<table>
<thead>
<tr>
<th>Course Title</th>
<th>Management Strategies for Sport Injuries</th>
</tr>
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<tbody>
<tr>
<td>Course Code</td>
<td>XS4001</td>
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<tr>
<td>Course Type</td>
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<tr>
<td>Level</td>
<td>Level 7</td>
</tr>
<tr>
<td>Year / Semester</td>
<td>Year 1 / Semester 1</td>
</tr>
<tr>
<td>Teacher’s Name</td>
<td>Koulla Parpa/Marios Tryfonides</td>
</tr>
<tr>
<td>ECTS</td>
<td>5 ECTS</td>
</tr>
<tr>
<td>Lectures / week</td>
<td>1</td>
</tr>
<tr>
<td>Laboratories / week</td>
<td>1</td>
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<tr>
<td><strong>Course Purpose and Objectives</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td>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).</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None</td>
</tr>
<tr>
<td>Required</td>
<td>None</td>
</tr>
<tr>
<td><strong>Course Content</strong></td>
<td>Will typically include:  Holistic Approach to an injured athlete  Emphasis will be given to different types of injuries such as 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)</td>
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</table>
### 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 putting 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

   - Authors: David Joyce, Daniel Lewindon
   - Routledge, 2015

#### Psychology:


#### 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


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

<table>
<thead>
<tr>
<th>Assessment</th>
<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>
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Students must gain an overall mark of 50% or above aggregated across all assessments to pass the module.

Language

English
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Prevention Strategies for Sports Injuries</th>
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<tbody>
<tr>
<td>Course Code</td>
<td>XS4002</td>
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<tr>
<td>Course Type</td>
<td>Elective</td>
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<tr>
<td>Level</td>
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</tr>
<tr>
<td>Laboratories / week</td>
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</tbody>
</table>

**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

**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

<table>
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<th>Teaching Methodology</th>
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</table>
  Authors: Eric Shamus, Jennifer Shamus.  
  Copyright © 2017 by McGraw-Hill Education |
  Authors: David Joyce, Daniel Lewindon, Routledge, 2015 |
| 3. Advanced Sports Nutrition  
  2nd Edition December  
  Author: Dan Benardot.  
  Versa Press 2011 |
| **Psychology Books:** |
| **Journals** |
| 2. International Journal of Sport Nutrition and Exercise Metabolism |
### Professional websites


2. [http://cypruslists.central-lancashire.ac.uk/index.html](http://cypruslists.central-lancashire.ac.uk/index.html)

### Assessment

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

### Language

- **English**
<table>
<thead>
<tr>
<th><strong>Course Title</strong></th>
<th>Exercise for Special Population Groups</th>
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<tbody>
<tr>
<td><strong>Course Code</strong></td>
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<tr>
<td><strong>Course Type</strong></td>
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<tr>
<td><strong>Level</strong></td>
<td>Level 7</td>
</tr>
<tr>
<td><strong>Year / Semester</strong></td>
<td>Year 1 / Semester 1</td>
</tr>
</tbody>
</table>
| **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

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Bibliography

Books


4. ACSM Exercise Management for Persons with Chronic Diseases and Disabilities 4th Edition

**Journals**

1. European Review of Aging and Physical Activity
2. International Review for the Sociology of Sport

**Key Journal Articles**

5. Greaney et al. (2008). The *Gerontologist.*
9. Teri et al. (2003). *JAMA.*

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**Language**: English