

<p>POLI ESCOLA SUPERIOR EDUCAÇÃO COMUNICAÇÃO DESPORTO</p> <p>TÉCNICO GUARDA</p>	<h2>SUBJECT DESCRIPTION</h2>	<p><b>MODELO</b> PED.012.03</p>
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<i>Course</i>	<b>Sport</b>					
<i>Subject</i>	<b>Adapted Sport</b>					
<i>Academic year</i>	2023-2024	<i>Curricular year</i>	3rd	<i>Study period</i>	1st semester	
<i>Type of subject</i>	Compulsory	<i>Student workload (H)</i>	Total: 108	Contact: 45	<i>ECTS</i>	4
<i>Professor(s)</i>	Tadeu Ferreira de Sousa Celestino					
<input checked="" type="checkbox"/> <i>Area/Group Coordinator</i> <input type="checkbox"/> <i>Head of Department</i>	<i>(select)</i> Teresa de Jesus Trindade Moreira da Costa e Fonseca					

## PLANNED SUBJECT DESCRIPTION

### 1. LEARNING OBJECTIVES

The Curricular Unit has a set of concerns, of which the students' needs stand out:

- Recognize that special populations are an integral part of a democratic society of and for all;
- Understand and frame sport for people with disabilities in its organizational structures, both nationally and internationally;
- Recognize the different educational intervention programs for physical and sporting activity, as well as their respective scopes of application;
- Act as agents promoting change in the inclusion process;
- Understand the main objectives to be achieved by the regular and systematic practice of sport in special populations;
- Know the main characteristics of different populations;
- Know the main sports practiced in the area of disability: indoor and outdoor practical experiences;
- Develop skills for preparing and implementing sessions and projects within the scope of physical and sporting activity for citizens with disabilities;

The Curricular Unit therefore essentially aims to:

- Identify facilitators and barriers regarding the inclusion process, particularly within the scope of Physical Activity and Sport;
- Characterize special populations by knowing ways to assess motor performance and identifying the main facilitators and barriers for each of them.

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## 2. PROGRAMME

1. Introduction to the curricular unit, “Adapted Sport”
2. Adapted Sport
  - 2.1. Historical Evolution of Adapted Sport
  - 2.2. International and National Evolution
3. The Right to Sport for People with Disabilities
  - 3.1. Documents and legislation
4. Adapted Sport Organizations
  - 4.1. International (International Paralympic Committee-IPC)
  - 4.2. National (Paralympic Committee of Portugal-CPP)
    - 4.2.1. Portuguese Sports Federation for People with Disabilities (FPDD)
    - 4.2.2. National Associations by area of disability
5. Adaptation
  - 5.1. Adaptation concept and its basic principles
  - 5.2. How to adapt: the rules, materials and equipment and instruction.
6. Models of inclusion in physical and sporting activities
7. Characterization of the most common populations with disabilities
  - 7.1. Visual impairment
    - 7.1.1. Concept, definition, etiology and medical classification
    - 7.1.2. Implications for physical and sporting practice
    - 7.1.3. Methodological guidelines for intervention in sporting activities
    - 7.1.4. Sports classification
    - 7.1.5. Adapted sports modalities
  - 7.2. Hearing Disability
    - 7.2.1. Concept, definition, etiology and medical classification
    - 7.2.2. Implications for physical and sporting practice
    - 7.2.3. Methodological guidelines for intervention in sporting activities
    - 7.2.4. Sports classification
    - 7.2.5. Sports modalities
  - 7.3. Neuromotor Disability (Vertebro-medullary Injuries, Cerebral Palsy)
    - 7.3.1. Concepts, definitions, etiologies and medical classification
    - 7.3.2. Implications for physical and sporting practice
    - 7.3.3. Methodological guidelines for intervention in sporting activities

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- 7.3.4.Sports classification
- 7.3.5.Sports modalities
- 7.4. Motor Disability (Spinal cord injury, Spina bifida, Amputation, Muscular dystrophy)
  - 7.4.1.Concepts, definitions, etiologies and medical classification
  - 7.4.2.Implications for physical and sporting practice
  - 7.4.3.Methodological guidelines for intervention in sporting activities
  - 7.4.4. Sports classification
  - 7.4.5.Sports modalities
- 7.5. Neurodevelopmental Disorders
  - 7.5.1.Intellectual Disability
    - 7.5.1.1. Concept, definition, etiology and medical classification
    - 7.5.1.2. Implications for physical and sporting practice
    - 7.5.1.3. Methodological guidelines for intervention in sporting activities
    - 7.5.1.4. Sports classification
    - 7.5.1.5. Sports modalities
  - 7.5.2.Down's syndrome
    - 7.5.2.1. Concept, definition, etiology and medical classification
    - 7.5.2.2. Implications for physical and sporting practice
    - 7.5.2.3. Methodological guidelines for intervention in sporting activities
    - 7.5.2.4. Sports classification
    - 7.5.2.5. Sports modalities
  - 7.5.3.Autism Spectrum Disorders
    - 7.5.3.1. Concept, definition, etiology and medical classification
    - 7.5.3.2. Methodological guidelines for intervention in sporting activities
    - 7.5.3.3. Sports modalities

### 3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

The objectives are in coherence with the objectives of the UC as they enable students to develop, in an autonomous - supervised way, the ability to approach theoretical-scientific and practical objectives of this curricular unit: (1) use theoretical knowledge, constructed in research, in practical exercises in simulated and real environments; (2) demonstrate the ability to work in groups in research, treatment and practical exposure.

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The UC was structured in order to contribute to the understanding of the importance, relevance and benefits of systematizing the “training” process, in correctly prescribing physical and sporting activity.

The aim is also to contribute significantly to the quality of practices, evidenced by well-founded skills of knowing how to be, be and do.

#### **4. MAIN BIBLIOGRAPHY**

DePauw, K., & Gavron, S. (2005). *Disability sport* (2nd Ed.). Champaign: H.K.

Enes, B.P. (2005). *Practicum in adapted physical activity*. Human Kinetics Publishers. Champaign, Illinois.

Rivas, D.S; Vaíllo, R.R. (2012). *Actividades Físicas y Deportes Adaptados para Personas con Discapacidad*. Editorial Paidotribo.

Sherril, C. (1998). *Adapted physical activity, recreation and sport: crossdisciplinary and lifespan* (5th edition). New York: McGraw-Hill (EER 419)

Tejero, J. (2012). Actividad físico deportiva para personas com discapacidad física. In B. Corrales, V. Haro & J. Blas (Eds.), *Actividad física en poblaciones especiales: salud y calidad de vida* (pp. 97-112). Sevilla: Wanceulen Ed. Deportiva.

Tilstone, C.; Florian, L.; Rose, R.eds (2003). *Promocion y desarrollo de Prácticas Educativas Inclusivas*. Madrid: EOS.

Winnick, J. P. (2011). *Adapted physical education and sport*. Champaign, Ill.: Human Kinetics

#### **5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)**

The curricular unit was structured in a learning system based on study topics, planned according to an active pedagogical model, centered on the student, accessibility and the social construction of knowledge. As a way of complementing the face-to-face sessions, a documentary research component will be developed, supervised (scientific-pedagogical support and monitoring) by the teacher, which will allow the association of theoretical content with practical content – creation and real practical implementation in the context of programs adapted to specific needs and adjusted to the health issues stated.

Assessment is continuous and includes:

Assiduity (10%);

Participation (10%);

Research task on one of the program’s contents (30%)

Theoretical-practical Problem Solving (50%)

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## 6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

The achievement of the learning objectives presented involves teaching scientific-technical content that seeks to consolidate through practical experiences of the modalities, consultation and interpretation and practical implementation (micro-teaching) of them.

The emphasis placed on the practical component is in coherence with the objectives of the curricular unit, which aim to develop skills that support their practices of knowing how to be and do, in an integrated, articulated and systematic way.

The proposed evaluation is consistent with the objectives.

## 7. ATTENDANCE

For the purposes of continuous assessment, it is mandatory for students to be present in more than 50% of the total hours of theoretical-practical contact. Student-worker students are not covered by the absence regime.

## 8. CONTACTS AND OFFICE HOURS

Professor	Dia	Horário	e-mail
Tadeu Celestino	Monday	15:30 – 16:30	tadeu.celestino@ipg.pt

## 9. OTHERS

*DELETE SECTION 9. IN COMPLETED SUBJECT DESCRIPTION*

## DATE

**25 de setembro de 2023**

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**SIGNATURES**

*Professor(s), Area/Group Coordinator or Head of Department signatures*

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