

1. BASIC DATA

Subject	Basic Fundamentals of Water Sports Activities
Titration	Bachelor's Degree in Sport Management
School/ Faculty	Physical Activity and Sports Sciences and Physiotherapy
Course	First
ECTS	6 ECTS
Character	Obligatory
Language	English
Modality	Face to face
Semester	Second semester
Academic year	2024/2025
Coordinating Teacher	Guillermo Muñoz Andradas

2. PRESENTATION

This subject aims to provide students with the knowledge and experiences necessary for their training as a manager in the sports field to be comprehensive. In this way, we believe that as a professional related to physical activity and sports, it is essential to have the knowledge of the fundamentals and basic characteristics of aquatic activities within the important demands that have been generated in this specific area in the society of the 21st century. Likewise, this subject will be related to its other analogous subjects (other subjects of sports fundamentals) and to its interdependent and derived subject (management of aquatic facilities), placing itself within the global concept that this training degree is intended to offer.

3. LEARNING OUTCOMES

Knowledge

CON05. It identifies aspects and characteristics of the different sports disciplines that serve as the organizational and governance basis of the different sports bodies.

CON08. Identify the appropriate sports equipment and equipment for each type of activity, identifying the technical characteristics of the different sports spaces.

Competences

COMP02. To design and develop sports services that promote the values inherent to the practice of sport.

4. CONTENTS

The subject is organized into different topics that comprise the following contents:

- CONTENTS
- WATER SPORTS
- AQUATIC FITNESS
- THERAPEUTIC SWIMMING
- NEW TRENDS IN WATER ACTIVITIES

5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies that will be applied:

- Master Lecture /webconference
- Case method.
- Project-based learning.
- Cooperative learning.
- Learning based on workshop teachings.

6. TRAINING ACTIVITIES

The types of training activities that will be carried out and the student's dedication in hours to each of them are identified below:

Face-to-face modality:

Training activity	Number of hours
Master Classes	25h
Individual and/or group work	39h
Group Participatory Activities	8pm
Tutorials	4h
Freelance work	45h
Face-to-face knowledge test	5h
Asynchronous Master Classes	12h
TOTAL	150h

Online mode:

Training activity	Number of hours
Master Classes	5h
Freelance work	30h
Preparation of reports and writings	25h
Group Participatory Activities	25h
Individual and group work	50h
Webinars	7h
Discussions and colloquia through virtual seminars	3h
Virtual Tutorials	5h
TOTAL	150h

7. EVALUATION

The evaluation systems are listed below, as well as their weight on the total grade of the subject:

Face-to-face modality:

Evaluation system	Weight
Face-to-face knowledge tests	30%
Performance Observation	10%
Design and development of practical activities	30%
Preparation of reports and writings	30%

Online mode:

Evaluation system	Weight
Face-to-face knowledge tests	40%
Design and development of practical activities	30%
Preparation of reports and writings	30%

On the Virtual Campus, when you access the subject, you will be able to consult in detail the evaluation activities you must carry out, as well as the delivery dates and evaluation procedures for each of them.

7.1. Ordinary call

To pass the subject in the ordinary call, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 5.0 in the final test, so that it can average with the rest of the activities.

7.2. Extraordinary call

To pass the subject in the extraordinary call, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 5.0 in the final test, so that it can average with the rest of the activities.

The activities not passed in the ordinary call must be submitted, after having received the corresponding corrections from the teacher, or those that were not delivered.

8. SCHEDULE

This section indicates the schedule with delivery dates of assessable activities of the subject:

Assessable activities	Date
Activity 1. Generic objectives of the water activities.	Week 2-3
Activity 2. Session developmentutilitarian objective	Week 4-9
Activity 3. Water sports: water polo, diving, artistic swimming and swimming	Week 9-11
Activity 4. Observation and preparation of a report on the hygienic-rehabilitative objective and utilitarian objective	Week 9
Activity 5. Preparation of sessions and/or work on new trends in aquatic activities/aquatic fitness/therapeutic swimming/recreational swimming	Week 11-15
Activity 6. Final project preparation	Week 15-17
Activity 7. Objective test of knowledge	Week 18

This schedule may be modified for logistical reasons of the activities. Any modification will be notified to the student in a timely manner.

9. BIBLIOGRAPHY

The reference work for the follow-up of the subject is:

- ÁLVAREZ, J.L. (1998) Basic aspects to be taken into account in the characteristics of the aquatic facility, in VI Seminario de Natación Especializada E.N.E, Madrid.
- ARELLANO, R. (1986) Hydrodynamic notions applied to swimming. I.N.E.F Granada
- ARELLANO, R. (2010) Technical swimming training. Madrid: Cultiva libros.
- BARBERO, A. (1994) The planning and programming of aquatic activities in a swimming center, in VI Seminario de Natación Especializada (VI Seminar on Specialized Swimming), E.N.E, Madrid.
- BAELLA, O; LLORET, M. (2002) Water polo. Barcelona: Martínez Roca.
- CABELLO, A. (1997) Swimming for adults. Madrid: Gymnos.
- CALDENTEY, M.A. (1999) Swimming and back care. Barcelona: Inde.
- CASE, L.A. (2001) Aquagym. Fitness program. Exercises, routines, and exercise programs. Barcelona: Hispano Europea.
- CELMA, J. (2004) The ABC of the sports manager. Barcelona: Inde.
- CLAUDIE, P. (2010) Baby swimmers. Madrid: Tutor.
- COLADO, J.C. (2004) Physical conditioning in the aquatic environment. Barcelona: Paidotribo.
- Ed. CEP (2012) Monitor manual of aquatic activities for disabled and pregnant women. Training for employment. Málaga: ICB editores.
- COSTILL, D.L (2001) Swimming: biological and mechanical aspects, technique and training. Barcelona: Hispano-Europea. 8
- FRANCO, P. Y NAVARRO, F. (1980) Swimming. Aquatic skills for everyone. Barcelona: Hispano-Europea.
- GOSÁLVEZ, M. Y JOVEN, A. (1997) Swimming and its sports specialties. Madrid: M.E.C
- GARCÍA, A. (2000) Texts on the subject of swimming. Sports Mastery I and II. I.N.E.F, Madrid.
- GARDINI, P.; CANINO, B. (1996) Water polo course. Barcelona: De Vecchi - GUERRERO, R. (1994) Swimming and health. Barcelona: Paidotribo.
- GUTIERREZ, P. (2009) Cooperative games for the teaching of swimming. Seville: Wenceulen.
- HERNÁNDEZ, F.J et al. (1997) Physical Education, Sport and Attention to Diversity. Málaga: I.A.D
- JIMÉNEZ, J. (1998) Vertebral column and aquatic environment. Madrid: Gymnos
- KIRSCHNER, M; BERGBAUER, M. (2008) Diver's Guide. Barcelona: Omega.
- KOURY, J. (1998) Aquatherapy. Rehabilitation and physiotherapy guide in the pool. Barcelona, Bellaterra.
- LLORET, M. (1998) Water polo. Tactics – Tactics – Strategy. Madrid: RFEN.
- LLORET, M. et al. (2001) Swimming and health. Madrid: Gymnos.

- LLORET, M. (2007) Therapeutic swimming. Barcelona: Paidotribo.
- MAGLISCHO, E.W. (1978) How to swim faster. Hispano-Europea, Barcelona.
- MAESTRE, J.A. (2002) Strategic planning of swimming pool management. Madrid: Gymnos.
- MASIÁ, L; CHULVÍ, I. (2011) Pedaling in the water. Seville, Wenceulen.
- MARTÍN, O. (1993) Games and sports recreation in the water. Madrid, Gymnos.
- MORENO J. A.; GUTIÉRREZ, M. (1998). Methodological bases for learning educational aquatic activities. Barcelona: Inde.
- NAVARRO, F. (1995) Towards the Domain of Swimming. Madrid: Gymnos.
- NAVARRO, F. AND RIVAS, A. (2001) Planning and control of swimming training. Madrid: Gymnos.
- NAVARRO, F. OCA, A. CASTAÑÓN, F.J. (2003) The training of the young swimmer. Madrid: Gymnos.
- NAVARRO, F. (1998) How to control the physical condition of the swimmer, in II Jornadas Madrileñas de natación básica y natación competitiva AETN. Madrid. 9
- NAVARRO, F; OCA, A; RIVAS, A. (2010) Training planning and its control. Madrid: Cultiva Libros.
- OCA, A. Planning the preparation of the young swimmer, in Technical Communications. RFENENE. Year 2002, No. 3.
- PLATONOV, V.N; FESSENKO, S.L. (1994) The training systems of the best swimmers in the world. Barcelona: Paidotribo.
- RAMÍREZ, E; CANCELA, J.Mª. Flexibility in swimming: theoretical basis, in Technical Communications. RFEN-ENE. Year 2002, No. 1
- REISCHLE, K. (1993) Biomechanics of swimming. Madrid: Gymnos.
- Regulations published by the RFEN of the different sports modalities.
- SANDERS, M. (2001) Manual of aquatic fitness 1. Shallow water. Madrid: Gymnos.
- SOUCIE, D. (2002). Administration, organization and sports management. Barcelona: Inde.
- SOLER, A.; JIMENO, M. (1998) Water activities for the elderly. Theoretical foundations and practical sessions. Madrid: Gymnos.
- THOMAS, D.G. (2006) Complete Swimming Guide. Progressive, step-by-step programs from beginner to advanced levels for all ages. Madrid: Tutor.
- VÁZQUEZ, J. (1999) Swimming and the disabled. Madrid: Gymnos.
- V.V.A.A. (1990) Swimming. Madrid: C.O.E.
- V.V.A.A. (1994) Aquatic Rescue and First Aid. F.E.S.S, Madrid.
- V.V.A.A (2003) The importance of swimming in child development. Towards an educational swimming. Madrid: Gymnos.
- V.V.A.A. (2011) Management in sport. Seville: Wenceulen.
- V.V.A.A (2006) Artistic analysis of synchronized swimming. La Coruña: FTGN.
- V.V.A.A (2010) Training of swimming specialties. Madrid: Cultiva libros.
- VERJOSHASKI, I.V (1990) Sports Training. Planning and scheduling. Barcelona: Martínez Roca.
- WESSINGHAGE, T; RYFFEL, M. BELZ, V. (2008) Aquafit. A global training of strength, endurance, coordination and mobility. Barcelona: Paidotribo.
- WILKE, K. (1990) The training of the youth swimmer. Buenos Aires: Stadium. 10

- ZURITA, N. Etiopathy and prevention of injuries in swimming, in Technical Communications. RFEN- ENE. Year 2002, No. 3

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit (ODI) we offer support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility on the different campuses of the university and equal opportunities.

This Unit offers students:

1. Accompaniment and follow-up through the realization of personalized counseling and plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, at the level of methodology and evaluation, in those students with specific educational support needs, thus pursuing equality of opportunities for all students.
3. We offer students different extracurricular training resources to develop various skills that will enrich them in their personal and professional development.
4. Vocational guidance through the provision of tools and advice to students with vocational doubts or who believe that they have made a mistake in the choice of the degree

Students who need educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

The European University encourages you to participate in satisfaction surveys to detect strengths and areas for improvement in the teaching staff, the degree and the teaching-learning process.

The surveys will be available in the survey space of your virtual campus or through your email.

Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.