



## Information about the subject

**Degree:** Bachelor of Sciences of Physical Activity and Sport

**Faculty:** Faculty of Physical Activity and Sport Sciences

**Code:** 280215 **Name:** Adapted Sport and Inclusive Physical Activity

**Credits:** 6,00 **ECTS Year:** 2 **Semester:** 2

**Module:** 2) Obligatory Formation module.

**Subject Matter:** Sports Fundamentals. **Type:** Compulsory

**Field of knowledge:** Ciencias sociales y Jurídicas.

**Department:** Sports Training

**Type of learning:** Classroom-based learning

**Languages in which it is taught:**

**Lecturer/-s:**

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## Module organization

### 2) Obligatory Formation module.

Subject Matter	ECTS	Subject	ECTS	Year/semester
Manifestations of human motor skills.	18,00	Body Language	6,00	1/1
		Perceptual Motor Skills	6,00	1/2
		Physical Activity in Nature	6,00	2/2
Sports Fundamentals.	42,00	Adapted Sport and Inclusive Physical Activity	6,00	2/2
		Adversary Sports	6,00	2/1
		Individual Sports	6,00	2/1
		Motor Learning and Development	6,00	1/1
		Native Sports and Games	6,00	1/2
		Team Sports	6,00	2/2
		Training Theory and Practice in PA	6,00	2/2



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Actively participate in the physical-sports activities and forums proposed showing favorable and supportive attitudes towards people with disabilities.
- R2 Identify the different types of disability, discriminating the most appropriate physical-sports activity for each person, taking into account their characteristics and context.
- R3 Differentiate and put into practice the different physical-sports modalities for people with disabilities, taking into account the support of both materials and personnel.
- R4 Identify the barriers to participation and learning, both in the environment and in the personal, in physical-sports activities in order to make them inclusive.
- R5 Design, implement and evaluate inclusive physical-sports activities in different settings and contexts.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG2	Know how to apply information and communication technologies (ICT).		X		
CG3	Develop skills to solve problems through decision making.				X
CG4	Convey any related information properly both in writing and orally.			X	
CG5	Plan and organize any activity efficiently.			X	
CG7	Be able to carry out critical reasoning using the knowledge acquired.			X	
CG8	Recognize multiculturalism and diversity.				X
CG9	Know and act within the ethical principles necessary for proper professional practice.	X			
CG10	Develop skills for adaptation to new situations and for autonomous learning.		X		
CG11	Develop skills for creativity, initiative and entrepreneurship.	X			
CG13	Be able to apply theoretical knowledge in practice.				X

SPECIFIC		Weighting			
		1	2	3	4





CE 3.2 Know how to promote, advise, design, apply and technically-scientifically evaluate programs of physical activity, physical exercise and appropriate and varied sports, adapted to the needs, demands and individual and group characteristics of the entire population, and with an emphasis on the elderly (the elderly), the female gender and diversity, schoolchildren, people with disabilities and people with pathologies, health problems or similar (diagnosed and / or prescribed by a doctor).	X
CE 3.4 Promote education, dissemination, information and constant orientation to people and leaders about the benefits, significance, characteristics and positive effects of the regular practice of physical and sports activity and physical exercise, of the risks and damages of an inadequate practice and of the elements and criteria that identify its adequate execution, as well as the information, guidance and advice on the possibilities of physical activity and appropriate sport in your environment in any professional intervention sector.	X
CE 4.1 Fluently develop procedures and protocols to solve unstructured, unpredictable and growing problems complexity, articulating and displaying a domain of the elements, methods, processes, activities, resources and techniques that make up basic motor skills, physical activities, sports skills, play, expressive body activities and dance, and activities in nature in an appropriate, efficient, systematic, varied and methodologically integrated way for all the population and with emphasis on populations of a special nature such as: older people (seniors), schoolchildren, people with disabilities and people with pathologies, health problems or similar (diagnosed and / or prescribed by a doctor), attending to gender and diversity and in any sector of professional intervention of physical activity and sport (teaching formal and informal physical-sports; physical and sports training; physical exercise for health; direction of physical activity and sport).	X



CE 5.2 Identify, organize, direct, plan, coordinate, implement, and carry out technical-scientific evaluation of the various types of physical and sports activities adapted to the development, characteristics and needs of individuals and the typology of the activity, space and entity, in all types of physical activity and sport services, including sporting events, and in any type of organization, population, context, environment and population and with emphasis on populations of a special nature such as: elderly people (seniors), schoolchildren, people with disabilities and people with pathologies, health problems or assimilated (diagnosed and / or prescribed by a doctor) and in any sector of professional intervention of physical activity and sport (formal and informal physical-sports education; physical and sports training; physical exercise for health; management of physical activity and sport) guaranteeing safety, efficiency and professionalism in the activity carried out in compliance with of current regulations.

x

CE 5.4 Identify, organize, direct, plan, coordinate, implement and carry out technical-scientific evaluation of resources organizational and material resources and sports facilities, including their basic and functional design as well as adequate selection and use, for each type of activity, in order to achieve safe, efficient physical and sports activities and healthy, adapted to the development, characteristics and needs of individuals and the type of activity, space and entity in any type of organization, population, context and in any sector of professional intervention of physical activity and sport and with emphasis on special populations and guaranteeing safety, efficiency and professionalism in the activity carried out in compliance with current regulations.

x

CE 6.3 Articulate and deploy with rigor and a scientific attitude the justifications on which to elaborate, support, base and constantly and professionally justify all acts, decisions, processes, procedures, actions, activities, tasks, conclusions, reports and professional performance.

x

CE 7.1 Know and know how to apply the ethical and deontological principles and of social justice in the performance and professional involvement as well as having habits of scientific and professional rigor and a constant attitude of service to citizens in the exercise of their professional practice with which improvement, excellence, quality and efficiency are intended.

x



CE 7.3 Understand, know how to explain and disseminate the functions, responsibilities and importance of a good professional Graduated in Sciences of Physical Activity and Sports as well as analyze, understand, identify and reflect critically and autonomously on their identity, training and professional performance to achieve the goals and benefits of physical activity and sport in an adequate, safe, healthy and efficient way in all the physical-sports services offered and provided and in any sector professional of physical activity and sports.

X

## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R5	30,00%	Carrying out a project.
R1, R2, R3, R4, R5	40,00%	Written / oral and / or practical tests.
R1, R2, R3, R4, R5	20,00%	Active participation.
R1, R2, R3, R4, R5	10,00%	Attendance at interviews, seminars and practical activities.

### Observations

#### CRITERIA FOR GRANTING A GRADE WITH HONORS:

In order to considering a candidate for the mention of this distinction, it is necessary to have a minimum mark of 9. Whenever two students get the same mark, the teacher will take into account the interest in the subject, behaviour and implication of the students. The number of distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted (Royal Decree 1125/2003).

#### To pass the subject or in the 1st enrolment will be essential:

Obtain a minimum score of 5/10, with the sum of all sections of the chosen itinerary.

Overcome the following sections by at least 5/10:

- Written or oral and / or practical tests
- Completion of a project





## RITERIA FOR GRANTING A GRADE OF WITH HONORS:

- In order to considering a candidate for honors, it is necessary to have a minimum mark of 9
- Whenever two students get the same qualification, the lecturer will take into account the student's interest, predisposition and implication in the subject.
- According to UCV's rules, the number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrolment is under 20, in which case only one Distinction may be granted.

## SHORT GUIDE OF THE SUBJECT IN FIRST ENROLMENT:

- In order to passing the subject, it is necessary to have a minimum mark of 4.5 of each part of the subject (assessment tools), obtaining an average mark of 5.
- Partial marks obtained will be kept for the second enrolment.
- Students with a failing grade in some of the assessment tools, but an average mark higher than 5, will be graded with a mark of 4.5.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M2 Group dynamics and activities.
- M3 Practical lesson.
- M4 Presentation of content by the teacher.
- M5 Laboratory practices.
- M7 Small group discussion.
- M8 Resolution of problems and cases.
- M9 Attendance at practices.



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<p>THEORETICAL CLASS: Presentation of contents by the teacher. Competency analysis. Demonstration of capabilities, skills and knowledge in the classroom. M2, M4, M5</p>	R2, R3	7,50	0,30
<p>PRACTICAL CLASS / SEMINAR: Group dynamics and activities. Resolution of problems and cases. Practical laboratories. Data search, computer room, library, etc. Meaningful construction of knowledge through interaction and student activity. M2, M3, M5, M7</p>	R1, R2, R3, R4, R5	46,50	1,86
<p>TUTORING: Supervision of learning, evolution. Small group discussion. Resolution of problems and cases. Presentation of results before the teacher. Presentation of diagrams and indexes of the proposed works. M4</p>	R1, R4	2,00	0,08
<p>EVALUATION: Set of oral and / or written tests used in the evaluation of the student, including the oral presentation of the final degree project. M2, M3</p>	R1, R2, R3	4,00	0,16
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK: Problem solving. Preparation of exercises, memoirs, to expose or deliver in classes and / or in tutoring. M2, M3	R1, R2, R3, R4, R5	40,00	1,60
SELF-EMPLOYED WORK: Study, individual preparation of exercises, works, memories, to expose or deliver in classes and / or in tutoring. Platform activities or other virtual spaces. M2, M3	R1, R2, R3	50,00	2,00
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
1 Introduction to the basic concepts surrounding disability from a historical perspective. Use of inclusive language.	1 Introduction to the basic concepts surrounding disability from a historical perspective. Use of inclusive language.
2 Sensitization towards people with disabilities through different teaching resources and experimentation of their limitations with motor practices	2 Sensitization towards people with disabilities through different teaching resources and experimentation of their limitations with motor practices
3 Description of the different types of disability from the competency paradigm	3 Description of the different types of disability from the competency paradigm
4 Analysis and detection of the different barriers (architectural, urban, social, communication, etc.) that prevent accessibility to spaces, services, relationships, rights or any other dimension of the person.	4 Analysis and detection of the different barriers (architectural, urban, social, communication, etc.) that prevent accessibility to spaces, services, relationships, rights or any other dimension of the person.
5 Historical evolution of the different paradigms in the field of disability: From exclusion to inclusion.	5 Historical evolution of the different paradigms in the field of disability: From exclusion to inclusion.
6 Strategies and design of activities for inclusive Physical Education	6 Strategies and design of activities for inclusive Physical Education
7 Sports and people with disabilities in the different physical-sports fields.	7 Sports and people with disabilities in the different physical-sports fields.
8 Participation and experimentation of different physical-sports activities with and for people with disabilities in different areas.	8 Participation and experimentation of different physical-sports activities with and for people with disabilities in different areas.



## Temporary organization of learning:

Block of content	Number of sessions	Hours
1 Introduction to the basic concepts surrounding disability from a historical perspective. Use of inclusive language.	2,00	4,00
2 Sensitization towards people with disabilities through different teaching resources and experimentation of their limitations with motor practices	4,00	8,00
3 Description of the different types of disability from the competency paradigm	3,00	6,00
4 Analysis and detection of the different barriers (architectural, urban, social, communication, etc.) that prevent accessibility to spaces, services, relationships, rights or any other dimension of the person.	2,00	4,00
5 Historical evolution of the different paradigms in the field of disability: From exclusion to inclusion.	2,00	4,00
6 Strategies and design of activities for inclusive Physical Education	4,00	8,00
7 Sports and people with disabilities in the different physical-sports fields.	9,00	18,00
8 Participation and experimentation of different physical-sports activities with and for people with disabilities in different areas.	4,00	8,00



## References

### BASIC BIBLIOGRAPHY.

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## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

Microsoft Teams

Kaltura





## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

Microsoft Teams

Kaltura

Explanation about the practical sessions:



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System: