



## Information about the subject

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

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

**Code:** 280303 **Name:** Adapted Sport and Physical Activity with Specific Educational Needs

**Credits:** 6,00 **ECTS Year:** 3 **Semester:** 1

**Module:** 2) Knowledge of Basic Discipline module.

**Subject Matter:** Applied basis o sports **Type:** Compulsory

**Field of knowledge:** SPORT TRAINING

**Department:** Sports Training

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

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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## Module organization

### 2) Knowledge of Basic Discipline module.

Subject Matter	ECTS	Subject	ECTS	Year/semester
Science and Human Movement.	6,00	Learning and Motor Development	6,00	1/2
Manifestations of the human motor	12,00	Body Language	6,00	1/2
		Perceptual-Motor Skills	6,00	2/1
Applied basis o sports	36,00	Adapted Sport and Physical Activity with Specific Educational Needs	6,00	3/1
		Adversary Sports	6,00	3/2
		Collective Sports	6,00	2/2
		Individual Sports	6,00	2/1
		Local Games and Sports	6,00	2/2
		Sport in the Natural Environment	6,00	3/2
		Biological and Mechanics Basis of Human Movement	18,00	Biomechanics of Physical Activity
Kinesiology	6,00			2/1
Physiology of Exercise	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 Assuming with responsibility the decisions that they get during of the subject of study, especially in terms of criteria of evaluation, performing with autonomy and solidarity with the companions.
- R2 Acquisition of theoretical knowledge of technical, tactical and regulatory fundamentals sports adversary.
- R3 Search for information to expand and personalize the theoretical content of the course.
- R4 Plan and organize inclusive and adapted activities for people with disabilities
- R5 Show sensitivity to people with disabilities and to the topics covered in the subject



## 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	Ability to apply information technology and communication (ICT)		X		
CG3	Develop skills to solve problems through decision-making				X
CG4	Transmit any information regarding the contents of body expression both in writing and orally			X	
CG5	Plan and organize any activity efficiently			X	
CG7	Be capable of critical reasoning using the knowledge gained			X	
CG8	Being able to recognise multicultural and diverse environment				X
CG9	Knowing and complying with the professional ethics necessary to work		X		
CG10	Develop skills to adapt to new situations and autonomous learning			X	
CG11	Develop skills for creativity, initiative and entrepreneurship		X		
CG13	Being able to apply theoretical knowledge in practice				X
SPECIFIC		Weighting			
		1	2	3	4
CE4	Knowing and understanding behavioural and social elements which determine Physical activity and sport			X	
CE5	Know and understand the effects of the practice of body language and its manifestations in the personal development and health improvement			X	



CE10	Design, plan and evaluate content of body language to improve motor skills				X
CE18	Select and know how to use the most appropriate teaching materials and resources for each type of activity				X

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

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	40,00%	Written/oral and/or practical tests.
R1, R2, R3, R5	10,00%	Completion of a project.
R1, R2, R3, R4, R5	30,00%	Attendance at interviews, seminars and practical activities.
R1, R2, R3, R4, R5	20,00%	Oral exhibition of individual and / or group works.

### 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
- Oral exhibition of individual and / or group work



## Learning activities

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

- M1 Exhibition of contents by the teacher.
- M2 Dynamics and group activities.
- M3 Resolution of problems and cases.
- M4 Laboratory practices.
- M5 Discussion in small groups.
- M6 Practical lesson.
- M7 Internship assistance.



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<p>PRACTICAL /SEMINAR CLASS: Dynamics and group activities. Resolution of problems and cases. Laboratory practices. Data search in a computer room, library... Meaningful construction of knowledge through the interaction and activity of the student M2, M3, M5, M6</p>	R1, R2, R3, R4, R5	46,50	1,86
<p>TUTORY: Learning supervision, evolution. Discussion in small groups. Resolution of problems and cases. Presentation of results before the teacher. Presentation of schemes and indexes of the proposed works. M5</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 project. M2, M3</p>	R1, R2, R3	4,00	0,16
<p>THEORETICAL CLASS: Presentation of content by the teacher. Competency analysis. Demonstration of skills, abilities and knowledge in the classroom. M1, M2, M5</p>	R2, R3	7,50	0,30
<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, works, memories, to exhibit or deliver in classes and / or in tutoring. M2, M3	R1, R2, R3, R4, R5	40,00	1,60
AUTONOMOUS WORK: Study, Individual preparation of exercises, works, memories, to exhibit or deliver in classes and / or in tutoring. Platform activities or other virtual spaces. 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
BLOCK I. BASIC CONCEPTS AND AWARENESS IN THE FIELD OF DISABILITY.	<ul style="list-style-type: none"><li>1.1. Basic concepts in the field of disability:<ul style="list-style-type: none"><li>1.1.1. The use of language in the field of disability.</li><li>1.1.2. Basic concepts and terminology of the field. (Impairment, disability and handicap.</li><li>1.1.3. Adapted Physical Activity and its different fields of application.</li><li>1.1.4. Accessibility and disability barriers</li></ul></li><li>1.2.1. Physical disability: stabilized, progressive cerebral origin. Characteristics and guidelines for AF.</li><li>1.2.2. The sensory disabilities: visual and auditory. Characteristics and guidelines for AF.</li><li>1.2.3. Intellectual disability: mental retardation, Down syndrome, behavioral disturbances. Characteristics and guidelines for AF.</li><li>1.2.4. Physiological or organic pathologies. Characteristics and guidelines for AF</li><li>1.3. Sensitization towards people with disabilities through the experiences with limited motor function of each disability.<ul style="list-style-type: none"><li>1.3.1. Awareness of visual impairment to promote a positive attitude towards it.</li><li>1.3.2. Awareness of hearing impairment to foster a positive attitude towards it.</li><li>1.3.3. Sensitization to the motor disabilities to promote a positive attitude towards it.</li><li>1.3.4. Awareness of intellectual disabilities to promote a positive attitude towards it.</li></ul></li></ul>



## BLOCK II. INCLUSIVE PARADIGM

- 2.1. Evolution of the different paradigms in the field of disability.
  - 2.1.1. Segregation paradigm to paradigm integration.
  - 2.1.2. Origin and evolution of Inclusive paradigm.
- 2.2. Inclusion in education.
  - 2.2.1. Knowledge and application of the principles of inclusion.
  - 2.2.2. Standardization concept.
  - 2.2.3. EEN concept and the different programs that present LOE.
  - 2.2.4. Curricular adaptations.
- 2.3. Inclusive physical activity beyond the field of education.
  - 2.3.1. Critical analysis of inclusion at all levels of participation by persons with disabilities.
  - 2.3.2. Participation in physical activity with persons with disabilities to apply inclusive strategies.
  - 2.3.3. Development and planning of inclusive physical activities.
  - 2.3.4. Current Rating model for diversity and the role of physical activity and sport



## BLOCK III. ADAPTED SPORTS

- 3.1. Knowledge of the different types of adapted sports.
  - 3.1.1. Basic concepts in the field of adapted sports.
  - 3.1.2. The specific sport for people with disabilities and disability sport.
  - 3.1.3. Technical Aids and adapted material.
  - 3.1.4. Functional Classification Concept in Sport Adapted.
  - 3.1.5. Competitions, adapted sports and disability.
- 3.2. The Paralympic Movement: "The other Olympics"
  - 3.2.1. The origins of the Paralympic movement.
  - 3.2.2. Summer Paralympic Games and Paralympic Winter Games.
  - 3.2.3. Paralympic sports: theory and practice.
  - 3.2.4. Different national and international federations Adapted Sports.
- 3.3. Other organizations adapted sports.
  - 3.3.1. Specials Olympics
  - 3.3.2. Deaflympics
- 3.4. Different areas of involvement and participation in the field of AFA and Adapted Sports.
  - 3.4.1. Intervention training programs and address Adapted Sports: Hospiesport, Tetrasport, ...
  - 3.4.2. The AFA, the DA and disabled athletes. New challenges.
  - 3.4.3. Critical assessment of the current model of Adapted Sports competition. Different prospects.

### Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK I. BASIC CONCEPTS AND AWARENESS IN THE FIELD OF DISABILITY.	10,00	20,00
BLOCK II. INCLUSIVE PARADIGM	7,00	14,00
BLOCK III. ADAPTED SPORTS	13,00	26,00



## References

### BASIC BIBLIOGRAPHY.

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Ruiz Pérez, L.M. (1994). Desarrollo motor y actividades físicas. Madrid: Gymnos.

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Torralba Jordán, M.A. (2004). Atletismo adaptado para personas ciegas y deficientes visuales. Barcelona: Paidotribo.



## 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: