Course Title	**HEALTH ENHANCING PHYSICAL ACTIVITY**				
Course Code	SSHEP106-1				
Course Type	MANDATORY				
Level	BSc (Level 1)				
Year / Semester	2nd / Fall				
Teacher's Name	Dr Elena Papacosta				
ECTS	6	Lectures / week	2	Laboratories / week	1
Course Purpose	This course focuses on promoting and adopting health-enhancing physical activity behaviours for people of all ages and fitness levels. Students will explore the benefits of regular exercise and physical activity for physical, mental and emotional well-being, and strategies for overcoming barriers to participation. Through a combination of theoretical lectures, practical sessions, and workshops, students will develop the knowledge, skills, and motivation to integrate physical activity into their lives and promote its importance in diverse populations, to present themselves as ambassadors for the promotion of physical activity for health improvement.				
Learning Outcomes	Upon completion of the course, students are expected to: 1. Understand the physical, mental, and emotional health benefits of regular exercise and physical activity. 2. They identify barriers to participation in physical activity and strategies to overcome them. 3. Evaluate the principles of exercise prescription and the design of the health promotion program. 4. Explore various forms of exercise, including aerobic exercise, strength training, flexibility exercises, and leisure activities. 5. Develop skills in goal setting, self-monitoring and behaviour change techniques to promote compliance with physical activity. 6. Understand the role of exercise and physical activity in preventing and managing chronic diseases, improving quality of life and promoting overall well-being and well-being. 7. Gain hands-on experience through the implementation and participation in various initiatives to participate in exercise and physical activity in organized groups.				
Prerequisites	No	Corequisites	No		
Course Content	Benefits of physical activity: definition and importance of physical activity for health promotion, physical health benefits: cardiovascular fitness, muscle				

	strength, flexibility, etc., mental, and emotional health benefits: stress reduction, mood improvement, cognitive function, etc. Barriers to participation in exercise and physical activity: epidemiology of physical activity, personal barriers: lack of time, motivation, self-efficacy, etc., environmental barriers: access to facilities, safety concerns, socio-economic factors, etc., strategies for overcoming barriers to participation in physical activity Principles of exercise prescribing: FITT principle (frequency, intensity, time, type), components of a structured exercise program: aerobic exercise, strength training, flexibility exercises, etc., guidelines for special populations: children, older adults, people with chronic diseases, etc. Leisure activities and sports: exploring various recreational activities and sports for enjoying physical activity, benefits of indoor and outdoor leisure activities for social interaction, stress relief and skills development, Physical activity and prevention of chronic diseases: the role of physical activity in preventing chronic diseases and non-communicable diseases: cardiovascular diseases, diabetes, obesity, etc., exercise recommendations to manage chronic diseases and improve quality of life, case studies: success stories of people using exercise and physical activity to manage non-communicable diseases and chronic diseases Behavior changes strategies: setting SMART goals for physical activity behavior change, self-monitoring techniques: monitoring physical activity levels, progress and barriers, estimating physical activity levels using metabolic equivalent (MET) and questionnaires (PAR, PAL), community-based physical activity initiatives and programs, and motivation strategies: rewards, social support, self-talk, etc.
Teaching Methodology	**Theory** The teaching of the course includes lectures to provide the theoretical background. Detailed notes with PowerPoint and materials rich in images and videos are used in teaching. Methods such as case studies, clinical scenarios, discussion, questions/answers are used in the teaching methodology depending on the nature of the course. In addition, workshops and site visits with hands-on experiences are provided to provide the practical background of course content. Relevant material published in international scientific journals is also used to follow the latest developments related to the subject of the course. **Laboratories** During the workshops, students develop practical skills through their participation in community engagement activities and a recreational sports

	event or group activity. The workshops aim to highlight practical strategies for involving different populations in promoting physical activity
Bibliography	Bouchard, C., Blair, S. & Haskell, W. Physical Activity and Health. 2nd Edition. Human Kinetics Publishers, Champaign, Illinois, USA, (2012). ISBN13: 9780736095419. Kohl, H. & Murray, T. Foundations of Physical Activity and Public Health. Human Kinetics Publishers, Champaign, Illinois, USA, (2012). ISBN13:9780736087100. Corbin, C., Lindsey, R. & Welk, G. Άσκηση Υγεία Ευρωστία. Ιατρικές Εκδόσεις Πασχαλίδη, Αθήνα, (2001). ISBN: 960-8122-75-9. Wilmore, J.H. &; Costill, D.L. Φυσιολογία της άσκησης και του αθλητισμού. Τόμος Ι. Ιατρικές Εκδόσεις Πασχαλίδη, Αθήνα, Ελλάδα, (2006). Wilmore, J.H. &; Costill, D.L. Φυσιολογία της άσκησης και του αθλητισμού. Τόμος ΙΙ. Ιατρικές Εκδόσεις Πασχαλίδης, Αθήνα, Ελλάδα, (2006). Αμερικανικό Κολλέγιο Αθλητιατρικής. Κατευθυντήριες γραμμές της ACSM για δοκιμές κόπωσης και συνταγογράφηση (9th Ed.). Wolters Kluwer Health, Lippincott Williams και Wilkins, (2014).
Assessment	**Continuous evaluation (60%):** The assessment shall include a combination of: **Online quizzes or interactive assessments (30%):** can be used through the Moodle platform to create quizzes with various question formats. These assessments are timed, and direct feedback can be provided to students. **Group work (30%):** students design a community-based physical activity program proposal and in groups present and implement the physical activity program to their chosen population using their own means and equipment. Students are assessed for the quality of their work, the depth of understanding they demonstrate, and their ability to effectively promote physical activity to improve health. The work is designed in a way that requires critical thinking, teamwork, research, analysis and synthesis of information and impact in a real environment. **Class discussions:** Students participate in class discussions to assess their theoretical knowledge. Active participation is encouraged to sharpen their critical thinking skills by asking open-ended questions and facilitating their dialogue.

	Final written assignment (40%): The writing of a final literature review paper enables students to apply their theoretical knowledge practically. The work is designed in a way that requires critical thinking, research, analysis, and synthesis of information. The work is individual and aligned with learning outcomes. Students are evaluated for the quality of their work, the depth of understanding they demonstrate, and their ability to effectively explain their ideas with practical applications.
Language	Greek / English