, 2022, Mike Wilson, ISBN: 979-8835055654</p> <p><u>Book added:</u> <i>Resistance Training for the Prevention and Treatment of Chronic Disease</i>, 2013, 1st Edition, by Joseph T. Ciccolo, William J. Kraemer, Publisher: CRC Press, ISBN-13: 978-1466501058</p>	
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4. Student admission, progression, recognition and certification (ESG 1.4)

The EEC noticed clear student entry requirements and healthy attrition rate.

Findings by the EEC:

- *“Students had clear entry requirements to achieve. We noted a healthy attrition rate of 17% for the BScPhysiotherapy program which is similar to programs in other countries”.*

Strengths:

None reported

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
Nothing reported	Click or tap here to enter text.	Choose an item.
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5. Learning resources and student support (ESG 1.6)

In summary, the EEC report a good support system in place for students teaching and learning from their supervisors and their co-fellow students. In addition, laboratories are well equipped.

Findings by the EEC:

- *“Students appeared to be well supported in all aspects of teaching and learning resources”.*

Thank you for this comment. We put a lot of effort into making sure that our students are supported throughout their academic studies and we will continue to do so.

Strengths:

- *“Students had good support from their supervisors”.*
- *More experienced students helped support newer ones.*
- *Labs were well equipped in the main.*

Thank you for the above comments. We aim to keep an “open door” policy so that our students can have the support needed by their supervisors. We keep both staff and students informed via our numerous handbooks that explain the overall program procedures and the major courses (i.e. clinical placements, practicum and dissertation). We use the scheme of more experienced students providing support to newer ones. We have been equipping our labs and aim to continue to do so.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
We were unable to visit the library, however, most materials are now online for students.	No action is necessary	Choose an item.
More strength and conditioning equipment would be helpful.	We have a number of strength and conditioning equipment in our physiotherapy laboratories, (i.e. weights, bands, functional training machine, Pilates reformer, TRX, grip strength). We have already ordered some new equipment (red core machine, kettlebells – see appendix for order form) and we will include more strength and conditioning equipment in next year’s budget (e.g. weight vest, battle rope, hand bike, power	Choose an item.



	cage, hand extensor, medicine balls, more weights). We will also seek to get virtual reality compatible fitness machines (e.g. Holofit rowing machine).	
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6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
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7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
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B. Conclusions and final remarks

We would like to sincerely thank the EEC for the dedicated work and invaluable comments provided both within the report and the fruitful discussion during the visit. We are particularly pleased with the very positive report and the conclusion received from the EEC on 13/09/2022.




In summary, the EEC has pointed out the commitment of the Physiotherapy Program team members and the productive teamwork done between them and with the students. Furthermore, we are more than satisfied that the EEC found the academic journey successful and the team members to have the expertise to support it, which have been primary goals for us.

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
The panel was very impressed with the BSc Physiotherapy program especially as Physiotherapy has only been delivered for a decade at the University of Nicosia.	Thank you for this significant comment. We appreciate that such an experienced EEC values the work done in our program.	Choose an item.
Academic staff appeared to be a strong collegiate group which was admired by the panel.	Thank you for the comment.	Choose an item.
We were impressed with the processes and structure within the academic journey and felt that staff had suitable expertise to support students.	Thank you for the comment	Choose an item.
Extra resources to help academic staff to become more successful would include the appointment of laboratory technicians and placement coordinators.	As presented above, the necessary changes are being implemented and will be fully in place soon.	Choose an item.
Students should not be required to pay for bioethics applications themselves.	The University is ready to finance ethics applications for the students and various bodies are exploring ways to do this. .	Choose an item.

C.

D. Higher Education Institution academic representatives



<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr Christina Michailidou	Programme Coordinator	
Dr Christos Petrou	Acting Head of the Department of Health Sciences	
Prof. Kyriacos Felekkis	Dean of School of Life and Health Sciences	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 05/12/22

APPENDIX



Course Syllabus

Course Code PTHE-121	Course Title Pathology	ECTS Credits 3
Prerequisites None	Department Life and Health Sciences	Semester Spring
Type of Course Compulsory	Field Physiotherapy	Language of Instruction Greek/English
Level of Course 1 st Cycle	Lecturer(s) Dr Andreas Roushias	Year of Study 1 st
Mode of Delivery Face to face	Work Placement No	Corequisites None

Course Objectives:

The main objectives of the course are to:

- provide students with the theoretical knowledge that will enable them to understand the pathophysiology of rheumatic and other diseases.
- offer the future physiotherapist the knowledge of the pathology of the various systems of the human body and allows him to use this knowledge in designing of rehabilitation programs
- enable the physiotherapist to communicate with other health professionals such as nurses, doctors and others.

Learning Outcomes:

After completion of the course students are expected to be able to:

- know the pathophysiology of rheumatic diseases
- recognize and understand the effect of predisposing and aggravating factors on autoimmune diseases
- recall the pathology of rheumatological and other problems and correlate it with the clinical picture of the patient
- recognize signs and symptoms of severe pathology and be able to refer the patient for medical care
- understand the medical and surgical intervention of various diseases and adapt their rehabilitation program accordingly
- collaborate and communicate effectively with physicians, rheumatologists and other specialists for more effective patient rehabilitation
- understand the pathology of the various body systems and the effect of the means of rehabilitating them
- understand the causes and origin of diseases that can affect the community and the importance of health epidemiology in public health and well-being

- develop their ability to evaluate research data on rheumatology / pathology and rehabilitation in order to deepen and update their knowledge in this field.

Course Content:

1. Clinical examination of patient identification of disease, description of symptoms, signs, differential diagnosis.
2. Rheumatic diseases. Collagen diseases. Rheumatic diseases.
3. Diseases of the musculoskeletal system (joints, bones, ligaments, etc.).
4. Early identification of severe endocrine gland pathology.
5. Early recognition of severe urogenital system pathology.
6. Early recognition of severe pathology of the immune system (autoimmune diseases, immunological deficiencies, allergies, etc.).
7. Early recognition of severe respiratory pathology.
8. Early recognition of serious pathology of the circulatory system.
9. Early recognition of severe digestive pathology.
10. Early recognition of serious pathology from infectious diseases.
11. Early recognition of severe neoplasia.
12. Early recognition of severe hematopoietic pathology.
13. Clinical and laboratory tests for the identification of serious pathology and the referral to a specialist.

Learning Activities and Teaching Methods:

Lectures, discussion, clinical scenarios

Assessment Methods:

Interest-participation-attendance, work-test, mid-term exam, final examination

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Understanding Pathophysiology	Huether E. Sue, McCance L. Kathryn	Mosby	2016	978-032-335-409-7
Robbins and Cotran Pathologic Basis of Disease	Kumar V., Abbas K. A. and Aster C. J.	Elsevier	2014	978-145-572-613-4

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
An Introduction to Epidemiology for Health Professionals, Springer Series on Epidemiology and Public Health	Jørn Olsen, Kaare Christensen, Jeff Murray, Anders Ekbom	Springer	2010	978-144-191-496-5
Muir's Textbook of Pathology	Herrington C. Cimon	CRC Press	2014	978-144-418-497-6
Anatomy and Physiology	Kelly A. Y., James A. W., DeSaix P., et al.	OpenStax College	2013	978-193-816-813-0



Course Syllabus

Course Code PTHE-125	Course Title Physiotherapy and Therapeutic Exercise	ECTS Credits 7
Prerequisites None	Department Department of Life & Health Sciences	Semester Spring
Type of Course Compulsory	Field Physiotherapy	Language of Instruction Greek/English
Level of Course 1 st Level	Lecturer(s) Dr Christina Michailidou	Year of Study 1 st
Mode of Delivery Face to face	Work Placement No	Corequisites None

Course Objectives:

The main objectives of the course are to:

- provide students with the theoretical and practical knowledge of exercise as a means of treating musculoskeletal problems
- teach students all types of exercise to improve muscle strength and stamina, as well as exercises aimed at improving proprioception, neuromuscular coordination and motor control
- provide students with the necessary skills and knowledge to design integrated prevention and treatment programs, as well as the knowledge of when therapeutic treatment should be considered a contraindication.

Learning Outcomes:

After completion of the course students are expected to be able to:

- understand all kinds of therapeutic exercises
- understand all kinds of therapeutic relaxation
- assess the types of muscle contractions in relation to exercise
- **comprehend the principles of strength and conditioning**
- assess how macrodynamics and tachodynamics influence the choice of therapeutic exercise
- evaluate muscle strength and muscle stamina in exercise programs
- understand the effects of immobilization on the musculoskeletal system
- understand the interaction of pain with therapeutic exercise and relaxation
- understand the effect of exercise on proprioception, neuromuscular coordination and motor control
- understand the contraindications of therapeutic exercise

- understand how exercise can prevent some of the main chronic conditions (stroke, diabetes, heart disease, arthritis and cancer)

At the end of the practical part of the course the students will be able to:

- plan treatment programs targeted to specific muscular dysfunctions
- apply all kinds of therapeutic exercises
- apply therapeutic relaxation methods
- evaluate the mobility of the joints
- apply therapeutic exercises to reduce musculoskeletal pain
- apply therapeutic exercises to improve proprioception, neuromuscular coordination and motor control

Course Content:

1. Introduction to therapeutic exercise.
2. Concentric, eccentric, isometric, isotonic exercise.
3. Passive and active exercise.
4. Resistance exercise.
5. Assisted, elevated exercise.
6. Stretching applications (active, passive, hold-relax, PNF).
7. Exercise of proprioception, neuromuscular coordination and motor control.
8. Functional Exercise.
9. Indications - contraindications of therapeutic exercise.
10. Introduction to exercise in water.
11. Exercise in pregnancy.
12. Exercise in the healing stages of tissue damage.
13. Exercise in nerve injuries.

Learning Activities and Teaching Methods:

Lectures, Examples, Laboratory Practice

Assessment Methods:

Interest-participation, mid-term exam, final examination

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Exercise to Prevent and Manage Chronic Disease Across the Lifespan.	Jack Feehan, Nicholas Tripodi, Vasso Apostolopoulos,	Academic Press	2022	978-032-389-843-0

Therapeutic Exercise (Therapeutic Exercise Moving Toward Function)	Brody Lori, Hall Carrie	LWW	2017	978-149-630-234-2
Essentials of Strength Training and Conditioning.	NSCA -National Strength & Conditioning Association	Human Kinetics, 4th Edition	2015	978-149-250-162-6

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Exercise Physiology and its Role in Chronic Disease Prevention and Treatment- Mechanisms and Insight,	e-book	Frontiers in Physiology	2022	https://www.frontiersin.org/research-topics/25440/exercise-physiology-and-its-role-in-chronic-disease-prevention-and-treatment---mechanisms-and-insigh
Exercise for Special Populations	Williamson Peggie	Lippincott Williams and Wilkins	2018	978-149-638-901-5
ACSM's Exercise Management for Persons with Chronic Diseases and Disabilities, by American College of Sports Medicine	Geoffrey E. Moore, J. Larry Durstine, Patricia L. Painter	Human Kinetics, 4th Edition	2016	978-145-043-414-0
Therapeutic Exercise for Musculoskeletal Injuries (Athletic Training Education)	Houglum, A.P.	Human Kinetics	2010	978-073-607-595-4



Course Syllabus

Course Code	Course Title	ECTS Credits
PTHE - 212	Musculoskeletal Physiotherapy I: Upper Limbs	7
Prerequisites	Department	Semester
None	Health Sciences	Fall
Type of Course	Field	Language of Instruction
Compulsory	Physiotherapy	Greek/English
Level of Course	Lecturer(s)	Year of Study
1 st Cycle Degree	Mr. Stelios Hadjisavvas	2 nd
Mode of Delivery	Work Placement	Corequisites
Face to Face	None	None

Course Objectives:

The main objectives of the course are to:

- provide students with the theoretical and practical knowledge that will allow them to evaluate and treat musculoskeletal disorders of the upper limbs
- guide students to understand the pathophysiology of musculoskeletal injuries of the upper limbs and the distinction between pathology and dysfunction
- promote knowledge of relevant pathology and clinical feature of major upper limb disorders
- enable students to recognize and classify problems in categories, adapt their treatment programme in order to reduce or eliminate patient's symptoms.

Learning Outcomes:

After completion of the course students are expected to be able to:

- understand the mechanisms of musculoskeletal injuries of the upper limbs and their healing stages
- recognize and understand the effect of predisposing and aggravating factors on musculoskeletal disorders of the upper limbs
- recognize chronic diseases of the musculoskeletal system (e.g. arthritis) and ways they can be prevented
- collect the subjective information from the patient and record them in an evidence-based manner
- recognize the pathology of musculoskeletal problems and correlate it with the clinical presentation of the patient
- perform a properly structured physical examination based on the history of the disease using the latest evidence based information.
- provide ergonomic and other advice to address predisposing and aggravating factors

- design an integrated intervention program to treat the patient's symptoms and improve their function
- recognize early risk factors for chronicity and adapt their intervention accordingly
- develop the ability to evaluate research data on musculoskeletal rehabilitation in order to deepen and update their knowledge in this field.

After completion of the practical component of the course students are expected to be able to:

- perform a structured clinical examination of the musculoskeletal problems of the upper limbs
- recognize the pathology and distinguish it from musculoskeletal disorders
- classify problems into categories according to the patient's clinical presentation
- recognize movement deviations in all upper limb joints
- detect deviations in the upper-limb biomechanical chain, as well as the functional disabilities resulting from those deviations
- choose evidence-based interventions to progressively restore normal load capacity
- plan and execute structured rehabilitation programs for upper limb pathologies and injuries
- re-evaluate the effect of their therapeutic intervention, assess the outcome and modify the intervention accordingly
- suggest practical advice to address predisposing and aggravating factors.

Course Content:

1. Upper limb ligamentous injuries.
2. Upper limb tendon injuries.
3. Upper limb nerves entrapment syndromes and pathologies.
4. Degenerative diseases of upper limb joints.
5. Upper limb fractures.
6. Muscle sprains of the upper limbs.
7. Upper limb instabilities and dislocations.
8. Trigger points to the upper limbs.
9. Other pathologies (bursitis, collagen diseases, compartment syndromes, hand pathologies etc.).

Learning Activities and Teaching Methods:

Lectures, discussions, lab practical sessions, clinical scenarios.

Assessment Methods:

Interest-participation-attendance, assignment-tests, mid-term exam, final exam.

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Musculoskeletal Examination and Assessment - Volume 1: A Handbook for Therapists 5 th Edition	Petty J.Nicola and Dionne Ryder Dionne	Elsevier	2017	978-070-206-717-4
Arthritis: Pathophysiology, Prevention, and Therapeutics.	Debasis Bagchi, Hiroyoshi Moriyama, Siba P. Raychaudhuri	CRC Press	2016	978-143-981-686-8
Kinesiology of the Musculoskeletal System: Foundations for Rehabilitation	Neumann Donald A.	Mosby	2016	978-032-328-753-1
Orthopedic Physical Assessment 5 th Edition	Magee, D.J.	Saunders	2013	978-072-160-571-5

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Orthopedic Physical Assessment, 6 th Edition.	Magee, D.J.	Saunders	2013	978-145-570-977-9
Musculoskeletal Assessment: Joint Motion and Muscle Testing	Clarkson M. Hazel	LWW	2012	978-145-117-571-4
Brunnstrom's Clinical Kinesiology	Houglum A. Peggy	F.A. Davis Company	2011	978-080-362-352-1



Course Syllabus

Course code PTHE - 213	Course Title Cardiorespiratory Physiotherapy I	ECTS Credits 7
Prerequisites None	Department Health Sciences	Semester Fall
Type of Course Mandatory	Field Physiotherapy	Language of Instruction Greek/English
Level of Course 1 st level	Lecturer(s) Dr Themistocleous Irene	Year of Study 2 nd
Mode of Delivery Face to Face	Work Placement No	Corequisites None

Course Objectives:

The main objectives of the course are to:

- teach current evidence based interventions in acute and chronic cardiorespiratory pathologies involving the use of valid and reliable outcome measures
- enable the students to perform a subjective and objective assessment. provide an action plan according to the findings in different patient groups (pre and post operation, in and out of hospital)
- prepare the students for their clinical placements in public and private hospitals, rehabilitation centres and private physiotherapy clinics.

Learning Outcomes:

After completion of the course students are expected to be able to:

- recognize the epidemiology of the major cardiorespiratory conditions (including asthma, COPD, cancer, heart diseases)
- learn the pathophysiology of cardiorespiratory diseases
- understand the effect of the predisposing factors in cardiac and respiratory diseases
- perform a structured clinical evaluation according to the patients' history
- recognize the pathology and correlate the pathology with patients' symptoms
- recognize the risk factors in diseases that lead them to chronicity
- apply physiotherapy interventions to prevent postoperative complications
- select and apply interventions in patients with chronic and acute cardiorespiratory problems
- re-evaluate the effect of their intervention with evidence based outcome measures
- develop the ability to assess research material and select high quality papers

Course Content:

1. Anatomy of the respiratory system.
2. Physiology of the respiratory system.
3. Physiotherapy assessment of the cardiorespiratory system.
4. Problems of the cardiorespiratory system.
5. Physiotherapy interventions for the cardiac and respiratory system.
6. Arterial blood gases analyses.
7. COPD, Rehabilitation problems.
8. Physiotherapy in common diseases of the cardiac and respiratory system.
9. Pre and post-surgery role of the physiotherapist.
10. Techniques for airway clearance.

Learning Activities and Teaching Methods:

Lectures, discussions and clinical scenarios.

Assessment Methods:

Interest-participation-attendance, assignment-tests, mid-term exam, final exam.

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Hough's Cardiorespiratory Care: an evidence-based, problem-solving approach 5 th Edition	Alexandra Hough	Elsevier	2017	978-070- 207-184-3
Cardiorespiratory Physiotherapy: Adults and Paediatrics 5 th Edition	Main Eleanor and Denehy Linda	Elsevier	2016	978-070- 204-731-2
Cardiorespiratory Assessment of the Adult Patient: A clinician's guide	Broad Mary Ann, Quint Matthew, Sandy Thomas and Twose Paul	Churchill Livingstone	2012	978-070- 204-345-1
Epidemiology and Prevention of	Darwin Labarthe	Jones & Bartlett	2010	978-076- 374-689-6

Cardiovascular Diseases: A Global Challenge		Learning, 2 nd Edition		
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Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Textbook of Medical Physiology	Gitton and Hall	Elsevier Saunders	2015	978-145-577-005-2
Cardiology Secrets	Glenn Levine	Elsevier Saunders	2013	978-145-574-815-0
Mechanical ventilation	Cairo	Mosby	2012	978-032-307-207-6



Course Syllabus

Course Code	Course Title	ECTS Credits
PTHE - 216	Clinical Exercise Physiology	3
Prerequisites	Department	Semester
None	Health Sciences	Fall
Type of Course	Field	Language of Instruction
Required	Physiotherapy	Greek/ English
Level of Course	Lecturer(s)	Year of Study
1 st Cycle	Dr Christoforos Giannaki	2 nd
Mode of Delivery	Work Placement	Corequisites
Face to face	No	None

Course Objectives:

The main objectives of the course are to:

- focus on the area of exercise in patients with chronic diseases
- examine the basics of the physiological mechanisms involved in the body's response to chronic clinical diseases and pathological conditions, and the response of the patient to exercise
- the *course will provide the students* with the required knowledge in order to be able to design and successfully deliver exercise rehabilitation programs in clinical populations
- discuss the non-pharmacological management of chronic diseases such as diabetes, cancer, cardiovascular disease, obesity, chronic kidney disease and hypertension
- instruct to the basic knowledge regarding the role of exercise in other diseases such as Pulmonary diseases etc
- discuss physical performance of patients with chronic diseases using both field and laboratory-based tests and procedures.

Learning Outcomes:

After completion of the course students are expected to be able to:

- recognize the important role of physical activity and exercise in the prevention and treatment of chronic diseases
- recognize how physical activity and exercise can reduce the risk of chronic diseases
- design specific and appropriate exercise rehabilitation programs for the most common chronic conditions
- **assess strength and fitness in patients with chronic conditions and prepare conditioning interventions tailed to the nature of the disorder**
- assess the physical performance and functional capacity of people with chronic conditions
- assess aspects related to quality of life and mental health in patients with chronic disease

- develop the ability to assess basic research projects in the clinical exercise physiology area in order to implement the acquired knowledge.

Course Content:

1. Introduction to exercise and chronic diseases.
2. Exercise and diabetes.
3. Exercise in patients with chronic kidney disease.
4. Exercise in patients with cardiovascular conditions.
5. Exercise and hypertension.
6. Exercise in patients with cancer.
7. Exercise in patients with pulmonary diseases.
8. Design specific exercise programs in patients with chronic diseases.
9. Exercise physiology assessment in patients with chronic diseases.
10. Functional capacity and quality of life assessment in patients with chronic diseases.

Learning Activities and Teaching Methods:

Lectures, discussions, student presentations.

Assessment Methods:

Interest-participation- attendance, assignment-test, mid-term exam, final exam

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Strength and Conditioning: Biological Principles and Practical Applications.	Marco Cardinale, Robert Newton, Kazunori Nosaka	Wiley, 1st Edition,	2021	9780470019191
ACSM's Exercise Management for Persons With Chronic Diseases and Disabilities	Dustine J. & Moore G.	Human Kinetics	2016	978-145-043-414-0

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
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<p>Exercise Physiology: Nutrition, Energy, and Human Performance, 7th Edition</p>	<p>McArdle D. William Katch I. Frank Katch L. Victor</p>	<p>Lippincott Williams and Wilkins</p>	<p>2009</p>	<p>978-160-831- 859-9</p>
<p>Clinical Exercise Physiology, 2nd Edition</p>	<p>Ehrman Jonathan, Gordon Paul, Visich Paul, Keteyian Steven</p>	<p>Human Kinetics</p>	<p>2009</p>	<p>978-073-606- 565-8</p>



Course Syllabus

Course Code PTHE - 221	Course Title Principals of Clinical Reasoning in Physiotherapy	ECTS Credits 3
Prerequisites None	Department Health Sciences	Semester Spring
Type of Course Compulsory	Field Physiotherapy	Language of Instruction Greek/English
Level of Course 1 st Level	Lecturer(s) Dr Christina Michailidou	Year of Study 2 nd
Mode of Delivery Face to face	Work Placement No	Corequisites None

Course Objectives:

The main objectives of the course are to:

- provide students with the theoretical and practical knowledge that will enable them to collect information from patients, compose it, assume hypotheses about the possible problem, and finally verify the correctness of these hypotheses
- teach students the mental process by which experienced clinicians classify their patients in homogeneous categories, diagnose and adapt their treatment according to this diagnosis
- enable students to support the most likely working hypothesis on the patient's problem and to justify the actions that are intended to solve the problem.

Learning Outcomes:

After completion of the course students are expected to be able to:

- understand the value of clinical reasoning and clinical necessity
- understand the patient-centered model of health, the meaning of health literacy and their relation to health prevention and be able to consider them in clinical reasoning.
- become familiar with the International Classification of Functionality (ICF) and its application to physiotherapy
- collect the subjective information from the patient and compose it in a critical way
- forms work hypotheses on the potential problem of the patient
- check the accuracy of these hypotheses and exclude the least possible
- monitor whether the development of the intervention justifies their working hypothesis and can redefine their case and their intervention accordingly
- realize the way they think about the problem of the patient, recognize and eliminate prejudices in their thinking and improve their empirical knowledge
- develop their ability to evaluate research data on diagnostics in physiotherapy in order to deepen and update their knowledge in this field.

Course Content:

1. Introduction to clinical reasoning (basic principles, hypothesis, formation)
2. Classification systems of functionality and patients flags in physiotherapy.
3. Cognitive process in clinical reasoning, usage of algorithms.
4. Examples of clinical reasoning in cardio-respiratory diseases (like COPD, heart surgery).
5. Examples of clinical reasoning in musculoskeletal diseases (like tenonitis, fractures).
6. Examples of clinical reasoning in neurological diseases (like stroke, multiple sclerosis, spinal cord injury).
7. Examples of clinical reasoning in other conditions (like chronic fatigue syndrome, stress disorders).
8. **Examples of patient participation in health, health literacy and impact on clinical reasoning**

Learning Activities and Teaching Methods:

Lectures, Discussion, Clinical examples

Assessment Methods:

Interest-participation, assignments, mid-term exam, final examination

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Clinical Reasoning and Decision Making in Physical Therapy: Facilitation, Assessment, and Implementation	Gina Maria Musolino, Gail Jensen	SLACK Incorporated	2019	978-163-091-408-0
Clinical Reasoning in Musculoskeletal Practice 2 nd Edition	<u>Jones A. Mark and Rivett A. Darren</u>	Elsevier	2019	978-070-205-976-6
Health Professional and Patient Interaction	Amy M. Haddad, Regina F. Doherty, Ruth B. Purtilo	Saunders	2018, 9th Edition	978-032-353-362-1
Clinical Reasoning in the Health Professions	Higgs J., Jones M., Loftus S.	Butterworth-Heinemann	2018	978-070-206-224-7

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Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Principles and Foundations of Health Promotion and Education.	Randall Cottrell, James Girvan, James McKenzie, Denise Seabert	Pearson, 7th Edition	2017	978-013-451-765-0
Skills for Communicating with Patients	Silverman J., Kurtz S. and Draper J.	CRC Press	2013	978-184-619-365-1
Physical Therapy Documentation: From Examination to Outcome	Erickson M., Utzman R. and McKnight R.	Slack	2013	978-161-711-251-5
Is This Change Real?: Interpreting Patient Outcomes in Physical Therapy	Riddle L. Daniel and Stratford W. Paul	F.A. Davis Company	2013	978-080-362-957-8



Course Syllabus

Course Code	Course Title	ECTS Credits
PTHE - 223	Cardiorespiratory Physiotherapy II	7
Prerequisites	Department	Semester
None	Health and life	spring
Type of Course	Field	Language of Instruction
Compulsory	Physiotherapy	Greek/English
Level of Course	Lecturer(s)	Year of Study
1 st Cycle	Dr Irene-Chrysovalanto Themistocleous	2 nd
Mode of Delivery	Work Placement	Corequisites
Face to face	No	None

Course Objectives:

The main objectives of the course are to:

- teach students the current evidence based interventions in acute and chronic cardiorespiratory pathologies with the use of valid and reliable outcome measures
- prepare the students perform a subjective and objective assessment, provide an action plan according to the findings in different patient groups (pre and post operation, hospitalized or not)
- prepare the students with the adequate knowledge for their clinical placements in public and private hospitals, rehabilitation centres and private physiotherapy clinics.

Learning Outcomes:

After completion of the course students are expected to be able to:

- learn the pathophysiology of heart and respiratory diseases
- understand the effect of the predisposition factors in cardiac and respiratory diseases
- perform a structured clinical evaluation according the patients history
- recognize the pathology and correlate it with patients' symptoms
- recognize the risk factors in diseases that become chronic
- design physiotherapy interventions (including self-management) to treat and prevent chronic disease and/or their consequences of the cardio-respiratory system (i.e. heart diseases, cancer, asthma, COPD)
- apply physiotherapy interventions to prevent postoperative complications
- select and apply interventions in patients with chronic and acute cardiorespiratory problems
- reevaluate the effect of their intervention with evidence based outcome measures
- develop the ability to assess research material and recognize high quality research papers.

Course Content:

1. Anatomy and physiology of the cardiac system.
2. Acute coronary symptoms.
3. Cardiac failure and physiotherapy interventions.
4. Functional assessment tests.
5. Stress test.
6. Electrocardiogram
7. Prevention and rehabilitation of patients with cardiac and respiratory problems.
8. Sepsis, ARDS, shock in patients with heart problems.
9. Management of peripheral vascular diseases.
10. ICU, mechanical ventilation, NIV.
11. Pathologies of the valves.

Learning Activities and Teaching Methods:

Lectures, discussion, clinical scenarios.

Assessment Methods:

Interest – participation - attendance, assignments-tests, mid-term exams, final exams.

Required Textbooks / Readings:

Τίτλος	Συγγραφέας	Εκδοτικός Οίκος	Έτος	ISBN
Cardiovascular Prevention and Rehabilitation in Practice.	Jennifer Jones, John Buckley, Gill Furze, Gail Sheppard	Wiley-Blackwell, 2nd Edition	2020	9781118458693
Hough's Cardiorespiratory Care: an evidence-based, problem-solving approach 5 th Edition	Alexandra Hough	Elsevier	2017	978-070-207-184-3

Cardiorespiratory Physiotherapy: Adults and Paediatrics 5 th Edition	Main Eleanor and Denehy Linda	Elsevier	2016	978-070-204- 731-2
Cardiorespiratory Assessment of the Adult Patient: A clinician's guide	Broad Mary Ann, Quint Matthew, Sandy Thomas and Twose Paul	Churchill Livingstone	2012	978-070-204- 345-1

Recommended Textbooks / Readings:

Τίτλος	Συγγραφέας	Εκδοτικός Οίκος	Έτος	ISBN
Cardiology Secrets	Glenn Levine	Elsevier Saunders	2013	978-145-574- 815-0
Mechanical ventilation	Cairo	Mosby	2012	978-032-307- 207-6



Course Syllabus

Course Code	Course Title	ECTS Credits
PTHE - 226	Neurological physiotherapy in Adults	7
Prerequisites	Department	Semester
None	Health Sciences	Spring
Type of Course	Field	Language of Instruction
Required	Physiotherapy	Greek/English
Level of Course	Lecturer(s)	Year of Study
1 st Cycle	Dr Christina Michailidou	2 nd
Mode of Delivery	Work Placement	Corequisites
Face to face	No	None

Course Objectives:

The main objectives of the course are to:

- provide students with the theoretical and practical knowledge that will enable them to evaluate and treat adults with neurological diseases
- understand the physiological structure and function of the central and peripheral nervous systems
- acquaint students with the relevant pathology and clinical picture of the major adult neurological disorders in adults, including dysfunctions of the pyramidal, extrapyramidal, cerebellar, myopathies, peripheral nerve injuries.

Learning Outcomes:

After completion of the course students are expected to be able to:

- know the mechanisms of neurological diseases
- understand the principles of neurologic epidemiology and its complications for patient populations
- recognize and understand the influence of predisposing and aggravating factors on adults with neurological disorders
- collect the subjective information from the patient and record it in a scientific way
- recognize the pathology of adult neurological problems and relate it to the clinical picture of the patient
- conduct a properly structured physical examination based on the history of the disease and the most recent scientifically documented data
- choose reliable and valid evaluation tools
- design a comprehensive intervention program to treat the symptoms and functional rehabilitation of the patient
- evaluate research data regarding neurological recovery of adults for the purpose of deepening and renewing their knowledge in this field.

At the end of the practical part of the course the students will be able to:

- perform a structured clinical examination in adult patients with neurological problems
- recognize dysfunction of the neurological system
- classify problems in categories according to their clinical picture
- recognize deviations from normal
- choose documented evaluation and intervention tools to progressively restore the normal functioning of each patient
- design a comprehensive intervention program to treat the symptoms and functional rehabilitation of the patient, taking into account ways to prevent further complications of the chronic neurological diseases (including self-management).
- reassess the effect of their therapeutic intervention using evidence based assessment tools and modify their intervention accordingly
- offer practical advice on addressing predisposing and aggravating factors in adults with neurological problems.

Course Content:

1. Moving and handling of people with neurological conditions.
2. Assessing people with neurological conditions.
3. Multiple Sclerosis.
4. Parkinson's disease.
5. Vascular Stroke Episode.
6. Polyneuropathy, Guillain Barre Syndrome.
7. Head injuries.
8. Balance disorders.
9. Myopathy.
10. Dystrophy.
11. Spinal cord injuries.
12. Gait problems.

Learning Activities and Teaching Methods:

Lectures, discussion, clinical scenarios.

Assessment Methods:

Interest – participation - attendance, assignments-tests, mid-term exams, final exams.

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Oxford Textbook of Neurologic and Neuropsychiatric Epidemiology (Oxford	Carol Brayne, Valery L. Feigin, Lenore J. Launer, Giancarlo Logroscino,	OUP Oxford	2020	978-019-874-949-3

Textbooks in Clinical Neurology)				
Stroke Prevention and Treatment: An Evidence-based Approach.	Jeffrey L. Saver, Graeme J. Hankey	Cambridge University Press, 2nd Edition	2020	978-110-711-314-5
Physical Management for Neurological Conditions 4 th Edition	Lennon Sheila, Ramdharry Gita and Verheyden Geert	Elsevier	2018	978-070-207-174-4
Motor Control: Translating Research into Clinical Practice	Shumway-Cook and Woollacot	LWW	2016	978-149-630-263-2

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Neurological Rehabilitation: Spasticity and Contractures in Clinical Practice and Research	Pandyan A., Hermens H. and Conway B.	CRC Press	2018	978-1-4665-6544-9
PNF in Practice: An Illustrated Guide	Adler, Susan et al.	Springer	2013	978-364-234-987-4
Neurological Rehabilitation	Umphred DA	Mosby, 6 th Edition	2012	978-032-307-586-2
Neurological assessment. A clinician's guide	Jones KJ	Churchill Livingstone Elsevier	2011	978-070-204-052-8



Course Syllabus

Course Code	Course Title	ECTS Credits
PTHE - 312	Musculoskeletal Physiotherapy III – Spine and Pelvis	7 ECTS
Prerequisites	Department	Semester
None	Health Sciences	Fall
Type of course	Field	Language of Instruction
Compulsory	Physiotherapy	Greek/English
Level of study	Lecturer(s)	Year of study
Undergraduate	Ms. Christina Papadopoulou-King	3 ^o
Mode of Delivery	Work placement	Corequisites
Face to face	No	None

Course Objectives:

The main objectives of the course are to:

- provide students with the theoretical and practical knowledge that will enable them to assess and treat musculoskeletal conditions of the cervical, thoracic, lumbar spine and the pelvis
- enable students to understand the mechanisms of musculoskeletal injuries and to be able to distinguish between pathology and dysfunction of the cervical, thoracic, lumbar spine and the pelvis
- give students the knowledge and understanding of relative pathology and clinical presentations of commonly encountered spinal and pelvic conditions
- enable students to recognize and categorize spinal and pelvic conditions
- provide students with the theoretical and practical knowledge to adapt treatment plans for functional rehabilitation and optimal management of patient symptoms.

Learning Outcomes:

After completion of the course students are expected to be able to:

- know the mechanisms of musculoskeletal injuries of the spine and pelvis and the stages of the healing process
- recognize and understand the effects of predisposing and aggravating factors for cervical, thoracic, lumbar spine and the pelvic conditions
- to collect subjective information from patients and document it in a scientific manner
- recognize the pathology of musculoskeletal problems and be able to correlate these with the clinical presentation of a patient
- complete a structured physical examination based on the subjective information and the most up to date evidence-based facts
- provide ergonomic and any other relevant advice necessary for the management of predisposing or aggravating factors

- design a complete treatment plan for the management of symptoms and functional rehabilitation of a patient
- Recognize potential risk factors for the development of chronicity in diseases of the musculoskeletal system and be able to adapt their intervention accordingly and include methods to prevent them (in conditions like arthritis, non-specific low back pain and others).
- develop the ability to assess research data in relation to musculoskeletal rehabilitation with the aim of enriching and updating their knowledge in this field.

After completion of the practical component of the course students are expected to:

- complete a structured clinical examination of the spine and the pelvis
- recognize pathology and distinguish it from dysfunction of the musculoskeletal system
- categorize conditions depending on the clinical picture of the patient
- recognize deviations from the norm for posture and movement patterns in the spine and the pelvis
- investigate deviations/dysfunctions in the spine and pelvis, as well as the functional problems that develop from these
- select evidence -based interventions for graded rehabilitation of spinal and pelvic conditions and injuries
- design and complete structured functional rehabilitation programmes for conditions and injuries of the spine and the pelvis
- reassess the effect of therapeutic interventions based on evidence-based assessment tools and adapt their intervention accordingly
- provide practical advice for the management of predisposing or aggravating factors.

Course Content:

11. Mechanical classification of musculoskeletal problems of the spine and the pelvis.
12. Functional anatomy, pathology, clinical assessment and musculoskeletal physiotherapy of the spine and the pelvis.
13. Functional anatomy, pathology, clinical assessment and musculoskeletal physiotherapy of the spine and the pelvis.
14. Cervical artery dysfunction, cervicogenic headache, cervicogenic dizziness, benign paroxysmal positional vertigo, (BPPV).
15. Whiplash Injuries.
16. Cervical radiculopathy, thoracic outlet syndrome.
17. Functional anatomy, pathology, clinical assessment and musculoskeletal physiotherapy of the temporomandibular joint.
18. Spinal disc and facet joint dysfunctions.
19. Cervical instability and motor control problems.
20. Rheumatological conditions and instabilities of the spine and pelvis.
21. Trigger points of the spine and pelvis.
22. Non-specific low back pain.
23. Disfunction of the sacroiliac joints.

Learning Activities and Teaching Methods:

Lectures, discussions, practical work in the laboratory, clinical scenarios.

Assessment Methods:

Interest – participation - attendance, assignments-tests, mid-term exams, final exams.

Required Textbooks/Readings:

Title	Author	Publisher	Year	ISBN
Management of Neck Pain Disorders: a research informed approach	Jull G., Falla D., Treleaven J. and O'Leary S.	Elsevier	2018	978-070-207-477-6
Musculoskeletal Interventions 3 rd Edition	Hoogenboom, Voight, Prentice	Mc Graw Hill	2014	978-007-179-370-4
Chronic Pelvic Pain and Dysfunction: Practical Physical Medicine	Chaitow Leon and Jones Ruth	Churchill Livingstone	2011	978-0-7020-3532-6

Recommended Textbooks/Readings:

Title	Author	Publisher	Year	ISBN
The Complete Arthritis Exercise Book: Complete Arthritis Exercise Guide to Relief Pain, Improve Flexibility and Build Strong Bones.	DR. Julia Wilson	Independently published	2022	979-8846805552
The Big Back Book: Tips and Tricks for Therapists	Jane Johnson	Thieme Medical Publishers	2016	978-313-204-821-8
Orthopedic Physical Assessment 6 th Edition	Magee D.J.	Saunders	2013	978-145-570-977-9



Διάγραμμα Μαθήματος

Course Code	Course Title	ECTS Credits
PTHE - 315	Physiotherapy in Vulnerable and Rare Populations	2
Prerequisites	Department	Semester
None	Life and Health Sciences	Fall
Type of Course	Field	Language of Instruction
Elective	Physiotherapy	Greek/English
Level of Course	Lecturer	Year of Study
1 st Cycle	Dr Christina Michailidou	3 rd
Mode of Delivery	Work Placement	Corequisites
Face to Face	No	None

Course Objectives:

The main objectives of the course are to:

- provide students with the theoretical and practical knowledge that will enable them to evaluate and treat diseases that affect certain vulnerable and rare groups of the population
- teach students the pathology, clinical presentation and rehabilitation problems that are not classified in the four main areas of physiotherapy
- enable students to design rehabilitation programs for each vulnerable and rare population group in order to improve the functional capacity and quality of life of the patients.

Learning Outcomes:

On completion of the course students will be able to:

- assess and treat, using specific training and functional rehabilitation programs, the problems that are faced by vulnerable and specific population groups
- propose and implement rehabilitation methods, taking into account mental health, in order to improve the quality of life of the patients
- examine patients' functional ability and design solutions to improve functional independence and the ability to perform activities of daily living
- understand the mental health problems faced by some vulnerable and rare groups of people, such as people with schizophrenia, depression, anxiety disorders or post-traumatic stress disorder, and implement customized rehabilitation programs
- apply rehabilitation methods to people with learning difficulties that are in line with their needs and personal characteristics
- recognize the problems that patients with cancer face and how physiotherapy can improve their quality of life
- recognize the types of chronic fatigue that exist and how they can reduce the functional and social behavior of the patient
- learn how to design fatigue programs for conditions such as Chronic Fatigue Syndrome and Occupational Fatigue (Burnout)

- teach some of the unexplained medical conditions, the symptoms they present and how they can be managed through physical exercise
- recognize the characteristics of people with eating disorders and substance abuse, such as obesity, anorexia, malnutrition, alcohol and substance abuse, their psychological background, and their treatment methods
- design treatment plans for the prevention of chronic diseases (including cancer, diabetes and obesity) taking into account mental health state and incorporate self-management techniques
- design exercise programmes that consider strength and condition principals for specific populations (including mental health, learning disabilities, cancer, fatigue, obesity) taking into account the individual characteristics of the condition
- collaborate and communicate with other specialists involved in the treatment of patients belonging to the vulnerable and rare population groups, as well as establish group exercise programs
- develop the ability to evaluate research data on the rehabilitation of vulnerable and rare population groups in order to deepen and update their knowledge in this field.

Course Content:

1. Physiotherapy and mental health.
2. Physiotherapy for patients with learning difficulties.
3. Physiotherapy for patients with cancer.
4. Physiotherapy for patients with chronic fatigue.
5. Physiotherapy for patients with unexplained conditions.
6. Physiotherapy for patients with eating disorders.
7. Physiotherapy for patients with transmitted diseases.
8. Physiotherapy for patients using substances.
9. Physiotherapy and group exercise.

Learning Activities and Teaching Methods:

Lectures, discussion, clinical scenarios.

Assessment Methods:

Interest – participation - attendance, assignments-tests, mid-term exams, final exams.

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Personalized Care and Treatment Compliance in Chronic Conditions.	Fábio G Teixeira, Catarina Godinho, Júlio Belo Fernandes	Mdpi AG	2022	978-3036542423
Exercise for Special Populations	Peggie Williamson	LWW	2018	978-149-638-901-5

2 nd Edition				
Living with Chronic Disease: Measuring Important Patient-Reported Outcomes.	Paul Kamudoni, Nutjaree Johns, Sam Salek	Adis	2018	9789811341434
NSCA's Essentials of Training Special Populations	NSCA -National Strength & Conditioning Association	Human Kinetics, Inc.	2017	978-073-608-330-0
Physiotherapy in Mental Health and Psychiatry: a scientific and clinical based approach	Probst Michel and Skjaerven Liv Helvik	Elsevier	2017	978-070-207-268-0

Additional Bibliography:

Title	Author(s)	Publisher	Year	ISBN
Health Promotion Programs: From Theory to Practice.	Carl I. Fertman, Melissa L. Grim, Society for Public Health Education (SOPHE)	Jossey-Bass , 3 rd Edition	2022	978-111-977-088-6
Exercise Oncology: Prescribing Physical Activity Before and After a Cancer Diagnosis.	Kathryn H. Schmitz	Springer, 1 st Edition	2020,	978-303-042-010-9
ACSM's Exercise Management for Persons With Chronic Diseases and Disabilities	Dustine J. and Moore G.	Human Kinetics	2016	978-145-043-414-0
Therapeutic Management of Incontinence and Pelvic Pain: Pelvic Organ Disorders	Haslam, J. Laycock, J	Springer-Verlag.	2014	978-144-713-716-0

Orthotics and Prosthetics in Rehabilitation. 3 rd Edition	Lusardi M. & Nielsen C.	Saunders	2012	978-143-771- 936-9
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Course Syllabus

Course Code	Course Title	ECTS Credits
PTHE - 326	Research Methods in Physiotherapy	3
Prerequisites	Department	Semester
None	Health Sciences	Spring
Type of Course	Field	Language of Instruction
Compulsory	Physiotherapy	Greek/English
Level of Course	Lecturer(s)	Year of Study
1 st Cycle	Dr Christina Michailidou	3
Mode of Delivery	Work Placement	Corequisites
Face to Face	No	None

Course Objectives:

The main objectives of the course are to:

- introduce students to the methodology of scientific research and make them understand the importance of research for professionals in health care
- help students produce a detailed description of the different clinical and basic research designs and their research questions
- develop skills necessary to critically assess scientific research and cultivate the essential skills for their active participation in research projects.

Learning Outcomes:

After completion of the course students are expected to be able to:

- comprehend the meanings of prevalence, incidence and mortality/disease rates and how they are calculated
- recognize the value of evidence based physiotherapy research methodology
- understand and describe the stages of research in both qualitative and quantitative studies
- describe and apply ethical rules when conducting research
- choose the appropriate research design according to the type of research and the research question
- choose the appropriate sampling method and use the most suitable measurement tools
- know and apply the appropriate data analysis techniques in each type of research
- understand and apply the different ways of presenting research results and choose the most appropriate way based on the type of study
- demonstrate the ability to critically evaluate research studies and systematic reviews
- develop research questions based on their clinical practice, design the appropriate research study, write and implement a research proposal

- develop their ability to evaluate research data to deepen and update their knowledge in their field of interest
- design different types of study, including epidemiological, interviews and clinical trials.

Course Content:

1. Introduction to research methods: qualitative and quantitative research, evidence-based practice, epidemiology in public health.
2. Introduction to research methods: qualitative and quantitative research, evidence based practice.
3. Ethics in biomedical research.
4. Developing a research question. Purpose of research, hypotheses and identification of variables.
5. Literature review. Ways of literature research through electronic and printed databases.
6. Types of qualitative and quantitative research projects (descriptive, comparison, correlation, experimental and other quantitative research projects).
7. Methods and basic principles of sampling.
8. Questionnaires and other data collection tools in qualitative and quantitative research, reliability and validity concepts and measurement errors.
9. Statistical programs (Excel, SPSS). Data input and analysis.
10. Interpretation of results and ways of presenting them in quantitative and qualitative studies.
11. Writing article - poster – using PowerPoint.
12. Designing and writing a research proposal (protocol).
13. Critical evaluation of published research. Systematic review - meta-analysis.

Learning Activities and Teaching Methods:

Lectures, discussions, critical analysis of articles, essays

Assessment Methods:

Interest-participation-attendance, assignment-tests, mid-term exam, final exam.

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Modern Epidemiology	Timothy L. Lash, Tyler J. VanderWeele, Sebastien Haneuse, Kenneth J. Rothman	LWW, 4 th Edition	2021	978-145-119-328-2

Discovering Statistics Using IBM SPSS Statistics	Field Andy	SAGE Publications Ltd	2018	978-152-641-952-1
Guide to Evidence-Based Physical Therapist Practice	Jewell Dianne V.	Jones and Bartlett Learning	2017	978-128-410-432-5
Foundations of Clinical Research: Applications to Practice	Portney Leslie G., Watkins Mary P.	F.A. Davis Company	2015	978-080-364-657-5
Research Methods in Physical Activity	Thomas Jerry R; Nelson Jack K; Silverman Stephen J.	Human Kinetics	2015	978-145-047-044-5

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Discovering Statistics Using IBM SPSS Statistics: North American Edition	Field A.	SAGE	2017	9781526440303
Concepts of Epidemiology: Integrating the ideas, theories, principles, and methods of epidemiology.	Raj S. Bhopal	OUP Oxford, 3 rd Edition	2016	978-0198739685
Research Methods in Health	Bowling A.	Broken Hill	2014	978-996-371-647-0



Course Syllabus

Course Code PTHE-411	Course Title Sports Physiotherapy	ECTS Credits 6
Prerequisites None	Department Health Sciences	Semester Fall
Type of Course Compulsory	Field Physiotherapy	Language of Instruction Greek/English
Level of Course 1 st Cycle	Lecturer(s) Mr. Michalis Efstathiou	Year of Study 4 th
Mode of Delivery Face to face	Work Placement No	Corequisites None

Course Objectives:

The main objectives of the course are to:

- provide students with the theoretical and practical knowledge which will allow them to assess and treat sports injuries
- provide a detailed analysis of the mechanisms of sport injuries, the healing procedures and the physiotherapy interventions
- learn the treatment of sport injuries in and out the field and be in the position to give the athletes a prognosis for the time to return to the sport.

Learning Outcomes:

After completion of the theory component of the course students are expected to be able to:

- understand the mechanisms of sports injuries in all areas of the human body
- understand the effect of specific factors such as nutrition, doping, sport equipment and the impact of the environment on sport injuries
- assess the athletes before their participation, after the injury and before their return to the sport
- recognise the pathologies of sport injuries and treat them accordingly
- design a structured programme for the functional rehabilitation of the athlete
- design a structured programme for the functional rehabilitation of the athlete taking into account strength and conditioning principles
- communicate and cooperate with other health care professionals who work with the team
- have the ability to assess research studies related to sports physiotherapy

After completion of the practical component of the course students are expected to be able to:

- carry out a detailed clinical examination of athletes who had sport injuries
- design and apply a re-educational programme for improvement of proprioception, endurance, strength and neuromuscular control

- assess the aging athletes and to design a strength and conditioning program tailored to the needs of the individual
- apply rehabilitation programmes for sport injuries of the lower limbs
- apply rehabilitation programmes for sport injuries of the upper limbs
- apply rehabilitation programmes for sport injuries of the spine and torso
- choose evidence-based interventions for the gradual tissue loading based on the stage of healing
- design and execute structured functional rehabilitation programmes after sport injuries
- apply first aid for sport injuries inside the field.

Course Content:

1. Introduction to sport injuries (definitions, epidemiology, pathophysiology).
2. Mechanisms of injuries and healing stages of muscle, tendon, ligament, bone and cartilage injuries.
3. Assessment of the athlete (range of joint motion, strength, endurance, coordination).
4. Sport nutrition, doping and physiotherapy.
5. Sport injuries of the foot.
6. Sport injuries of the knee joint.
7. Sport injuries of the hip.
8. Sport injuries of the shoulder.
9. Sport injuries of the elbow and the hand.
10. Sport injuries of the spine and the torso.
11. Criteria for the return of athletes in the field
12. Taping, sport equipment, splints, sport environment and injury.
13. First aid in the field.

Learning Activities and Teaching Methods:

Lectures, discussion, practice in the laboratory, clinical scenarios.

Assessment Methods:

Interest – participation - attendance, assignments-tests, mid-term exams, final exams.

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Strength and Conditioning in Sports.	Michael Stone, Timothy Suchomel, W.	Routledge	2022	978-036-756-022-5

	Hornsby, John Wagle			
Sports and Soft Tissue Injuries: A Guide for Students and Therapists	Christopher M. Norris	Routledge	2018	978-113-810-659-8
Routledge Handbook of Sports Therapy, Injury Assessment and Rehabilitation	Keith Ward	Routledge	2017	978-113-855-906-6
ACSM's Guidelines for Exercise Testing and Prescription 10 th Edition	American College of Sports Medicine	Williams and Wilkins	2017	978-149-633-907-2
Sports Injury Prevention and Rehabilitation	David Joyce	Routledge	2016	978-041-581-506-2
Rehabilitation Techniques in Sports Medicine 6 th Edition	Prentice W.	McGraw-Hill Humanities/Social Sciences/Languages	2015	978-161-711-931-6

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Therapeutic Exercise: Foundations and Techniques	Kisner C. and Colby L.	Davis Company	2017	978-080-365-850-9
Brukner and Khan's Clinical Sports Medicine 4 th Edition	Brukner P. and Khan	McGraw-Hill	2012	978-007-099-813-1

Course Syllabus

Course Code	Course Title	ECTS Credits
P THE-415	Physiotherapy of Special Population Groups	3
Prerequisites	Department	Semester
None	Health Sciences	Fall
Type of Course	Field	Language of Instruction
Compulsory	Physiotherapy	Greek/English
Level of Course	Lecturer(s)	Year of Study
1 st Level	Dr Christina Michailidou	4 th
Mode of Delivery	Work Placement	Corequisites
Face to face	No	None

Course Objectives:

The main objectives of the course are to:

- provide students with the theoretical and practical knowledge that will enable them to evaluate and treat diseases faced by special population groups
- teach students the pathology, clinical picture and problem solving that are not classified in the four main specializations of physiotherapy
- enable students to design rehabilitation programs for each specific population group in order to improve patients' functional capacity and quality of life.

Learning Outcomes:

After completion of the course students are expected to be able to:

- evaluate and treat the problems faced by special population groups by using specific exercise and functional rehabilitation programs
- propose and apply special splints, prostheses and other aids to improve the quality of life of patients
- examine the functional capacity of the patients and design solutions to improve functional independence and self-service ability
- recognize the chronic disease that can develop during older age (including dementia and Alzheimer's) and design exercise plans that could prevent them
- design special-population tailored exercises considering strength and condition principals (i.e. third age, amputation, burns, osteoporosis, pregnancy, children/teenagers and others)
- designing programs of direct physiotherapy intervention, gait re-training and rehabilitation in patients with amputations
- evaluate the balance and gait of the elderly and propose strategies to prevent falls
- collaborate and communicate with other specialists involved in the treatment of patients in special population groups

- develop their ability to evaluate research data on the rehabilitation of special population groups in order to deepen and update their knowledge in this field.

Course Content:

1. Physiotherapy and third age.
2. Physiotherapy and amputations.
3. Physiotherapy and burns.
4. Physiotherapy and osteoporosis.
5. Women and men health.
6. Physiotherapy and pregnancy.
7. Physiotherapy in children and adolescents.
8. Physiotherapy in people with hearing and sight problems.
9. Physiotherapy in people with vestibular dysfunctions.

Learning Activities and Teaching Methods:

Lectures, discussion, clinical scenarios.

Assessment Methods:

Interest – participation - attendance, assignments-tests, mid-term exams, final exams.

Required Textbooks / Readings:



Title	Author(s)	Publisher	Year	ISBN
Fundamental Strength Training After 50: Simple weight training exercises to maintain health, increase functional fitness, lose fat and improve strength beyond 50.	Mike Wilson	Independently published	2022	979-8835055654
Exercise to Prevent and Manage Chronic Disease Across the Lifespan.	Jack Feehan, Nicholas Tripodi, Vasso Apostolopoulos	Elsevier Science	2022	9780323898430

Vestibular Rehabilitation 4 th Edition	Herdman J. Susan and Clendaniel Richard	Contemporary Perspectives in Rehabilitation	2020	978-080-363- 970-6
Exercise for Special Populations 2 nd Edition	Williamson P.	LWW	2018	978-149-638- 901-5
NSCA's Essentials of Training Special Populations, 2017, 1st Edition, by NSCA -National Strength & Conditioning Association.	Patrick L. Jacobs	Human Kinetics	2017	978-073-608-330
Exercise, Chronic Conditions and Disabilities	Dustine J. & Moore G.	Human Kinetics	2016	9781450434140
Geriatric Physical Therapy	William Staples	McGraw- Hill Education	2016	978-007-182-542-9
Physical Therapy in Burn and Wound Care:A Clinical Approach	El- Kader Shehab Abd, Al- Saif Amer and Al-Jiffri Osama	Lap Lambert Academic Publishing	2013	978-365-949-737-7

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
ACSM's Exercise Management for Persons With Chronic Diseases and Disabilities	Dustine J. and Moore G.	Human Kinetics	2016	978-145-043-414-0
Therapeutic Management of Incontinence and Pelvic Pain: Pelvic	Haslam, Laycock, J J.	Springer- Verlag.	2014	9781447137160

Organ Disorders				
Resistance Training for the Prevention and Treatment of Chronic Disease.	Joseph T. Ciccolo, William J. Kraemer	CRC Press	2013	9781466501058
Orthotics and Prosthetics in Rehabilitation, 3rd ed.	Lusardi M. & Nielsen C.	Saunders	2012	9781437719369
Physiotherapy in Pregnancy: Antenatal, Postnatal and Baby Care	Hiranandani/Balaji	CBS Publisher and Distributors	2010	978-812-391-229-5

		 ISO 9001		
OFFER No: PR/2022/239 Prepare for Amalia Prokopiou		Date: October 17, 2022		
FROM: C.Pittakas Biocare Ltd Isxiron 20, 2nd Monolivikos, 4151 Kato Polemidia, Limassol christosbiocare@cytanet.com.cy Tel: 357 25 817917 Fax: 357 25 344499		TO: Πανεπιστήμιο Λευκωσίας Υπόψη κ. Χριστίνας Μιχαηλίδου Tel: 22842589, 97605045 Fax: Email: michalidou@unic.ac.cy		
Other Terms/Delivery Terms Delivery Terms: Warranty Terms: Maintenance Terms:		Payment Terms: 50% advance payment, 50% with delivery		
QTY	CODE	DESCRIPTION	UNIT PRICE	TOTAL
1	REDCORD	REDCORD Redcord workstation professional	6500.00	6500.00
1	REDCORD	Redcord Training	1260.00	1260.00
1	MSD06-050102	Mambo Max Kettlebell Vinyl 2 kg - Sky Blue	11.56	11.56
1	MSD06-050104	Mambo Max Kettlebell Vinyl 4 kg - Purple	22.00	22.00
1	MSD06-050106	Mambo Max Kettlebell Vinyl 6 kg - Yellow	33.00	33.00
1	MSD06-050108	Mambo Max Kettlebell Vinyl 8 kg - Red	40.67	40.67
1	MSD05-011103	Mambo Max AB Peanut Ball - 50cm x 100cm - Red	25.30	25.30
			Total	7892.53
			VAT	1499.58
			Grand Total	9392.11

Το Φ.Π.Α. συμπεριλαμβάνεται.

For and behalf C.Pittakas Biocare Ltd

.....
 Christos Pittakas
 Managing Director