Course Title	**Management Strategies for Sport Injuries**				
Course Code	**XS4001**				
Course Type	**Elective**				
Level	Level 7				
Year / Semester	Year 1 / Semester 1				
Teacher's Name	Koulla Parpa/Marios Tryfonides				
ECTS	5 ECTS	Lectures / week	1	Laboratories / week	1
Course Purpose and Objectives	The module aims to develop students' knowledge and practical skills on the immediate and definitive management and rehabilitation of injuries and specifically, sport related injuries, through a multidisciplinary management approach for an injured athlete. The module develops skills necessary for identifying an appropriate management plan in a multidisciplinary way and designing correct personalised training protocols for the injured athlete.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Define and discuss sport performance and its relationship to sporting injuries. 2. Synthesise a holistic approach plan for the identification and assessment of an injured athlete. 3. Design an appropriate 3-staged process plan for return to play (rehabilitation plan).				
Prerequisites	None	Required	None		
Course Content	**Will typically include:** **Holistic Approach to an injured athlete** Emphasis will be given to different types of injuries such us ACL tears contusions sprain and strains and the emergency management of concussion and neck/spine injuries as well as the 'return to play' protocols. Expedient identification of an injury in the sports field Strategies to achieve an expedient and correct diagnosis Medical/Surgical management to support athlete's performance, career and social status Design of an appropriate personalised training protocol for rehabilitation after an injury **Role of sport psychology** Identify the importance of psychology, the psychology of sports injury and the management of injured athletes Psychological intervention strategies and assessment Sport-diet disciplines Ethical issues and Confidentiality **Practical Skills** First Aid / Basic Life Support Design of multi-disciplinary management plan for the injured athlete (problem-based)				

	Planning & Supervising the Staged Process of Return to Play 3-staged process Design of athlete-specific, sport-specific training plans to safely guide an athlete during the process Sport-specific athletic and medical tests as an aid to planning return to play process
Teaching Methodology	This module will be delivered through a series of lecture sessions, practicals and presentation/debate sessions. Lecture sessions aim towards teaching the background scientific knowledge and preparing the students towards self-directed learning via assignments that will be requested as part of the assessment methods. Part of the lecture sessions will be used to develop presentation skills as well as for debates in controversial issues/topics. Practical sessions are designed to develop safe, efficient skills in acute injuries in the athlete, before the medical professionals take over for definitive care. The students will be asked to work on a case-based format in order to read/understand the relevant literature and taught material, as well as put them into practice. There will be eLearning material and sample cases for students to work on during their own time and on their own initiative, to consolidate and cultivate their knowledge and skills. The students are advised to use independent study to develop themselves as independent learners, including revision and preparation of assessments. The students are advised to engage in library work, directed reading, reflection (eg on feedback), preparation for class and preparation for assessment. By developing these skills as independent learners it will allow for graduate skills acquisition and contribute towards future employability. This will also include observation and reflection on practical sessions that they will have observed. Additional work tasks will be provided via eLearning resources.
Bibliography	**Books** 1. Managing Sports Injuries, a guide for students and clinicians 4th Edition Authors: Christopher Norris Churchill Livingstone, 2011 2. Sports Injury Prevention and Rehabilitation: Integrating Medicine and Science for Performance Solutions. Authors: David Joyce, Daniel Lewindon Routledge, 2015 Psychology: 3. Hanton, S. & Mellalieu, S.D. (2011) (Eds,), Professional Practice in Sport Psychology: A Review. London: Routledge 4. Tenenbaum, G. & Eklund, R.C. (2007). (Eds.), Handbook of sport psychology (3rd Edition). Hoboken, NJ: Wiley. **Key Journal Articles** 1. Kraemer W, Denegar C, Flanagan S. Recovery From Injury in Sport. Considerations in the Transition From Medical Care to Performance Care

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Sports Health. 2009 Sep; 1(5): 392–395.

2. Wong S, Ning A, Lee C, Feeley B.
Return to sport after muscle injury
Curr Rev Musculoskelet Med. 2015 Jun; 8(2): 168–175.

3. Ramos GA, Arliani GG, Astur DC, Pochini AC, Ejnisman B, Cohen M.
Rehabilitation of hamstring muscle injuries: a literature review.
Rev Bras Ortop. 2017 Jan-Feb; 52(1): 11–16
4. XXV International Conference on Sports Rehabilitation and Traumatology 2016
FOOTBALL MEDICINE STRATEGIES
RETURN TO PLAY
In partnership with
FIFA Football for Health F-Marc
(posted on university website)

http://cypruslists.central-lancashire.ac.uk/index.html</td></tr>
<tr><td>Assessment</td><td>
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<tr><th>Number of Assessments</th><th>Form of Assessment</th><th>% weighting</th><th>Size of Assessment/ Duration/ Wordcount (indicative only)</th><th>Category of assessment</th><th>Learning Outcomes being assessed</th></tr>
<tr><td>1</td><td>Written Assignment</td><td>40%</td><td>Essay 800 words</td><td>Coursework</td><td>1</td></tr>
<tr><td>1</td><td>Report-Case study</td><td>60%</td><td>1200 words</td><td>Coursework</td><td>2-3</td></tr>
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Students must gain an overall mark of 50% or above aggregated across all assessments to pass the module.</td></tr>
<tr><td>Language</td><td>English</td></tr>
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Course Title	**Prevention Strategies for Sports Injuries**				
Course Code	**XS4002**				
Course Type	**Elective**				
Level	Level 7				
Year / Semester	Year 1 / Semester 1				
Teacher's Name	Koulla Parpa/Marios Tryfonides				
ECTS	5 ECTS	Lectures / week	1	Laboratories / week	1
Course Purpose and Objectives	The module aims to develop students' knowledge and practical skills on sport injury prevention strategies; develop skills necessary for screening and identifying musculoskeletal asymmetries and deformities that can increase the risk of injuries as well as formulating individualised training programs for injury prevention and/or recovery; and develop knowledge related to identifying the extraneous factors (social, psychological, ethical, dietary, poor facilities) that predispose athletes to musculoskeletal injuries.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Identify the in athlete-specific factors and their role in increasing the risk of the athlete sustaining an injury. 2. Critically discuss the extraneous factors and their role in increasing the risk of the athlete sustaining an injury and the prevention mechanisms. 3. Design an injury prevention plan for an athlete.				
Prerequisites	None	Required	None		
Course Content	**Will typically include:** **Athlete-Specific Sport-Injury Prevention Strategies** Dietary needs of athletes and concept of individualised dietary support for the athlete Food / Fluids & Supplements Anti-Doping – the legal framework and international sport regulations Training regimes (group Vs individualised), performance targets Athlete recovery – physical, biochemical and psychological Medical co-morbidities and musculoskeletal asymmetries **Role of sport psychology** Identify selected psycho-social issues associated with specific populations involved in rehabilitation programs Relationship between stress and injury Psychological reactions to exercise and athletic injuries The role of psychology in injury rehabilitation Prehabilitation strategies – fundamental movement screening, analysing posture, joint alignment, core stability, movement pattern efficiency; conducting risk assessments of the sport including injury risk specific to player position; and sport specific prehabilitation exercises and techniques **Environment-Specific Sport-Injury Prevention Strategies** Training grounds – principles, safety features and monitoring mechanisms Performance / Play grounds - principles, safety features and monitoring mechanisms Ethical issues and responsibilities **Planning & Implementing injury-prevention plan for athletes:** Case-based scenarios to be studied				

	Team work to produce a blue-print injury-prevention plan Financial cost principles
Teaching Methodology	This module will be delivered through a series of lecture sessions, assignments for self-directed search/study, and presentation/debate sessions. Lecture sessions aim towards teaching the background scientific knowledge and stimulating the students towards self-directed learning via assignments that will be requested as part of the assessment methods. Part of the lecture sessions will be used to develop presentation skills of a proposed plan. Peer assessment will also be practised in order to develop the skill of constructive feedback. The students will be asked to work on a case-based format and in teams, in order to read/understand the relevant literature and taught material, as well as put them into practice. There will be eLearning material and sample cases for students to work on during their own time and on their own initiative, to consolidate and cultivate their knowledge and skills. The students are advised to use independent study to develop themselves as independent learners, including revision and preparation of assessments. The students are advised to engage in library work, directed reading, reflection (eg on feedback), preparation for class and preparation for assessment. By developing these skills as independent learners it will allow for graduate skills acquisition and contribute towards future employability. This will also include observation and reflection on practical sessions that they will have observed. Additional work tasks will be provided via eLearning resources.
Bibliography	**Books** 1. Sports Injury: Prevention & Rehabilitation. Second Edition Authors: Eric Shamus, Jennifer Shamus. Copyright © 2017 by McGraw-Hill Education 2. Sports Injury Prevention and Rehabilitation: Integrating Medicine and Science for Performance Solutions. Authors: David Joyce, Daniel Lewindon, Routledge, 2015 3. Advanced Sports Nutrition 2nd Edition December Author: Dan Benardot. Versa Press 2011 **Psychology Books:** 4. Psychology Hanton, S. & Mellalieu, S.D. (2011) (Eds,), Professional Practice in Sport Psychology: A Review. London: Routledge 5. Hanton, S. & Mellalieu, S.D. (2006) (Eds.), Literature reviews in sport psychology . New York: Nova Science. 6. Tenenbaum, G. & Eklund, R.C. (2007). (Eds.), Handbook of sport psychology (3rd Edition). Hoboken, NJ: Wiley. **Journals** 1. Journal of the International Society of Sports Nutrition 2. International Journal of Sport Nutrition and Exercise Metabolism

Professional websites

1. http://cyada.org.cy/

http://cypruslists.central-lancashire.ac.uk/index.html

Assessment

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount	Category of assessment	Learning Outcomes being assessed
1	Essay	70%	2000 words	Coursework	1-2
1	Oral Assessment/ PowerPoint Presentation	30%	20 minutes	Practical assessment	3

Students must gain an overall mark of 50% or above aggregated across all assessments to pass the module.

Language

English

Course Title	**Exercise for Special Population Groups**				
Course Code	**XS4003**				
Course Type	**Elective**				
Level	Level 7				
Year / Semester	Year 1 / Semester 1				
Teacher's Name	Efstathios Christodoulides Marios Tryfonides Thalia Panayi Panayiota Tsokkou				
ECTS	5 ECTS	Lectures / week	1	Laboratories / week	1
Course Purpose and Objectives	Develop the knowledge and practical skills on sport and exercise in special population groups: 1) Children from the neonatal stage up to adolescence, 2) Pregnant women, 3) Elderly, 4) People with mobility problems, 5) People with medical co-morbidities. Identify the anatomical and physiological differences seen in these population groups that affect sport and exercise performance, as well as capabilities. Present the exercise needs in these special populations groups. Develop individualised training protocols for performance, injury prevention and injury management. Identify the pathophysiology of the medical condition and highlight the physiological differences (e.g. in the case of children/elderly) Focus on the role of exercise in the prevention and treatment of these conditions, and modifications of exercise prescriptions for these populations.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Identify the pathophysiology for a range of special populations. 2. Critically evaluate the physiological mechanisms associated with the benefits of exercise training in special populations. 3. Design an exercise plan for a special population group.				
Prerequisites	None	Required	None		
Course Content	**Will typically include:** **Psychology:** - Psychosocial issues & strategies for special populations -The role of goal setting -How we approach and communicate with people in these groups -Why exercise is important and how it can benefit mental and emotional health of these groups				

	Anatomy & Physiology in Special Population groups Bone & muscle & neural anatomy and physiology parameters relevant to sport & exercise Skin and subcutaneous tissue anatomy and physiology parameters relevant to sport & exercise Heart & Lungs anatomy & physiology parameters relevant to sport & exercise Athlete recovery Effects of Medical co-morbidities on sport & exercise capacity **Training and Performance planning** Identifying athletes' needs Defining athlete's targets and measuring performance Formulating a sport & exercise plan **Therapeutic sport & exercise:** Understanding medical conditions' effects and therapeutic needs Defining targets and role of sport & exercise within the context of disease Formulating a sport & exercise plan Ethical issues and responsibilities
Teaching Methodology	This module will be delivered through a series of lecture sessions, assignments for self-directed search/study, and presentation/debate sessions. Lecture sessions aim towards teaching the background scientific knowledge and stimulating the students towards self-directed learning via assignments that will be requested as part of the assessment methods. Part of the lecture sessions will be used to develop the presentation skills of a proposed plan. Peer assessment will also be practised in order to develop the skill of constructive feedback. The students will be asked to work on a case-based format and in teams, in order to read/understand the relevant literature and taught material, as well as put them into practice. There will be eLearning material and sample cases for students to work during their own time and on their own initiative, to consolidate and cultivate their knowledge and skills. The students are advised to use independent study to develop themselves as independent learners, including revision and preparation of assessments. The students are advised to engage in library work, directed reading, reflection (eg on feedback), preparation for class and preparation for assessment. By developing these skills as independent learners it will allow for graduate skills acquisition and contribute towards future employability. This will also include observation and reflection on practical sessions that they will have observed. Additional work tasks will be provided via eLearn.
Bibliography	**Books** 1. Sport Injuries in Children and Adolescents. A case-based approach. Authors: Rosa Monica Rodrigo, Johan C Vilanova, Jose Martel. Editor: Ramón Ribes. Springer 2014 2. Sports Injuries in Children and Adolescents. Authors: Apostolos H Karantanas (Ed). Springer 2011 3. ACSM Guidelines for Exercise Testing and Prescription 10th Edition. 4. ACSM Exercise Management for Persons with Chronic Diseases and Disabilities 4th Edition

	Psychology 5. Hanrahan, Stephanie J. and Mark B. Andersen , "Routledge Handbook of Applied Sport Psychology" (Abingdon: Routledge, 13 Oct 2010), accessed 29 Mar 2018 , Routledge Handbooks Online. **Journals** 1. European Review of Aging and Physical Activity 2. International Review for the Sociology of Sport **Key Journal Articles** 1. McPhee JS, French DP, Jackson D, Nazroo J, Pendleton N, Degens H Physical activity in older age: perspectives for healthy ageing and frailty. Biogerontology. 2016; 17: 567–580. 2. Chezhiyan Shanmugam C, Maffulli N. Sports injuries in children. British Medical Bulletin. Jun 2008; 86(1): 33–57. 3. Brovold et al. (2013). *Journal of the American Geriatric Society.* 4. Department of Health (2011). Start active, stay active: a report on physical activity from the four home countries' Chief Medical Officers. https://www.gov.uk/government/publications/start-active-stay-active-a-report-on-physical-activity-from-the-four-home-countries-chief-medical-officers 5. Greaney et al. (2008). *The Gerontologist.* 6. Lautenschlager et al. (2008). *JAMA.* 7. Mortimer et al. (2013). *Journal of Alzheimers Disease.* 8. Richardson, C., Rusted, J., & Tabet, N. (2015). 74 The Action for Health with Exercise in Alzheimer's Disease (AHEAD) Feasibility Study. *Age and Ageing, 44* (suppl 2), ii23-ii24. 9. Teri et al. (2003). *JAMA.* 10. Underwood et al. (2013). *Lancet* 11. International Society of Sport Psychology (1992). Physical activity and psychological benefits: International Society of Sport Psychology Position Statement. The Physician and Sports medicine, 20(10), 179-184. http://cypruslists.central-lancashire.ac.uk/index.html
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Students must gain an overall mark of 50% or above aggregated across all assessments to pass the module.
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