



Teaching Guide

Teaching Guide				
Identifying Data			2020/21	
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	Hybrid			
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	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". 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: 1º) Physical activity and sport for populations with special needs: knowledge, indications and contraindications. 2º) Knowledge and elaboration of intervention programs in physical education to special needs of anatomical-physiological, psychic and / or social maladaptation. 3) Deontological attitude within the compulsory school context in physical activity and adapted sport. All the contents of the subject will be explained in Spanish language.			



Contingency plan

1. Changes in content

All topics and their corresponding sections are kept in full.

2. Methodologies

2.1.- Teaching methodologies that are maintained:

2.1.1.- Master sessions: They will be conducted through videoconferences through Microsoft Teams, respecting the days and times you have scheduled.

2.1.2.- Conceptual map: The contents of each topic will be completed after completion. The corresponding blank model will be uploaded via the Moodle platform, and the correction of each of the maps will be done via telematics during the same session.

2.2.- Teaching methodologies that are modified:

2.2.1.- Collaborative learning: It is reduced to a single work per group (three members in each group). In addition to uploading it to Moodle, they'll have to do a presentation and defense on the Teams platform. Compute in the evaluation.

2.2.2.- Questionnaires: At the end of each topic, students will have to answer a 20-question questionnaire (multiple answer and/or true/false answer) about the contents given in the master sessions. Compute in the evaluation.

2.2.3.- Mixed test: It will consist of a final exam with test questions and test questions.

2.3.- Teaching methodologies that disappear:

Adapted physical activity practices: Due to the impossibility of guaranteeing minimum health measures, scheduled practical sessions are abolished.

3. Personalised student care mechanisms

3.1.- Institutional email: Daily. It will be used to consult on the theoretical contents of the subject or to request virtual tutoring.

3.2.- Moodle: It will be the platform by which students can upload their work and answer the questionnaires raised at the end of each topic.

3.3.- Teams:

3.3.1.- Two weekly sessions for the "big group", in which the master content will be developed.

3.3.2.- A weekly session with each "small group" that will be used to follow up on the work, resolve doubts in this regard, and carry out the presentation and defense of such work.

4. Modifications in the evaluation

4.1.- Questionnaires (70%). They will be performed at the end of each track via Moodle. Themes 1, 2, and 3 will have a value of 10% each. Themes 4 and 5 will have a value of 20% each.

4.2.- Collaborative learning (30%). The criteria to be taken into account when evaluating jobs are:

? Formal issues.

? Depth and development of the theoretical framework.

? Adequacy of the proposal to the requirements raised.

? Use of updated bibliographic fonts.

? Exposure and defense.

*Evaluation Comments:

In order to reach the approval in the matter, the students will have to reach 50% with the sum of the two sections. For

example, 40% in questionnaires plus 10% in collaborative learning would be an approved 5 in the subject.

This assumes that the mixed test (final exam) will only be MANDATORY for those students who do not reach that minimum percentage of 50%.

As for the second chance (July), the same criteria are maintained.

5. Modifications of bibliography or webgraphy

It remains complete with respect to the original teaching guide. In case you have to share any file or link, it will be done through One Drive Office 365.



Study programme competences	
Code	Study programme competences
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.
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	
- 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 inclusion of the people with special needs through the physical activity and the sport adapted.		A33	B1 B2 B11 B17 B19 C4 C6 C7

Contents	
Topic	Sub-topic



- Physical activity and sport adapted for populations with special needs: 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.- Individualized Curricular Adaptations (ICA) in physical education 4.1.- Alternative educational. 4.2.- Phases of the ICA in physical education. 4.3.- Methodological guidelines of performance.
- Knowledge and preparation of programs of intervention in physical education in front of sensory, physical, and mental/behavioral type special needs.	5.- Physical education and sport adapted as a flattering element of school inclusion 5.1.- Physical education and sport adapted for Students with Specific Educational Support Needs (ACNEAE) with sensory disabilities. 5.2.- Physical education and sport adapted for ACNEAE with physical-motor disabilities linked to the nervous system. 5.3.- Physical education and sport adapted for ACNEAE with physical-visceral disabilities. 5.4.- Physical education and sport adapted for ACNEAE with mental disabilities and behavioural disorders.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	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	
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	It consists of a type of test in which essay questions and objective questions will be integrated. As for the test section, they will be open questions of short development. And with regard to the objective questions section, it will be test-like. The language of writing will be Spanish; but if any student wished to do so in another language (Galician or English), there would be no inconvenience as long as they communicated it in writing 15 days before the official date of the exam.

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	Description	Qualification
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 question sections: A) Type test: It will consist of 40 questions regarding the contents presented throughout the master sessions, both theoretical and practical. There will be 2 answer options, being only one of them correct. For each error, a hit will be overridden. B) Type essay: The approach will be made of 2 open questions that students should be able to answer, correctly, following all the requirements that are set out in the statement of each of them.	60
Collaborative learning	A24 B2 B3 C4 C6 C7	The students, distributed in groups of three, will perform a series of tasks according to the indications given by the teacher in the theoretical sessions, in order to complement each of the topics taught in class. The first job will group themes 1, 2, and 3. The second work will include topics 4 and 5. The presentation of these works will be done through the Moodle platform of the University and its deadline will be one week from its date of proposal. Those who do not get the eligible, or have not been sent in a timely manner (Word or PDF file), will be able to resubmit them at the next opportunity.	20

Assessment comments
* Students who, for justified reasons (elite competition, accident, injury, illness, partial enrolment or injunction), do not reach 70% participation in the internships may supplement it with a theoretical work that they will carry out under the supervision of the teacher, within a period not exceeding one week after completing the internship of the subject. * These same criteria will be maintained for the immediately subsequent opportunity. Those who have to re-enrol, and have exceeded one of the blocks, will be respected for the note they have taken in that block for up to two consecutive courses. Otherwise, you will have to meet the requirements of the subject in its entirety.



Sources of information

Basic	- 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. - (). .
Complementary	- BERNAL, J.A. (2002). El profesor de educación física y el alumno sordo. Sevilla: Wanceulen. - ESCRIBÁ, A. (2001). Síndrome de Down. Propuestas de intervención. Madrid: Gymnos. - CORNAGO, A. (2013). Manual del juego para niños con autismo. Valencia: Psylicom. - Consejo Superior de Deportes (ED.) (2011). Deportistas sin adjetivos. El deporte adaptado a las personas con discapacidad física. Madrid: C.S.D. - GÓMEZ, J. (2019). El deporte adaptado en el derecho español. Madrid: Reus Editorial - MENA, B; NICOLAU, R; SALAT, L; TORT, P. y ROMERO, B. (4º ED.) (2011). El alumno con TDAH. Guía práctica para educadores. Barcelona: Mayo. - PÉREZ, J.A. y SUÁREZ, C. (2004). Educación física para la integración de los alumnos con espina bífida. Alicante: Editorial Club Universitario. - SERRANO, Á. (2015). Educación física para alumnos con discapacidad motora. Madrid: CCS. - VERDUGO, M.A. (2011). Discapacidad intelectual. Definición, clasificación y sistemas de apoyo. Madrid: Alianza. RECURSOS WEB: http://efdeportes.com/efd0/b-afe. É un apartado desta revista dixital no que aparece unha relación de artigos sobre o mundo da actividade física para persoas con discapacidade. http://sportsciencies.com. Nesta revista podemos atopar artigos científicos interesantes sobre a actividade física adaptada. http://www.eujapa.upol.cz. Esta é a referencia da revista europea de actividade física adaptada. Actualmente, é unha das de maior prestixio e recoñecemento internacional. As súas publicacións son semestrais. http://journals.humankinetics.com/apaq. Neste caso estamos a tratar da revista oficial da Federación Internacional de Actividade Física Adaptada. Ten facilidade de acceso aos seus artigos por atoparse dentro dos recursos electrónicos de revistas dixitais da UDC. http://www.dafaweb.es/ A Asociación Española de Deporte e Actividade Física Adaptada (AEDFA) nace coa vocación de axuntar a actividade e intereses de profesionais en relación á actividade física e o deporte adaptado, cun marcado carácter multi- e inter-disciplinar. Os asociados poden acceder a unha información actualizada, caracterizada polo seu rigor académico e científico. http://www.deporteinclusivo.es/ É a páxina do Centro de Estudos sobre Deporte Inclusivo (CEDI). Trátase dun organismo cuxo obxectivo é fomentar a iniciación e a promoción deportiva en persoas con discapacidade. Pódese considerar punteiro a nivel nacional e é o que achega a información máis actualizada sobre calquera tipo de evento (cursos, xornadas, congresos, etc.) dentro deste ámbito Therapeutic Recreation Journal (TRJ) é a renombrada publicación trimestral publicada por Sagamore Publishing LLC. A revista, que se publica desde hai máis de 50 anos, ofrece un foro nacional para a investigación e o debate sobre as necesidades das persoas con discapacidade, os problemas que enfronta a profesión, as novas perspectivas de servizo e a recepción de servizos de recreación terapéutica.

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

With the end to improve the system of internal guarantee of quality of our centre, would be convenient that the students attended to the application realised by the UDC, with periodicity quaterly, with regard to participating in the process of evaluation of the matters taught and whose call realises under the name of "AVALÍA" consisting in answering the questionnaires that evaluate the teaching of the teachers in each matter.

(*)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.