1. BASIC INFORMATION

Course	Fitness and Wellness: Sport for Health
Degree program	Bachelor's Degree in Sports Management
School	Medicine, Health and Sports
Year	3rd
ECTS	6
Credit type	Compulsory
Language(s)	Spanish / English
Delivery mode	Face-to-face / online
Semester	S1
Academic year	2025/2026
Coordinating professor	Silvio Addolorato

2. PRESENTATION

In today's world, technological developments, lack of physical activity and other unhealthy habits such as smoking and poor diet have all contributed to a more sedentary lifestyle. This has led to an increase in the prevalence of certain health conditions.

On the other hand, regular exercise could help alleviate these problems as it can reduce and/or help control illness rates. As such, the development of strategies that give people the opportunity to be active could have a big impact on their health and, in general, reduce the likelihood of falling ill.

The Fitness and Wellness subject area is taught in the third year of the Bachelor's Degree in Sport Management, training students in various techniques and protocols to safely and effectively implement exercise programmes in healthy adults, children and older people. To do this, the subject area will focus on current trends and needs in the fitness industry.

3. LEARNING OUTCOMES

Knowledge

CON02. Describes the design of an entrepreneurship and business development process, from its conceptualization to its implementation and evaluation, taking into account the individual and contextual characteristics of the company, as well as the historical, technical and ethical principles.

CON04. Recognizes fundamental concepts related to scientific evidence in sports management.

Competences

COMP3. Direct and coordinate teams, both individual and group, in the development of tasks, protocols, processes, and activities related to good exercise practices and physical activity.

COMP7. Fluently develop procedures and protocols for solving sports management problems, including methods, procedures, activities, resources, techniques and processes for different population segments.

COMP9. Organize the promotion of policies, strategies, and programs on aspects of public health, in relation to physical activity and sports (for the prevention of risk factors and diseases), as well as collaborate with other stakeholders in the same, in any professional intervention sector of physical activity and sports.

COMP14. Know and use management tools used in entities that provide physical activity services.

COMP15. Develop business action plans to improve processes that involve material, human or economic resources.

4. CONTENTS

• Physical Activity, Physical Exercise and Health, conceptual framework and implications.
• The preventive value of Physical Activity.
• Psycho-social aspects of Physical Activity and Health.
• Fitness and Health Tests.
• Prescription of Physical Exercise programs in the field of Health.
• Fitness and wellness activities
• Safety in Physical Activity and Physical Exercise for Health Programs.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Cooperative learning
- Case method
- Lectures / web conferences
- Workshop-based learning
- Problem-based learning

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Group work	25
Search for resources and choosing information sources	10

Asynchronous lectures	12
Design of strategies, procedures and intervention plans	24
Lectures	23
Problem-solving and practical exercises	25
Tutorials	4
Independent working	25
On-campus knowledge tests	2
TOTAL	**150**

Online mode:

Learning activity	Number of hours
Group / individual activities	30
Search for resources and choosing information sources	15
Problem-solving	30
Drawing up reports and written work	30
Online seminars	7
Autonomous work	30
Virtual tutoring	6
Virtual assessment tests	2
TOTAL	**150**

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Knowledge tests	30%
Performance observation	5%
Preparation of reports and writings	50%
Oral presentation	15%

Online mode:

Assessment system	Weight
Virtual knowledge tests	60%
Preparation of reports and writings	35%
Participation in debates and colloquia in online forums	5%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1. Case study: behavioural changes in relation to health and the risks associated with exercise.	Weeks 1 to 3
Activity 2. Pre-exercise assessment, cardiovascular risk factors and/or physical fitness test.	Weeks 4 to 7

Activity 3. Promoting health through exercise in adults, children and older people.	Weeks 8 to 9
Activity 4. Information sheets for fitness and wellness activities	Weeks 9 to 12
Activity 5. Case study: implementation of processes to set up exercise programmes at a fitness centre	Weeks 12 to 14
Activity 6. Fitness/wellness facility management.	Weeks 15 and 16
Theoretical/practical knowledge tests	Weeks 18 and 19

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

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- Addolorato, S., García-Unanue, J., Gallardo, L., & García-Fernández, J. (2021). Do scientific approaches lead to innovative social entrepreneurial ventures? The relationship between fitness equipment and stages of life. *Innovation and Entrepreneurship in Sport Management*, 73-121. Edward Elgar Publisihing.
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The recommended Bibliography is:

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Associations / Institutions:

- American College of Sport Medicine. http://acsm.org/
- American Heart Association. http://www.heart.org/HEARTORG/
- Canadian Society for Exercise Physiology. http://www.csep.ca/english/view.asp?x=1
- Eurobarómetro. http://ec.europa.eu/spain/sobre-la-ue/euro-barometro/index_es.htm
- Framingham Heart Study. http://www.framinghamheartstudy.org/
- Imserso. http://www.imserso.es/imserso_01/index.htm
- Instituto Nacional de Estadística. http://www.ine.es/
- McKinley Health Center. http://www.mckinley.illinois.edu/
- National Strengh and Conditioning Association. http://www.nscaspain.com/web/nsca.aspx
- Nurses´s Health Studie. http://www.channing.harvard.edu/nhs/
- Organización Mundial de la Salud. http://www.who.int/es/

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.