



| Teaching Guide | | | | |
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| Identifying Data | | | | 2019/20 |
| Subject (*) | Exercise and Adapted Sports | Code | 620G01027 | |
| Study programme | Grao en Ciencias da Actividade Física e do Deporte | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Graduate | 1st four-month period | Third | Obligatory | 6 |
| Language | SpanishGalicianEnglish | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Educación Física e Deportiva | | | |
| Coordinador | Valverde Romera, Joaquina | E-mail | joaquina.valverde@udc.es | |
| Lecturers | Valverde Romera, Joaquina | E-mail | joaquina.valverde@udc.es | |
| Web | | | | |
| General description | <p>This subject is included in MODULE 5 (Teaching Physical Education and Sport). In this module, there are MATTERS that are closely linked to one another, such as "Teaching physical activity and sport", "Activities in the natural environment" and "Physical activity and adapted sport".</p> <p>Specifically, the COURSE to which this teaching guide corresponds has the same title as one of the subjects, "Physical activity and adapted sport" and is identified with the following descriptors:</p> <p>1º) Physical activity and sport for populations with special needs: knowledge, indications and contraindications.</p> <p>2º) Knowledge and elaboration of intervention programs in physical education to special needs of anatomical-physiological, psychic and / or social maladaptation.</p> <p>3) Deontological attitude within the compulsory school context in physical activity and adapted sport.</p> <p>All the contents of the subject will be explained in Spanish language.</p> | | | |

| Study programme competences / results | |
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| Code | Study programme competences / results |
| A3 | Coñecer e analizar a cultura deportiva e propoñer os cambios necesarios, na propia e na das persoas coas que traballa, desde a ética e o xogo limpo, as diferenzas de xénero e a visibilidade dos discapacitados. |
| A7 | Promover e avaliar a formación de hábitos de actividade física e deporte ao longo do ciclo vital, considerando que a idade, o xénero ou a discapacidade son variables que necesitan da intervención consciente para favorecer a igualdade de oportunidades. |
| A14 | Deseñar, planificar, avaliar técnico-cientificamente e desenvolver programas de exercicios orientados á prevención, a reeducación, a recuperación e readaptación funcional nos diferentes ámbitos de intervención: educativo, deportivo e de calidade de vida, considerando, cando fose necesario as diferenzas por idade, xénero, ou discapacidade. |
| A24 | Deseñar, planificar, avaliar técnica e cientificamente e administrar programas de actividade física adaptada a persoas e diferentes grupos de poboación con discapacidade, ou que requiran atención especial. |
| A29 | Identificar os riscos para a saúde que se derivan da práctica de actividade física insuficiente e inadecuada en calquera colectivo ou grupo social. |
| A33 | Seleccionar e saber utilizar o material e equipamento deportivo adecuado para cada tipo de actividade físico-deportiva no contexto educativo, deportivo, recreativo e da actividade física e saúde. |
| B1 | Coñecer e posuír a metodoloxía e estratexia necesaria para a aprendizaxe nas ciencias da actividade física e do deporte. |
| B2 | Resolver problemas de forma eficaz e eficiente no ámbito das ciencias da actividade física e do deporte. |
| B3 | Traballar nos diferentes contextos da actividade física e o deporte, de forma autónoma e con iniciativa, aplicando o pensamento crítico, lóxico e creativo. |
| B5 | Comportarse con ética e responsabilidade social como cidadán. |
| B6 | Dinamizar grupos nos diferentes ámbitos do exercicio profesional. |
| B11 | Desenvolver competencias para a adaptación a novas situacións e resolución de problemas, e para a aprendizaxe autónoma. |
| B17 | Promover e avaliar actividades de ampliación curricular, referentes á creación de hábitos autónomos de actividade física e deporte. |



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| B19 | Exercer a profesión con responsabilidade, respecto e compromiso. |
| C4 | Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común. |
| C6 | Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse. |
| C7 | Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida. |

| Learning outcomes | | | |
|---|---------------------------------------|-------------------------------|----------------|
| Learning outcomes | Study programme competences / results | | |
| - Know and know differentiate and discriminate the distinct types of special needs and his main repercussions psicomotrices. | A3 A7 A14 | | |
| - Know design, schedule, evaluate and administer in the practice the programs of physical activity and sport adapted in formal education and other contexts (therapeutic, recreational, competitive). | A24 A29 | B2 B3 B5 B6 | |
| - Know and be able to use sufficient methodological resources to favour the processes of integration of the people with special needs through the physical activity and the sport adapted. | A33 | B1 B2 B11 B17 B19 | C4 C6 C7 |

| Contents | |
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| Topic | Sub-topic |
| - Physical activity and sport adapted for populations with special needs (nn.ee.): Knowledge, indications and contraindications. | 1.- Basic foundations of physical activity and sport adapted 1.1.- Conceptual bases. 1.2.- Historical evolution. 2.- The legal frame and the architectural considerations and materials 2.1.- General laws. 2.2.- Specific laws. 2.3.- Basic normative principles. 2.4.- General rules. 2.5.- The sportive installations: barriers and solutions. 2.6.- The sportive material and his adaptations. 3.- Populations with special needs 3.1.- Terminology and classification. 3.2.- Etiology, evaluation and prevention. 3.3.- Problematic of the person with special needs. |
| - Deontological attitude inside the compulsory school context in physical activity and sport adapted. | 4.- Adaptations curriculares individualizadas (ACI) in physical education 4.1.- Alternative educational. 4.2.- Phases of the ACI in physical education. 4.3.- Methodological guidelines of performance. |



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| - Knowledge and preparation of programs of intervention in physical education in front of physical, intellectual and sensory type special needs. | 5.- Physical education and sport adapted like element favorecedor of the school inclusion 5.1.- Physical education and sport adapted for the alumnado with special needs of anatomical type-physiological 5.2.- Physical education and sport adapted for the alumnado with special needs of psychic type 5.3.- Physical education and sport adapted for the alumnado with problems of social maladjustment |
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| Planning | | | | |
|---------------------------------|------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Guest lecture / keynote speech | A3 A7 A29 | 24 | 36 | 60 |
| Physical exercise | A3 A14 A24 A33 B11 | 16 | 32 | 48 |
| Mind mapping | B2 B3 B5 B6 | 4 | 5 | 9 |
| Collaborative learning | A24 B2 B3 C4 C6 C7 | 4 | 12 | 16 |
| Mixed objective/subjective test | B1 B2 B17 B19 | 2 | 12 | 14 |
| Personalized attention | | 3 | 0 | 3 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
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| Methodologies | Description |
| Guest lecture / keynote speech | During this type of sessions, will do an oral exhibition of the contents. Besides, it will have the help of the audiovisual means with the end of clarificar the exposed. The students will be able to take part in the moment that wish it to clear any content or resolve doubts with regard to the matter given. |
| Physical exercise | It treats of a technician to apply with groups reduced. It has by purpose that the students develop social empathy and vivencien, by means of simulation, the problems and difficulties that has a person with special needs to the hour to realise physical activity and sport. |
| Mind mapping | It treats of a technician of individual work in which the student will have to establish relations between the key concepts of each one of the subjects that give . They are representaci3ns that flow of the most general to the most detailed. |
| Collaborative learning | By means of this type of methodology, pretends boost the education-learning of face-to-face form basing us in the organisation of the class in small groups. The alumnado will work jointly in the resolution of tasks assigned by the professor to improve his own learning and the one of the others members of the group. |
| Mixed objective/subjective test | Consists of a type of test that will integrate questions test and objective questions. As for the essay section, they will be open brief development issues. And with respect to the objective questions section, type test shall be. |

| Personalized attention | |
|---------------------------------|---|
| Methodologies | Description |
| Mixed objective/subjective test | I will attend to those students that need explanations to greater of which have given in the sessions magistrales. With this will procure to favour the study of the asignatura of face to the proof of discrimination. Also they will consider the queries of those students with matr3cula partial that need adaptations for his evaluation. |

| Assessment | | | |
|---------------|------------------------|-------------|---------------|
| Methodologies | Competencies / Results | Description | Qualification |
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|---------------------------------|--------------------|--|----|
| Physical exercise | A3 A14 A24 A33 B11 | The students will be able to arrive to obtain a maximum of 2 points in his quantitative qualification as long as they PARTICIPATE ACTIVELY, like minimum, in 70% of the sessions that give. | 20 |
| Mixed objective/subjective test | B1 B2 B17 B19 | This test consists of two sections of questions, each with a value of 5 points: (A) type test: will consist of 50 questions concerning the content exposed during the keynote sessions, both theoretical and practical. There will be 2 options of response, being only one of them correct. For each error, will void a success. (B) type development: will be the approach of 5 open questions which the students must be able to answer in a brief way in a single paragraph. | 60 |
| Collaborative learning | A24 B2 B3 C4 C6 C7 | The students, of individual form or at most in groups of three, will realise a task according to the indications given by the professor in the theoretical sessions, with the end to complement each one of the subjects given in class. The term of presentation of this work is of a week from his date of proposal. | 20 |

Assessment comments

To surpass the asignatura will be ESSENTIAL to have surpassed each one of the four sections of independent way. The students that, by reasons justified (competition of elite, accident, injury, illness, registration partial or judicial request), do not reach 70% of participation in the practical will be able to complement it with a theoretical work that will carry out under the supervision of the professor, in a no upper term to a week after finishing the practices of the matter. These same criterial will keep for the immediately back opportunity. Those that have to go back to enrol, and have surpassed any of the blocks, will respect them the note that have taken out in said block.

Sources of information

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| Basic | <ul style="list-style-type: none">- ASUN, S. (2016). Actividad física y deporte adaptado a personas con discapacidad. Zaragoza: Prensas de la Universidad de Zaragoza.- CALVO, M.A. (2011). Educación física para alumnos con necesidades educativas especiales. PlanetBuk: Granada.- CARRERAS, J. (2013). Actividad física para personas con discapacidad.- HERNÁNDEZ, F.J. (2012). Inclusión en educación física. Barcelona: Inde.- RÍOS, M; RUIZ, P; y CAROL, N. (Coords.) (2014). La inclusión en la actividad física y deportiva. Comité Paralímpico Español- SAÑUDO, B; MARTÍNEZ, V; y MUÑOZ, J. (Coords.) (2012). Actividad física en poblaciones especiales. Salud y calidad de vida. Sevilla: Wanceulen.- TORRES, M.A. et al. (2011). Recursos metodológicos en educación física con alumnos con discapacidades físicas y psíquicas. Alpedrete: Pila Teleña.- () . . <p> </p> |
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| Complementary | <p>- BERNAL, J.A. (2002). El profesor de educación física y el alumno sordo. Sevilla: Wanceulen.</p> <p>- ESCRIBÁ, A. (2001). Síndrome de Down. Propuestas de intervención. Madrid: Gymnos.</p> <p>- CORNAGO, A. (2013). Manual del juego para niños con autismo. Valencia: Psylicom.</p> <p>- Consejo Superior de Deportes (ED.) (2011). Deportistas sin adjetivos. El deporte adaptado a las personas con discapacidad física. Madrid: C.S.D.</p> <p>- MENA, B; NICOLAU, R; SALAT, L; TORT, P. y ROMERO, B. (4º ED.) (2011). El alumno con TDAH. Guía práctica para educadores. Barcelona: Mayo.</p> <p>- PÉREZ, J.A. y SUÁREZ, C. (2004). Educación física para la integración de los alumnos con espina bífida. Alicante: Editorial Club Universitario.</p> <p>- SERRANO, Á. (2015). Educación física para alumnos con discapacidad motora. Madrid: CCS.</p> <p>- VERDUGO, M.A. (2011). Discapacidad intelectual. Definición, clasificación y sistemas de apoyo. Madrid: Alianza.</p> <p>RECURSOS WEB:http://efdeportes.com/efd0/b-afe.htm. Es un apartado de esta revista digital en el que aparece una relación de artículos sobre el mundo de la actividad física para personas con discapacidad.http://sportsciencias.com. En esta revista podemos encontrar artículos científicos interesantes sobre la actividad física adaptada.http://www.eujapa.upol.cz. Esta es la referencia de la revista europea de actividad física adaptada. Actualmente, es una de las de mayor prestigio y reconocimiento internacional. Sus publicaciones son semestrales.http://journals.humankinetics.com/apaq. En este caso estamos tratando de la revista oficial de la Federación Internacional de Actividad Física Adaptada. Tiene facilidad de acceso a sus artículos por encontrarse dentro de los recursos electrónicos de revistas digitales de la UDC. http://www.dafaweb.es/ La Asociación Española de Deporte y Actividad Física Adaptada (AEDAFa) nace con la vocación de aunar la actividad e intereses de profesionales en relación a la actividad física y el deporte adaptado, con un marcado carácter multi- e inter-disciplinar. Los asociados pueden acceder a una información actualizada, caracterizada por su rigor académico y científico.http://www.deporteinclusivo.es/ Es la página del Centro de Estudios sobre Deporte Inclusivo (CEDI). Se trata de un organismo cuyo objetivo es fomentar la iniciación y la promoción deportiva en personas con discapacidad. Se puede considerar puntero a nivel nacional y es el que aporta la información más actualizada sobre cualquier tipo de evento (cursos, jornadas, congresos, etc.) dentro de este ámbito.</p> |
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Recommendations

Subjects that it is recommended to have taken before

Psychology of Physical Activity and Sport/620G01011

Sociology of Physical Activity and Sport/620G01015

Subjects that are recommended to be taken simultaneously

Teaching/Learning Processes in Physical Activity and Sport/620G01022

Healthy Exercise and Quality of Life I/620G01023

Subjects that continue the syllabus

Planning Teaching/Learning Processes in Physical Activity and Sport/620G01035

Healthy Exercise and Quality of Life II/620G01036

Healthy Water Activities and Lifesaving (optional)/620G01042

Other comments

(*The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.