



Teaching Guide				
Identifying Data				2022/23
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	2nd 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	
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.



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 afrontarse.
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 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.	<p>5.- Physical education and sport adapted as a flattering element of school inclusion</p> <p>5.1.- Physical education and sport adapted for Students with Specific Educational Support Needs (ACNEAE) with sensory disabilities.</p> <p>5.2.- Physical education and sport adapted for ACNEAE with physical-motor disabilities linked to the nervous system.</p> <p>5.3.- Physical education and sport adapted for ACNEAE with physical-visceral disabilities.</p> <p>5.4.- Physical education and sport adapted for ACNEAE with mental disabilities and behavioural disorders.</p>
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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	13	26	39
Physical exercise	A3 A14 A24 A33 B11	6	12	18
Mind mapping	B2 B3 B5 B6	3	12	15
Collaborative learning	A24 B2 B3 C4 C6 C7	5	20	25
Case study	A7 A24	5	10	15
Objective test	B1 B2 B17	5	10	15
Supervised projects	A14	4	4	8
Mixed objective/subjective test	B1 B2 B17 B19	2	10	12
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 representaci3n s 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.
Case study	If they will confront in front of the description of a specific situation that rises a problem that has to be comprised, valued and resolved by a group of people, through one process of discussion. The students situates in front of a concrete problem (case), that describes him a real situation of the professional life, and owes to be able to analyze a series of facts, referents it a particular field of the knowledge or of the action, to arrive the a decision reasoned through one process of discussion inside the his group of work.
Objective test	Test writing used stop the evaluation of the learning, whose distinctive shot is the possibility to determine if the answers given are or no correct. It constitutes an instrument of measure, elaborated strictly, that allows to evaluate knowledges, capacities, destrezas, performance, aptitudes, attitudes, intelligence, etc. It IS of application so much stop the formative evaluation how sumativa.
Supervised projects	It is referred prioritariamente to the learning of the &quot;How do the things&quot;. It constitutes an option based in the assumption by the students of the responsibility by his own learning. It bases in two basic elements: the independent learning of the students and the follow-up of this learning by the professor-tutora. It will realise of individual way.



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 30 days before the official date of the exam.
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### Personalized attention

Methodologies	Description
Mixed objective/subjective test Objective 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 matrícula partial that need adaptations for his evaluation.

### Assessment

Methodologies	Competencies / Results	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
Case study	A7 A24	The students, distributed in groups of three or four persons, 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 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.	10
Collaborative learning	A24 B2 B3 C4 C6 C7	The students, distributed in groups of three or four persons, 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 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.	10

### Assessment comments



1. It

demands assistance for the evaluation: YES

2. The MINIMUM PERCENTAGE OF ASSISTANCE to the practices so that they compute in the evaluation will be of the: 70%

- The assistance to the practical sessions will be evaluated as long as there is an ACTIVE PARTICIPATION; that is to say, the alumnado involucre in class from the

physical fields-motriz, psychological, affective-emotional and social. Besides, when it finalise the session, will have to answer by writing to a question linked to the practical development of the class. The answer will be given back to the professor in this same moment and will serve to compute the active participation.

- All alumnado that, BY REASONS JUSTIFIED And ACCREDITED (competition of elite, accident, injury, andnfermedad or judicial request) DO not REACH 70% of active participation in the practices BUT YES 60%, will be able to complement it with a work of siones theoretical-practical based in the contents of the sessions to which have been missing and that they will have to deliver, like deadline, the same day of the examination.

3. The REQUIREMENTS TO SURPASS THE ASIGNATURA are:

1ª Opportunity:

Practices of physical activity. Compulsory.

Minimum punctuation=1 (maximum 2). Proofs: Objective proofs (partial Questionnaires). Optativas. Minimum punctuation=3 (maximum 6). They will realise through the Virtual Campus

and in schedule lectivo. It will not realise any questionnaire out of the agreed date to not being by reason justified and accredited as it contemplates in the second section of the point of gives the "Observations evaluation". If it reaches

the minimum punctuation, will not have to realise the mixed Proof. The value of each subject is: Subject 1: 1 point. Subject 2: 1 point. Subject 3: 1 point. Subject 4: 1.5 points. Subject 5: 1.5 points. Mixed proof (Final examination). Compulsory. Minimum punctuation=3 (maximum 6). I will

do presencel according to the academic

calendar. Learning colaborativo. Compulsory.

Minimum punctuation=0.5 (maximum 1). Case study. Compulsory. Minimum punctuation=0.5 (maximum 1). 2ª Opportunity:

Practices of physical activity. Compulsory .

Minimum punctuation=1 (maximum 2). Mixed proof. Compulsory .

Minimum punctuation=4 (maximum 6). Work tutelado. Optativo (maximum 2). They

will develop, of individual way, a work written top proposal of the professor that serve to increase the knowledges given in class.

4. The criteria of mantenimientor of parts surpassed for the second opportunity

are: Those sections

that have surpassed at the earliest

opportunity WILL KEEP WHOLE for the immediately back

opportunity.

5. The criteria of maintenance of parts surpassed in

future announcements of evaluation are: For that alumnado that have to go back to enrol and have surpassed any of the blocks, will respect him the note that dried in said

block during a MAXIMUM OF TWO CONSECUTIVE

COURSES. Of not being like this, will have to fulfil with the requirements

of the matter in his whole.

6. Alumnado With MATRÍCULA

PARTIAL:

1ª Opportunity:

Proofs: Objective proofs (partial Questionnaires). Optativas. Minimum punctuation=5 (maximum 8). They will

realise through the Virtual Campus and

in schedule lectivo. It will not realise any questionnaire out of the agreed date to not being by reason justified and accredited as it contemplates in the second section of the point of gives the "Observations evaluation". If it reaches the minimum punctuation, will not have to realise the mixed Proof. The value of each subject is: Subject 1: 1 point. Subject 2: 1 point. Subject 3: 1 point. Subject 4: 1.5 points. Subject 5: 1.5 points. Mixed proof (final Examination). Compulsory .

Minimum punctuation=5 (maximum 8). It will do face-to-face according to the academic calendar. Learning colaborativo. Compulsory.

Minimum punctuation=0.5 (maximum 1). Case study. Compulsory. Minimum punctuation=0.5 (maximum 1). 2ª Opportunity: Mixed proof. Compulsory.

Minimum punctuation=5 (maximum 8). Work tutelado. Optativo (maximum 2). They will develop, of individual way, a work written top proposal of the professor that serve to increase the knowledges given in class.

#### 7. Availability

of the languages in relation to the proofs written of evaluation: The language of editorial of the mixed and objective proofs will be the SPANISH. But if some/to student/to wished to do it in another language (Galician or English), there would be any problem on condition that you communicate it and by writing with thirty days of antelación to the official date of the corresponding proof.

#### 8. Opciones alternative of evaluation pploughs

SPECIAL CASES: For the alumnado that present of way justified special educational needs, will carry out the adaptations curriculares that correspond following the principle of individualisation and in collaboration with the coordinator of the PAT of the faculty.

#### 9. It does upsetting in

that, to the and as already it has mentioned in the section 3., to realise THE PARTIAL QUESTIONNAIRES (on-line proofs), will employ the platform of the UDC, Through THE VIRTUAL CAMPUS.

#### 10. Very important!: About the CONSEQUENCES OF THE PLAGIARISM in the realisation of the proofs or activities of evaluation:

The fraudulent realisation of proof or activities of evaluation will involve directly the qualification of suspense %or201C0%or201D in the matter and in the corresponding announcement, invalidating like this any qualification obtained in all the activities of evaluation of face to the extraordinary announcement%or201D.

Besides, according to the Law of Convivencia University (BOE no. 48, of 25 February 2022), the academic fraud, considers fault very grave, being able to involve expulsion of 2 to 3 years of the university being recorded in the academic file until his total fulfillment; as well as, the loss of rights of matrícula partial during a course or academic semester (art. 14). It understands by academic fraud any behaviour premeditado tending to falsear the results of an examination or work, own or extraneous, realised like requirement to surpass an asignatura or accredit the academic performance (art.

11)



## Sources of information

<p><b>Basic</b></p>	<ul style="list-style-type: none"> <li>- ASUN, S. (2016). Actividad física y deporte adaptado a personas con discapacidad. Zaragoza: Prensas de la Universidad de Zaragoza.</li> <li>- CALVO, M.A. (2011). Educación física para alumnos con necesidades educativas especiales. PlanetBuk: Granada.</li> <li>- CARRERAS, J. (2013). Actividad física para personas con discapacidad.</li> <li>- HERNÁNDEZ, F.J. (2012). Inclusión en educación física. Barcelona: Inde.</li> <li>- RÍOS, M; RUIZ, P; y CAROL, N. (Coords.) (2014). La inclusión en la actividad física y deportiva. Comité Paralímpico Español</li> <li>- SAÑUDO, B; MARTÍNEZ, V; y MUÑOZ, J. (Coords.) (2012). Actividad física en poblaciones especiales. Salud y calidad de vida. Sevilla: Wanceulen.</li> <li>- TORRES, M.A. et al. (2011). Recursos metodológicos en educación física con alumnos con discapacidades físicas y psíquicas. Alpedrete: Pila Teleña.</li> </ul> <p>&lt;br /&gt;</p>
<p><b>Complementary</b></p>	<ul style="list-style-type: none"> <li>- BERNAL, J.A. (2002). El profesor de educación física y el alumno sordo. Sevilla: Wanceulen.</li> <li>- ESCRIBÁ, A. (2001). Síndrome de Down. Propuestas de intervención. Madrid: Gymnos.</li> <li>- CORNAGO, A. (2013). Manual del juego para niños con autismo. Valencia: Psylicom.</li> <li>- Consejo Superior de Deportes (ED.) (2011). Deportistas sin adjetivos. El deporte adaptado a las personas con discapacidad física. Madrid: C.S.D.</li> <li>- GÓMEZ, J. (2019). El deporte adaptado en el derecho español. Madrid: Reus Editorial</li> <li>- MENA, B; NICOLAU, R; SALAT, L; TORT, P. y ROMERO, B. (4º ED.) (2011). El alumno con TDAH. Guía práctica para educadores. Barcelona: Mayo.</li> <li>- PÉREZ, J.A. y SUÁREZ, C. (2004). Educación física para la integración de los alumnos con espina bífida. Alicante: Editorial Club Universitario.</li> <li>- RUBIN, H.A. (2005). Murderball.</li> <li>- SERRANO, Á. (2015). Educación física para alumnos con discapacidad motora. Madrid: CCS.</li> <li>- VERDUGO, M.A. (2011). Discapacidad intelectual. Definición, clasificación y sistemas de apoyo. Madrid: Alianza.</li> </ul> <p>RECURSOS WEB: <a href="http://efdeportes.com/efd0/b-afe">http://efdeportes.com/efd0/b-afe</a>É un apartado desta revista dixital no que aparece unha relación de artigos sobre o mundo da actividade física para persoas con discapacidade. <a href="http://sportsciencies.com">http://sportsciencies.com</a>. Nesta revista podemos atopar artigos científicos interesantes sobre a actividade física adaptada. <a href="http://www.eujapa.upol.cz">http://www.eujapa.upol.cz</a>Ésta 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. <a href="http://journals.humankinetics.com/apaq">http://journals.humankinetics.com/apaq</a>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. <a href="http://www.dafaweb.es">http://www.dafaweb.es</a> Asociación Española de Deporte e Actividade Física Adaptada (AEDAF) 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. <a href="http://www.deporteinclusivo.es">http://www.deporteinclusivo.es</a>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 enfrenta a profesión, as novas perspectivas de servizo e a recepción de servizos de recreación terapéutica.</p>

## 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.