



ΠΑΝΕΠΙΣΤΗΜΙΟ
ΠΕΛΟΠΟΝΝΗΣΟΥ
UNIVERSITY *of the* PELOPONNESE

[Sparta 2023]

POSTGRADUATE STUDIES PROGRAMME

“Organization and Management of Sports Activities for Persons with Disabilities
(A.me.A.)”

STUDY GUIDE

Address: Ave. Efstathiou & Stamatikis Valioti & Plataion, Sparta, P.C. 23100
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Detailed curriculum of the Postgraduate Studies Programme (PSP)

Structure of ECTS Credits

To successfully complete their postgraduate studies, students must accumulate a total of 120 ECTS credits. In detail, the PSP comprises twelve (12) courses (ten [10] compulsory courses and two [2] elective courses), an internship and the preparation of a Master's Thesis (MT). The courses and the corresponding credits are defined and distributed over the academic semesters as follows:

Semester A

Code	Course	Credits (ECTS)
AMEA YP 001	Disability classification (Compulsory)	6
AMEA YP 002	Theory, design, implementation, presentation and processing of research data – Advanced research methods (Compulsory)	6
AMEA YP 003	Total quality management in the provision of services for persons with disabilities (Compulsory)	6
AMEA YP 004	Sociological and psychological approach to persons with disabilities (Compulsory)	6
AMEA YP 005	Organization and management of inclusion, integration and equal opportunities in sport for persons with disabilities in local government (Compulsory)	6
	Total credits – ECTS	30

Semester B

Code	Course	Credits (ECTS)
AMEA YP 006	Rehabilitation management / sports medicine for persons with disabilities (Compulsory)	6
AMEA YP 007	Management/marketing of sports events for persons with disabilities and volunteer management (Compulsory)	6
AMEA YP 008	Strategic planning of non-profit organizations for persons with disabilities (Compulsory)	6
AMEA YP 009	Management of sports facilities for persons with disabilities (Compulsory)	6
AMEA YP 010	Special issues of risk management, safety and accessibility for persons with disabilities (Compulsory)	6
	Total credits – ECTS	30

Semester C

Code	Course	Credits (ECTS)
AMEA YP 011	Internship	20
AMEA EP ...	2 elective courses (see the table below)	10
	Total credits – ECTS	30

Semester D

Code	Course	Credits (ECTS)
AMEA YP 012	Master's Thesis	30
	Total credits – ECTS	30

GRAND TOTAL OF CREDITS: 120 ECTS

Elective courses (Semester C)

Postgraduate students may, in the 3rd semester of their studies, choose to be taught two of the following elective courses:

Code	Course	Credits (ECTS)
AMEA EP 001	Current approaches to disability and special educational needs. Consequences for education	5
AMEA EP 002	Adapted physical education of persons with disabilities in education	5
AMEA EP 003	Current trends in adapted physical education. Biological and educational approach	5
AMEA EP 004	Characteristics and education of persons with disabilities with cerebral palsy	5
AMEA EP 005	Human resource management in sport for persons with disabilities	5
AMEA EP 006	Mass media / Public relations in sport for persons with disabilities	5
AMEA EP 007	Characteristics and education of persons with disabilities with intellectual disabilities	5
AMEA EP 008	Classification of persons with disabilities for participation in competitions / Organization of federations and international sports organizations	5
AMEA EP 009	Special issues of law and ethics in sport for persons with disabilities	5
AMEA EP 010	Basic educational approach, specialized ways of intervention, special vocational training and rehabilitation of persons with disabilities	5
AMEA EP 011	Characteristics and education of persons with disabilities with motor disabilities, chronic incurable diseases & multiple disabilities	5
AMEA EP 012	Innovative practices and models for equalizing opportunities in sport for persons with disabilities	5
AMEA EP 013	Training of persons with disabilities for participation in sport	5
AMEA EP 014	Assessment in adapted physical education for persons with disabilities	5
AMEA EP 015	Design of programmes in adapted physical education for persons with disabilities	5
AMEA EP 016	Health promotion for persons with disabilities	5
AMEA EP 017	Technology and informatics in sports education for persons with disabilities	5

The courses do not concern teaching exclusively, but also include other educational activities. An indicative structure of a course is as follows: A) lectures 30% of the total time, B) group work in class 25% and C) 45% case studies.

Method of calculating the grade of the awarded degree

The grade of the Postgraduate Diploma (P.D.S.) is calculated as the sum of the grade of each course and of the student's M.T., each multiplied by the educational credits per course, and then divided by the total ECTS of the courses (100 ECTS). The students' internship, which is not graded, is excluded from the calculation of the postgraduate diploma grade.

The detailed description of the courses of the study programme follows.

COURSE OUTLINES OF SEMESTER A – COMPULSORY COURSES

AMEA YP 001 – Disability classification

Course code	AMEA YP 001
Semester of studies	1
Course title	Disability classification
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	3
Course type	General Background
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes

Learning outcomes

Classification is the process by which athletes are grouped into categories according to the type and degree of their disability. In order to take part in an official competition of his/her country's federation, an athlete must have been classified and must present his/her classification card at the equipment check. Classification is carried out by a certified classifier, who specializes in classification for the specific sport.

During the classification process the classifier assesses the athlete's muscle strength, range of motion of the joints and coordination of movements. In addition, the athlete will present to the classifier the assistive equipment he/she uses, in order to determine whether he/she is entitled to use that specific equipment and whether it complies with the regulations of the World Federation. An athlete may need to be classified several times during his/her competitive career, since there is a possibility that his/her condition may improve or deteriorate.

The aim of the course is for students to become familiar with the basic principles on which the classification process is based, so that they understand and serve the needs of athletes, coaches and administrative staff in organizing sports activities and competitions for persons with disabilities.

The course is offered at postgraduate level and, according to the European Qualifications Framework for lifelong learning, concerns level 6 qualifications. At this level, the learning outcomes aim at:

- (a) the acquisition of advanced knowledge in a field of work or study, which involves a critical understanding of principles and theories.
- (b) the development of advanced skills and demonstrated mastery/innovativeness for solving complex and unpredictable problems in a specialized field of work or study.
- (c) the development of professional competences concerning the management of complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study environments. In addition, being able to take responsibility for managing the professional development of individuals and groups.

Based on the above, upon successful completion of the course, students are expected to have the:

1. Knowledge to be able to:

- (a) know basic elements of the anatomy and physiology of the human body

2. Skills to be able to:

- (a) become familiar with the most common forms of disability, the problems and limitations they cause, and the basic ways of dealing with them.

(b) Write a properly structured scientific paper. 3. Competences to be able to:

- (a) know what the term disability means and which dimensions of it are assessed in the classification of the various forms (b) Develop analytical and critical thinking

(c) Evaluate research data and findings

(d) Synthesize and organize primary and secondary data

(e) Support their scientific research at presentation level

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Promoting free, creative and inductive thinking
- Working in an interdisciplinary environment
- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
1	The concept of disability: Medical and sociological conceptual model.	Lecturer's notes provided to students via e-class.
2	Classification and eligibility of Paralympic athletes	Bibliography: Lecturer's notes provided to students via e-class.
3	Limb deficiency and limb amputations as eligible athlete categories	Bibliography: Lecturer's notes provided to students via e-class.
4	Leg length difference as an eligible athlete category	Bibliography: Lecturer's notes provided to students via e-class.
5	Short stature & muscle hypertonia as eligible athlete categories	Bibliography: Lecturer's notes provided to students via e-class.
6	Visual impairments as an eligible athlete category	Bibliography: Lecturer's notes provided to students via e-class.
7	Spinal cord injuries as an eligible athlete category	Bibliography: Lecturer's notes provided to students via e-class.
8	Cognitive impairments as an eligible athlete category	Bibliography: Lecturer's notes provided to students via e-class.
9	Athlete categories with spastic paralysis: The example of multiple disabilities	Bibliography: Lecturer's notes provided to students via e-class.
10	Minimum disability criteria as a prerequisite for participation in track and field sports	Bibliography: Lecturer's notes provided to students via e-class.
11	Classification of track and field athletes: The example of a concurrent eligible and non-eligible impairment	Bibliography: Lecturer's notes provided to students via e-class.
12	Classification procedure in swimming	Bibliography: Lecturer's notes provided to students via e-class.
13	Non-eligible athlete categories for participation in the Paralympic Games	—

Additional notes

- Bibliography: Lecturer's notes provided to students via e-class.

Teaching and learning methods

- Teaching is carried out not only face to face in the classroom in the city of Sparta, but also via a synchronous distance-learning platform
- Discussions with the participants of the PSP.

- The lectures of the following sessions are held face to face: 1st, 2nd, 4th, 5th, 7th, 8th, 10th, 11th, 13th
- The lectures of the following sessions are held at a distance: 3rd, 6th, 9th, 12th
- Teaching is delivered using a computer and video projector (projector) and via a synchronous distance-learning platform.
- The lecture slides/notes are provided in electronic form to students through the asynchronous distance-learning platform of the University of the Peloponnese (e-class).
- Laboratory exercises are posted on e-class in due time in pdf format.
- Communication with students takes place via email and via the eclass platform.
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.

Workload

Activity	Semester workload
• Study of research papers published in international scientific journals (papers published in International Journals).	39 hours (1.56 ECTS)
• Study of the lecture material (3 hours per week)	39 hours (1.56 ECTS)
• Study and preparation of assignments; Study for the final examinations (non-guided study) and 2 hours of examinations	31 hours (1.24 ECTS)
	2 hours (0.08 ECTS)
	150 hours (6 ECTS)

Student assessment

Individual assignments on selected thematic units of the material taught (compulsory) (40%). All assignments are submitted via e-class.

Written examinations (compulsory) (60%).

Bibliography

- Stucki G, Rubinelli S, Bickenbach J. We need an operationalisation, not a definition of health. *Disabil Rehabil.* 2020 ;42(3):442-444
- Allen PM, Dolan R, Croxall H, Ravensbergen RHJC, Brooks A, Zenk F, Mann DL. Evidence-based Classification in Track Athletics for Athletes with a Vision Impairment: A Delphi Study. *Optom Vis Sci.* 2020;97(11):984-994
- Van Biesen D, Burns J, Mactavish J, Van de Vliet P, Vanlandewijck Y. Conceptual model of sport-specific classification for para-athletes with intellectual impairment. *J Sports Sci.* 2021 Aug;39(sup1):19-29.
- Crane H, Boam G, Carradice D, Vanicek N, Twiddy M, Smith GE . Through-knee versus above-knee amputation for vascular and non-vascular major lower limb amputations. *Cochrane Database Syst Rev.* 2021: 14;12(12):CD013839.
- De Macedo, T.A.; Aguiar, S.D.S.; Sousa, C.V.; Barbosa, L.P.; Deus, L.A.; Santos, P.A.; Simões, H.G . Performance trends in Paralympic athletes in sprint, middle-distance and endurance events. *Sport Sci. Health*, 2020;16, 485–490.
- Ball, L.E.; Lieberman, L.J.; Beach, P.; Perreault, M.; Rich, J . Exploring the Experiences of Runners with Visual Impairments and Sighted Guides. *Int. J. Environ. Res. Public Health* 2022: 19, 12907
- Haslett, D., & Smith, B. . Disability sports and social activism. In M. Berghs, T. Chataika, Y. El-Iahib, & A. K. Dube (Eds.), *Routledge Handbook of Disability Activism: Routledge* (2020) .
- Pullen, E., & Silk, M. . Gender, technology and the ablenational Paralympic body politic. *Cultural Studies*, 2020;34(3), 466–488.
- Leopkey, B., & Parent, M. M. . The governance of Olympic legacy: Process, actors and mechanisms. *Leisure Studies*, 2017;36(3), 438–451.
- Burkett B, Payton C, Van de Vliet P, Jarvis H, Daly D, Mehrkuehler C, Kilian M, Hogarth L. Performance Characteristics of Para Swimmers: How Effective Is the Swimming Classification System? *Phys Med Rehabil Clin N Am.* 2018;29(2):333-346

AMEA YP 002 – Theory, design, implementation, processing and presentation of research data

Course code	AMEA YP 002
Semester of studies	1
Course title	Theory, design, implementation, processing and presentation of research data
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	3
Course type	General Background
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes

Learning outcomes

This course is a basic introductory course in scientific research and in the writing of a scientific paper. It aims to help students acquire substantial knowledge of research, understand how applied research is conducted and exactly what course it follows. More specifically, it teaches students how to define a research topic, conduct a methodical literature review, define their research hypotheses, carry out (in part) empirical studies and develop the findings of their research.

The course is offered at postgraduate level and, according to the European Qualifications Framework for lifelong learning, concerns level 6 qualifications. At this level, the learning outcomes aim at:

- (a) the acquisition of advanced knowledge in a field of work or study, which involves a critical understanding of principles and theories.
- (b) the development of advanced skills and demonstrated mastery/innovativeness for solving complex and unpredictable problems in a specialized field of work or study.
- (c) the development of professional competences concerning the management of complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study environments. In addition, being able to take responsibility for managing the professional development of individuals and groups.

Based on the above, upon successful completion of the course, students are expected to have the:

1. Knowledge to be able to:

- (a) Recognize the value of scientific research
- (b) Select and combine bibliographic sources for the development of scientific discourse
- (c) Identify research questions
- (d) Describe the appropriate tools for conducting research
- (e) Select a scientific research topic that will lead to the preparation of a Master's Thesis (MT)
- (f) Combine results with the aim of producing new knowledge

2. Skills to be able to:

- (a) Distinguish the types of scientific research and methodology
- (b) Assess the parameters of conducting and analyzing research
- (c) Examine qualitative/quantitative analysis data
- (d) Conduct extensive literature research with modern techniques and methods
- (e) Summarize the important and original conclusions of the scientific paper
- (f) Write a properly structured scientific paper.

3. Competences to be able to:

- (a) Design and conduct small-scale scientific studies
- (b) Develop analytical and critical thinking
- (c) Evaluate research data and findings
- (d) Synthesize and organize primary and secondary data

(e) Support their scientific research at presentation level

The literature review

Formulation of hypotheses and research methodology

Qualitative research methods

Conducting quantitative research with a structured questionnaire

Questionnaire construction

Reliability and validity

Sampling

General remarks on the scientific paper

The introductory elements in writing the paper

Secondary data

Statistical analysis methods with applications in SPSS

Presentation of the results of the paper

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Promoting free, creative and inductive thinking
- Working in an interdisciplinary environment
- Producing new research ideas

Teaching and learning methods

- Teaching is carried out not only face to face in the classroom in the city of Sparta, but also via a synchronous distance-learning platform
- Discussions with the participants of the PSP.
- The lectures of the following sessions are held face to face: 1st, 2nd, 4th, 5th, 7th, 8th, 10th, 11th, 13th
- The lectures of the following sessions are held at a distance: 3rd, 6th, 9th, 12th
- Teaching is delivered using a computer and video projector (projector) and via a synchronous distance-learning platform.
- The lecture slides/notes are provided in electronic form to students through the asynchronous distance-learning platform of the University of the Peloponnese (e-class).
- Laboratory exercises are posted on e-class in due time in pdf format.
- Communication with students takes place via email and via the eclass platform.
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.

Workload

Activity	Semester workload
- Study of research papers published in international scientific journals (papers published in International Journals). - Study of the lecture material (3 hours per week) - Study and preparation of assignments; Study for the final examinations (non-guided study) and 2 hours of examinations	39 hours (1.56 ECTS) 39 hours (1.56 ECTS) 39 hours (1.56 ECTS) 31 hours (1.24 ECTS) 2 hours (0.08 ECTS) 150 hours (6 ECTS)

Student assessment

Individual assignments on selected thematic units of the material taught (compulsory) (60%). All assignments are submitted via e-class.

Written examinations (compulsory) (40%).

Bibliography

- The literature search and searching in the academic library 1. Zafeiropoulos, K. (2015). How is a scientific paper written? Scientific research and paper writing. Kritiki Publications (in Greek)
- 2. Babbie, E. (2014). The basics of social research (6th edition). Wadsworth: Cengage Learning
- 1. Zafeiropoulos, K. (2015). How is a scientific paper written? Scientific research and paper writing. Kritiki Publications (in Greek)
- 1. Zafeiropoulos, K. (2015). How is a scientific paper written?
- 2. Babbie, E. (2014). The Basics of Social Research (6th Edition). Wadsworth: Cengage Learning
- 3. Liargkovas, P., Dermatis, Z., & Komninos, D. (2019). Research methodology and writing of scientific papers. Publisher: A. TZIOLA. ISBN: 978-960-418-830-7 (in Greek)
- 4. Adler, E. & Clark, R. (2018). Social research: A tour of methods and techniques. Athens: A. TZIOLA Publications. ISBN: 978-960-418-730-0 (Greek translation)
- 5. Creswell, J.W. (2016). Research in education. Design, conduct and evaluation of quantitative and qualitative research. Athens: Ion. (Greek translation)
- 6. Saunders, P., Lewis, A. & Thornhill, M. (2014). Research methods in business and economics. Thessaloniki: Disigma. (Greek translation)
- 7. Vagenas, G. (2018). Statistical applications in sport science: With examples in SPSS. Thessaloniki: TZIOLA (in Greek)
- 8. Notes provided to students via e-class.

AMEA YP 003 – Total quality management in the provision of services for persons with disabilities

Course code	AMEA YP 003
Semester of studies	1 (Winter)
Course title	Total quality management in the provision of services for persons with disabilities
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Responsible professor	Professor Thanos Kriemadis, Ph.D., MBA
Contact	e-mail: thanosk@uop.gr Office tel.: 27310-89670, FAX: 27310-89656, mobile +306977234055
Office hours	Tuesday 18:00-20:00
Weekly teaching hours	6
Course type	General Background (Compulsory)
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes

Learning outcomes

LECTURES TOTAL

Upon completion of the course, students will be able to know:

the concept and practices of quality planning, control and continuous quality improvement of modern organizations and service-providing enterprises with an emphasis on persons with disabilities

the creation of a vision, goals and strategies regarding quality in modern organizations, in accordance with European policies on the management of service-providing organizations for persons with disabilities

the duties of leadership and of all executives so that quality is effectively integrated into all functions of modern organizations and service-providing enterprises for persons with disabilities

The European Excellence Model and the International Quality Awards Quality Certification issues based on ISO 9001:2015

The aim of the course is to understand the principles and methods of the Total Quality Management System and of the Quality Management System (ISO 9001:2015) with applications in service-providing organizations for persons with disabilities. Particular emphasis will be placed on presenting the European Business Excellence Model and the Common Assessment Framework of the European Union, as applied to modern organizations and enterprises.

The course focuses on understanding the principles and methods of Total Quality Management as applied to organizations and enterprises providing services for persons with disabilities, with the ultimate aim of improving productivity, the quality of the services provided, their effectiveness and, more generally, their competitiveness.

Upon completion of the course, students will be expected to have acquired the following learning outcomes per thematic unit (per teaching week) of the course:

UNIT LEARNING OUTCOMES

General competences

- Decision-making
- Project planning and management
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment

Course content

Unit	Topic	Bibliography / notes
1	The concept of Quality and Excellence, definitions and its importance	—
2	Quality Gurus and their theory (Deming, Juran)	—
3	Quality Gurus and their theory (Crosby, Oakland)	—
4	International Total Quality Management Systems and Quality Awards (American, Japanese). The European Excellence Model (EFQM Excellence Model).	—
5	Leadership and Quality.	—
6	Human Resources and Quality	—
7	Strategic Quality Planning, Resources and Processes - Quality Management System according to ISO 9001:2015. Quality Certification Procedure.	—
8	Indicators for measuring efficiency, effectiveness and quality.	—
9	Customer Service Strategy	—
10	Economic Analysis for quality	—
11	Inter-organizational performance comparison (Benchmarking) and Quality Function Deployment	—
12	Continuous Quality Improvement and Systems thinking	—
13	Presentation of assignments Total Quality Management and services, sport organizations, sport clubs, athletics, fitness and health centers, public sector; TEACHING UNITS-CONTENT The concept of Quality and Excellence, definitions and its importance Quality Gurus and their theory (Crosby, Oakland) International Total Quality Management Systems and Quality Awards (American, Japanese). The European Excellence Model (EFQM Excellence Model) Strategic Quality Planning, Resources and Processes - Quality Management System according to ISO 9001:2015. Quality Certification Procedure Indicators for measuring efficiency, effectiveness and quality Economic Analysis for quality Inter-organizational performance comparison (Benchmarking) and Quality Function Deployment Continuous Quality Improvement and Systems thinking analysis of bibliography	Dervitsiotis, K. (2001). Total Quality Management. Athens: Nomiki Bibliothiki Publications (in Greek) https://eclass.uop.gr/courses/354 Quality Gurus and their theory (Deming, Juran) Dervitsiotis, K. (2001). Total Quality Management. Athens: Nomiki Bibliothiki Publications (in Greek) Kriemadis, Th. & Christakis, M. (2009). Management Principles and Standards for Public Administration and Non-Profit Organizations. Athens: Nomiki Bibliothiki (in Greek) https://eclass.uop.gr/courses/354 Leadership and Quality https://eclass.uop.gr/courses/354 Human Resources and Quality https://eclass.uop.gr/courses/354 Customer Service Strategy Dervitsiotis, K. (2001). Total Quality Management. Athens: Nomiki Bibliothiki Publications (in Greek) https://eclass.uop.gr/courses/354 https://eclass.uop.gr/courses/354 Presentation of assignments ---- https://eclass.uop.gr/courses/354

Additional notes

- General Competences
- are marked with the symbol v
- The structure of the course revolves around the analysis of the principles and techniques of the science of Total Quality Management as applied to organizations and enterprises, with the ultimate aim of improving the quality of the services provided (for persons with disabilities) as well as the performance and effectiveness of organizations and enterprises.
- Quality Management system and services, sport organizations, sport clubs, athletics, fitness and health centers, public sector; Quality Leadership and services, sport organizations, sport clubs, athletics, fitness and health centers, public Sector;
- Total quality management and human resource management, people management, staff development, empowerment; Strategic quality planning; European Quality Award, European Business Excellence Model; Malcolm Baldrige National Quality Award; Deming Prize, ISO 9001:2015

Teaching and learning methods

- With lectures in a classroom (face-to-face teaching) and at a distance via the Microsoft Teams videoconferencing platform.
- (lectures, discussions with the participants of the PSP using the Socratic method, examination of case studies for practical application, in-depth examination of research papers published in international scientific journals (papers published in international journals) and book summaries, group work on a case study)
- Teaching is delivered using a computer, which is connected to the corresponding video projector (projector).
- The lecture slides/notes are provided in electronic form to students through the asynchronous distance-learning platform of the University of the Peloponnese (e-class)
- Articles-case studies are handed out in printed form 25 to students for group work in class and are also available on (e-class)
- Communication with students takes place via email and via the e-class platform.
- There is a process for evaluating both the course and the lecturer at the end of each semester, in accordance with the applicable provisions and the procedures established by the Institution under the supervision of the Quality Assurance Unit.
- - Critical thinking topics.
- - Decision-making questions
- assessment Instructions for the assignments:
- students. In the grading of the submitted assignments, the use of bibliographic references based on the APA system will be taken into account and will be graded with 1 point (a relevant guide for preparing the MT is available on the website of the PSP).

Workload

Activity	Semester workload
• Independent study	39 hours (1.56 ECTS) 50 hours (2 ECTS) 61 hours (2.44 ECTS) 2 hours 150 hours (6 ECTS)

Student assessment

Assessment methods:

I. Final written examination (60%), which includes: - Questions of theoretical content

II. Preparation of a group or individual assignment (40%), on topics STUDENT ASSESSMENT related to the subject of the course

Special provision is made for the examination of persons with disabilities and of students with specific learning difficulties.

Bibliography

- RECOMMENDED BIBLIOGRAPHY Compulsory bibliography:
- 1. Dervitsiotis, K. (2001). Total Quality Management. Athens: Nomiki Bibliothiki Publications (in Greek). (EXAM BOOK)
- 2. Kriemadis, Th. & Christakis, M. (2009). Management Principles and Standards for Public Administration and Non-Profit Organizations. Athens: Nomiki Bibliothiki (in Greek). (EXAM BOOK)
- Suggested Bibliography:
- 1. James, P. (1998). Total Quality Management. Athens: Kleidarithmos Publications (Greek translation). 2. Deming, W. E. (1993). The new Economics. Cambridge, MA: MIT.
- 3. National Institute of Standards and Technology, USA. (1998). Malcolm Baldrige National Quality Award-1998 Criteria for Performance Excellence.
- 4. Oakland, J. (1999). Total organizational excellence. Oxford, UK: Butterworth Heinemann. 5. Bank, J. (2000). Total Quality Management. Athens: Gkiourdas Publishing (Greek translation)
- 6. European Foundation for Quality Management. (1998). Self-assessment based on the European Business Excellence Model for the Public and Nonprofit sector. Brussels: EFQM
- Total Quality Management and Business Excellence International Journal of Quality and Reliability Management Quality Assurance in Education
- COURSE:
- EXAMINATIONS:

AMEA YP 004 – Sociological and psychological approach to persons with disabilities

Course code	AMEA YP 004
Semester of studies	1
Course title	Sociological and psychological approach to persons with disabilities
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	3
Course type	General Background
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes
Course website	https://eclass.uop.gr/courses/OMA343/

Learning outcomes

Postgraduate students will be able to:

1. compare and contrast selected theoretical approaches of sociology and psychology as applied to persons with disabilities,
2. discuss the various research methods applied for the collection and processing of data,
3. distinguish the psychomotor requirements of diversity, 4. understand psychological disorders,
5. know the importance of social psychology and apply specific practices for improving the quality of life of persons with disabilities,
6. argue in accordance with the fundamental psychosocial principles for understanding disability,
7. identify and address the challenges regarding stereotypes and disability,
8. predict how they should react and interact with individuals or groups of persons with disabilities (attitudes towards persons with disabilities),
9. understand how people cope with and adapt to Disability 10. distinguish those characteristics that make people with disabilities distinct – unique (Disability Identity),
11. strengthen the self-confidence of persons with disabilities regarding their own disability, as well as the development of positive bonds with other members of the community of persons with disabilities.
12. identify, understand, and apply the principles of positive psychology to help persons with disabilities psychologically and physically.
13. understand and address disability in relation to the environment in which persons with disabilities live and are active.

The title of the course refers to a carefully crafted attempt to combine the sociological and psychological approach in relation to deviation from “normality”. The concepts of disability (inability – disability), impairment (dysfunction or deficiency), and handicap (disadvantage or obstacle) are clearly defined, and thematic units are discussed that explore the relationships between group experience and the psychology of the individual, reviewing the scientific literature, mainly in the field of social psychology.

The basic principles of psychology and sociology are developed, as well as the way in which selected theories and theoretical approaches of these are applied to persons with disabilities. The acquisition of knowledge on the psychomotor development of the individual and on psychological disorders provides important tools for understanding the problems faced by persons with disabilities. The relationships between individuals, persons with disabilities, and social groups are explored and defined. The causes of the trends and problems of society are identified, with a view to creating functional interactions within the existing social structures in relation to persons with disabilities.

The acquisition of comprehensive knowledge in the scientific field of the social psychology of persons with disabilities will contribute significantly to enriching the students' knowledge and will enable them to address issues concerning the treatment of disability, positive psychology and disability, stigma and stereotypes, attitudes towards persons with disabilities, fundamental negative bias, somatic psychology, and disability identity.

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Working in an interdisciplinary environment
- Promoting free, creative and inductive thinking
- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
1	Definition of concepts related to disability and fundamental principles of Sociology and Psychology.	—
2	Summary presentation and development of theoretical approaches of psychology (as a social science).	—
3	Psychomotor development: basic psychomotor abilities and motor patterns,	—
4	Psychological (mental) disorders: Recognition, classification, causality.	—
5	Theory of disability: Central ideas, issues and thinkers.	—
6	Understanding the social model of disability.	—
7	The social Psychology of disability.	—
8	Fundamental psychosocial approaches for understanding disability.	—
9	Facing the challenges: Stigma, stereotypes, and disability.	—
10	Attitudes towards persons with disabilities, coping with and adapting to disability.	—
11	Understanding the identity of persons with disabilities.	—
12	Positive Psychology of disability and rehabilitation.	—
13	The Ecology of Disability: relationships between the individual and the environment.	—

Teaching and learning methods

- MODE OF DELIVERY Teaching is carried out
- learning, etc. not only face to face in the classroom in Sparta, but also via a
- synchronous distance-learning platform
- Lectures,
- Discussions with the participants of the PSP using the Socratic Method,

- Examination of Case Studies for practical application,
- The lectures of the following sessions are held face to face: 1st, 2nd, 4th, 5th, 7th, 8th, 10th, 11th, 13th
- The lectures of the following sessions are held at a distance: 3rd, 6th, 9th, 12th
- AND COMMUNICATION computer - video projector (projector) TECHNOLOGIES and via a synchronous distance-learning platform
- for distance learning.
- Communication with students takes place via email and via the eclass platform.
- There is a process for evaluating both the course and the lecturer at the end of each semester, in accordance with the applicable provisions and the procedures established by the Institution under the supervision of the Quality Assurance Unit.
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.

Workload

Activity	Semester workload
• Study of the lecture material (3 hours per week)	39 hours (1.56 ECTS)
• Study and preparation of assignments	39 hours (1.56 ECTS)
• Study for the final examinations (non-guided study) and 2 hours of examinations Total for the Course (25 hours of workload per credit)	39 hours (1.56 ECTS)
	33 hours (1.32 ECTS)
	150 hours (6 ECTS)

Student assessment

Individual assignment

Written examinations (compulsory) (70%)

Individual literature review assignment (compulsory) (30%)

Instructions for the assignment:

The length of the assignment must be 2000 words $\pm 10\%$. The bibliography is not included in the aforementioned limit. It must be written in 1.5 line spacing with 6 pt spacing before and after each paragraph and in Times New Roman 12 font.

In the grading of the submitted assignments, the use of bibliographic references based on the APA system will be taken into account and will be graded with 10% (a relevant guide for preparing the MT is available on the website of the PSP).

Bibliography

- The following textbooks constitute the core for understanding and studying the thematic units of the course within the framework of developing and understanding the sociological and psychological approaches. However, for each thematic unit you will be provided with additional sources that were used for developing the content of the unit.
- Dunn, D. (2014). The social psychology of disability. Oxford University Press.
- Watson, N., Roulstone, A., & Thomas, C. (Eds.). (2013). Routledge handbook of disability studies. Routledge. (selected chapters)
- Barnes, C., Oliver, M. & Barton, L. (eds – edited by G. Karagiannis). Disability studies today. Thessaloniki: Epikentro. (selected chapters) (Greek translation)
- Antoniou, A-S. (2009). Psychology of persons with special educational needs. Athens: Paschalidis. (in Greek)
- Hogg, M., & Vaughan, G. (2010). Social Psychology. Athens, Attica: Gutenberg. (Greek translation)
- Selected chapters of textbooks and research articles for each thematic unit.
- NOTE:
- To understand the basic concepts of Psychology, students may consult the textbook by:
- Schacter, D. I., Gilbert, D. T., & Wegner, D. M. (2012). Psychology. Athens, Attica: Gutenberg. (Editor: Stella Vosniadou). (Greek translation) (or any other introductory psychology book).
- To understand the basic concepts of Sociology, students may consult the textbook by:
- Giddens, A. (2009). Sociology. Athens, Attica: Gutenberg. (Greek translation) (or any other introductory sociology book)

AMEA YP 005 – Organization & management of integration, inclusion and equal opportunities in sport for persons with disabilities in local government

Course code	AMEA YP 005
Semester of studies	1
Course title	Organization & management of integration, inclusion and equal opportunities in sport for persons with disabilities in local government
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	3
Course type	General Background
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes

Learning outcomes

This course combines theoretical knowledge and practical information to prepare students to apply the concept of inclusion in all aspects of sport and recreation within the boundaries of Local Government. The aim of the course is to help students understand the concept of inclusion, and it applies the knowledge offered to practical and applied scenarios. Based on an approach that focuses on a person's abilities and not on their limitations, the course does not focus only on programming and service delivery, but explores how

inclusion can be applied in administrative practices, organizational philosophy, staff practices, infrastructure design, community relations, marketing and much more.

The course is offered at postgraduate level and, according to the European Qualifications Framework for lifelong learning, concerns level 6 qualifications. At this level, the learning outcomes aim at:

- (a) the acquisition of advanced knowledge in a field of work or study, which involves a critical understanding of principles and theories.
- (b) the development of advanced skills and demonstrated mastery/innovativeness for solving complex and unpredictable problems in a specialized field of work or study.
- (c) the development of professional competences concerning the management of complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study environments. In addition, being able to take responsibility for managing the professional development of individuals and groups.

Based on the above, upon successful completion of the course, students are expected to have the:

1. Knowledge to understand:

The structure of sports organizations and the recognition of the various roles and responsibilities of those involved in developing sport for all within local government.

The obligation and responsibility of local government in educating about the value of equal opportunities in sport for all.

2. Skills to be able to:

Examine qualitative/quantitative analysis data

Conduct extensive literature research with modern techniques and methods

Carry out the design of development programmes for the inclusion of persons with disabilities in sport.

3. Competences to be able to:

Respond to the role that a sports management executive must have, through the policies he/she will develop for the organization and management of sport for persons with disabilities.

Analyze the services offered by local government for sport, exercise, recreation and wellbeing of persons with disabilities.

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Promoting free, creative and inductive thinking
- Working in an interdisciplinary environment
- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
1	Introduction to the concept of Inclusion	Bibliography: 3. Devine, M. & Anderson, L. (2022). Inclusive leisure: A strengths-based approach. Human Kinetics: ISBN-13: 978-1718201088 4. Lecturer's Notes Link:
2	Theoretical principles of the concept of Inclusion Process of Integration & Inclusion: Review of the fundamental 3 approaches 4 Inclusion & Sports Facilities within Local Government 5 Inclusion & management of sport and recreation programmes for persons with disabilities 6 Inclusive sport programmes and recreation services for persons with disabilities Design and delivery of sport programmes for persons with disabilities in Local 7 Government Bibliography: 3. 4. 8 Inclusive playgrounds (Inclusive Playgrounds) and Local Government 9 Inclusive sports camps and after-school exercise programmes 10 Inclusive outdoor and adventure activities 11 Inclusion in tourism and travel 12 Inclusive Special Events and festivals within Local Government 13 Volunteering & Inclusion: Organization and management of volunteer programmes within Local Government with the participation of persons with disabilities Bibliography: 3. 4.	Bibliography: 3. Devine, M. & Anderson, L. (2022). Inclusive leisure: A strengths-based approach. Human Kinetics: ISBN-13: 978-1718201088 4. Lecturer's Notes Link: 3. Devine, M. & Anderson, L. (2022). Inclusive leisure: A strengths-based approach. Human Kinetics: ISBN-13: 978-1718201088 4. Lecturer's Notes Devine, M. & Anderson, L. (2022). Inclusive leisure: A strengths-based approach. Human Kinetics: ISBN-13: 978-1718201088 Thomas, N., & Smith, A. (2009). Disability, sport, and society: An introduction. Routledge. ISBN-13: 978-0415378192 Lecturer's Notes

Teaching and learning methods

- Teaching is carried out not only face to face in the classroom in the city of Sparta, but also via a synchronous distance-learning platform
- Discussions with the participants of the PSP.
- The lectures of the following sessions are held face to face: 1st, 2nd, 4th, 5th, 7th, 8th, 10th, 11th, 13th
- The lectures of the following sessions are held at a distance: 3rd, 6th, 9th, 12th
- Teaching is delivered using a computer and video projector (projector) and via a synchronous distance-learning platform.
- The lecture slides/notes are provided in electronic form to students through the asynchronous distance-learning platform of the University of the Peloponnese (e-class).
- Laboratory exercises are posted on e-class in due time in pdf format.
- Communication with students takes place via email and via the eclass platform.
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.

Workload

Activity	Semester workload
- Study of research papers published in international scientific journals (papers published in International Journals). - Study of the lecture material (3 hours per week) - Study and preparation of assignments - Study for the final examinations (non-guided study) and 2 hours of examinations	39 hours (1.56 ECTS) 39 hours (1.56 ECTS) 39 hours (1.56 ECTS) 31 hours (1.24 ECTS) 2 hours (0.08 ECTS) 150 hours (6 ECTS)

Student assessment

Individual assignments on selected thematic units of the material taught (compulsory) (60%). All assignments are submitted via e-class.

Written examinations (compulsory) (40%).

Bibliography

- 9. Devine, M. & Anderson, L. (2022). Inclusive leisure: A strengths-based approach. Human Kinetics: ISBN-13: 978-1718201088
- 10. Bullock, C. (2017). Introduction to recreation services for people with disabilities. Venture Publishing Inc. ISBN-13: 978-1571678072
- 11. Thomas, N., & Smith, A. (2009). Disability, sport, and society: An introduction. Routledge. ISBN-13: 978-0415378192
- 12. Lecturer's Notes

COURSE OUTLINES OF SEMESTER B – COMPULSORY COURSES

AMEA YP 006 – Rehabilitation management & sports medicine for persons with disabilities

Course code	AMEA YP 006
Semester of studies	2
Course title	Rehabilitation management & sports medicine for persons with disabilities
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	3
Course type	General Background
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes

Learning outcomes

COURSE:

COMPULSORY COURSES COURSE OUTLINE

REHABILITATION MANAGEMENT & SPORTS MEDICINE FOR PERSONS WITH DISABILITIES

EXAMINATIONS:

The course is offered at postgraduate level and, according to the European Qualifications Framework for lifelong learning, concerns level 6 qualifications. At this level, the learning outcomes aim at:

- (a) the acquisition of advanced knowledge in a field of work or study, which involves a critical understanding of principles and theories.
- (b) the development of advanced skills and demonstrated mastery/innovativeness for solving complex and unpredictable problems in a specialized field of work or study.
- (c) the development of professional competences concerning the management of complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study environments. In addition, being able to take responsibility for managing the professional development of individuals and groups.

Based on the above, upon successful completion of the course, students are expected to have the:

1. Knowledge to understand:

- (a) What sports medicine for persons with disabilities is. (b) What the rehabilitation of persons with disabilities is. (c) What a rehabilitation center is.
- (d) What the role of the physiatrist is in the rehabilitation process of persons with disabilities. (e) What the role of the physiotherapist is in the rehabilitation process of persons with disabilities. (f) What injuries are suffered by persons with disabilities who take part in the Paralympic Games.
- (g) What injuries are suffered by persons with disabilities who take part in the Special Olympics.
- (h) Persons with disabilities and ergogenic substances.

2. Skills to be able to:

- (a) become familiar with the most common forms of disability, the problems and limitations they cause, and the basic ways of dealing with them.
 - (b) Write a properly structured scientific paper.
3. Competences to be able to:
- (a) Evaluate research data and findings
 - (b) Synthesize and organize primary and secondary data
 - (c) Support their scientific research at presentation level

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies

- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Promoting free, creative and inductive thinking
- Working in an interdisciplinary environment
- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
2	Characteristics of Paralympic Games athletes Characteristics of Special Olympics athletes - Medical examination procedure for athletes Factors in the occurrence of injuries and pathological conditions in	Lecturer's notes provided to students via e-class.
3	Paralympic Games athletes	Bibliography: Lecturer's notes provided to students via e-class.
4	Spectrum of injuries and prevention factors in Paralympic sports	Bibliography: Lecturer's notes provided to students via e-class.
5	Emergency sports medicine situations of athletes with disabilities	Bibliography: Lecturer's notes provided to students via e-class.
6	Practical exercise with sports medicine scenarios of athletes with disabilities Conditions of athletes who use a wheelchair – Painful	Bibliography: Lecturer's notes provided to students via e-class.
7	Shoulder Doping methods in athletes with disabilities. Preparation of athletes according to climatic conditions Biomechanics of athletes with lower-limb amputation – Rehabilitation after injury Sports medicine problems of athletes with lower-limb amputation 11 Sexual disorders of athletes with spinal cord injury 12 Spinal pain in athletes with spinal cord injury 13 Sports medicine problems of athletes with disabilities on transatlantic flights	Bibliography: Lecturer's notes provided to students via e-class. Lecturer's notes provided to students via e-class.

Teaching and learning methods

- Teaching is carried out not only face to face in the classroom in the city of Sparta, but also via a synchronous distance-learning platform
- Discussions with the participants of the PSP.
- The lectures of the following sessions are held face to face: 1st, 2nd, 4th, 5th, 7th, 8th, 10th, 11th, 13th
- The lectures of the following sessions are held at a distance: 3rd, 6th, 9th, 12th
- Teaching is delivered using a computer - video projector (projector) and via a synchronous distance-learning platform.
- The lecture slides/notes are provided in electronic form to students through the asynchronous distance-learning platform of the University of the Peloponnese (e-class).
- Laboratory exercises are posted on e-class in due time in pdf format.
- Communication with students takes place via email and via the eclass platform.
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.

Workload

Activity	Semester workload
- Study of research papers published in international scientific journals (papers published in International Journals). - Study of the lecture material (3 hours per week) - Study and preparation of assignments; Study for the final examinations (non-guided study) and 2 hours of examinations	39 hours (1.56 ECTS) 39 hours (1.56 ECTS) 39 hours (1.56 ECTS) 31 hours (1.24 ECTS) 2 hours (0.08 ECTS) 150 hours (6 ECTS)

Student assessment

Individual assignments on selected thematic units of the material taught (compulsory) (40%). All assignments are submitted via e-class.

Written examinations (compulsory) (60%).

Bibliography

- Harrington SE, McQueeney S, Fearing M. Understanding Injury and Injury Prevention in Para Sport Athletes. *J Sport Rehabil*. 2021 May 25;30(7):1053-1059.
- Ottesen TD, Rutland EA, Naushad N, Stratton CSM, Ona Ayala KE, Li X, TuakliWosornu YA. Epidemiology of unintentional and intentional injury in para athletes: a narrative review. *Dtsch Z Sportmed*. 2019; 70: 197-202
- Tuakli-Wosornu YA, Mashkovskiy E, Ottesen T, Gentry M, Jensen D, Webborn N. Acute and Chronic Musculoskeletal Injury in Para Sport: A Critical Review. *Phys Med Rehabil Clin N Am*. 2018;29(2):205-243.
- Fagher K, Jacobsson J, Timpka T, Dahlström Ö, Lexell J. The Sports-Related Injuries and Illnesses in Paralympic Sport Study (SRIIPSS): a study protocol for a prospective longitudinal study. *BMC Sports Sci Med Rehabil*. 2016;8(1):28.
- Price MJ. Preparation of Paralympic Athletes; Environmental Concerns and Heat Acclimation. *Front Physiol*. 2016 Jan 14;6:415. doi: 10.3389/fphys.2015.00415.
- Khoo S, Ansari P, John J, Brooke M. The Top 50 Most Cited Articles on Special Olympics: A Bibliometric Analysis. *Int J Environ Res Public Health*. 2022;19(16):10150.
- Heyward OW, Vegter RJK, de Groot S, van der Woude LHV. Shoulder complaints in wheelchair athletes: A systematic review. *PLoS One*. 2017;12(11):e0188410.
- Gee CM, Nightingale TE, West CR, Krassioukov AV. Infographic. Doping without drugs: how para-athletes may self-harm to boost performance. *Br J Sports Med*. 2021;55(16):937-938.
- Walter M, Krassioukov AV. Autonomic Nervous System in Paralympic Athletes with Spinal Cord Injury. *Phys Med Rehabil Clin N Am*. 2018;29(2):245-266.
- Gozaydinoglu S, Hosbay Z, Durmaz H. Body image perception, compliance with a prosthesis and cognitive performance in transfemoral amputees. *Acta Orthop Traumatol Turc*. 2019;53(3):221-225.
- Taylor CA, Bell JM, Breiding MJ, Xu L. Traumatic Brain Injury-Related Emergency Department Visits, Hospitalizations, and Deaths - United States, 2007 and 2013. *MMWR Surveill Summ*. 2017;66(9):1-16.
- Morriën F, Taylor MJD, Hettinga FJ. Biomechanics in Paralympics: Implications for Performance. *Int J Sports Physiol Perform*. 2017;12(5):578-589.
- Janse van Rensburg DC, Jansen van Rensburg A, Fowler PM, Bender AM, Stevens D, Sullivan KO, Fullagar HHK, Alonso JM, Biggins M, Claassen-Smithers A, Collins R, Dohi M, Driller MW, Dunican IC, Gupta L, Halson SL, Lastella M, Miles KH, Nedelec M, Page T, Roach G, Sargent C, Singh M, Vincent GE, Vitale JA, Botha T. Managing Travel Fatigue and Jet Lag in Athletes: A Review and Consensus Statement. *Sports Med*. 2021;51(10):2029

AMEA YP 007 – Management/marketing of sports events for persons with disabilities and volunteer management

Course code	AMEA YP 007
Semester of studies	2
Course title	Management/marketing of sports events for persons with disabilities and volunteer management
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	3
Course type	General Background
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes
Course website	https://eclass.uop.gr/courses/OMA338/

Learning outcomes

volunteer management.

The aim of the course is for students to acquire the necessary theoretical background, as well as practical knowledge, on issues concerning Sport Marketing in events for persons with disabilities:

UNIT LEARNING OUTCOMES BIBLIOGRAPHY

the sports industry, and of sports

Marketing strategy for the sport product or service, through drawing up the marketing plan.

Understanding, analysis and prediction of the behavior of sport consumers as participants and as spectators.

The segmentation of the sport market into individual target markets, or selection of the most suitable markets according to the strategy and dynamics of the sports organization, and the positioning of sport products or services in them.

Perceptual mapping process in the sport market.

The role of market research in the Sport Market. Qualitative and quantitative approach, data collection and analysis, development and testing of measurement tools, presentation of results.

Analysis of the individual components of the product mix, within the framework of the marketing mix in sport.

Analysis of the individual components of the promotion-communication mix, within the framework of the marketing mix in sport. Introduction to the organization and management of sponsorship programs, public relations programmes and corporate social responsibility programmes in sport.

Analysis of the forms of distribution of sport products and services, within the framework of the marketing mix in sport.

Analysis of the pricing policies for sport products and services, within the framework of the marketing mix in sport.

Analysis of the three additional components of the extended marketing mix, in the

management of sport services. Process of mapping sport services (service blueprinting). Coordination of the marketing management process in sport. Implementation, control and adaptation of the marketing plan.

Components of sport brands. Process of developing and managing sport brands.

Process of developing and managing programmes, official licensed sport products.

Use of new information and communication technologies (social media campaigns, SEO, Google Analytics, mobile marketing, e-ticketing,

game presentation, for developing the marketability of sports organizations

The aim of the course is to familiarize students with the application of Marketing in the field of sports events for persons with disabilities. Specifically, the aim of the course is to understand the differences between services and products, how marketing is applied to services, the particularities of Sport Marketing, the behavior of sport consumers, the role of

market research in Sport Marketing, as well as the formulation of a Marketing strategy for the sport product or service, from market segmentation and product positioning up to the implementation of the strategy through the selection of the appropriate mix. At the end of the course, students should be able to judge the appropriateness of the Marketing moves of a company in the field of Sport and to make proposals for a more effective marketing strategy.

After the end of the course, the students should know, in brief: • What Sport Marketing is and what its particularities are.

- How sport consumers behave and what influences their behavior. • What role market research plays in Sport Marketing.
- How the Marketing strategy is formulated in sport and what the particularities of the sport marketing mix are.

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Working in an interdisciplinary environment
- Promoting free, creative and inductive thinking
- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
1	The particularities of Sport Marketing in events for persons with disabilities and the formulation of a Marketing strategy for the sport product or service.	—
2	The behavior of sport consumers as participants and as spectators.	—
3	Market segmentation, targeting and positioning.	—
4	The role of market research in Sport Marketing	—
5	The sport product or service	—
6	Promotion of the sport product - Sponsorship - Public Relations - Corporate Social Responsibility (CSR)	—
7	Distribution of the sport product	—
8	Pricing of the sport product	—
9	The extended marketing mix in sport services.	—
10	Coordination of the marketing mix	—
11	Sport branding	—
12	Official licensed Sport Products	—
13	New technologies and sport marketing	—

Teaching and learning methods

- In the classroom
- Support of the learning process through the electronic platform e-class, classweb, email, PowerPoint presentations, showing of relevant videos and websites.

- analysis of case studies in smaller groups of students Study and analysis 25 hours of bibliography
- Individual Course Assignment 28 hours
- - Essay Development Questions
- - Analysis of a short case study
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.

Workload

Activity	Semester workload
• Lectures 39 hours • Practical Exercises focusing 35 hours on the application of methodologies and • Study for the examinations and examination • 150 / 6 ECTS	23 hours

Student assessment

- I. Final written examination (65%) which includes: - Short-Answer Questions
- Comparative evaluation of elements of theory II. Individual Assignment (35%)

Bibliography

- 1st The particularities of sport marketing, of the Mullin B.J., Hardy S., and Sutton W.A (2004). Sport products and services. The formulation of the Marketing. Paschalidis. Athens. (Greek translation)
- Mullin B.J., Hardy S., and Sutton W.A (2004). Sport Marketing. Paschalidis. Athens. (Greek translation)
- -Suggested Bibliography:
- Mullin B.J., Hardy S., and Sutton W.A (2004). Sport Marketing. Paschalidis. Athens. (Greek translation) LECTURE SLIDES POSTED ON E-CLASS
- Shank, M.D (2005). SPORTS MARKETING: A STRATEGIC PERSPECTIVE, Pearson Prentice Hall (2005), 3rd edition.
- Sport Marketing Quarterly, International Journal of Sport Management and Marketing, European sport management quarterly, Journal of Sport Management.

AMEA YP 008 – Strategic planning of non-profit organizations for persons with disabilities

Course code	AMEA YP 008
Semester of studies	2 (Winter)
Course title	Strategic planning of non-profit organizations for persons with disabilities
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Responsible professor	Professor Thanos Kriemadis, Ph.D., MBA
Contact	e-mail: thanosk@uop.gr , office tel.: 27310-89670, FAX: 27310-89656, mobile +306977234055
Office hours	Tuesday 18:00-20:00
Weekly teaching hours	6
Course type	General Background (Compulsory)
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes

Learning outcomes

LECTURES TOTAL

Upon completion of the course, students will be able to know:

To design and implement the appropriate strategies at corporate and business level for better exploitation of the potential of NGOs for persons with disabilities

To have become familiar with specific Strategic Planning tools so as to be able to apply them in the Organizations where they are employed

To be aware of the modern theories and techniques of Strategic Planning

The aim of the course is to focus on the theory and practice of the strategy of NGOs, and particularly of those for persons with disabilities, and it aspires to provide the framework through which the student will be able to recognize and respond to the strategic challenges faced by NGOs today. The course begins with a set of basic concepts and terms considered necessary for understanding the subject of strategic planning. It then presents frameworks, methods and tools for the strategic analysis of an organization, the investigation of a large number of strategic problems, the creation of alternative strategies and the formulation of a strategy implementation plan in the modern business environment.

Upon completion of the course, students will be expected to have acquired the following learning outcomes per thematic unit (per teaching week) of the course:

UNIT LEARNING OUTCOMES

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism

- Working in an international environment
- Promoting free, creative and inductive thinking
- Working in an interdisciplinary environment
- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
1	Definitions, necessity and importance of strategy	—
2	External Environment of the NGO	—
3	Internal Environment of the NGO	—
4	Corporate Strategy.	—
5	Competitive Strategy.	—
6	Functional Strategy.	—
7	Strategic alliances.	—
8	Strategy for upgrading the quality of the services provided	—
9	Strategy Implementation.	—
10	Strategy Evaluation and improvement.	—
11	Recent views on Strategy	—
12	The Strategic and the Business Plan	—
13	Presentations of Group/Individual Assignments The structure of the course revolves around the analysis of the main units of the course, which concern: (A) the formulation of strategy, (B) the implementation of strategy and (C) the evaluation and improvement of the strategy of NGOs. Strategic planning, Strategic management, Strategy development, Strategy implementation, Strategy evaluation, Business policy and strategy, Strategic planning for non-profit organizations, disabled people TEACHING UNITS-CONTENT Definitions, necessity and importance of strategy Strategy for upgrading the quality of the services provided The Strategic and the Business Plan	Papadakis, V. (2016). Business Strategy: Greek and International experience. Athens: Benou Publications (in Greek) https://eclass.uop.gr/courses/1737 External Environment of the NGO https://eclass.uop.gr/courses/1737 Internal Environment of the NGO https://eclass.uop.gr/courses/1737 Corporate Strategy https://eclass.uop.gr/courses/1737 Competitive Strategy https://eclass.uop.gr/courses/1737 Functional Strategy https://eclass.uop.gr/courses/1737 Strategic alliances https://eclass.uop.gr/courses/1737 Strategy Implementation https://eclass.uop.gr/courses/1737 Strategy Evaluation and improvement https://eclass.uop.gr/courses/1737 Recent views on Strategy https://eclass.uop.gr/courses/1737 Presentations of Group/Individual Assignments -

Additional notes

- General Competences
- are marked with the symbol √

Teaching and learning methods

- With lectures in a classroom (face-to-face teaching) and at a distance via the Microsoft Teams videoconferencing platform.
- Teaching is delivered using a computer, which is connected to the corresponding video projector (projector)
- The lecture slides/notes are provided in electronic form to students through the asynchronous distance-learning platform of the University of the Peloponnese (e-class)

- Articles-case studies are handed out in printed form to students for group work in class, and are also available on (e-class)
- Use of the educational software Business Plan
- analysis of bibliography, week)
- Assessment, Formative or
- that are accessible to
- bibliography).
- - Critical thinking topics.
- - Decision-making questions
- assessment
- students. graded with 1 point (a relevant guide for preparing the MT is available on the website of the PSP).

Workload

Activity	Semester workload
• of ECTS	39 hours (1.56 ECTS) 50 hours (2 ECTS) 61 hours (2.44 ECTS) 2 hours 150 hours (6 ECTS)

Student assessment

Instructions for the assignments:

Assessment methods:

I. Final written examination (60%), which includes: - Questions of theoretical content

II. Preparation of a group or individual assignment (40%), on topics

to be graded must be 3,000 words $\pm 10\%$. The bibliography is not

Special provision is made for the examination of persons with disabilities and of students with specific learning difficulties.

Bibliography

- RECOMMENDED BIBLIOGRAPHY Compulsory bibliography:
- 1. Papadakis, V. (2016). Business Strategy: Greek and International experience. Athens: Benou Publications (in Greek) (EXAM BOOK)
- Suggested Bibliography:
- 2. Ansoff, I. & McDonnell, E. (1990). Implanting Strategic Management. Cambridge, UK: 3. Prentice Hall.
- 4. Cole, G. A. (1997). Strategic Management. London, UK: Letts Educational.
- 5. Wit, B. & Meyer, R. (1998). Strategy Process, Content, Context: An International perspective. London, UK: International Thomson Business Press.
- 6. Kriemadis, A., & Kartakoullis, N. (2014). The Business Plan of Sports Organizations and Enterprises. Cyprus: University of Nicosia Publications (in Greek)
- Related scientific journals: Journal of Business Strategy Strategy and Leadership
- Journal of Strategy and Management

AMEA YP 009 – Management of sports facilities for persons with disabilities

Course code	AMEA YP 009
Semester of studies	2 (Spring)
Course title	Management of sports facilities for persons with disabilities
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Office hours	2 hours, day of your choice
Course type	General Background (Compulsory)
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes

Learning outcomes

CONTACT DETAILS Email, telephone, mobile,

Aim of the course

The course concerns all stages of the design, construction, organization and operation of sports facilities. It concerns local sports facilities, sports facilities for major sporting events, training centers and sports complexes. It includes areas such as the specifications and requirements of the World Federations, the creation of an Organizational chart, the relationship and convergence of public bodies for holding competitions and major sporting events, the operational design and evolution of the organization chart of the event and facility, and of course the full inclusion and accessibility for persons with disabilities. The course also deals with financial management, the attraction of sponsorship for a sports facility, and the economic impact (cost-benefits) of a large sports facility and of a large sporting event.

Corresponding learning outcomes of the units – students will be able to:

1. Understand the basic concepts of facilities/events and the differences presented by international terms.
2. Effectively work through all stages of the design, organization and operation of a facility.
3. Work through the prerequisites, the process of design and construction of a sports facility for persons with disabilities.
4. Be able to structure in time the planning project of a facility according to a schedule.
5. Understand and identify the prerequisites in the creation and construction of a facility.
6. Work through Federation guidelines and sports regulations that affect the design of a facility.
7. Work through the adaptation of a facility to the specific event. 8. Satisfy the different levels of requirements per "client" group.
9. Work through the organizational chart structures presented in the different events and facilities.
10. Know the management and operation process of sports facilities (marketing, sponsoring, etc.).
11. Have knowledge of the safety of Sports facilities - Risk Management (Risk Management, Crowd Management).
12. Understand the cultural particularities in the management of sports facilities and events.
13. Foresee/take into account the required bodies involved in the creation and operation of an event and facility.
14. Recognize and understand the Feasibility Study - Viability Study of the project - Cost/Benefit Analysis of the project.
15. Understand the importance of long-term planning for the viability of a facility 16. Include the prospect of utilizing the property post-competition for the facility

are marked with the symbol V

Keywords: Sports Facility Management, Facility Marketing, Sports Facility Sponsorships, Event planning, facility organization, operational plan, functional areas

Key Words: Sport facility management, venue management, sport arenas, operating sport facilities, running sport venues, facilities for disabled, Paralympic Games, Planning sport facilities, venue design, venue feasibility study, venue construction, Venue operations management, venue functional areas, venue operational plan

TEACHING UNITS-CONTENT

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Promoting free, creative and inductive thinking
- Working in an interdisciplinary environment
- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
5	Development Environment and trends Sports facilities: Definition, Categorization of Sports Facilities, Historical overview. e-class Prerequisites of Facility Design. Planning of a Sports Facility. e-class Design of a Sports Facility: Basic Principles of Design of a Sports Facility, Detailed design steps, Feasibility Study, Project Viability Study, “Cost – Benefit Analysis” Study. e-class e-class Sports Facility Management: Management Obligations, Strategic objectives, Strategic Planning, Operating regulations, Facility Maintenance,	Vrondou, O. (2017). Course notes, http://eclass.uop.gr . University of the Peloponnese Construction of a Sports Facility: Construction study, specifications of International Sports Federations in the Construction of the Facility, Project Master Plan, Project Stakeholders, Competition Operation Areas, Peripheral Operation Areas, Facility Exterior Areas, Accessibility Requirements at Mega Events, etc. Vrondou, O. (2017). Course notes, http://eclass.uop.gr . University of the Peloponnese
12	e-class Management of Sports Facilities and Major Events Marketing, SWOT Environment Analysis, Sponsorship, Business Operation, Event Design and Production, Human Resource Management, volunteers, etc. e-class e-class e-class Sports Facility and Urban Space. Impacts of Sports Facilities on the Urban Fabric and on Citizens’ Quality of Life. e-class e-class The footprint of the Sports Facilities of the 2004 Olympic Games on the Greek economy: Post-Olympic Utilization of Facilities Athens, 2004. Post-Olympic Utilization of Olympic Facilities. e-class e-class Presentations of final assignments e-class Communication on (e-class) workload per credit) - Decision-making questions	Vrondou, O. (2017). Course notes, http://eclass.uop.gr . University of the Peloponnese Olympic Facilities and Environment: International Olympic Committee – Agenda 21, Case Study Barcelona (1992), Sydney (2000), Athens (2004), Environmental dimension of the Olympic Games, Sustainable Development of Olympic Cities: Case Study London (2012), etc. Comparative Study of the Financial Figures of Construction of Sports Facilities in Barcelona (1992), Atlanta (1996), Sydney (2000), Athens (2004), Beijing (2008), London (2012) Research in Greece on Citizen Satisfaction with a Sports Facility. Vrondou, O. (2017). Course notes, http://eclass.uop.gr . University of the Peloponnese

Additional notes

- Operation and Management of a Sports Facility: Organization of a Sports Facility, Spaces, Inhouse / outsourcing services, Facility Management and Maintenance, Spectator Services, business operation, Design and Production of Events in the Sports Facility, Ticket Sales Management, etc.
- Safety of Sports Facilities – Risk Management: Management & control rings, Causes of Accidents in Sports Facilities, Facility Safety, Risk Identification, Risk Management, Crowd Management, Accidents in Sports Facilities.
- Organization, Operation, Management & Licensing of Municipal (Local Authority) Sports Facilities: Greek Legal Framework, Spatial Planning Specifications, Construction of a Sports Facility in Out-of-Plan Areas, Specifications for the Establishment of Sports Training Tourism Centers (KEPAT), Committees for Checking the Suitability of a Sports Facility

Teaching and learning methods

- MODE OF DELIVERY With lectures in a classroom (face-to-face teaching) and at a distance via

- The lecture slides/notes, various educational videos as well as
- instructions for preparing assignments are provided in electronic form to students through the asynchronous distance-learning platform (e-class)
- Articles-Case studies & self-assessment exercises are handed out in printed with students form to students for group work in class, and are also available
- Communication with students takes place via email and via the eclass platform, as does the feedback on the progress of the individual or group assignment
- The electronic platform of the secretariat is used for posting students' grades.
- There is a process for evaluating both the course and the lecturer at the end of each semester, in accordance with the applicable provisions and the procedures established by the Institution under the supervision of the Quality Assurance Unit, for which the Information System of the Quality Assurance Unit of the University of the Peloponnese is used.
- analysis of bibliography, Practical - self-assessment exercises focusing on the
- application of methodologies and analysis of case studies 25 hours Workshop, Interactive teaching, in smaller groups of students
- work, Writing of paper /

Workload

Activity	Semester workload
• of ECTS	39 hours 35 hours 2 hours

Student assessment

Special provision is made for the examination of persons with disabilities and of students with specific learning difficulties.

Bibliography

- Suggested Bibliography:
- GREEK AND ENGLISH COMPULSORY BIBLIOGRAPHY
- 1. Vrondou, O. (2017) Course notes (in Word file format) attached to the course files at <http://eclass.uop.gr> University of the Peloponnese. (in Greek)
- 2. Westerbeek, H.M., Smith, A., Turner, P., Emery, P., Green, C., Leeuwen, L. (2006). Managing Sport Facilities and Major Events. Routledge, NY.
- 3. Appenzeller, H. & Lewis, G. (2000). Successful Sport Management. Carolina: CAP
- 4. Masteralexis, L.P., Barr, C.A., Hums, M.A. (2005). Principles and Practice of Sport Management. Massachusetts: Jones and Bartlett.
- GREEK AND ENGLISH SUGGESTED BIBLIOGRAPHY
- 1. Alexandris, K. (2006). Principles of Management & Marketing of sports and recreation organizations and enterprises. Christodoulidis Publications. (in Greek)
- 2. Ammon, R., Southall, R., Blair, D. (2004). Sport Facility Management: Organizing Events and Mitigating Risks. Fitness Information Technology, Inc., Morgantown, WV.
- 3. Armstrong, M. (2007). A Handbook of Human Resource Management Practice, 10th ed. Kogan Page, London. 4. Coates, D., Humphreys, B.R. (2003). Professional sport facilities, franchises and urban economic
- development. Public Finance and Management 3 (3), 335–357.
- 5. Coots, D.G. (1992). The Facility Management Handbook, second ed. Amacom Books, New York.
- 6. Conger, J.A., Kanungo, R.N. (1998). Charismatic Leadership in Organizations. Sage, Thousand Oaks, CA.
- 7. Erdener, E. (2003). Linking programming and design with facilities management. Journal of Performance of Constructed Facilities 17 (11), 4–8
- 8. Flynn, R.B. (1995). Planning Facilities for Athletics, Physical Education, and Recreation. American Alliance for Health, Physical Education, Recreation, and Dance, Reston, VA.
- 9. Fried, G. (2005). Managing Sports Facilities. Human Kinetics, Champaign, IL.
- 10. Hoye, R., Smith, A., Westerbeek, H., Stewart, B., Nicholson, M. (2006). Sport management – Principles and applications. Oxford, UK: Butterworth Heinemann.
- 11. Hypes, M.G. (2006). Planning and designing facilities. Journal of Physical Education, Recreation, and Dance 77 (4), 18–22.

- 12. Koger, D. (2001). Expanding sports facilities. *American School & University* 73(11), 48.
- 13. Krotee, M.L. & Bucher, C.A. (2007). *Management of Physical education and sport*. New York: McGraw Hill.
- 14. Maloy, B.P. (1993). Legal obligations related to facilities. *The Journal of Physical Education, Recreation & Dance* 64 (2), 28–30.
- 15. Miller, W.S. (1998). Sport facility issues, part one. The boom in stadium construction and financing new facilities. *For The Record* (Marquette University Law School) 9 (4), 7.
- 16. Mullin, B., Hardy, S., Sutton, W. (2004). *Sport marketing*. Paschalidis Publications, Athens. (Greek translation)
- 17. National Intramural-Recreational Sport Association. (2009). *Campus Recreational Sports Facilities: Planning, Design, and Construction Guidelines*. Human Kinetics, Champaign, IL.
- 18. Pantera, M.J. (2003). Architectural design and game day considerations for new or retrofitted sport facilities. *The Sport Supplement* 11 (4). <www.thesportjournal.org>; (accessed 26.09.05.).
- 19. Papadimitriou, D. (2006). *Management of Sports Organizations and Enterprises*. Kleidarithmos Publications, Athens. (in Greek)
- 20. Pate, D.W., Moffitt, E., Fugett, D. (1993). Current trends in use, design, construction, and funding of sport facilities. *Sport Marketing Quarterly* 2 (4), 9–14.
- 21. Rebeggiani, L. (2006). Public vs. private spending for sports facilities – the case of Germany 2006. *Public Finance and Management* 6 (3), 395–424, 429–435.
- 22. Rosentraub, M.S. (2009). Sport facilities, a new arena in Edmonton, and the opportunities for development

AMEA YP 010 – Special issues of risk management, safety and accessibility for persons with disabilities

Course code	AMEA YP 010
Semester of studies	2
Course title	Special issues of risk management, safety and accessibility for persons with disabilities
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	3
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes
Course website	https://eclass.uop.gr/courses/OMA450/

Learning outcomes

General Background , Special General Background Background, Specialization

LANGUAGE OF INSTRUCTION and

EXAMINATIONS:

COURSE WEBSITE

Necessary theoretical knowledge for the development and strengthening of inclusion and integration, in accordance with the convention on the rights of persons with disabilities. For those policies that will contribute to the development of the health and independence of persons with disabilities, through the implementation of occupational safety and health (OSH) policies. The strategy of managing the principles of occupational safety and health in the management of enterprises and organizations of sport and recreation. Highlighting the responsibility of leadership in implementing the standards and guidelines that must be applied for the

creation of a safe environment in sport and recreation for all. Methodological guidance on the responsibility of integrating international rules on the right to access through the design of products, environments, programmes and services so that they can be used by all people, to the greatest extent possible, without the need for adaptation or exclusion, for persons with disabilities but also for persons with temporarily reduced mobility.

After the end of the courses, the postgraduate students will be able to know:

The competences that a sports management executive must have in order to respond to his/her role, through the policies he/she will develop for the organization and management of sport for persons with disabilities.

The design of the development of tools for the inclusion of persons with disabilities in sport.

The analysis of methods for accessibility to sport, exercise and recreation services for persons with disabilities.

The structure of sports organizations and the recognition of the various roles and responsibilities of executives for health and safety for those involved in developing sport for all.

The obligation and responsibility of management for implementing the laws on health and safety for all.

Health, safety, work, design for all, universal design, universal access, universal design for all, social model, universal model, sheltered employment, social exclusion, forms of live assistance and intermediaries, web accessibility, equality, inclusion, integration, disability, management, sport, recreation, tourism, support, education, students with disabilities, special educational needs, support, ergonomics, exercise. wheelchair user, sport, gym, emergency incidents, athletes, environmental hazards, facilities, sport events, recreation, coaches.

Health, safety, risk, work, design for all, universal design, universal access, design for all, social model, universal model, sheltered employment, social exclusion, forms of live assistance and Intermediaries , web accessibility, disability mainstreaming access, accessibility, assistive technology, reasonable accommodations, equality, inclusion, integration, disability, management, sport, recreation, tourism, support education, students with disabilities, special educational

needs, support, ergonomics, exercise. sports, fitness, club, wheelchair user, sports, environmental hazards, facilities, sports events, recreation, coaches.

TEACHING UNITS-CONTENT

8. Social exclusion and reintegration of persons with disabilities (example of Leros - DVD). Psychopathology of persons with disabilities - Critiques of the various psychiatric manuals (DSM V, ICD 10), etc.
 9. Needs of parents of children with intellectual disability. Family therapy and sexuality (development of sexuality and disorders) - Myths and prejudices about persons with disabilities
 10. The role of the interdisciplinary care team for children with motor disability (nurses, physiotherapists, occupational therapists, speech therapists, special education teachers and
 11. Hygiene and Safety of children with motor disability (body and oral hygiene, pressure ulcers,
 13. Universal design in sport, recreation and tourism. Ergonomics and Activities of Daily Living of persons with disabilities
- Communication

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Promoting free, creative and inductive thinking
- Working in an interdisciplinary environment
- Producing new research ideas

Teaching and learning methods

- Teaching is carried out not only face to face in the classroom in Sparta, but also via a synchronous distance-learning platform.
- Discussions with the participants of the PSP
- Examination of research papers published in international scientific journals (papers published in International Journals)
- In-depth examination of Research Papers published in International Scientific Journals (papers published in International Journals)
- The lectures of the following sessions are held face to face: 7th, 8th, 9th 10th, 11th, 12th 13th
- The lectures of the following units are held at a distance: 1st, 2nd, 3rd, 4th, 5th, 6th
- distance-learn
- Laboratory Education, in the the synchronous distance-learning platform
- The lecture slides/notes provided in electronic form to students through the electronic platform of asynchronous distance learning of the University of the Peloponnese (e-class)
- Laboratory exercises are posted on eclass in due time in pdf format
- Communication with students takes place via email and via the eclass platform
- There is a process for evaluating both the course and the lecturer at the end of each semester, in accordance with the applicable provisions and the procedures established by the Institution under the supervision of the Quality Assurance Unit.
- Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & analysis of bibliography, Tutorial, Practical Placement, Clinical Practice, Art Workshop, Interactive teaching, Educational visits, Project work, Writing of paper / papers, Artistic creation, etc.
- Language of Assessment, Assessment Methods, Formative or Summative, Multiple-Choice Test, Short-Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of Patient, Artistic Interpretation, Other
- Final individual assignment on a selected thematic unit of the material taught.

- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.

Workload

Activity	Semester workload
Lectures	39 hours (1.56 ECTS)
Study of the lecture material (3 hours per week)	39 hours (1.56 ECTS)
Study and preparation of assignments	39 hours (1.56 ECTS)
Study for the final examinations (non-guided study) 4 hours presentation of assignments and 2 hours of examinations	33 hours (1.32 ECTS)
Total	150 hours (6 ECTS)

Student assessment

The processing of research data covers 50% of the course

Individual assignments

1. Attendance and participation in class (compulsory) (15%).
2. Individual assignment: (Health and safety issues in persons with disabilities. The length of the assignment must be 1000-1500 words) (10%).

Presentation in class (compulsory) (25%). 3. Written examinations (compulsory) (50%).

Bibliography

- 1. General terminology of Health and Safety, Risk, Hazard (General population and persons with disabilities) <https://eclass.uop.gr/modules/units/?course=OMA450&id=4113>
- 2. Risk Assessment Methodology, Educational tools (e-tools). Certification standards for sport activities for persons with disabilities <https://eclass.uop.gr/modules/units/?course=OMA450&id=4114>
- 3. Special issues of safety and accessibility (management of environmental hazards in sport and recreation venues, fire safety guidelines for persons with disabilities, fall prevention for persons with disabilities, risk assessment for persons with disabilities in sport and recreation venues, etc.) <https://eclass.uop.gr/modules/units/?course=OMA450&id=4115>
- 4. Issues of safety, risk, accessibility for persons with disabilities in the workplace - Reinstatement / Re-employment of persons with disabilities at work <https://eclass.uop.gr/modules/units/?course=OMA450&id=4116>
- 5. Health and Safety Organizations for persons with disabilities - Guidelines for accessibility design in sports facilities <https://eclass.uop.gr/modules/units/?course=OMA450&id=4117>
- 6. Health and safety strategies in the Community for persons with disabilities <https://eclass.uop.gr/modules/units/?course=OMA450&id=4118>
- 7. Public Health - Promotion of Health and Safety in persons with disabilities (Case study). Physical and digital communication in the daily life of persons with disabilities. Assistive equipment - Safety for persons with disabilities <https://eclass.uop.gr/modules/units/?course=OMA450&id=4119>
- <https://eclass.uop.gr/modules/units/?course=OMA450&id=4120>
- <https://eclass.uop.gr/modules/units/?course=OMA450&id=4121>
- presentation of their work with examples, videos, etc.) <https://eclass.uop.gr/modules/units/?course=OMA450&id=4122>
- etc.) <https://eclass.uop.gr/modules/units/?course=OMA450&id=4123>
- 12. The Task of Driving by persons with disabilities (intellectual disorders and disability) <https://eclass.uop.gr/modules/units/?course=OMA450&id=4124>
- <https://eclass.uop.gr/modules/units/?course=OMA450&id=4125>
- [?] American Medical Association (1993). The American Medical Association Handbook of First Aid & Emergency Care. Random House. ISBN: 0679427015
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- worker safety program, covering work. Atlas books Dist Serv., USA. ISBN: 1932634843
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- Risk management in sport and recreation. ISBN: 978-618-5242-04-6, Disigma Publications (Greek translation)
- Suggested Bibliography
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- [2] Pariorek, M.J, & Jones, J.A. (1996). Sports and recreation for disabled. Master Press, USA.
- [2] Russ Pate, R., Buchner, D. (2014). Implementing physical activity strategies. Human Kinetics Publ., USA.
- [2] Sharkey, B., Gaskill, S. (2013). Fitness & health (7th Edition). Human Kinetics Publ., USA.
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- Stoddard, S. (2014). 2014 disability statistics annual report. Durham, NH: University of New Hampshire.
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- Indicative Electronic Sources
- [2] [http://www.osha.eu.int/Ensuring the health and safety of workers with disabilities](http://www.osha.eu.int/Ensuring%20the%20health%20and%20safety%20of%20workers%20with%20disabilities)
- [2] <https://www.unison.org.uk/content/uploads/2016/12/24124.pdf> UNISON's Health and Safety guide to disability
- [2] <https://www.coe.int/en/web/europarisks/major-hazards-and-people-with-disabilities.-toolkit-for-good-practices>
- [2] https://oshwiki.eu/wiki/Workers_with_disabilities
- [2] <https://lx.iriss.org.uk/sites/default/files/resources/Health%20and%20safety%20for%20disabled%20people%20and%20their%20employers.pdf> Health and Safety for Disabled People and their Employers: Case Study Examples
- [2] https://www.dsni.co.uk/files/Guidance_1_Accessible_Sports_Facilities_Design_Guidelines.pdf
- [2] <https://dhs.sa.gov.au/services/disability-services/safe-work-instructions/assisting-a-person-to-transit-in-a-vehicle>
- [2] <https://www.redfin.com/blog/fire-safety-for-people-with-disabilities> [2] http://www.idph.state.il.us/idhp/idhp_Falls.htm
- [2] <https://www.nds.org.au/resources/disability-safe>
- [2] <https://www.communityhealthstrategies.com/workshops/safety-for-people-with-disabilities/>

COURSE OUTLINES OF SEMESTER C – INTERNSHIP

AMEA YP 011 – Internship

Course code	AMEA YP 011
Semester of studies	3
Course title	Internship
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Course type	General Background
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes
Course website	https://eclass.uop.gr/courses/OMA433/

Learning outcomes

COMPULSORY COURSES

Internship 20

COURSES: LANGUAGE OF INSTRUCTION and

EXAMINATIONS: THE COURSE IS OFFERED TO

The aim of the internship is professional orientation and a first acquaintance of the students with the conditions of work in fields of application concerning the organization and management of sports events related to persons with disabilities. The students will be able to apply the knowledge they received in the classroom in real conditions. In this way they will consolidate more effectively the subjects taught and will extend their knowledge on various issues of the management of sports activities for persons with disabilities.

Through the internship the students gain the experience of education in practice and knowledge/competences relating to planning and educational interventions, as well as skills of cooperation and communication with the pupils and their parents.

The internship aims at preparing the graduates of the PSP so that they are smoothly integrated into the labor market. Given that the subject of the PSP is particularly

interdisciplinary and therefore covers a very wide field of applications, and that there is a clear shortage of human resources in the labor market able to design and supervise the implementation of comprehensive interventions in the field of sports management for persons with disabilities, it follows that linking the students with the conditions of the labor market through the internship will strengthen their competences, their critical thinking as well as their likelihood of employment in the near future.

On the basis of the above, it follows that the students will grasp the importance of modern sports management of activities and of the subjects taught for the operation, performance and viability of sports organizations and enterprises related to activities of persons with disabilities. In this way they will feel the significance of the scientific field of sports management, so that upon graduating they can claim the position that suits them in the labor market in Greece and abroad.

The aim of the PSP is the smooth transition of the students to the host organizations. In order to achieve this, a one-day workshop is initially held by the supervisors/professors concerning: a) the condensed presentation of the theory related to the subjects of the internship (possibly by groups of similar subjects) and b) the profile and characteristics of the host organizations. Through the workshop the aim will be, to a large extent, to simulate the real working conditions in the host organizations.

Subsequently, when the student is placed at the host organization, the implementation of the internship begins, as well as the monitoring of its progress. In particular, each student works at the cooperating host organizations while, at the same time, the representatives of each employing body are in close cooperation with the responsible internship instructors for monitoring the progress of the whole process.

Through the internship the students gain the experience of education in practice and knowledge/competences relating to planning and educational interventions, as well as skills of cooperation and communication with the pupils and their

parents. The internship is checked and certified by the Scientific Director of the PSP, the head of the school unit or the head of the corresponding center, and is accompanied by a diary/attendance record

The internship is carried out in special education school units and in social support and inclusion venues, where pupils with disabilities and/or special educational needs attend, in rehabilitation centers, in specialized physiotherapy clinics, in diagnostic and support centers. Also, in European and international organizations, sports federations, associations, NGOs, sports organizations of Local Government and enterprises whose activity concerns persons with disabilities.

MODE OF DELI

host organization.

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Working in an interdisciplinary environment
- Promoting free, creative and inductive thinking
- Producing new research ideas

Teaching and learning methods

- for the internship. The Supervising Instructor evaluates the applications and recommends to the Coordinating Committee (C.C.) the placement of the students in
- Internship
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.
- The students are assessed at the end of the internship on the basis of the successful or unsuccessful completion of the internship. For the assessment, the Student Internship Diary / Attendance Record is taken into account, which is signed by the student, the representative of the employing body and the Supervising Professor of the Internship.
- The internship is assessed as SUCCESSFUL or UNSUCCESSFUL by the Supervising Instructor

Workload

Activity	Semester workload
• (as listed in the source)	500 hours (20 ECTS) 500 hours (20 ECTS)

Bibliography

- (<http://pmsamea.uop.gr/index.php/students/forms>). The internship includes the design of lessons or educational interventions, observation, participation in teaching and necessarily supervised autonomous teaching or educational intervention, as defined by the legislation in force at the time.

COURSE OUTLINES OF SEMESTER D – MASTER’S THESIS

AMEA YP 012 – Master’s Thesis

Course code	AMEA YP 012
Semester of studies	4
Course title	Master’s Thesis
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	0
Course type	General Background
Language of instruction and examinations	Greek Or English
Offered to Erasmus students	Yes

Learning outcomes

COMPULSORY COURSES

Master’s Thesis Guided study under the supervision of a three-member advisory committee

The purpose of writing a Master’s Thesis (MT) is to contribute effectively to the successful career of the graduates, by strengthening the knowledge and skills already acquired. By choosing the topic of the MT, graduates are given the opportunity (a) to study in depth a field where specialized knowledge is required, (b) to work methodically, using critical combinatorial thinking, and (c) to gain significant experience from the planning, preparation and presentation of a complete MT.

Through the process of preparing the MT, graduates will learn:

1. To choose a specific area of scientific investigation that will be related to their professional rehabilitation.
2. To determine the range of information resources available to them and, depending on the subject of the MT, to delimit the importance of the sources provided.
3. Through the process of searching for and selecting the relevant bibliography, (a) to locate the sources that provide accurate, well-organized and up-to-date knowledge, (b) to recognize the quality of the information that will help them in the scientific delimitation and documentation of the MT, and (c) to acquire the ability to exclude bibliographic sources that are not related to the MT.
4. To organize knowledge into groups of related concepts, so as to have a complete picture of the information provided by the various sources.
5. To record and describe what other researchers and authors have written, in an understandable and clear manner.

To use and develop creativity, the research, theoretical and practical knowledge and skills acquired during their Postgraduate studies.

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Working in an interdisciplinary environment
- Promoting free, creative and inductive thinking

- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
1	Identification of the scientific gap for the choice of the “under investigation” topic of the MT.	—
2	Documentation of the necessity of the MT.	—
3	Academic Ethics and avoidance of plagiarism.	—
4	Delimitation of the aim, the research hypotheses and the limitations of the MT.	—
5	Presentation of the theoretical background referring to the topic of investigation of the MT.	—
6	Identification, organization, summary, and clear presentation of the existing bibliography that is relevant to the study area of the MT (literature review).	—
7	Description of the methodology followed to identify the relevant bibliography.	—
8	Detailed development of the methodological procedures used to conduct the research MT.	—
9	Presentation of the results of the MT according to the proposed APA writing style (6th edition).	—
10	Creation and presentation of tables, figures, and diagrams according to the writing style APA (6th edition).	—
11	Discussion and justification of the findings of the MT, in accordance with existing research and theories.	—
12	Presentation of the conclusions that arise from the findings of the MT.	—
13	Provision of bibliographic references in the text and in the bibliography.	—

Additional notes

- MODE OF DELI
- the three-member supervising committee

Teaching and learning methods

- We use digital technology, statistical packages for the processing and analysis of data, communication tools and networks for better access, management, evaluation and utilization of information, so that students acquire modern and up-to-date scientific knowledge.
- e-class and selected international databases.
- ?
- They use all the available learning aids that they used during their studies.
- With the e-class and e-mails where specific educational material is sent or web addresses are pointed out from which students can draw more information in order to achieve the objectives of the course.
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.
- - The assessment of the Master’s Thesis is carried out per chapter of development and documentation of its thematic units.

Workload

Activity	Semester workload
Study and preparation of the MT	750 hours (30 ECTS)
Total	750 hours (30 ECTS)

Student assessment

Successful completion of 80% of all the courses of the previous semesters (A, B, C)

1. Introduction 20%
2. Literature Review 20% 3. Method 15%
4. Results 15% 5. Discussion 15%
6. Bibliography 15%

Bibliography

- <http://pmsamea.uop.gr/index.php/students/mde>
- -Suggested Bibliography:
- 1. Guidelines for Writing the Master's Thesis of the Postgraduate Studies Programme entitled: Organization and Management of Sports Activities for persons with disabilities (A.me.A.) <http://pmsamea.uop.gr/index.php/students/mde>.
- 2. The textbooks suggested in the course THEORY, DESIGN, IMPLEMENTATION AND PRESENTATION OF RESEARCH DATA, as well as in the courses related to the topic of the MT.
- 3. Selected articles of the contemporary scientific literature for the sound preparation of the MT. -Related scientific journals:
- Scientific journals that publish research relevant to the subject of investigation of the MT.
- ELECTIVE COURSE OUTLINES

ELECTIVE COURSE OUTLINES

AMEA EP 001 – Current approaches to disability and special educational needs. Consequences for education

Course code	AMEA EP 001
Semester of studies	C
Course title	Current approaches to disability and special educational needs. Consequences for education
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	3
Course type	Special Background
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes
Course website	https://eclass.uop.gr/courses/OMA418/

Learning outcomes

Current approaches to disability and special educational needs. Consequences for education.

Upon completion of the course, students will be able to:

know the main fields of action of persons with disabilities, know ways of supporting persons with disabilities and their families,

advise persons with disabilities on social integration,

strengthen independent living (Policies of educational and social integration of persons with disabilities and observance of hygiene rules - Learning rules of social behavior),

be able to inform correctly on issues of education and sport of persons with disabilities.

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Working in an interdisciplinary environment
- Promoting free, creative and inductive thinking
- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
1	Cooperation of the bodies involved in the design of the inclusion process (e.g. teachers, parents, school principals and administrative services).	—

Unit	Topic	Bibliography / notes
2	Removal of prejudices, positive attitude and training of teachers in programmes for the integration of pupils with special educational needs.	—
3	Support and mutual information between the teacher and the responsible special educator for the design and implementation of the rehabilitation programme.	—
4	Adequate counselling and support services from the Special Education school counsellor, the school psychologist and from the rehabilitation staff (e.g. the physiotherapist, the occupational therapist and the speech therapist).	—
5	Adaptation of the school and the curriculum to serve the needs and abilities of pupils with special needs.	—
6	Evaluation and revision of the results of the programmes in relation to the educational objectives set.	—
7	Modernization of the material and technical infrastructure of the mainstream school to support the educational needs of all pupils.	—
8	Ensuring the intervention for a fuller response to the difficulties.	—
9	Study of historical interventions in addressing the racist attitudes of society.	—
10	Theories and historical elements on disability.	—
11	Counselling of persons with disabilities aiming at smooth integration into society and participation in public affairs.	—
12	Ways of supporting the use of modern technology (aids) by persons with disabilities.	—
13	Content analysis of scientific articles relating to the content of the course.	—

Teaching and learning methods

- MODE OF DELIVERY Teaching is carried out not only face to face in the classroom in Sparta, but also via a synchronous distance-learning platform
- The lectures of the following sessions are held face to face: 1st, 2nd, 4th, 5th, 7th, 8th, 10th, 11th, 13th
- The lectures of the following sessions are held at a distance: 3rd, 6th, 9th, 12th
- Distance teaching takes place through the distance-learning platform of the University of the Peloponnese (e-class).
- Use of computers and projectors (projector) for presenting the lectures.
- Video screening.
- Accompanying lectures via Skype, by professors from abroad.
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.
- In the grading of the submitted assignments, the use of bibliographic references based on the APA system, 6th edition, will be taken into account and will be graded with 1 point (a relevant guide for preparing the MT is available on the website of the PSP).

Workload

Activity	Semester workload
Study of the lecture material	33 hours (1.32 ECTS)
Study and preparation of assignments	33 hours (1.32 ECTS)
Study for the final examinations (non-guided study) and 2 hours of examinations	33 hours (1.32 ECTS)
Total for the Course (25 hours of workload per credit)	26 hours (1.04 ECTS)
	125 hours (5 ECTS)

Student assessment

Assessment procedure:

1. Individual assignment, (compulsory) (40%).
2. Written examinations, (compulsory) (60%).

Instructions for the assignment:

For the written: The length of the assignment to be graded must be 3000 words $\pm 10\%$. The bibliography is not included in the aforementioned limit.

It must be written in 1.5 line spacing with 6 pt spacing between paragraphs before and after each paragraph and in Times New Roman 12 font. Submission in a word file through the eclass platform.

Deadline for submission of the assignment: up to the 12th lecture and 12 noon.

For the oral: the duration of the presentation in PowerPoint slides must not exceed 10 minutes and must include the following sections: (introduction, aim, methodology, main results & discussion, indicative bibliography).

Bibliography

- Adler, A. (1907). Studie uber die Minderwertigkeit von Organen. Wien [Decision - Government Gazette 1319-B-10-10-2002].
- Inclusion, attendance and graduation of persons with special educational needs in all types of Special Education schools and the Integration Classes. Bender, W. N. (1987). Effective educational practices in the mainstream setting: Recommended model for evaluation of mainstream teacher classes. The Journal of Special Education, 20 (4), 475-487
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- Gildner, J. & Zions, L. (1997). Planning for inclusion in an elementary setting. In Zions, Paul (ed). Inclusion strategies for students with learning and behavior problems. Perspectives, experiences and best practices (Chapter 5, pp. 101- 115). U.S.A.: Pro-ed
- Special Education in Europe. Information network on education in Europe, Eurydice. Retrieved 13 November 2015 from: www.europeanagency.org
- Koukiadis, I. (2002). Disability and social exclusion. Conference on: Disability and social exclusion. Under the auspices of the European forum
- Pedagogical Review, 62/2016
- Stella Markantoni of persons with disabilities. Athens: Autonomia Marks, D. (1999). Disability, controversial debates and psychosocial perspectives. London: Routledge
- Oliver, M. (1996a). Understanding Disability. London: Macmillan
- Oliver, M. (1996b). A sociology of disability or a disablist sociology? In L. Barton (Ed.), Disability and society: Emerging issues and insights. London- New York: Longman
- COURSE:
- EXAMINATIONS:

AMEA EP 002 – Adapted physical education of persons with disabilities in education

Course code	AMEA EP 002
Semester of studies	C
Course title	Adapted physical education of persons with disabilities in education
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	3
Course type	Special Background
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes
Course website	https://eclass.uop.gr/courses/OMA442/

Learning outcomes

The postgraduate students will deepen, at a theoretical and practical level, their knowledge and skills concerning the emotional, cognitive and motor characteristics of persons with disabilities or with special educational needs, as these are affected by the disability itself, by age and by the environment (school, rehabilitation center, sports club, or recreation centers) in which they live and function.

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Working in an interdisciplinary environment
- Promoting free, creative and inductive thinking
- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
1	The role of teachers in promoting Inclusion	—
2	Teaching Principles of learning and Self-efficacy	—
3	The role of the Physical Education Teacher	—
4	Physical Education Teachers and inclusive teaching	—
5	Methods of assessment and development of knowledge for inclusion programmes.	—

Unit	Topic	Bibliography / notes
6	Design of exercise programmes for indoor and outdoor activities.	—
7	Ways of improving the lifestyle of persons with disabilities through adapted Physical Education.	—
8	Extracurricular activities for persons with disabilities.	—
9	Adaptation of existing sports activities and sports.	—
10	Creation of new ways of participation in sport for persons with disabilities.	—
11	Selection of proper hosting facilities for sport of persons with disabilities	—
12	Selection of the appropriate sports aids according to the disability.	—
13	Methods of reintegration of persons with disabilities into Sport.	—

Teaching and learning methods

- MODE OF DELIVERY Teaching is carried out not only face to face in the classroom in Sparta, but also via a synchronous distance-learning platform
- Discussions with the participants of the PSP. Examination of research papers published in international scientific journals (papers published in International Journals).
- The lectures of the following sessions are held face to face: 1st, 2nd, 4th, 5th, 7th, 8th, 10th, 11th, 13th
- The lectures of the following sessions are held at a distance: 3rd, 6th, 9th, 12th
- ☐
- computer - video projector (projector) and via
- Laboratory exercises are posted on eclass in due time in pdf format
- Communication with students takes place via email and via the eclass platform
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.

Workload

Activity	Semester workload
• Study of the lecture material	33 hours (1.32 ECTS)
• Study and preparation of assignments	33 hours (1.32 ECTS)
• Study for the final examinations (non-guided study) and 2 hours of examinations Total for the Course (25 hours of workload per credit)	33 hours (1.32 ECTS) 26 hours (1.04 ECTS) 125 hours (5 ECTS)

Student assessment

Individual assignments

Written examinations (compulsory) (70%)

Individual literature review assignment (compulsory) (30%)

Instructions for the assignment:

The length of the assignment must be 2000 words $\pm 10\%$. The bibliography is not included in the aforementioned limit. It must be written in 1.5 line spacing with 6 pt spacing between paragraphs before and after each paragraph and in Times New Roman 12 font.

In the grading of the submitted assignments, the use of bibliographic references based on the APA system will be taken into account and will be graded with 10% (a relevant guide for preparing the MT is available on the website of the PSP).

Bibliography

- ☐ Bain, L. (1990). A critical analysis of the hidden curriculum in physical education. In D. Kirk, and R. Tinning, (Eds.), Physical education, curriculum and culture: Critical issues in the contemporary crisis. London: Falmer Press.

- ☐ Barton, L. (1993). Disability, empowerment and physical education, In: J. Evans (Ed.), Equality, education and physical education, (pp. 43-54). London: Falmer Press.
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- ☐ Hargreaves, J. (1990). Gender on the sports agenda. International Review for the Sociology of Sport, 25, 287-305.
- ☐ Imrie, R. & Hall, and P. (2001) Inclusive Design: Designing and Developing Accessible Environments. London: E F & K Spon.
- ☐ Kirk, D., & Tinning, R. (1990). Physical education, curriculum and culture: Critical issues in the contemporary crisis. London, Falmer Press.
- ☐ Kirk, D., Burgess-Limerick, R., Kiss, M., Lahey, J., & Penney, D. (1999). Senior physical education: An integrated approach. Human Kinetics.
- COURSE:
- EXAMINATIONS:

AMEA EP 003 – Current trends in adapted physical education. Biological and educational approach

Course code	AMEA EP 003
Semester of studies	C
Course title	Current trends in adapted physical education. Biological and educational approach
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	3
Course type	Special Background
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes
Course website	https://eclass.uop.gr/courses/OMA420/

Learning outcomes

Current trends in adapted physical education. Biological and educational approach.

Through the course the student manages to:

Become familiar with the current trends in adapted physical education, Integrate the new practices into the Greek reality, Learn to create adapted physical education programmes, Become familiar with the adaptation needs of each disability group,

Promote the development of sport for persons with disabilities. General Competences

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Working in an interdisciplinary environment
- Promoting free, creative and inductive thinking
- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
1	Approach to the teaching of Adapted Physical Education	—
2	Aim and content of the course	—
3	Detection and identification of pupils with disabilities in mainstream educational structures	—
4	Creation of a safe sport environment	—

Unit	Topic	Bibliography / notes
5	Prevention and management of undesirable behaviors	—
6	Analysis of disabilities by category	—
7	Maintaining equality	—
8	Strengthening participation in sport by persons with disabilities – Adaptive changes	—
9	Strengthening the self-confidence of persons with disabilities through sport	—
10	Strengthening cooperation through team activities	—
11	Development of instinct	—
12	Analysis of new techniques in sport for persons with disabilities	—
13	The new techniques of sport in Greece	—

Teaching and learning methods

- Creative discussions and constructivist method of knowledge with inquiry and development questions by the participants of the PSP
- Searching, categorization and examination of relevant bibliography and research papers published in international scientific journals and in related international conferences
- of asynchronous distance learning of the University of the Peloponnese (e-class)
- Articles-Case studies are handed out in printed form to students for group work in class and are also available on (e-class)
- Communication with students takes place via email and via the eclass platform.
- There is a process for evaluating both the course and the lecturer, at the end of each semester, in accordance with the applicable provisions and the procedures established by the Institution under the supervision of the Quality Assurance Unit.
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.
- Final individual assignment on a selected thematic unit of the material taught.

Workload

Activity	Semester workload
Practical exercises on technological environments of a collaborative nature by groups of 3-5 people that require the cooperation of the whole class	33 hours (1.32 ECTS)
Study of international trends and best practice and case studies in the field of technological education in the field of sport for persons with disabilities	33 hours (1.32 ECTS)
Study of the lecture material	33 hours (1.32 ECTS)
Study and preparation of assignments	26 hours (1.04 ECTS)
Study for the final examinations (non-guided study) and 2 hours of examinations Total for the Course (25 hours of workload per credit)	125 hours (5 ECTS)

Student assessment

1. Attendance and participation in class (compulsory) (15%).
2. Individual assignment: (Health and safety issues in persons with disabilities. The length of the assignment must be 1000-1500 words) (10%).
3. Presentation in class (compulsory) (25%).
3. Written examinations (compulsory) (50%).

Bibliography

- Bain, L. (1990). A critical analysis of the hidden curriculum in physical education. In D. Kirk, and R. Tinning, (Eds.), Physical education, curriculum and culture: Critical issues in the contemporary crisis. London: Falmer Press.

- Barton, L. (1993). Disability, empowerment and physical education, In: J. Evans (Ed.), *Equality, education and physical education*, (pp. 43-54). London: Falmer Press.
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- COURSE:
- EXAMINATIONS:

AMEA EP 004 – Characteristics and education of persons with disabilities with cerebral palsy

Course code	AMEA EP 004
Semester of studies	C
Course title	Characteristics and education of persons with disabilities with cerebral palsy
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	3
Course type	Special Background
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes
Course website	https://eclass.uop.gr/courses/OMA421/

Learning outcomes

Upon completion of the course, students will have understood that there must be:

Similarity with regard to the goals of special education and general education.

Disappearance of the perceptions that it is a separate branch of education and that it serves a special category of pupils.

Better and greater knowledge of general pedagogy.

That this contribute to the development of the personality of pupils with special needs.

That it contribute to improving their abilities and skills, so that their inclusion in the educational system and their coexistence in society as a whole become possible.

That it contribute to their vocational training and promote their mutual acceptance with society as a whole and their equal social development.

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Working in an interdisciplinary environment
- Promoting free, creative and inductive thinking
- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
1	Provision of individual and group psychological support and counselling	—
2	Distinction between physical or intellectual dysfunctions,	—
3	Characteristics of persons with cerebral palsy	—
4	Implementation of intervention programmes for the development of cognitive and emotional skills and study skills,	—
5	Implementation of programmes for addressing psychological (emotional, behavioral, cognitive) issues,	—
6	Implementation of programmes for addressing social, cultural or educational factors with a negative impact on the learning process and the integration of persons with intellectual dysfunctions into the social environment,	—
7	Provision of training for developing communicativeness, communication skills (cultivating the relationship as a learning motive) and the counselling role of the teacher,	—
8	Organization of scientific seminars, lectures, one-day events, symposia, conferences, educational programmes,	—
9	Organization of training on the goals and subject areas of sport for persons with disabilities,	—
10	Production and provision of educational material, publications and editions,	—
11	Psychological and educational approach to cerebral palsy,	—
12	Adaptations of sport in the field of cerebral palsy,	—
13	Organization of sports activities and competitions for persons with cerebral palsy.	—

Teaching and learning methods

- MODE OF DELIVERY Teaching is carried out not only face to face in the classroom in Sparta, but also via a synchronous distance-learning platform
- Discussions with the participants of the PSP.
- Examination of research papers published in international scientific journals (papers published in International Journals).
- In-depth examination of Research Papers published in International Scientific Journals (papers published in International Journals)
- The lectures of the following sessions are held face to face: 1st, 2nd, 4th, 5th, 7th, 8th, 10th, 11th, 13th
- The lectures of the following sessions are held at a distance: 3rd, 6th, 9th, 12th
- distance learning.
- Laboratory exercises are posted on e-class in due time in pdf format.
- Communication with students takes place via email and via the eclass platform.
- There is a process for evaluating both the course and the lecturer at the end of each semester, in accordance with the applicable provisions and the procedures established by the Institution under the supervision of the Quality Assurance Unit.
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.
- In the grading of the submitted assignments, the use of bibliographic references based on the APA system, 6th edition, will be taken into account and will be graded with 1 point (a relevant guide for preparing the MT is available on the website of the PSP).

Workload

Activity	Semester workload
Study of the lecture material	33 hours (1.32 ECTS)
Study and preparation of assignments	33 hours (1.32 ECTS)
Study for the final examinations (non-guided study) and 2 hours of examinations Total for the Course (25 hours of workload per credit)	33 hours (1.32 ECTS) 26 hours (1.04 ECTS) 125 hours (5 ECTS)

Student assessment

Assessment procedure:

1. Individual assignment, (compulsory) (40%).
2. Written examinations, (compulsory) (60%).

Instructions for the assignment:

For the written: The length of the assignment to be graded must be 3000 words $\pm 10\%$. The bibliography is not included in the aforementioned limit.

It must be written in 1.5 line spacing with 6 pt spacing between paragraphs before and after each paragraph and in Times New Roman 12 font.

Submission in a word file through the eclass platform.

Deadline for submission of the assignment: up to the 12th lecture and 12 noon.

For the oral: the duration of the presentation in PowerPoint slides must not exceed 10 minutes and must include the following sections: (introduction, aim, methodology, main results & discussion, indicative bibliography).

Bibliography

- 1. Antoniadis, Ch. (2000). Pediatrics. Athens: Paschalidis. (in Greek)
- 2. Vasileiou, G. Em. (1998). Educable intellectually disabled children and adolescents. Athens: Ellinika Grammata. (in Greek)
- 3. Vasilopoulos, D. (2003). Neurology. Athens: Litsa. (in Greek) 4. Welfare Book. <http://www.noesi.gr>
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- 10. Zoniou-Sideri, A. (1998). Disabled people and their education. Athens: Ellinika Grammata. (in Greek)
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- 19. Kroustalakis, G. (2005). Children with special needs. Athens: Psychopaidagogiki. (in Greek)
- COURSE:
- EXAMINATIONS:

AMEA EP 005 – Human resources management in sport for persons with disabilities

Course code	AMEA EP 005
Semester of studies	C
Course title	Human resources management in sport for persons with disabilities
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	3
Course type	Special Background
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes
Course website	https://eclass.uop.gr/courses/OMA443/

Learning outcomes

Human resources management in sport for persons with disabilities.

The course has been designed with the aim of teaching students the basic theories and applications of Management in sport for persons with disabilities, as well as special issues concerning human resource management, management of sports facilities, organization of sports events, sport marketing, communication and public relations. After attending the course the student will be able to:

understand the complexity of the sport and recreation market for persons with disabilities.

recognize the different roles, abilities and skills required by management executives of sport and recreation for persons with disabilities. apply the basic functions of management in sport for persons with disabilities understand the basic theories and practices of sport marketing for

persons with disabilities.

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Working in an interdisciplinary environment
- Promoting free, creative and inductive thinking
- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
1	CONCEPT AND CONTENT OF HUMAN RESOURCE MANAGEMENT	—

Unit	Topic	Bibliography / notes
2	HISTORICAL DEVELOPMENT IN THE THEORY AND PRACTICE OF HUMAN RESOURCE MANAGEMENT	—
3	ORGANIZATIONAL DESIGN	—
4	HUMAN RESOURCE PLANNING	—
5	RECRUITMENT OF EMPLOYEES	—
6	PERSONNEL SELECTION	—
7	TRAINING - DEVELOPMENT OF HUMAN RESOURCES	—
8	TALENT MANAGEMENT	—
9	EMPLOYEE EVALUATION	—
10	CHANGE MANAGEMENT	—
11	SHAPING AND CHANGING ORGANIZATIONAL CULTURE	—
12	BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY	—
13	HUMAN RESOURCE INFORMATION SYSTEMS	—

Teaching and learning methods

- MODE OF DELIVERY Teaching is carried out not only face to face in the classroom in Sparta, but also via a synchronous distance-learning platform
- The lectures of the following sessions are held face to face: 1st, 2nd, 4th, 5th, 7th, 8th, 10th, 11th, 13th
- The lectures of the following sessions are held at a distance: 3rd, 6th, 9th, 12th
- Communication with students takes place via email and via the eclass platform.
- There is a process for evaluating both the course and the lecturer at the end of each semester, in accordance with the applicable provisions and the procedures established by the Institution under the supervision of the Quality Assurance Unit.
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.
- In the grading of the submitted assignments, the use of bibliographic references based on the APA system, 6th edition, will be taken into account and will be graded with 1 point (a relevant guide for preparing the MT is available on the website of the PSP).

Workload

Activity	Semester workload
• Study of the lecture material • Study and preparation of assignments • Study for the final examinations (non-guided study) and 2 hours of examinations Total for the Course (25 hours of workload per credit)	33 hours (1.32 ECTS) 33 hours (1.32 ECTS) 33 hours (1.32 ECTS) 26 hours (1.04 ECTS) 125 hours (5 ECTS)

Student assessment

Assessment procedure:

1. Individual assignment, (compulsory) (40%).
2. Written examinations, (compulsory) (60%).

Instructions for the assignment:

For the written: The length of the assignment to be graded must be 3000 words $\pm 10\%$. The bibliography is not included in the aforementioned limit.

It must be written in 1.5 line spacing with 6 pt spacing between paragraphs before and after each paragraph and in Times New Roman 12 font.

Submission in a word file through the eclass platform.

Deadline for submission of the assignment: up to the 12th lecture and 12 noon.

For the oral: the duration of the presentation in PowerPoint slides must not exceed 10 minutes and must include the following sections: (introduction, aim, methodology, main results & discussion, indicative bibliography).

Bibliography

- Bartlett, J.E., Kotrlik, J.W., & Higgins, C.C. (2001). Organizational Research: Determining Appropriate Sample Size in Survey Research. *Information Technology, Learning, and Performance Journal*.
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- Downward, P., Lumsdon, L., & Ralston, R. (2005). Gender Differences in Sports Event Volunteering: Insights From Crew 2002 at the XVII Commonwealth Games. *Managing Leisure*.
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- Twelvetrees, A.C. (1991). *Community Work*. Macmillan Education.
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- COURSE:
- EXAMINATIONS:

AMEA EP 006 – Mass media/Public relations in sport for persons with disabilities

Course code	AMEA EP 006
Semester of studies	C
Course title	Mass media/Public relations in sport for persons with disabilities
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	3
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes
Course website	https://eclass.uop.gr/courses/OMA423/

Learning outcomes

Mass media/Public relations in sport for persons with disabilities.

The aim of the course is for students to acquire the necessary theoretical background, as well as practical knowledge, on issues concerning Mass Media and Public Relations in a sport environment for persons with disabilities. Upon completion of the course, students will be able to know:

1. The importance of using the Mass Media and Public Relations in sport for persons with disabilities.
2. The complete preparation of the communication strategy of a sports organization for persons with disabilities (data collection and analysis - planning - execution - evaluation) using methods, techniques and Mass Media from the toolbox of Communication Science.
3. The possibility of studying and analyzing the trends and directions of the sports media market for their more adequate utilization by sports organizations for persons with disabilities.
4. The communication management of emergency situations / crises in Sports Organizations for persons with disabilities.
5. The utilization of Communication in promoting sport for persons with disabilities.
6. The importance of ethics and leadership for the sport industry and how to apply them.
7. The recognition of elements of intercultural communication and their importance for contemporary sports events in the context of sport for persons with disabilities
8. The contribution and management of the communication process in negotiation and mediation in sport
9. The importance and ways of promoting the interests of groups with an interest in sport for persons with disabilities through communication processes in the contemporary national and international sports environment, within the framework of managing issues and concerns that characterize the contemporary sports reality of persons with disabilities (e.g. Diversity, representation, legitimacy, interculturalism, gender, social issues, politics in sports events)
10. What marketing communication means and how it works in sport for persons with disabilities. 11. How communication through traditional Mass Media and through new digital channels is described and analyzed. What the trends and changes that have taken place in the market are.
12. What the communication mix in sport for persons with disabilities is and which activities are included in mass communication and which in individualized/personal communication.
13. How Public Relations - Publicity - Sponsorship work in Sport.

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues

- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Working in an interdisciplinary environment
- Promoting free, creative and inductive thinking
- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
1	Introduction to Communication and Mass Media in sport for persons with disabilities. Functions and tools of Communication and Mass Media in Sport for persons with disabilities (E. Chatzigianni).	—
2	Communication strategy. The importance of the audience in Sport for persons with disabilities (E. Chatzigianni).	—
3	The concept and importance of Public Relations in Communication in the context of Sport for persons with disabilities (E. Chatzigianni). Advertising and Sport for persons with disabilities (E. Chatzigianni).	—
4	Intercultural communication and the sports environment for persons with disabilities: concepts, importance, management, symbols. Mediation and negotiation in sport: basic concepts, categorization, examples, case study. (E. Chatzigianni)	—
5	Communication management of emergency situations / crises. Ethics and leadership in sport for persons with disabilities. Examples (E. Chatzigianni).	—
6	Sports interest groups of persons with disabilities in a national and international environment. Ways of promoting interests, methods and process of lobbying, policy formulation (E. Chatzigianni)	—
7	Communication as part of the marketing mix – operation in Sport for persons with disabilities (P. Athanasopoulou)	—
8	Communication in sport through traditional Mass Media: Course, trends, prospects. (P. Athanasopoulou)	—
9	Communication in sport through digital channels – present and future (P. Athanasopoulou)	—
10	The communication mix in Sport for persons with disabilities – mass communication. (P. Athanasopoulou)	—
11	The communication mix in Sport for persons with disabilities – individualized/personal communication. (P. Athanasopoulou)	—
12	Public relations – publicity – sponsorship in Sport for persons with disabilities (P. Athanasopoulou)	—
13	Presentations of assignments	—

Teaching and learning methods

- MODE OF DELIVERY Teaching is carried out

- learning, etc. not only face to face in the classroom in Sparta, but also via a
- synchronous distance-learning platform
- Discussions with the participants of the PSP. Case studies
- In-depth examination of Research Papers published in International Scientific Journals
- The lectures of the
- following sessions are held face to face: 1st, 2nd, 4th, 5th, 7th, 8th, 10th, 11th, 13th
- The lectures of the following sessions are held at a distance: 3rd, 6th, 9th, 12th
- The assignments are posted on e-class in due time. Articles-Case studies are handed out in
- printed form to students for group work in class and are also available on (e-class)
- Communication with students takes place via email and via the eclass platform.
- There is a process for evaluating both the course and the lecturer at the end of each semester, in accordance with the applicable provisions and the procedures established by the Institution under the supervision of the Quality Assurance Unit.
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.

Workload

Activity	Semester workload
• Study of the lecture material	33 hours (1.32 ECTS)
• Study and preparation of assignments	33 hours (1.32 ECTS)
• Study for the final examinations (non-guided study) and 2 hours of examinations Total for the Course (25 hours of workload per credit)	33 hours (1.32 ECTS) 26 hours (1.04 ECTS) 125 hours (5 ECTS)

Student assessment

The Language of Assessment is Greek.

The course is assessed on the basis of a group written assignment which is presented in class by the students (compulsory) (50%). The presentation is graded with 20% of the grade of the assignment.

Instructions for the assignments:

For the text of the group assignment: The length of the assignment to be graded must be 7000 words $\pm 10\%$. The bibliography and the appendices are not included in the aforementioned limit.

It must be written in 1.5 line spacing and in Arial 12 font.

For the oral presentation: the duration of the presentation in PowerPoint slides must not exceed 20 minutes and must present all the sections of the assignment.

The Written examinations (compulsory) (50%) include essay development questions.

Bibliography

1. Pedersen, Paul M., Laucella Pamela C., Edward M. Kian, and Andrea N. Geurin (2017) Strategic Sport Communication, Human Kinetics, 2nd ed.
2. Golden, A. (2002). An Analysis of the Dissimilar Coverage of the 2002 Olympics and Paralympics: Frenzied Pack Journalism versus the Empty Press Room. Disability Studies Quarterly. Summer/Fall 2003, Volume 23, No. 3/4
3. <http://dsq-sds.org/article/view/437/614> Retrieved October, 5, 2015
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4. Chatzigianni, E (2014). Pluralism and Corporatism in European Sport Interest Representation, Journal of Sport Policy and Politics, 6(1), 19-36.
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http://www.lifescrpt.com/wellbeing/articles/i/intercultural_communication_surviving_in_a_global_world.aspx, Retrieved March 15, 2015.
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8. Meenagh, T., and Shippey, D. (1999). Media Effect in Commercial Sponsorship. European Journal of Marketing. 33(3/4), 328-347.
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- COURSE:
- EXAMINATIONS:

AMEA EP 007 – Characteristics and education of persons with disabilities with intellectual disabilities

Course code	AMEA EP 007
Semester of studies	C
Course title	Characteristics and education of persons with disabilities with intellectual disabilities
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	3
Course type	Special Background
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes
Course website	https://eclass.uop.gr/courses/OMA428/

Learning outcomes

Upon completion of the course, students will have understood that there must be:

Similarity with regard to the goals of special education and general education.

Disappearance of the perceptions that it is a separate branch of education and that it serves a special category of pupils.

Better and greater knowledge of general pedagogy.

That this contribute to the development of the personality of pupils with special needs.

That it contribute to improving their abilities and skills, so that

their inclusion in the educational system and their coexistence in society as a whole become possible.

That it contribute to their vocational training and promote their mutual acceptance with society as a whole and their equal social

development.

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Working in an interdisciplinary environment
- Promoting free, creative and inductive thinking
- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
1	Provision of individual and group psychological support and counselling	—
2	Distinction between physical or intellectual disabilities,	—
3	Characteristics of persons with intellectual disabilities,	—
4	Implementation of intervention programmes for the development of cognitive and emotional skills and study skills,	—
5	Implementation of programmes for addressing psychological (emotional, behavioral, cognitive) issues,	—
6	Implementation of programmes for addressing social, cultural or educational factors with a negative impact on the learning process and the integration of persons with intellectual disabilities into the social environment,	—
7	Provision of training for developing communicativeness, communication skills (cultivating the relationship as a learning motive) and the counselling role of the teacher,	—
8	Organization of scientific seminars, lectures, one-day events, symposia, conferences, educational programmes,	—
9	Organization of training on the goals and subject areas of sport for persons with disabilities,	—
10	Production and provision of educational material, publications and editions,	—
11	Psychological and educational approach to intellectual disabilities,	—
12	Adaptations of sport in the field of intellectual disabilities,	—
13	Organization of sports activities and competitions for persons with intellectual disabilities.	—

Teaching and learning methods

- MODE OF DELIVERY Teaching is carried out not only face to face in the classroom in Sparta, but also via a synchronous distance-learning platform
- Discussions with the participants of the PSP. Examination of research papers published in international scientific journals (papers published in International Journals).
- The lectures of the following sessions are held face to face: 1st, 2nd, 4th, 5th, 7th, 8th, 10th, 11th, 13th
- The lectures of the following sessions are held at a distance: 3rd, 6th, 9th, 12th
- Laboratory exercises are posted on e-class in due time in pdf format.
- Communication with students takes place via email and via the eclass platform.
- There is a process for evaluating both the course and the lecturer at the end of each semester, in accordance with the applicable provisions and the procedures established by the Institution under the supervision of the Quality Assurance Unit.
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.
- before and after each paragraph and in Times New Roman 12 font.
- In the grading of the submitted assignments, the use of bibliographic references based on the APA system, 6th edition, will be taken into account and will be graded with 1 point (a relevant guide for preparing the MT is available on the website of the PSP).

Workload

Activity	Semester workload
• Study of the lecture material	33 hours (1.32 ECTS)
• Study and preparation of assignments	33 hours (1.32 ECTS)
• Study for the final examinations (non-guided study) and 2 hours of examinations Total for the Course (25 hours of workload per credit)	33 hours (1.32 ECTS) 26 hours (1.04 ECTS) 125 hours (5 ECTS)

Student assessment

Individual assignments

Assessment procedure:

Individual assignment, (compulsory) (40%).

Written examinations, (compulsory) (60%).

Instructions for the assignment:

For the written: The length of the assignment to be graded must be 3000 words $\pm 10\%$. The bibliography is not included in the aforementioned limit.

It must be written in 1.5 line spacing with 6 pt spacing between paragraphs

Submission in a word file through the eclass platform.

Deadline for submission of the assignment: up to the 12th lecture and 12 noon.

For the oral: the duration of the presentation in PowerPoint slides must not exceed 10 minutes and must include the following sections: (introduction, aim, methodology, main results & discussion, indicative bibliography).

Bibliography

- - Ainscow, M.(2007). Taking an inclusive turn. Journal of Research in Special Educational Needs.
- - Vardakastanis, I., Gounari, E. M., Logaras, D., Barbalia, E., Pananos, A., Skordilis, A., et al. (2008, 6). Designing disability policy: Trainee handbook. (in Greek)
- - Barnes, C. & Mercer, G. (2003) .Disability, Polity Press, Cambridge
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- - General Secretariat of Communication, General Secretariat of Information. (2007). Proceedings of the 2nd International Conference on: Persons with Disabilities and Mass Media. Athens. (in Greek)
- - Fischer, A.C. (2007). Creating a discourse of difference. Education, Citizenship and Social Justice, 2, 159-192. - Halvorsen, A.T. & Neary, T. (2001). Building Inclusive Schools, Allyn & Bacon, Boston.
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- - Mestery, R. & Grobler, B. (2007). Collaboration and communication as effective strategies for parent involvement in public schools, Educational Research and Review, 2 (7), 2007.
- COURSE:

AMEA EP 008 – Classification of persons with disabilities for participation in competitions / Organization of federations and international sports organizations

Course code	AMEA EP 008
Semester of studies	C
Course title	Classification of persons with disabilities for participation in competitions / Organization of federations and international sports organizations
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	3
Course type	Special Background
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes
Course website	https://eclass.uop.gr/courses/OMA425/

Learning outcomes

The existence of facilities is based on, depends on and is maintained by the hosting, primarily, of sports events. These in turn constitute the culmination of the athletes' competitive course and the main institutional responsibility of international and national sports bodies for holding competitions, and therefore for the promotion and development of the various sports. Facilities are the "hotel" of events, traditionally being places of worship of sport. The unlimited possibilities they offer have managed to attract different "clients", thereby complicating the equation of the successful and effective management and administration of facilities.

Upon completion of the course the student is able to:

Recognize the need for classification of disabilities for the smooth and valid conduct of competitions

Choose correctly the venues for holding the competitions

Complete the bureaucratic procedures smoothly and quickly Communicate the event

Achieve a complete organization and management of the event. General Competences

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Working in an interdisciplinary environment
- Promoting free, creative and inductive thinking
- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
1	Classification of persons with disabilities	—
2	Personnel Management in sports events	—
3	Internal control	—
4	Conduct of competitions for persons with disabilities	—
5	Competition venues for persons with disabilities	—
6	Sports Management	—
7	Strategic plan	—
8	Feasibility Study	—
9	Basic axes for creating a sports facility	—
10	Development environment	—
11	Basic principles of operational design	—
12	Advertising of a sports event	—
13	Volunteers in competitions for persons with disabilities – Basic rules	—

Teaching and learning methods

- Creative discussions and constructivist method of knowledge with inquiry and development questions by the participants of the PSP
- Searching, categorization and examination of relevant bibliography and research papers published in international scientific journals and in related international conferences
- are provided in electronic form to students through the electronic platform of asynchronous distance learning of the University of the Peloponnese (e-class)
- Articles-Case studies are handed out in printed form to students for group work in class and are also available on (e-class)
- Communication with students takes place via email and via the eclass platform.
- There is a process for evaluating both the course and the lecturer at the end of each semester, in accordance with the applicable provisions and the procedures established by the Institution under the supervision of the Quality Assurance Unit.
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.
- In the grading of the submitted assignments, the use of bibliographic references based on the APA system, 6th edition, will be taken into account and will be graded with 1 point (a relevant guide for preparing the MT is available on the website of the PSP).

Workload

Activity	Semester workload
Practical exercises on technological environments of a collaborative nature by groups of 3-5 people that require the cooperation of the whole class	33 hours (1.32 ECTS)
Study of international trends and best practice and case studies in the field of technological education in the field of sport for persons with disabilities	33 hours (1.32 ECTS)
Study of the lecture material	33 hours (1.32 ECTS)
Study and preparation of assignments	26 hours (1.04 ECTS)
Study for the final examinations (non-guided study) and 2 hours of examinations Total for the Course (25 hours of workload per credit)	125 hours (5 ECTS)

Student assessment

Assessment procedure:

1. Individual assignment, (compulsory) (40%).
2. Written examinations, (compulsory) (60%).

Instructions for the assignment:

For the written: The length of the assignment to be graded must be 3000 words $\pm 10\%$. The bibliography is not included in the aforementioned limit.

It must be written in 1.5 line spacing with 6 pt spacing between paragraphs before and after each paragraph and in Times New Roman 12 font.

Submission in a word file through the eclass platform.

Deadline for submission of the assignment: up to the 12th lecture and 12 noon.

For the oral: the duration of the presentation in PowerPoint slides must not exceed 10 minutes and must include the following sections: (introduction, aim, methodology, main results & discussion, indicative bibliography).

Bibliography

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- Coates, Dennis, & Humphreys, Brad R. (2002). The Economic Impact of Postseason Play in Professional Sports . Journal of Sports Economics. 3, 291-299. Retrieved 12 October 2007.
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- PNC Park. www.ballparks.com. Retrieved 30 Oct. 2007 from <http://www.ballparks.com/baseball/national/pitbpbk.htm>
- The Associated Press. Arlington council approves Cowboys stadium vote. Retrieved 12 October 2007 from <http://www.nfl.com>

OMA426 (EP 009) – Special issues of law and ethics in sport for persons with disabilities

Course code	OMA426 (EP 009)
Semester of studies	C
Course title	Special issues of law and ethics in sport for persons with disabilities
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	3
Course type	Special Background
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes
Course website	https://eclass.uop.gr/courses/OMA426/

Learning outcomes

Special issues of law and ethics in sport for persons with disabilities.

The aim of the course is for students to acquire knowledge on issues of law and ethics in the context of sport concerning persons with disabilities, as analyzed in more detail below:

UNIT LEARNING OUTCOMES

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Working in an interdisciplinary environment
- Promoting free, creative and inductive thinking
- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
1	Introduction to the basic concepts of law and the legal order	—
2	The relationship of interdependence and mutual support between the state and law	—
3	The difference between legal rules and other rules of conduct	—
4	Rules of interpretation of legal rules	—

Unit	Topic	Bibliography / notes
5	The interaction of law and sport	—
6	The provisions of the sports law and of sports legislation in general concerning persons with disabilities	—
7	The provisions of the Greek Constitution on sport and persons with disabilities	—
8	The provisions of the European Constitution on sport and persons with disabilities	—
9	Case law of sports and ordinary courts	—
10	The rules of interpretation of court decisions	—
11	The European Convention on Human Rights. Provisions concerning sport and persons with disabilities	—
12	The creation in sport of a special legal order that is distinguished from the state and international legal order.	—
13	The Court of Justice of the European Human Rights and sport and persons with disabilities The concept of Law and the legal order The birth of sport and the conditions under which law began to regulate sport The interpretation of court decisions National and Global Sports Law: The limits of the autonomy and independence of Sports Law The Court of Justice of the European Union and the European Court of Human Rights. (special reference to persons with disabilities) in accordance with the T.O.D.A. regulations.	Papaloukas, M. (2017), Introduction to Law. Papaloukas Publications. (in Greek) https://eclass.uop.gr/modules/units/?course=OMA426&id=3386 The State and its relationship to Law (The spatiotemporal factor) Papaloukas, M. (2017), Introduction to Law. Papaloukas Publications. (in Greek) https://eclass.uop.gr/modules/units/?course=OMA426&id=3387 Distinction between legal rules and ethical rules Papaloukas, M. (2017), Introduction to Law. Papaloukas Publications. (in Greek) https://eclass.uop.gr/modules/units/?course=OMA426&id=3388 The interpretation of legal rules Papaloukas, M. (2017), Introduction to Law. Papaloukas Publications. (in Greek) https://eclass.uop.gr/modules/units/?course=OMA426&id=3389 Papaloukas, M. (2012), European Sports Market. Papaloukas Publications. (in Greek) https://eclass.uop.gr/modules/units/?course=OMA426&id=3390 The Sports Law Law 2725/1999 as currently in force https://eclass.uop.gr/modules/units/?course=OMA426&id=3391 The Constitution in relation to sport (special reference to persons with disabilities) The Constitution of Greece https://eclass.uop.gr/modules/units/?course=OMA426&id=3392 The European Constitution in relation to sport (special reference to persons with disabilities) The European Constitution https://eclass.uop.gr/modules/units/?course=OMA426&id=3393 The Sports “Courts”, the Ordinary Courts and their decisions Collection of decisions of sports and ordinary courts on issues of sport and persons with disabilities https://eclass.uop.gr/modules/units/?course=OMA426&id=3394 Papaloukas, M. (2017), Introduction to Law. Papaloukas Publications. (in Greek) https://eclass.uop.gr/modules/units/?course=OMA426&id=3395 Human rights and sport (special reference to persons with disabilities) The European Convention on Human Rights https://eclass.uop.gr/modules/units/?course=OMA426&id=3396 Papaloukas, M. (2012), European Sports Market. Papaloukas Publications. (in Greek) https://eclass.uop.gr/modules/units/?course=OMA426&id=3397 Papaloukas, M. (2012), European Sports Market. Papaloukas Publications. (in Greek) https://eclass.uop.gr/modules/units/?course=OMA426&id=3398

Additional notes

- Union and the European Court of decisions of which affect
- At the end of the course the students will be able to understand the purposes behind legal rules, their distinction from ethical rules, to evaluate and interpret legal rules and decisions of judicial bodies, and will have a full knowledge of how the global legal system in sport operates and is shaped, with special references to persons with disabilities.
- To acquire and develop their sense of justice, which will be supported by knowledge of the situation already formed at Greek and global level in the environment of sport for persons with disabilities.
- General Competences
- 1. Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- 2. Respect for diversity and multiculturalism and sensitivity to gender issues 3. Adapting to new situations
- 4. Demonstrating social, professional and ethical responsibility 5. Working independently
- 6. Exercising criticism and self-criticism 7. Teamwork
- 8. Promoting free, creative and inductive thinking 9. Working in an international environment
- 10. Working in an interdisciplinary environment 11. Producing new research ideas

Teaching and learning methods

- MODE OF DELIVERY Teaching is carried out not only face to face in the classroom in Sparta, but also via a synchronous distance-learning platform
- The lectures of the following sessions are held face to face: 1st, 2nd, 4th, 5th, 7th, 8th, 10th, 11th, 13th
- The lectures of the following sessions are held at a distance: 3rd, 6th, 9th, 12th
- the electronic platform of the secretariat for posting Use of ICT in Teaching, in the students' grades.
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.
- Practical exercises/questions

Workload

Activity	Semester workload
• Study and analysis of bibliography	40 hours (1.6 ECTS)
• Preparation of assignment, preparation of a written assignment and its submission to the lecturer	23 hours (0.92 ECTS)
• Study for the final examinations (non-guided study)	20 hours (0.8 ECTS)
	40 hours (1.6 ECTS)
	2 hours (0.08 ECTS)
	125 hours (5 ECTS)

Student assessment

I. Final written examination (80%), which includes: - Multiple-choice questions

II. Preparation of an Assignment (20%)

The final grade is formed as follows:

- 80% final examination grade - 20% assignment grade

1st Note: the grade of the assignment is taken into account only if the examination grade is at least five (5).

2nd Note: Special provision is made for the examination of persons with disabilities and of students with specific learning difficulties

Bibliography

- 1. Aravantinos, I.P. "Introduction to the Science of Law", Sakkoulas Publications, 1983 (in Greek)
- 2. Michelaki, E., M., "Introduction to Law and to the Science of Law", Athens 1968 (in Greek)
- 3. Papadamakis, A., "Criminal Law and the Rule of Law", Sakkoulas Publications, Thessaloniki, 1998 4. Papaloukas, M., "Introduction to Law", Papaloukas Publications, Athens 2017. (in Greek)
- 5. Papaloukas, M., "European Sports Market". Papaloukas Publications, Athens 2012. (in Greek)
- 6. Papaloukas, M., «CAS: The Court of Arbitration for Sport», Papaloukas Editions, Athens 2014.
- 7. Papachristou, Th., K., "Introduction to the Sociology of Law", Sakkoulas Publications, Komotini, 1983 8. Satlanis, Ch., N., "Elements of Law and Introduction to Legal Science", Sakkoulas Publications, Komotini, 2002 (in Greek)
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- 10. Fefes, M., V., "Introduction to Law", Nomiki Bibliothiki, 2004 (in Greek)
- 11. Christofilopoulos, D., G., "Introduction to Law", Law and Economy, P.N. Sakkoulas, 1999 (in Greek) 12. Law 2725/1999 as currently in force
- 13. The Constitution of Greece 14. The European Constitution
- COURSE:
- EXAMINATIONS:

AMEA EP 010 – Basic educational approach, specialized ways of intervention, special vocational training and rehabilitation of persons with disabilities

Course code	AMEA EP 010
Semester of studies	C
Course title	Basic educational approach, specialized ways of intervention, special vocational training and rehabilitation of persons with disabilities
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	3
Course type	Special Background
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes
Course website	https://eclass.uop.gr/courses/OMA427/

Learning outcomes

Basic educational approach, specialized ways of intervention, special vocational training and rehabilitation of persons with disabilities.

Students must understand that, in order to achieve access of children with intellectual disabilities to education, some issues must be taken into account, such as:

- Clear educational goals should be formulated within the school framework, • The use of multiple educational means and materials should be utilized,

The use of multiple alternative teaching methods and teaching strategies should be supported,

- The school should allow and indicate differentiated ways of involving the student in the educational process,
- Priority should be given to the development of skills linked to the quality of everyday life for students with intellectual disability, so that as tomorrow's citizen they participate equally in social, economic, cultural and political life,
- Priority should be given to the development of learning skills, that is, to promoting the students' ability "to learn how to learn".

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Working in an interdisciplinary environment
- Promoting free, creative and inductive thinking
- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
1	The social treatment of persons with disabilities	—
2	School education of persons with disabilities	—
3	Vocational and educational training of persons with disabilities	—
4	Tertiary education and persons with disabilities	—
5	Ways of intervention in the education and vocational rehabilitation of persons with disabilities	—
6	Professional and ethical responsibility	—
7	The rehabilitation of persons with disabilities and social phenomena of racism	—
8	Ethical dilemmas in the workplace	—
9	The career choice of persons with disabilities	—
10	Professional environments	—
11	Vocational guidance of persons with disabilities	—
12	Summary of teaching	—
13	Presentation of Assignments	—

Teaching and learning methods

- MODE OF DELIVERY Teaching is carried out not only face to face in the classroom in Sparta, but also via a synchronous distance-learning platform
- Discussions with the participants of the PSP.
- Examination of research papers published in international scientific journals (papers published in International Journals).
- In-depth examination of Research Papers published in International Scientific Journals (papers published in International Journals)
- The lectures of the following sessions are held face to face: 1st, 2nd, 4th, 5th, 7th, 8th, 10th, 11th, 13th
- The lectures of the following sessions are held at a distance: 3rd, 6th, 9th, 12th
- ☐
- Laboratory exercises are posted on e-class in due time in pdf format.
- Communication with students takes place via email and via the eclass platform.
- There is a process for evaluating both the course and the lecturer at the end of each semester, in accordance with the applicable provisions and the procedures established by
- the Institution under the supervision of the Quality Assurance
- Unit.
- 33 hours (1.32
- of bibliography, Tutorial, Practical Placement,
- 26 hours (1.04
- each learning activity are stated, as well as the
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.

Workload

Activity	Semester workload
• ECTS • ECTS) • Interactive teaching, lecture ECTS) • (project), Writing of paper / papers, Study and preparation of • of workload per credit)	33 hours (1.32 Artistic creation, etc. assignments ECTS) The study hours of the student for 125 hours (5 ECTS)

Student assessment

Assessment procedure:

Individual assignment(s), (compulsory) (40%)

Written examinations, (compulsory) (60%)

Instructions for the assignments:

For the written: The length of the final assignment of the semester to be graded must be over 3000 words. The bibliography is not included in the aforementioned limit. It must be written in 1.5 line spacing with 6 pt spacing between paragraphs before and after each paragraph and in Arial 12 font. Bibliographic references based on the system APA 6th edition (a relevant guide for preparing the MT is available on the website of the PSP).

Submission in a word file through the eclass platform.

Deadline for submission and presentation of the assignment: up to the 12th lecture and 12 noon.

For the oral: the duration of the presentation in PowerPoint slides must not exceed 15 minutes for the final individual examination

Bibliography

- Bain, L. (1990). A critical analysis of the hidden curriculum in physical education. In D. Kirk, and R. Tinning, (Eds.), Physical education, curriculum and culture: Critical issues in the contemporary crisis. London: Falmer Press.
- Hargreaves, J. (1990). Gender on the sports agenda. International Review for the Sociology of Sport, 25, 287-305.
- Imrie, R. & Hall, and P. (2001) Inclusive Design: Designing and Developing Accessible Environments. London: E F & K Spon.
- Kirk, D., & Tinning, R. (1990). Physical education, curriculum and culture: Critical issues in the contemporary crisis. London, Falmer Press.
- Kypriotakis, A. (2001). A pedagogy. A school for all children. Contemporary views on the upbringing and education of children with obstacles in life and learning. Athens: Ellinika Grammata. (in Greek)
- Marks, D. (1999). Disability, controversial debates and psychosocial perspectives. London: Routledge.
- Lupart, J., (2002). «Meeting the educational needs of exceptional learners in Alberta», Exceptionality Education Canada, 11(2, 3), 55-70.
- Fisher, A.C. (2007). Creating a discourse of difference. Education, Citizenship and Social Justice, 2, 159-192.
- Goudas, M., Chasandra, M., & Kosmidou, E. (2008). Social inequalities and social exclusion. In Theodorakis, I. (Ed.): Kallipateira Programme – From sports to everyday life – All different, all equal – Teacher's Book (pp. 94 – 104). Athens: Pedagogical Institute. (in Greek)
- Zoniou-Sideri, A. (2000). Inclusion: Utopia or reality? The educational and political dimension of the inclusion of pupils with special needs. Athens, Ellinika Grammata. (in Greek)

AMEA EP 013 – The training of persons with disabilities for participation in sport

Course code	AMEA EP 013
Semester of studies	C (Spring)
Course title	The training of persons with disabilities for participation in sport
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Responsible professor	Dean, Professor, T.O.D.A.
Office hours	2 hours, day of your choice
Course type	General Background (Elective)
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes

Learning outcomes

CONTACT DETAILS Email, telephone, mobile,

Aim of the Course

The course concerns learning the basic principles of training for athletes with disabilities. Students learn to design, organize, implement and monitor all stages of the training process with the aim of maximizing performance, athletic perfection, optimizing performance, and systematically influencing the athlete's ability and willingness (Kellis 2014).

Students learn about the biological Laws on which training is based, the elements of physical fitness and how to pursue the optimization of the physical condition and technical skill of the trainees on the basis of the design of the training content (Speed training, endurance training, mobility training, strength training, coordination ability training, technique training, tactics training).

They also learn about the major events for persons with disabilities, the Paralympic Committee and the Special Olympics. They are able to recognize the Paralympic sports and to understand the classification of athletes.

Corresponding learning outcomes of the units – students will be able to:

1. To design, organize, implement and monitor the training process of persons with disabilities.
2. To design the annual training plan
3. To define the general and specific training goals
4. To select the appropriate training methods
5. To readjust the training programme according to the needs of athletes with disabilities
6. To determine the athlete's athletic goals
7. To prepare athletes psychologically for the best possible result
8. To manage and organize the sports equipment of the club and to take care of its maintenance
9. To organize sports competitions, sports tournaments, friendly events and matches, and to participate in the events of the Sports Federations.
10. To apply modern training practices
11. To know the general classification of persons with disabilities for participation in competitions.
12. To know the organization of the International & Hellenic Paralympic Committee.

are marked with the symbol ✓

Keywords: training process, training principles, speed, endurance, strength, coordination abilities, technique, tactics, training unit

Key Words: sports coaching, training, speed training, reaction time, endurance, power, co-ordination

TEACHING UNITS-CONTENT

Basic Principles of Training (persons with disabilities)

e-class
 e-class Technique
 e-class
 Physical Fitness
 e-class Strength
 e-class Speed
 e-class Endurance
 e-class
 Mobility - Coordination Abilities
 e-class
 e-class
 Biological Laws on which Training is based
 e-class
 Principle of Load – Repetition - Individuality
 e-class
 Principle of Periodization and Cyclicity
 e-class
 Presentations of final assignments
 e-class
 Communication
 on (e-class)
 workload per credit)
 - Decision-making questions

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Promoting free, creative and inductive thinking
- Working in an interdisciplinary environment
- Producing new research ideas

Teaching and learning methods

- MODE OF DELIVERY With lectures in a classroom (face-to-face teaching) and at a distance via
- The lecture slides/notes, various educational videos as well as
- instructions for preparing assignments are provided in electronic form to students through the asynchronous distance-learning platform (e-class)
- Articles-Case studies & self-assessment exercises are handed out in printed with students form to students for group work in class, and are also available
- Communication with students takes place via email and via the eclass platform, as does the feedback on the progress of the individual or group assignment
- The electronic platform of the secretariat is used for posting students' grades.
- There is a process for evaluating both the course and the lecturer at the end of each semester, in accordance with the applicable provisions and the procedures established by the Institution under the supervision of the Quality Assurance Unit, for which the Information System of the Quality Assurance Unit of the University of the Peloponnese is used.

- analysis of bibliography, Practical - self-assessment exercises focusing on the
- application of methodologies and analysis of case studies 25 hours Workshop, Interactive teaching, in smaller groups of students
- work, Writing of paper /

Workload

Activity	Semester workload
• of ECTS	39 hours 35 hours 2 hours

Bibliography

- Kellis, S. (2014). Training Theory. Course Notes. Aristotle University of Thessaloniki. (in Greek)
- Maximization – Optimization of Athletic Performance - Efficiency Kellis, S. (2014). Training Theory. Course Notes. Aristotle University of Thessaloniki. (in Greek)
- Why the Training Principles and Methods are common to Healthy Persons and to Persons with Disabilities Kellis, S. (2014). Training Theory. Course Notes. Aristotle University of Thessaloniki. (in Greek)
- RECOMMENDED BIBLIOGRAPHY Suggested Bibliography:
- Vanlandewijck, Y. Thomson, W. (2011). Handbook of sports medicine and science, The paralympic athlete. Wiley-Blackwell.
- Benjamin F. Johnson, B.F., Carol A. Mushett, C.A., Georgia Ken Richter, G.K., Grant Peacock, G. (2004). Sport for athletes with physical disabilities: Injuries and medical Issues. BlazeSports America.
- Vanlandewijck, Y. Thomson, W. (2011). Training and coaching the paralympic athlete (Olympic handbook of sports medicine). Wiley-Blackwell.
- Zachazewski, James, E., Magee, D.J. (2012). Sports therapy services: organization and operations Oxford: Wiley-Blackwell.
- COURSE:
- EXAMINATIONS:

AMEA EP 011 – Characteristics and education of persons with disabilities with motor disabilities, chronic incurable diseases & multiple disabilities

Course code	AMEA EP 011
Semester of studies	C
Course title	Characteristics and education of persons with disabilities with motor disabilities, chronic incurable diseases & multiple disabilities
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	3
Course type	Special Background
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes
Course website	https://eclass.uop.gr/courses/OMA428/

Learning outcomes

Characteristics and education of persons with disabilities with motor disabilities, chronic incurable diseases & multiple disabilities

The course offers knowledge on issues of disability and education. More specifically, the various characteristics and categories of disabilities are taught, as well as the education of persons with different disabilities.

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Working in an interdisciplinary environment
- Promoting free, creative and inductive thinking
- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
1	Categories of disabilities and characteristics	—
2	Disability in the field of education	—
3	Motor disability and education	—
4	Sensory disability and education	—
5	Hearing disability and education	—

Unit	Topic	Bibliography / notes
6	Visual disability and education	—
7	Cerebral disability and education	—
8	Intellectual disability and education	—
9	Multiple disabilities and education	—
10	Special schools and mainstream schools for persons with disabilities	—
11	Facilities for receiving pupils with disabilities	—
12	Social phenomena in educational infrastructures	—
13	Overall analysis and preparation for the examinations	—

Teaching and learning methods

- MODE OF DELIVERY Teaching is carried out
- learning, etc. not only face to face in the classroom in Sparta, but also via a
- synchronous distance-learning platform
- Discussions with the participants of the PSP. Examination of research papers published in international scientific journals (papers published in International
- The lectures of the following sessions are held face to face: 1st, 2nd, 4th, 5th, 7th, 8th, 10th, 11th, 13th
- The lectures of the following sessions are held at a distance: 3rd, 6th, 9th, 12th
- Teaching is delivered using a computer - video projector (projector) and via a synchronous distance-learning platform.
- The lecture slides/notes are provided in electronic form to students through the asynchronous distance-learning platform of the University of the Peloponnese (e-class).
- Laboratory exercises are posted on eclass in due time in pdf format.
- Communication with students takes place via email and via the eclass platform.
- There is a process for evaluating both the course and the lecturer at the end of each semester, in accordance with the applicable provisions and the procedures established by the Institution under the supervision of the Quality Assurance Unit.
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.

Workload

Activity	Semester workload
• Study of the lecture material • Study and preparation of assignments • Study for the final examinations (non-guided study) and 2 hours of examinations Total for the Course (25 hours of workload per credit)	33 hours (1.32 ECTS) 33 hours (1.32 ECTS) 33 hours (1.32 ECTS) 26 hours (1.04 ECTS) 125 hours (5 ECTS)

Student assessment

Journals). Individual assignments

Assessment procedure:

Individual assignment(s), (compulsory) (40%)

Written examinations, (compulsory) (60%)

Instructions for the assignments:

For the written: The length of the final assignment of the semester to be graded must be over 3000 words. The bibliography is not included in the aforementioned limit. Submission in a word file through the eclass platform.

Deadline for submission and presentation of the assignment: up to the 12th lecture and 12 noon.

For the oral: the duration of the presentation in PowerPoint slides must not exceed 15 minutes for the final individual examination.

Bibliography

- Barnes, C., Oliver, M. & Barton, L. (eds – edited by G. Karagiannis). Disability studies today. Thessaloniki: Epikentro. (selected chapters) (Greek translation)
- Antoniou, A-S. (2009). Psychology of persons with special educational needs. Athens: Paschalidis. (in Greek)
- Hogg, M., & Vaughan, G. (2010). Social Psychology. Athens, Attica: Gutenberg. (Greek translation)
- COURSE:
- EXAMINATIONS:

AMEA EP 014 – Assessment in adapted physical education for persons with disabilities

Course code	AMEA EP 014
Semester of studies	C
Course title	Assessment in adapted physical education for persons with disabilities
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	3
Course type	Special Background
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes
Course website	https://eclass.uop.gr/courses/OMA429/

Learning outcomes

Upon completion of the teaching of the course the student can:

Rely on and support effective assessment methods, which are characterized by flexibility, continuous feedback and respect for the individual characteristics of each pupil.

Apply the respective educational programme as early as possible, from preschool age, in order to achieve the best possible teaching results for the pupil with intellectual disability,

Be drawn up by an interdisciplinary team, but also in cooperation with the parents of the pupils with intellectual disability,

Organize the class appropriately in terms of functionality, space, materials, infrastructure,

Carry out lesson planning according to the pupil's learning profile, Organize and manage the educational framework.

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Working in an interdisciplinary environment
- Promoting free, creative and inductive thinking
- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
1	Adapted physical education	—

Unit	Topic	Bibliography / notes
2	Ways of implementing physical education in sport for persons with disabilities	—
3	Classification of disabilities in adapted physical education	—
4	Assessment of developmental level	—
5	Disability and adaptations of sport	—
6	Ways of assessing sport	—
7	Ways of assessing special physical education	—
8	Comparison of assessment methods and creation of an assessment plan	—
9	Statistics in the assessment of sport activities for persons with disabilities	—
10	Abilities of the physical education instructor and assessment	—
11	Feedback and readjustment through assessment	—
12	Ethical issues in assessment	—
13	Revision lecture	—

Teaching and learning methods

- Creative discussions and constructivist method of knowledge with inquiry and development questions by the participants of the PSP
- Searching, categorization and examination of relevant bibliography and research papers published in international scientific journals and in related international conferences
- distance learning of the University of the Peloponnese (e-class)
- Articles-Case studies are handed out in printed form to students for group work in class and are also available on (e-class)
- Communication with students takes place via email and via the eclass platform.
- There is a process for evaluating both the course and the lecturer at the end of each semester, in accordance with the applicable provisions and the procedures established by the Institution under the supervision of the Quality Assurance Unit.
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.
- In the grading of the submitted assignments, the use of bibliographic references based on the APA system, 6th edition, will be taken into account and will be graded with 1 point (a relevant guide for preparing the MT is available on the website of the PSP).

Workload

Activity	Semester workload
Practical exercises on technological environments of a collaborative nature by groups of 3-5 people that require the cooperation of the whole class	33 hours (1.32 ECTS)
Study of international trends and best practice and case studies in the field of technological education in the field of sport for persons with disabilities	33 hours (1.32 ECTS)
Study of the lecture material	33 hours (1.32 ECTS)
Study and preparation of assignments	26 hours (1.04 ECTS)
Study for the final examinations (non-guided study) and 2 hours of examinations Total for the Course (25 hours of workload per credit)	125 hours (5 ECTS)

Student assessment

Assessment procedure:

1. Individual assignment, (compulsory) (40%).

2. Written examinations, (compulsory) (60%).

Instructions for the assignment:

For the written: The length of the assignment to be graded must be 3000 words $\pm 10\%$. The bibliography is not included in the aforementioned limit.

It must be written in 1.5 line spacing with 6 pt spacing between paragraphs before and after each paragraph and in Times New Roman 12 font.

Submission in a word file through the eclass platform.

Deadline for submission of the assignment: up to the 12th lecture and 12 noon.

For the oral: the duration of the presentation in PowerPoint slides must not exceed 10 minutes and must include the following sections: (introduction, aim, methodology, main results & discussion, indicative bibliography).

Bibliography

- Angelopoulou - Sakantami, N. (2004). Special Education: Developmental disorders and chronic disabilities. Thessaloniki: University of Macedonia Publications. (in Greek)
- Davis, K. (1990). Adapted physical education for students with autism. Springfield, Illinois: Charles C. Thomas Publisher.
- Griffiths, R. (1984). The abilities of young children: A comprehensive system of mental measurement for the first eight years of life. Bucks, UK: The Test Agency Limited.
- Kokaridas, D. (2004). Physical education for pupils with special needs in mainstream schools. Thessaloniki: Christodoulidis Publications. (in Greek)
- Koutsouki – Koskina, D. (1997). Special physical education: theory and practice. Athens: Athlotypo Publications. (in Greek)
- Payne, V., & Isaacs, L.D. (2005). Human Motor Development: A Lifespan Approach (6th ed). Blacklick, OH: McGraw Hill Companies.
- Sherrill, C. (2004). Adapted physical activity, recreation and sport: Crossdisciplinary and lifespan (6th ed). Dubuque, IA: Brown & Benchmark

AMEA EP 015 – Design of programmes in adapted physical education for persons with disabilities

Course code	AMEA EP 015
Semester of studies	C
Course title	Design of programmes in adapted physical education for persons with disabilities
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	5
Course type	Special Background
Prerequisites	None
Language of instruction and examinations	Greek

Learning outcomes

EXAMINATIONS:

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

Redefine the respect and acceptance they have towards persons with disabilities as well as their human rights.

Demonstrate a positive attitude towards the participation of persons with disabilities in physical education, exercise and sport.

Judge the athletic achievements of athletes with disabilities who take part in high-level competitions.

To summarize the aims and objectives of the course through the writing of Individualized Exercise Programmes according to the needs and interests of the participant.

To strengthen their individual ability to guide and encourage the enjoyment of motor activities by athletes with disabilities in Physical Education, in exercise and in elite sport.

To design exercise programmes for persons with different disabilities or Special Educational Needs

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Promoting free, creative and inductive thinking
- Working in an interdisciplinary environment
- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
1	Lecture	—

Unit	Topic	Bibliography / notes
2	Lecture Adapted Physical Education/Activity: Historical development - Definitions - Basic concepts - theory of Adaptation https://eclass.uop.gr Organization of sport for athletes with disabilities: Structure of International and National Committees, History & Importance. Sports Classification	—
3	Lecture https://eclass.uop.gr / Persons with Learning Difficulties: Definitions – Basic concepts – design of Physical Education and exercise programmes.	—
4	Lecture	—
5	Lecture https://eclass.uop.gr / Persons with intellectual disability: Definitions – Basic concepts – design of Physical Education and exercise programmes. https://eclass.uop.gr / Persons with Autism Spectrum Disorder: Definitions – Basic concepts – design of Physical Education and exercise programmes.	—
6	Lecture https://eclass.uop.gr / Persons with organic diseases: Definitions – Basic concepts – design of Physical Education and exercise programmes.	—
7	Lecture https://eclass.uop.gr / Persons with Spinal Injury: Definitions – Basic concepts – design of Physical Education and exercise programmes.	—
8	Lecture https://eclass.uop.gr / Persons with mental illnesses: Definitions – Basic concepts – design of Physical Education and exercise programmes.	—
9	Lecture https://eclass.uop.gr / Persons with chronic disabilities: Definitions – Basic concepts – design of Physical Education and exercise programmes.	—
10	Lecture	—
11	Lecture	—
12	Lecture	—
13	Lecture	—

Additional notes

- <https://eclass.uop.gr/>
- Persons with Amputation: Definitions – Basic concepts – design of Physical Education and exercise programmes.
- Persons with Sensory Disorders: Definitions – Basic concepts – design of Physical Education and exercise programmes.
- <https://eclass.uop.gr>
- Exercise with a wheelchair: Design of sports wheelchairs
- Paralympic Sports: History, regulations, equipment

Teaching and learning methods

- learning, etc. At a distance via videoconference.
- assignments
- examinations
- Teaching will be delivered using a Portable Computer (tablet), which is connected wirelessly to the corresponding video projector (projector).
- The lecture slides/notes will be provided in electronic form to students through the eclass platform.
- Communication with students will take place via email and via the eclass platform, where the forum is also used to inform students and to resolve queries.
- The students' assignment will be submitted through the eclass platform.

- Field Exercise, Study & analysis Lectures
- of bibliography,
- Educational visits, Project work Independent study for the final (project), Writing of paper / papers,
- Artistic creation, etc.
- hours of non-guided study so that the
- The assessment of the students includes:
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.

Workload

Activity	Semester workload
• Study for the preparation of • Activity Semester Workload • of workload per credit)	3 hours 39 hours (1.56 ECTS) 42 hours (1.68 ECTS) 42 hours (1.68 ECTS) 125 hours (5 ECTS)

Bibliography

- -Suggested Bibliography:
- ACSM's. (2015). Assessment and Design of Exercise Programmes. Eds. I. Vrabas, N. Geladas et al.: Nicosia. BROKEN HILL PUBLISHERS LTD. (Greek translation)
- Sherrill, C. (2015). Adapted Physical Activity and sport. Ed. Christina Evangelinou. Nicosia. BROKEN HILL PUBLISHERS LTD. (Greek translation)
- Vanlandewijck, Y & Thompson, W.R. (2011). The Paralympic Athlete. Willey & Blackwell.
- Vanlandewijck, Y. (2016). Training and Coaching the Paralympic Athlete. Wiley-Blackwell Publishers Davis, R. (2016). Teaching sports to persons with disabilities. Eds. K. Skordilis & V. Kalyvas.
- Athens: Pedio. (Greek translation)
- Dustin J. L. & Moore, G. (2015). ACSM's, Exercise, chronic diseases and disabilities, ed. Panagiotis Baltopoulos. Athens: Paschalidis. (Greek translation)
- Horvat, M., Block, M., & Kelly, L. (2011). Measurement and assessment in Adapted Motor Education transl. M. Skordilis, E. Grammatikopoulou. Athens: Telethron. (Greek translation)
- Kokaridas, D. (2016). Exercise and disability. Thessaloniki. Kyriakidis Brothers. (in Greek)
- Gerodimos, V. (2013). Exercise as a means of preventing and rehabilitating chronic diseases. (in Greek)
- Deligiannis A. & Kouidi, E. (2019). Exercise as therapy: The role of reactivation in patients with chronic diseases. University Studio Press. (in Greek)
- Physical Education 1st & 2nd Grade of Primary School. Teacher's book. Athens: OEDB. Physical Education 3rd & 4th Grade of Primary School. Teacher's book. Athens: OEDB. (in Greek)
- COURSE:
- EXAMINATIONS:

AMEA EP 016 – Health promotion for persons with disabilities

Course code	AMEA EP 016
Semester of studies	C
Course title	Health promotion for persons with disabilities
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	3
Course type	Special Background
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes
Course website	https://eclass.uop.gr/courses/OMA431/

Learning outcomes

This course will be able to convey to the students adequate knowledge on issues of protecting the health of persons with disabilities in every social and professional structure, as well as a series of ways of applying them.

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Working in an interdisciplinary environment
- Promoting free, creative and inductive thinking
- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
1	Training of specialized executives in Health Education issues for managing major Health Factors in the workplace.	—
2	Strengthening of employees in Public Health and Welfare bodies,	—
3	Knowledge for better addressing the needs of socially vulnerable groups and the design of appropriate health education programmes,	—
4	Information, through health education actions, of unemployed persons and employees belonging to socially vulnerable groups.	—

Unit	Topic	Bibliography / notes
5	Health education in associations of persons with disabilities, as well as among immigrants, repatriated persons and the long-term unemployed,	—
6	Training of health professionals in knowledge and skills of health promotion and health education.	—
7	Health promotion and health education actions in vulnerable groups.	—
8	Health promotion actions and awareness of diversity among employees in workplaces where persons with disabilities are to be employed	—
9	Rules of personal hygiene and living	—
10	Sexually transmitted diseases	—
11	Substance dependence	—
12	Oral hygiene	—
13	Revision lesson and presentation of assignments	—

Teaching and learning methods

- MODE OF DELIVERY Teaching is carried out
- learning, etc. not only face to face in the classroom in Sparta, but also via a
- synchronous distance-learning platform
- The lectures of the following sessions are held face to face: 1st, 2nd, 4th, 5th, 7th, 8th, 10th, 11th, 13th
- The lectures of the following sessions are held at a distance: 3rd, 6th, 9th, 12th
- use of a computer - video projector (projector)
- for distance learning.
- Communication with students takes place via email and via the eclass platform.
- There is a process for evaluating both the course and the lecturer at the end of each semester, in accordance with the applicable provisions and the procedures established by the Institution under the supervision of the Quality Assurance Unit.
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.

Workload

Activity	Semester workload
• Study of the lecture material • Study and preparation of assignments • Study for the final examinations (non-guided study) and 2 hours of examinations Total for the Course (25 hours of workload per credit)	33 hours (1.32 ECTS) 33 hours (1.32 ECTS) 33 hours (1.32 ECTS) 26 hours (1.04 ECTS) 125 hours (5 ECTS)

Student assessment

Written examinations (compulsory) (70%)

Individual literature review assignment (compulsory) (30%)

Instructions for the assignment:

The length of the assignment must be 2000 words $\pm 10\%$. The bibliography is not included in the aforementioned limit. It must be written in 1.5 line spacing with 6 pt spacing before and after each paragraph and in Times New Roman 12 font.

Bibliography

- Baldwin J. and Williams H. (1988): Active Learning: A Trainer's Guide. Basil Blackwell, Oxford.
- Capper S. (1989): Starting and Running a Voluntary Group. Bedford Square Press, London.

- Ellington H. (1985): Producing Teaching Materials. Kogan Page, London. McCann R. (1988): Graphics Handbook. Health Education Authority, London.
- Leather D.S., Hastings G.B., Davies J.K. (1986): Health Education and the Media. Pergamon Press, Oxford.
- Tountas Y. (1990): Health Education and Self Care. In Ethics in Health Education. Doxiadis S. (ed). John Wiley & Sons, Chichester.
- Tountas, G. (1987): Health education methodology: Methods of changing attitudes and behavior. *Materia Medica Greca*, 15(3), 197-201. (in Greek)
- Tountas, G. (1988): Health education methodology: Communication methods. *Archives of Hellenic Medicine*, 5(2), 166-170 (in Greek)

AMEA EP 012 – Innovative practices and models for equalizing opportunities in sport for persons with disabilities

Course code	AMEA EP 012
Semester of studies	C
Course title	Innovative practices and models for equalizing opportunities in sport for persons with disabilities
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	3
Course type	Special Background
Prerequisites	None
Language of instruction and examinations	Greek
Offered to Erasmus students	Yes
Course website	https://eclass.uop.gr/courses/OMA414/

Learning outcomes

Innovative practices and models for equalizing opportunities in sport for persons with disabilities.

“Innovative practices and models for equalizing opportunities in sport for persons with disabilities”

Necessary theoretical knowledge for the development and strengthening of inclusion and integration, in accordance with the convention on the rights of persons with disabilities. The guidelines for equal opportunities in sport and physical activity. The practical tools for assessing and integrating the dimension of disability in sport and recreation. The promotion models for increasing participation in recreation and sport activities. Good practices for integrating the dimension of disability in sport, recreation and physical education. Case studies.”

After the end of the courses, the postgraduate students will be able to know: The competences that a sports management executive must have in order to respond to the role

he/she has, through the policies he/she will develop for the organization and management of sport for persons with disabilities. The design of development for the inclusion of persons with disabilities in sport.

The analysis of the services of sport, exercise and recreation of persons with disabilities that are accessible to all.

The process of developing programmes and actions for improving the quality of life of persons with disabilities and their families by facilitating access to sport and recreation.

The strategies of leadership for the inclusive participation of persons with disabilities in actions and programmes.

Adapted physical activity, health, disability, rights, classification, equality, inclusion, integration, management, sport, recreation, support, education, students with disabilities, special educational needs, emergency incidents, environmental hazards, facilities, sport events, coaches.

Adapted physical activity, health, disability, rights, classification, equality, inclusion, integration, management, sports, recreation, support education, students with disabilities, special educational needs, support, emergency incidents, sports, environmental hazards, facilities, sports events, coaches.

TEACHING UNITS-CONTENT

Adapted physical education - Recognition and action systems.

Standardization - models of physical activity and sport for children with disabilities.

Assessment of perceptual ability and physical fitness. Assessment and interventions in psychosocial disorders.

Therapeutic recreation - physical activity and mental health. Educational modifications - adaptations - rules - environment (Experiential workshop).

Rehabilitation practices - safety - protection of children with disabilities. Sports opportunities for children and adults with cerebral palsy

(Experiential workshop).

Integrity in sport and physical contact with children. Ageing and physical activity.
 Leadership - models of inclusion of persons with disabilities in sport and recreation.
 Development of perception of space as well as of the dynamics of movement.
 Ways of applying and developing perceptiveness.

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Working in an interdisciplinary environment
- Promoting free, creative and inductive thinking
- Producing new research ideas

Teaching and learning methods

- MODE OF DELIVERY Teaching is carried out not only face to face in the classroom in Sparta, but also via a synchronous distance-learning platform.
- Discussions with the participants of the PSP. Examination of research papers published
- in international scientific journals (papers published in International Journals).
- In-depth examination of Research Papers published in International Scientific Journals (papers published in International Journals)
- The lectures of the following sessions are held face to face: 1st, 2nd, 4th, 5th, 7th, 8th, 10th, 11th, 13th
- The lectures of the following sessions are held at a distance: 3rd, 6th, 9th, 12th
- Teaching is delivered using a computer - video projector (projector) and via a synchronous distance-learning platform.
- Laboratory exercises are posted on eclass in due time in pdf format.
- Communication with students takes place via email and via the eclass platform.
- There is a process for evaluating both the course and the lecturer at the end of each semester, in accordance with the applicable provisions and the procedures established by the Institution under the supervision of the Quality Assurance Unit.
- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.
- Times New Roman 12 font. Submission in a word file through the eclass platform.
- In the grading of the submitted assignments, the use of bibliographic references based on the APA system, 6th edition, will be taken into account and will be graded with 1 point (a relevant guide for preparing the MT is available on the website of the PSP).

Workload

Activity	Semester workload
• Study of the lecture material	33 hours (1.32 ECTS)
• Study and preparation of assignments	33 hours (1.32 ECTS)
• Study for the final examinations (non-guided study) and 2 hours of examinations Total for the Course (25 hours of workload per credit)	33 hours (1.32 ECTS) 26 hours (1.04 ECTS) 125 hours (5 ECTS)

Student assessment

The processing of research data covers 50% of the course

Individual assignments

Assessment procedure:

Individual assignment, (compulsory) (40%).

Written examinations, (compulsory) (60%).

Instructions for the assignment: "The framework of disability and best practices, as a factor for high quality in sport and recreation of persons with disabilities.....(free choice of the disability condition / age)"

For the written: The length of the assignment to be graded must be 3000 words $\pm 10\%$. The bibliography is not included in the aforementioned limit.

It must be written in 1.5 line spacing with 6 pt spacing between paragraphs before and after each paragraph and in

Deadline for submission of the assignment: up to the 12th lecture and 12 noon.

For the oral: the duration of the presentation in PowerPoint slides must not exceed 10 minutes and must include the following sections: (introduction, aim, methodology, main results & discussion, indicative bibliography).

Bibliography

- Dustine J. and Moore G. (2015). ACSM's, Exercise, chronic diseases and disabilities. ISBN 9789603993292, Paschalidis Publications. (Greek translation)
- Gütt, M. (2013). Good practice handbook. Council of Europe, <http://www.coe.int/epas>.
- Spencer, J., Connaughton, D. and Pittman, A. (2016). Risk management in sport and recreation. Edited by Tripolitsioti Alexandra, ISBN: 978-618-5242-04-6, Disigma Publications. (Greek translation)
- Suggested Bibliography
- DePauw, K. P. and Gavron, S. J. (2005). Disability and sport. Human Kinetics. USA
- Pariorek, M.J and Jones, J.A. (1996). Sports and recreation for disabled. Master Press, USA.
- Russ, P. and Buchner, D. (2014). Implementing physical activity strategies. Human Kinetics Publ., USA.
- Sharkey, B. and Gaskill, S. (2013). Fitness and health (7th Edition). Human Kinetics Publ., USA.
- Sherrill, C. (1998). Adapted physical activity, recreation and sport (5th Edition). McGraw-Hill.
- Stoddard, S. (2014). 2014 disability statistics annual report. Durham, NH: University of New Hampshire.
- Kostanjsek, N. (2011). Use of the international classification of functioning, disability and health (ICF) as a conceptual framework and common language for disability statistics and health information systems. BMC Public Health, 11, Supplement 4.
- Kudláček, M., Morgulec-Adamowicz, N. and Verellen, J. (2010). European standards in adapted physical activity.
- Thomas, N. (2011). All for sport for all: Perspectives of sport for people with a disability in Europe. Reporting Factsheet, Disability Sport Policies.
- Walters, D. (2001). Health and safety in small enterprises: European strategies for managing improvement. Peter Lang Pub Inc., USA. ISBN: 0820446734
- COURSE:

AMEA EP 017 – Technology and informatics in sports education for persons with disabilities

Course code	AMEA EP 017
Semester of studies	C
Course title	Technology and informatics in sports education for persons with disabilities
School	Human Movement and Quality of Life Sciences
Department	Sports Organization and Management
Level of studies	Postgraduate
Weekly teaching hours	3
Course type	Special Background
Prerequisites	None
Language of instruction and examinations	Greek
Course website	https://eclass.uop.gr/courses/OMA432/

Learning outcomes

Technology and informatics in sports education for persons with disabilities.

Postgraduate students will be able to:

1. understand the role of informatics and modern technologies in the education of persons with disabilities
2. recognize the importance and the extremely critical dimension of modern digital learning technologies, specially adapted for persons with disabilities, so that these persons can claim equally the right to education and to their professional fulfilment
3. recognize the various disorders of persons with disabilities, investigate their needs and requirements in educational technology and thus be able to propose the appropriate type of learning technology or the optimal combination of physical and technologically supported teaching methods that is ideal for each individual case
4. know the theoretical framework for the learning theories and the teaching models inherent in each technological and digital educational environment for persons with disabilities
5. know how to use the most modern application or system software for persons with disabilities, so as to be able to guide persons with disabilities in the use of the appropriate technological support for more effective learning.
6. to use the appropriate educational technologies, in order to design
7. compare and select the appropriate educational and technologically supported teaching methods, based on the learning model that suits each category of persons with disabilities
8. keep informed about the continuously evolving conditions in the field of educational technology for persons with disabilities

General competences

- Searching for, analysis and synthesis of data and information, with the use of the necessary technologies
- Project planning and management
- Respect for diversity and multiculturalism and sensitivity to gender issues
- Respect for the natural environment
- Adapting to new situations
- Decision-making
- Demonstrating social, professional and ethical responsibility
- Working independently
- Teamwork
- Exercising criticism and self-criticism
- Working in an international environment
- Working in an interdisciplinary environment
- Promoting free, creative and inductive thinking

- Producing new research ideas

Course content

Unit	Topic	Bibliography / notes
1	Basic characteristics and particularities of the education of persons with disabilities	—
2	Historical development of informatics in the education of persons with disabilities and development of educational technologies for persons with learning particularities.	—
3	Basic learning theories & teaching models in modern technologically supported educational environments	—
4	Classification and evaluation of learning technologies in the field of sport for persons with disabilities	—
5	Issues of functional design of educational technologies for the various types of persons with disabilities	—
6	Issues of pedagogical design and study of educational needs of the various types of persons with disabilities	—
7	Accessibility, usability, reliability and support issues of learning technologies for persons with disabilities.	—
8	Internet and World Wide Web technologies in the service of persons with disabilities.	—
9	Transition to the era of educational technologies through smart mobile phones and PDAs. What changes does the new era bring?	—
10	Educational games and experiential learning opportunities for persons with disabilities	—
11	Issues of assessment of individualization and adaptability of educational software and learning environments for persons with disabilities	—
12	International case studies and best practices in the field of application of educational technology and Informatics for the education of persons with disabilities	—
13	Overview of the contribution of the educational technologies of Informatics to persons with disabilities and discussion on the future and the challenges of artificial intelligence and robotics in the field of persons with disabilities.	—

Teaching and learning methods

- learning, etc. environments of a collaborative nature by groups of 3-5 people that require the cooperation of the whole class
- Creative discussions and constructivist method of knowledge with inquiry and development questions by the participants of the PSP
- Searching, categorization and examination of relevant bibliography and research papers published in international scientific journals and in related international conferences
- video projector.
- Articles-Case studies are handed out in printed form to students for group work in class and are also available on (e-class)
- Communication with students takes place via email and via the eclass platform.
- There is a process for evaluating both the course and the lecturer at the end of each semester, in accordance with the applicable provisions and the procedures established by the Institution under the supervision of the Quality Assurance Unit.

- The specifically defined assessment criteria are stated explicitly, and whether and where they are accessible to students.

Workload

Activity	Semester workload
Study of international trends and best practice and case studies in the field of technological education in the field of sport for persons with disabilities	33 hours (1.32 ECTS)
Study of the lecture material	33 hours (1.32 ECTS)
Study and preparation of the assignment	33 hours (1.32 ECTS)
Study for the final examinations (non-guided study) and 2 hours of examinations	26 hours (1.04 ECTS)
Total	125 hours (5 ECTS)

Student assessment

Assessment procedure:

Individual assignment, (compulsory) (40%).

Written examinations, (compulsory) (60%).

Bibliography

- B. Krakower, S. Lepage Plante, Using Technology to Engage Students With Learning Disabilities (Corwin Connected Educators Series) 1st Edition, Elsevier.
- Seale, K. Jane, E-Learning and Disability in Higher Education: Accessibility Research and Practice. Second Edition. New York: Routledge.
- A. Cook, J. Miller Polgar, Assistive Technologies: Principles and Practice, 4th edition.