

<b>Course Title</b>	<b>Physiotherapy in mental health</b>			
<b>Course Code</b>	PHYS116			
<b>Course Type</b>	Elective			
<b>Level</b>	Bachelor (Level 1)			
<b>Year / Semester</b>	3 <sup>d</sup> / Spring			
<b>Instructor's Name</b>	Dr Julia Moissoglou Missitzi			
<b>ECTS</b>	6	<b>Lectures / week</b>	3	<b>Laboratories/week</b>
<b>Course Purpose</b>	<p>The course is designed to introduce students and stimulate their interest in the field of physiotherapy in mental health. The course offers a comprehensive overview of the topic of mental health and how this relates to the role of physiotherapists. Students will receive specific training to become qualified to provide high-quality services to their clients suffering from mental disorders or comorbidities in the clinical setting, based on evidence-based sources and guidelines, to improve their emotional well-being. A wide spectrum of mental disorders (such as anxiety and mood disorders, schizophrenia, eating disorders and dementia) in adult population, during childhood and adolescence and physiotherapy approaches/techniques (such as therapeutic exercise, relaxation techniques, biofeedback and Basic Body Awareness Therapy) are explored.</p>			
<b>Learning Outcomes</b>	<p>Upon completion of this course students should be able to:</p> <ul style="list-style-type: none"> <li>• Improve their knowledge on mental disorders, in the management of which physiotherapists may be involved, as well as in special populations</li> <li>• Demonstrate a deep understanding on the biopsychosocial pathways for the onset and development of mental disorders and comorbidities.</li> <li>• Understand the role and responsibilities of physiotherapists in mental health as a component of the multidisciplinary team.</li> <li>• Use counseling and psychological strategies within physiotherapy incorporating cognitive-behavioural approaches into models of practice.</li> <li>• Set appropriate therapeutic goals, specific for the individual and the disorder, after having recognised the causes and consequences of disability.</li> <li>• Select appropriate tools for the assessment of patients with a range of psychiatric conditions and monitor patient response to therapy.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Understand the principles of physiotherapy approaches/techniques in mental disorders, their mechanism of action, explore and critically evaluate their effects.</li> <li>• Identify and recommend the appropriate physiotherapy approaches/techniques to this population and be able to design an effective rehabilitation programme.</li> </ul>		
<b>Prerequisites</b>	None	Co-requisites	None
<b>Course Content</b>	<ul style="list-style-type: none"> <li>• Mental disorders: classification, biopsychosocial pathways for the onset and development of mental disorders, consequences of mental illness.</li> <li>• Diagnosis and management of mental disorders: multidisciplinary team, the role of physiotherapist in mental health, improving adherence to physiotherapy in mental health settings.</li> <li>• Clinical communication skills: cognitive-behavioural approaches in physiotherapy in the treatment of mental disorders.</li> <li>• Physiotherapeutic assessment: basic principles and measurement tools in mental health.</li> <li>• Physiotherapy approaches in mental health (I) – conventional therapeutic exercise: aerobic and anaerobic training, principles-mechanism of action-effectiveness on mental disorders, prescribing the therapeutic exercise, prevention.</li> <li>• Physiotherapy approaches in mental health (II) – alternative forms of therapeutic exercise: tai chi, qigong, yoga, clinical pilates, dance, principles-effectiveness on mental disorders.</li> <li>• Physiotherapy approaches in mental health (III) – psychomotor physiotherapy: Basic Body Awareness Therapy and Norwegian Psychomotor Physiotherapy, principles-mechanism of action-effectiveness on mental disorders</li> <li>• Physiotherapy approaches in mental health (IV) – additional approaches and new technologies: relaxation and breathing techniques, repetitive transcranial magnetic stimulation, virtual reality, acupuncture, principles-mechanism of action-effectiveness on mental disorders.</li> <li>• Physiotherapy in mental health for the elderly: mental disorders in senior population, physiotherapeutic approaches, special considerations.</li> <li>• Physiotherapy in mental health with children and adolescents: mental disorders in children and adolescents, physiotherapeutic approaches, special considerations.</li> <li>• Physiotherapy for patients with chronic pain: pathophysiology of chronic pain, non-specific low-back pain, pain management programmes</li> <li>• Physiotherapy for victims of violence: survivors of trauma and torture, sexually abused women, physiotherapy interventions, special considerations.</li> <li>• Treating individuals with comorbid mental health problems: relationship between chronic diseases and mental disorders, the role of physiotherapist.</li> </ul>		

<b>Teaching Methodology</b>	<p>The teaching of the course includes lectures on offering the theoretical background of physiotherapy in mental health. The teaching uses detailed notes with PowerPoint and material rich in images and videos. Methods such as case studies, clinical scenarios, discussion, research-based relevant material, published in international scientific journals, is also used to monitor the latest developments regarding physiotherapy in mental health.</p>
<b>Bibliography</b>	<p><b><u>Textbooks:</u></b></p> <p>Probst, M. and Skjaerven, L.H. (2018) <i>Physiotherapy in Mental Health and Psychiatry: a scientific and clinical based approach</i>: Edinburgh, UK: Elsevier Ltd.</p> <p>Donaghy, M., Nicol, M. and Davidson, K. (2008) <i>Cognitive-behavioral interventions in physiotherapy and occupational therapy</i>. Edinburgh, UK: Elsevier Ltd.</p> <p>Portet, S. (2016) <i>Psychologically Informed Physiotherapy: embedding psychosocial perspectives within clinical management</i>: Edinburgh, UK: Elsevier Ltd.</p> <p>Stubbs, B. and Rosenbaum, S. (2018) <i>Exercise-based interventions for mental illness: physical activity as part of clinical treatment</i>. London, UK: Elsevier Ltd.</p> <p><b><u>References:</u></b></p> <p>Heywood, Sophie E., et al. "Physical Therapy and Mental Health: A Scoping Review." <i>Physical Therapy</i> 102.11 (2022): pzac102.</p> <p>Alvarez, Elizabeth, et al. "Use of Mental Health Interventions by Physiotherapists to Treat Individuals with Chronic Conditions: A Systematic Scoping Review." <i>Physiotherapy Canada</i> 74.1 (2022): 35-43.</p> <p>Agnew, Jonathon MR, et al. "An Investigation Into the Use of mHealth in Musculoskeletal Physiotherapy: Scoping Review." <i>JMIR rehabilitation and assistive technologies</i> 9.1 (2022): e33609.</p>
<b>Assessment</b>	<p><b><u>Continuous Assessment (50%):</u></b></p> <p>The assessment may include any combination of the following:</p> <ul style="list-style-type: none"> <li>• <b>Written and/or oral</b>, and it consists of multiple – choice, short answer, open ended questions and/or essay questions, that align with the learning outcomes, to assess the theoretical knowledge gained. The questions ensure that students will demonstrate a deep understanding of the subject matter and apply their knowledge to solve problems or analyse scenarios.</li> <li>• <b>Assignments and projects</b> provide opportunities for students to apply their theoretical knowledge in practical ways. The assignments are designed in a way that require critical thinking, research, analysis, and synthesis of information. Projects can be individual, self directed learning or group-based and should align with the learning</li> </ul>

	<p>outcomes. Students are evaluated on the quality of their work, the depth of understanding displayed, and their ability to effectively communicate their ideas. Assignments and projects may be individual or group work.</p> <ul style="list-style-type: none"> <li>• Use of <b>case studies or problem-solving exercises</b> to assess how students can apply theoretical knowledge to real-life situations. Students are presented with scenarios that require analysis, critical thinking, and the application of theoretical concepts and they are assessed based on their ability to perform verbal presentations, viva voce examinations, identify and evaluate relevant information, propose solutions, and provide justifications for their choices.</li> <li>• <b>Online quizzes or interactive assessments:</b> Online quizzes or interactive assessments, reflective writing can be used through the Moodle platform, to create quizzes with various question formats. These assessments can be self-paced or timed, and immediate feedback can be provided to students.</li> <li>• <b>Classroom discussions and debates:</b> Students engage in classroom discussions and debates to assess their theoretical knowledge. Active participation is encouraged to hone their critical thinking skills by posing open-ended questions and facilitating dialogue.</li> <li>• <b>Peer and self-assessment:</b> Students are assigned to review and provide feedback on each other's work, encouraging them to critically evaluate their peers' understanding and provide constructive suggestions.</li> </ul> <p><b>Final Exam (50%):</b> comprehensive final exam, to assess students' overall theoretical knowledge. These assessment covers a broader range of topics and learning outcomes from the entire program of study, to gauge the students' understanding and integration of knowledge across different areas.</p>
<b>Language</b>	Greek / English