

Course Title	Alternative Physiotherapy Techniques			
Course Code	PHYS314			
Course Type	Elective			
Level	Bachelor (Level 1)			
Year / Semester	3 ^d /Spring			
Instructor's Name	Dr Christos Savva			
ECTS	6	Lectures / week	3	Laboratories/week
Course Purpose	<p>The purpose of the course is to teach students in topics related to the management of musculoskeletal, nervous and respiratory system problems with special, alternative physical therapy techniques. Specifically, it focuses on the role and contribution of alternative techniques, in the improvement of dysfunctions related to the skin, fascia, myotendinous system, nerves, peripheral circulatory and lymphatic system, as well as the practice of these alternative techniques. Also, the course prepares the student for the effective, evidence-based, safe and realistic clinical application of these techniques.</p>			
Learning Outcomes	<p>Learning objectives of the theoretical course: Upon successful completion, the student will be able to:</p> <ul style="list-style-type: none"> • know the physiological and biological effects of the various alternative techniques, and the principles of their correct application, as well as to be able to create and apply special treatment regimens with the individual or combined application of these techniques (Pilates, acupuncture etc.) • recognize the indications and contraindications depending on the pathology and the therapeutic goals, • understand the beneficial effect of these techniques on the various systems and to critically select proper techniques which can be used to pathologies such as general or local painful syndromes, post-traumatic problems, circulatory problems of upper and lower limbs, respiratory problems and psychogenic conditions, • know the basic evaluation, re-evaluation and consequent re-selection criteria of the various techniques, • develop the required critical thinking for the safe application of alternative techniques in pathological conditions. <p>Learning objectives of the practical part: Upon successful completion of the laboratory part of the course, the student will be able to:</p> <ul style="list-style-type: none"> • perform all alternative techniques safely, 			

	<ul style="list-style-type: none"> • safely design and implement treatment regimens based on alternative techniques by choosing the appropriate intervention methods and techniques to address specific problems. 		
Prerequisites	None	Co-requisites	None
Course Content	<ul style="list-style-type: none"> • Clinical Pilates • Acupuncture • Mind-body therapy= Tai chi • Hydrotherapy • Feldenkrais method • Buteyko method • Mental fatigue and performance • Yoga • Virtual reality • Research and clinical evidence of alternative techniques 		
Teaching Methodology	<p>The course is delivered to the students through lectures, using computer-based presentations programmes. Case Studies, Discussion, Questions / Answers are also used depending on the content of the lecture. Lecture notes and presentations are available online for use by students in combination with textbooks. Relevant material published in international scientific journals is also used to follow the latest developments related to the subject of the course.</p>		
Bibliography	<p><u>Textbooks:</u></p> <p>Chaitow, S., Grillias, P., Dimitriadis, Z., Kallistratos, H., Papandreou, M., Stasinopoulos, D., Tsekoura, M., Fousekis, K. (2022) Soft Tissue techniques in Physiotherapy. Broken Hill Publishers Ltd.</p> <p>Schleip, R., Findley, T. W., Chaitow, L., & Huijing, P. (Eds.). (2021). Fascia: the tensional network of the human body-e-book: the science and clinical applications in manual and movement therapy. Elsevier Health Sciences.</p> <p>Wood, S. (2018). Pilates for rehabilitation. Human Kinetics.</p> <p>Byers D. (1983) Better Health with Foot Reflexology. Ingham Publishing.</p> <p>Clay J.H., Pounds DM. (2008) Basic Clinical Massage Therapy: Integrating Anatomy and Treatment (Lww Massage Therapy & Bodywork Educational Series.), Lippincott William and Wilkins.</p> <p><u>References:</u></p> <p>Wong, Chi Ming, Bradley Rugg, and Jo-Anne Geere. "The effects of Pilates exercise in comparison to other forms of exercise on pain and disability in individuals with chronic non-specific low back pain: A systematic review with meta-analysis." Musculoskeletal Care 21.1 (2023): 78-96.</p>		

	<p>Wu, P. J., & Whillier, S. (2018). Is Pilates an effective rehabilitation tool? A systematic review. <i>Journal of bodywork and movement therapies</i>, 22(1), 192-202.</p> <p>Madsen, M. V., Gøtzsche, P. C., & Hróbjartsson, A. (2009). Acupuncture treatment for pain: systematic review of randomised clinical trials with acupuncture, placebo acupuncture, and no acupuncture groups. <i>Bmj</i>, 338.</p>
<p>Assessment</p>	<p><u>Continuous Assessment (50%):</u></p> <ul style="list-style-type: none"> • Written and/or oral, 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. • Assignments and projects 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 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. • Use of case studies or problem-solving exercises 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. • Online quizzes or interactive assessments: 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. • Classroom discussions and debates: 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. • Peer and self-assessment: 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. <p>Final Exam (50%): comprehensive final exam, to assess students' overall theoretical knowledge. This assessment covers a broader range of topics and learning outcomes from the entire program of study, to gauge</p>

	the students' understanding and integration of knowledge across different areas.
Language	Greek / English