



## Information about the subject

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

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

**Code:** 280316 **Name:** Planning and Methodology of Training in PA

**Credits:** 6,00 **ECTS Year:** 3 **Semester:** 2

**Module:** 3) Specific Obligatory Formation Module.

**Subject Matter:** Physical exercise, fitness and sports physical training. **Type:** Compulsory

**Field of knowledge:** Ciencias de la Salud

**Department:** -

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

**Languages in which it is taught:**

**Lecturer/-s:**

283A	<u>Helio Carratala Bellod</u> (Responsible Lecturer)	helio.carratala@ucv.es
283B	<u>Jose Marti Marti</u> (Responsible Lecturer)	jose.marti@ucv.es
283C	<u>Helio Carratala Bellod</u> (Responsible Lecturer)	helio.carratala@ucv.es
283D	<u>Jose Marti Marti</u> (Responsible Lecturer)	jose.marti@ucv.es
283X	<u>Jose Marti Marti</u> (Responsible Lecturer)	jose.marti@ucv.es



## Module organization

### 3) Specific Obligatory Formation Module.

Subject Matter	ECTS	Subject	ECTS	Year/semester
Teaching of Physical Education and Sports.	18,00	Design, Evaluation and Intervention in Educational Programmes	6,00	4/1
		Didactics and Methodology of Sports and Physical Activity	6,00	3/1
		Social Morality and Professional Deontology	6,00	4/1
Physical exercise, fitness and sports physical training.	18,00	Evaluation of Biological Condition	6,00	3/1
		Planning and Methodology of Training in PA	6,00	3/2
		Prevention and Rehabilitation of Injuries in PA	6,00	4/1
Physical activity and physical exercise for health and with special populations.	12,00	Physical Activity and Health	6,00	3/1
		Prescription and Programmes for Healthy Lifestyles	6,00	4/1
Sports organization and management.	12,00	Sports Marketing	6,00	3/2
		Sports Training Planning and Organisation	6,00	3/1



## 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 Design programs and contents of physical-sports activity for the development of different capacities and abilities, from a multidisciplinary perspective.
- R2 Correctly handle different technologies to design the process of physical-sports preparation and / or training.
- R3 Select the appropriate training method for the prescription of physical activity, attending to the needs of each population and context.
- R4 Properly argue and justify (in writing or oral) methods and programs of physical activity depending on the type of population and context of application.



## 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
CG1	Understand the scientific literature in English and in other languages ??of significant presence in the scientific field through proper information management.			X	
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		
CG6	Develop interpersonal relationship skills and teamwork, both in international and national contexts and in interdisciplinary as well as non-interdisciplinary teams.				X
CG7	Be able to carry out critical reasoning using the knowledge acquired.				X
CG10	Develop skills for adaptation to new situations and for autonomous learning.		X		
CG13	Be able to apply theoretical knowledge in practice.		X		
CG14	Use the internet properly as a means of communication and as a source of information.		X		
CG19	Develop habits of excellence and quality in professional practice.		X		
SPECIFIC		Weighting			
		1	2	3	4



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 2.1 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 Know how to guide, design, apply and technically-scientifically evaluate physical exercise and physical condition at an advanced level, based on scientific evidence, in different areas, contexts and types of activities for the entire population and with an emphasis on populations of a special nature such as: the elderly (elderly), schoolchildren, people with disabilities and people with pathologies, health problems or assimilated (diagnosed and / or prescribed by a doctor), taking into account gender and diversity. 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 2.6 Deploy an advanced level in the planning, application, control and evaluation of physical training processes and sports.			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 6.1 Know and understand the bases of the methodology of scientific work.	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

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

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	45,00%	Carrying out a project.
R1, R3	40,00%	Written / oral and / or practical tests.
R2, R4	15,00%	Active participation.

### 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 50% in all the instruments to pass the subject. If this criterion is not met, the student will be graded with a maximum of 4.5 in said call.

## 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.



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<b>THEORETICAL CLASS:</b> Presentation of contents by the teacher. Competency analysis. Demonstration of capabilities, skills and knowledge in the classroom. M2, M4, M7	R1, R3	22,50	0,90
<b>PRACTICAL CLASS / SEMINAR:</b> 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, M7, M8	R2, R4	31,50	1,26
<b>TUTORING:</b> 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. M7	R3, R4	2,00	0,08
<b>EVALUATION:</b> Set of oral and / or written tests used in the evaluation of the student, including the oral presentation of the final degree project. M2, M8	R1, R2, R3, R4	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, M8	R1, R2, R3, R4	70,00	2,80
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. M8	R2, R3	20,00	0,80
<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 1	Definitions and basic concepts in the field of planning and periodization of physical-sports training.
BLOCK 2	Phases of training planning and variables to consider.
BLOCK 3	Structures of the periodization of physical-sports training.
BLOCK 4	Training periodization models
BLOCK 5	The periodization of the training contents according to the different contexts and temporal structures.
BLOCK 6	Carrying out a training plan.



## Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK 1	2,00	4,00
BLOCK 2	5,00	10,00
BLOCK 3	5,00	10,00
BLOCK 4	5,00	10,00
BLOCK 5	3,00	6,00
BLOCK 6	10,00	20,00



## References

### BASIC REFERENCES

- Bompa, T.O. (2019). *Periodización. Teoría y Metodología del Entrenamiento*. Paidotribo.
- Cometti, G (1998). *Los métodos modernos de musculación*. Paidotribo.
- García-Manso J.M., Navarro, M. & Ruiz, J.A. (1996). *Bases teóricas del entrenamiento deportivo*. Gymnos.
- García-Manso J.M., Navarro, M. & Ruiz, J.A. (1996). *Planificación del Entrenamiento Deportivo*. Gymnos
- García-Manso, J. M., y Santana, N. (2021). *Planificación y programación deportiva. ¿Por qué algunos aún seguimos entrenando como neandertales?* Kinesis.
- García-Verdugo, M. (2021). *Las cualidades físicas y su evolución. Aplicación a niños y adolescentes*. Wan Ceulen SL.
- García-Verdugo Dimas, M. (2007). *Resistencia y entrenamiento*. Barcelona: Paidotribo.
- González Ravé, J. M., Pablos Abella, C. P., & Navarro Valdivielso, F. (2014). *Entrenamiento Deportivo: teoría y práctica*. Panamericana.
- Grosser, M. (1989). *Alto rendimiento deportivo*. Ediciones Martínez Roca, S.A.
- Issurin, V. (2012). *Entrenamiento deportivo: periodización en bloques*. Paidotribo.
- López Chicharro, J. L., & Vicente Campos, D. (2018). *HiiT: Entrenamiento interválico de alta intensidad (1st ed.)*. José Luis López Chicharro.
- Martin, D. (2016). *Manual de metodología del entrenamiento deportivo*. Paidotribo.
- Matveev, L. (2005). *El proceso de entrenamiento deportivo*. Stadium.
- Navarro, F., Oca, A., Rivas, A. (2010). *Planificación del entrenamiento y su control*. Cultivalibros.
- Navarro, F. (1998). *La resistencia*. Gymnos.
- Stöggl, T. L., & Sperlich, B. (2015). *The training intensity distribution among well-trained and elite endurance athletes*. *Frontiers in Physiology*, 6, 295.
- Verkhoshansky, Y. (2002). *Teoría y metodología del entrenamiento deportivo*. Paidotribo.
- Weineck, J. (2019). *Entrenamiento total*. 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: