



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 de la Salud

Department: Physical-Sports Disciplines and Activities

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

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 1.1 | Understand, develop and know how to apply the procedures, strategies, activities, resources, techniques and methods involved in the teaching-learning process efficiently, developing the entire course of action in all sectors of intervention professional of physical activity and sports (formal and informal physical-sports education; physical and sports training; exercise physical for health; direction of physical activity and sport). | | | | X |
| CE 1.2 | Design and apply the methodological process integrated by observation, reflection, analysis, diagnosis, execution, evaluation technical-scientific and / or dissemination in different contexts and in all sectors of professional intervention of physical activity and sport. | | | | X |
| CE 1.3 | Communicate and interact appropriately and efficiently, in physical and sporting activity, in diverse intervention contexts, demonstrating teaching skills in a conscious, natural and continuous way. | | | | X |
| CE 1.4 | Adapt the educational intervention to the individual characteristics and needs for the entire population and with emphasis on special populations such as: schoolchildren, the elderly (elderly), people with reduced mobility and people with pathologies, health problems or assimilated (diagnosed and / or prescribed by a doctor), taking into account gender and diversity. | | | X | |
| CE 2.3 | Design and apply fluently, naturally, consciously and continuously physical exercise and adequate physical condition, efficient, systematic, varied, based on scientific evidence, for the development of adaptation and improvement processes or readaptation of certain capacities of each person in relation to human movement and its optimization; with the purpose of be able to solve unstructured, increasingly complex and unpredictable problems and with an emphasis on populations of character special. | | | X | |
| CE 2.5 | Know how to re-adapt, retrain and / or re-educate people, groups or teams with injuries and pathologies (diagnosed and / or prescribed by a doctor), whether they compete or not, through physical-sports activities and physical exercises appropriate to their characteristics and needs. | | | X | |



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

·The student will be able to keep the evaluation instruments passed during the 3 years following the first enrollment.

·It is necessary to obtain a 50% in the following instruments (if this criterion is not fulfilled, the student will be graded with a maximum of 4.5 in that exam):

- Written/oral and/or practical tests
- Project development
- Active participation



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 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------|-------------|
| THEORETICAL CLASS: Presentation of contents by the teacher. Competency analysis. Demonstration of capabilities, skills and knowledge in the classroom. M2, M4, M5 | R2, R3 | 7,50 | 0,30 |
| 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 | R1, R2, R3, R4, R5 | 46,50 | 1,86 |
| 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 | R1, R4 | 2,00 | 0,08 |
| 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 | R1, R2, R3 | 4,00 | 0,16 |
| TOTAL | | 60,00 | 2,40 |



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 |
| TOTAL | | 90,00 | 3,60 |



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

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