Course Title	**COMPETITIVE SPORTS TRAINING**				
Course Code	SSTRC413-1				
Course Type	PHYSICAL EDUCATION AND SPORT SCIENCE ELECTIVE				
Level	BSc (Level 1)				
Year / Semester	4th / Fall				
Teacher's Name	Dr. Themistoklis Tsatalas				
ECTS	6	Lectures / week	3	Laboratories / week	
Course Purpose	The purpose of the course is to provide students with the necessary knowledge on the issues of the coaching process of competitive sports, specifically on the design, structure, analysis, and coordination of training programs for the optimisation of sport perforomance.				
Learning Outcomes	Upon completion of the course, students will be able to: 1. Assess the needs of athletes according to their physical condition and sport. 2. Design and analyze an annual training plan. 3. Evaluate, calculate, and record training loads with appropriate models. 4. Explain the concept of fitness and the symptoms and consequences of overtraining. 5. Recognize the specific training conditions that prevail in exercise in women, at altitude, after jet lag and in different climates. 6. Design and implement various models for the development of sports fitness parameters. 7. Compose the appropriate programs to improve the parameters of athletic fitness and performance.				
Prerequisites	No	Corequisites	No		
Course Content	1.Introduction to competitive sports coaching: Elements of the sports training process, introduction to training models for the development of sport fitness, assessment of athletes' needs for the development of fitness elements.				

	2. Periodization: training cycles, annual training plan, planning, analysis and evaluation of training plan. 3. Training load: training volume, training lad quantification, interaction of training intensity, duration, volume and frequency, determination of exercise zones. 4. Tapering: Training load and supercompensation, overtraining, taperingmodels for achieving optimal performance, scientific basis of tapering, relationship between training load, taper and rehabilitation, strategies and methods for improving recovery. 5. Sports fitness training models: training methods to improve aerobic endurance, anaerobic capacity and power, training methods to improve speed and agility, training methods to improve maximum strength, muscular endurance and reactive strength, training methods to improve flexibility. 6. Special coaching topics: technical and tactical training, differences between team and individual sports, gender and training, thermal stress, climate and training, jet lag and training, altitude training and hypoxia training. 7. Critical review of the course modules.
Teaching Methodology	The course is delivered to students face-to-face, through lectures.
Bibliography	• Martin, D., Carl, K., & Lehnertz, K. (2000). *Εγχειρίδιο προπονητικής. Η σύνδεση της θεωρίας με την πράξη*. Κομοτηνή: Αλφάβητο. • Τζιωρτζής, Σ. (2004). *Θεωρία Αθλητικής Προπόνησης*.. Αθήνα, Artwork. • Bompa, T.O. & Buzzichelli, C. (2015). Periodization training for sports. 3rd Edition. USA. Human Kinetics, Champaign, IL. Additional bibliography: • Grosser, M. & Starischka, S. (2007). *Προπόνηση Φυσικής Κατάστασης σε όλα τα Αθλήματα και τις Ηλικίες*. 2η έκδοση.Θεσσαλονίκη Salto. • Mujika, I. (2009). *Tapering and peaking for optimal performance*. USA. Human Kinetics, Champaign, IL. • Hausswirth, C & Mujika, I. (2013). *Recovery for performance in sport.* USA. Human Kinetics, Champaign, IL. • Wilmore, J.H. & Costill, D.L. (2006). *Φυσιολογία της άσκησης και του Αθλητισμού*. Τόμος ΙΙ. Ιατρικές. Αθήνα, Πασχαλίδης.

Assessment	**Continuous evaluation (50%):** The assessment shall include any combination of the following: • **Assignments** and research projects provide opportunities for students to apply their theoretical knowledge in a practical way, by studying an annual periodization program with observation/interviewing by coaches. The tasks are designed in a way that requires critical thinking, research, analysis, and synthesis of information. Research projects can be individual or group and must be aligned with learning outcomes. Students are assessed for the quality of their work, depth of understanding and ability to explain ideas effectively. • **The use of case studies or problem-solving exercises** to evaluate how students can apply theoretical knowledge of coaching in real situations to create a training plan for specific sports. Students are presented with scenarios that require analysis, critical thinking and application of theoretical contents and are assessed based on their ability to make oral presentations, be examined with viva voce, identify and evaluate relevant information, propose solutions, and justify their choices. **Final exam (50%):** Comprehensive final exam to assess students' overall theoretical knowledge. These assessments cover a wider range of topics and learning outcomes from across the curriculum, to assess students' understanding and integration of knowledge in various areas.
Language	Greek / English