

1. BASIC INFORMATION

Subject	Foundations of Sports Initiation and Systematics of Movement
Degree	Bachelor's Degree in Physical Activity and Sport Sciences
School/Faculty	Faculty of Physical Activity and Sport Sciences and Physiotherapy
Year	First
ECTS Credits	6
Type	Compulsory
Languages	Spanish and English
Mode	On-campus
Semestre	S2
Academic Year	2024-2025
Course Coordinator	Laura de la Calle Pérez

2. PRESENTATION

The objective of this subject is to provide students with the basic and necessary knowledge related to human body movement and the practice of physical activity and exercise applicable in any professional context across different age groups and with various goals (health, education, leisure, etc.). It also facilitates the understanding of other subjects included in the curriculum of this degree, creating the fundamental pillars on which the content of these other subjects will be based. The design of this subject aims for the student to develop the necessary skills and competencies to carry out the design of teaching-learning processes, as well as to promote healthy living habits related to physical activity, exercise, and sport.

3. LEARNING OUTCOMES

Knowledge

KON2. Describes the design of a teaching-learning process related to physical activity and sport, considering individual and contextual characteristics of people as well as educational, technical, and ethical principles.

- Identifies specific terminology of human body movements for correct description, classification, and graphical representation of movements and sports gestures.
- Recognizes basic concepts and procedures for conducting a correct mechanical analysis of human movement, considering joint and muscular issues.
- Describes the mechanical behavior of any physical exercise at the joint and muscular levels.

KON3. Describes activities for the prevention, adaptation, and improvement of physical-sport performance and health through physical conditioning and exercise.

- Identifies incorrect and/or harmful body positions during the execution of physical exercises for subsequent correction.

KON4. Identifies strategies and actions to promote healthy habits through physical activity and sport and/or auxiliary interventions that help maintain and improve physical conditioning.

- Describes different types of activities and physical exercise practices aimed at improving physical fitness for health across different population groups and contexts.
- Describes different types of exercises for the development of different basic physical qualities and their integration into some basic level sports modalities for different population groups and contexts.

Skills

COMP2. Design and apply the methodological process consisting of observation, reflection, analysis, diagnosis, technical-scientific evaluation, and/or dissemination in different contexts and in all sectors of professional intervention in physical activity and sport.

COMP6. Identify, communicate, and apply scientific, anatomical-physiological, and biomechanical criteria at an advanced level of skills in the design, development, and technical-scientific evaluation of procedures, strategies, actions, activities, and guidelines to prevent, minimize, and/or avoid health risks in the practice of physical activity and sport in all types of populations.

COMP7. Design and apply, fluently and naturally, consciously and continuously, physical exercise and appropriate, efficient, systematic, varied physical conditioning based on scientific evidence for the development of adaptation and improvement or readaptation processes of certain capabilities of each person in relation to human movement and its optimization; to solve increasingly complex and unpredictable unstructured problems with an emphasis on special populations.

COMP36. Creativity: Create new ideas and concepts based on known ideas and concepts, reaching conclusions or solving problems, challenges, and situations originally in academic and professional environments.

COMP37. Strategic communication: Transmit messages (ideas, concepts, feelings, arguments) both orally and in writing, strategically aligning the interests of the different stakeholders involved in communication in academic and professional environments.

COMP40. Teamwork: Cooperate with others in achieving a shared academic or professional objective, actively participating, empathizing, and exercising active listening and respect for all team members.

4. CONTENTS

Topic 1. Introduction to general concepts of human movement.

Topic 2. Mechanical analysis of movement.

Topic 3. Functional analysis of movement.

Topic 4. Postural hygiene in the practice of physical exercise.

Topic 5. Analysis of physical exercise proposals for the development of functional capacities aimed at improving physical fitness and health.

Topic 6. Analysis of exercise proposals for the development of basic physical qualities linked to sports practice.

5. TEACHING-LEARNING METHODOLOGIES

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

- Masterclass
- Cooperative learning
- Project-based learning

6. FORMATIVE ACTIVITIES

The following types of formative activities and the student's dedication in hours to each of them are identified:

On-campus mode

Formative activity	Hours
Lectures	6
Independent study	56
Debates and discussions	8
Tutoring	12
On-campus evaluation tests	4
Practical application classes	24
Report and essay writing	10
Oral presentations	10
Strategy and intervention plan design	20

7. EVALUATION

The following evaluation systems and their weight on the overall grade for the subject are related:

On-campus modality:

Evaluation system	%
On-campus evaluation tests	40-50%
Oral presentations	5-10%
Reports and essays	15-30%
Design of strategies and intervention plans	20-30%

On the Virtual Campus, when you access the subject, you can check in detail the evaluation activities you must carry out, as well as the submission 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 of 50 or higher out of 100 in the final grade (weighted average) of the subject.

Additionally, to pass the subject in the ordinary call, you must:

- Obtain at least a 5 in each of the on-campus evaluation tests (evaluation system table).
- Obtain at least a 5 in each of the content blocks to be evaluated, as shown in the evaluation system table (oral presentations/reports and essays/design of strategies and intervention plans).
- If any activity/task/work is not submitted by the requested date and time, students will not receive any grade for that submission.
- If you receive a grade lower than 5 in any of the last three blocks (evaluation system table) or any on-campus evaluation test, you must attend the extraordinary call with the tasks or tests that are failed.
- Students who exceed 50% absence in the sessions will automatically lose the ordinary call.

7.2. Extraordinary call

To pass the subject in the extraordinary call, you must obtain a grade of 50 or higher out of 100 in the final grade (weighted average) of the subject.

You must submit the activities not passed in the ordinary call after receiving the corresponding corrections from the lecturer or those that were not submitted.

Additionally, to pass the subject in the extraordinary call, you must:

- Obtain at least a 5 in each of the on-campus evaluation tests (evaluation system table).
- Obtain at least a 5 in each of the content blocks to be evaluated, as shown in the evaluation system table (oral presentations/reports and essays/design of strategies and intervention plans).
- If any activity/task/work is not submitted by the requested date and time, students will not receive any grade for that submission.

8. SCHEDULE

In this section, the schedule with submission dates of the subject's evaluable activities is indicated:

Evaluable activities	Date
Activity 1. Theoretical-practical work (strategy design)	Week 6
Activity 2. On-campus evaluation test	Week 8
Activity 3. Theoretical-practical work (oral presentations)	Week 11
Activity 4. Theoretical-practical work (oral presentations)	Week 9-13
Activity 5. Theoretical-practical work (intervention plans)	Week 13-14
Activity 6. Theoretical-practical work (reports and essays)	Week 15
Activity 7. On-campus evaluation test	Week 15
Activity 8. On-campus evaluation test	Week 16

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

9. BIBLIOGRAFY

Recomended bibligrafy

MOVEMENT STUDY

Calais-Germain, B. (2004). Anatomía para el movimiento (Vol. I). Los libros de la liebre de marzo.

Calais-Germain, B. (2013). Anatomía para el movimiento (Vol. II). Los libros de la liebre de marzo.

Delavier, F. (2017). Guía de los movimientos de musculación: descripción anatómica. Barcelona: Paidotribo.

Di Santo, M. (2012). Amplitud de movimiento. Barcelona: Paidotribo.

Floyd, R.T. (2008). Manual de cinesiología estructural. Barcelona: Paidotribo.

Kapandji, I. A. (2012). Cuadernos de Fisiología articular (Vol. I-II-II). Barcelona: Masson.

Pazos, J.M., y Aragunde, L. (2000). Educación Postural. Barcelona: INDE.

Slomka, G. (2016). Fascias en movimiento. Entrenamiento específico y fisiología de las fascias para mejorar la postura, la fuerza y la flexibilidad. Madrid: Editorial Tutor.

Tercedor, P. (2001). *Actividad Física, Condición Física y Salud*. Sevilla: Wanceulen.

VV.AA. (2019). *Kinesiología y anatomía aplicada a la actividad física*. Barcelona: Paidotribo.

INTRODUCTION TO PHYSICAL EXERCISE TECHNIQUES

Angulo, J. (2007). *Entrenamiento abdominal*. Barcelona: Paidotribo.

Arranz, F.J. (2004). *El ejercicio físico con cintas elásticas*. Sevilla: Wanceulen.

Austin, D. (2005). *Adelgazar y modelar la figura con balón y banda elástica*. Madrid: Tutor.

Basant, P. (2015). *Yoga and Mindfulness Based Cognitive Therapy: A Clinical Guide* [eBook]. Berlin: Springer.

Bosco, J. (2012). *Pilates terapéutico*. Madrid: Panamericana.

Cárceles, R., y Cos, F. (2009). *Manual completo de Pilates suelo*. Barcelona: Paidotribo.

Colleen, C. (2006). *Abdominales con el poder único del balón: más de 100 innovadores ejercicios para desarrollar los abdominales con balones de ejercicios, grandes y pequeños*. Madrid: Tutor.

Delavier, F. y Gundill M. (2011). *Guía de entrenamiento abdominal*. Barcelona: Hispano Europea.

Di Tella, T. (2006). *Pilates*. Argentina: Lumen.

Goldenberg, L. y Twist P. (2002). *Strength ball training. 69 exercises using Swiss balls and medicine balls*. Champaign: Human Kinetics.

Herman, E. (2007). *Pilates con accesorios: rodillo, banda elástica, círculo mágico, pelota*. Barcelona: Paidotribo.

Isacowitz, R. (2016). *Manual completo de Pilates*. Barcelona: Paidotribo.

Jenkins, N., y Brandon, L. (2010). *Anatomía y yoga para la salud y la postura*. Barcelona: Paidotribo.

Lisa, W. (2020). *La técnica del fitball: desarrollo de ejercicios*. Barcelona: Paidotribo.

Rial, T., y Pinsach, P. (2015). *Técnicas hipopresivas*. Madrid: Ediciones Cardeñosos.

INTRODUCTION TO GYMNASTIC SKILLS AND ACROSPORT

Araiz, O. (2007). *Creación coreográfica*. Buenos Aires: Libros del Rojas.

Araújo, C. (2004). *Manual de ayudas en gimnasia*. Barcelona: Paidotribo.

Arteaga, M., Viciano, V. (2007). *Las actividades coreográficas en la escuela*. Barcelona: INDE.

Bessi, F. (2016). *El mundo de la gimnasia artística: en teoría y práctica*. Buenos Aires: Dunken.

Calvo, A. (2002). *Gimnasia artística: manual de iniciación*. Sevilla: Wanceulen.

Etapé, E. (2002). *La acrobacia en gimnasia artística: su técnica y su didáctica*. Zaragoza: INDE.

Palmisciano, G. (2018). 500 ejercicios de equilibrio. Barcelona: Hispano Europea.

Sáez, F. (2003). Gimnasia artística: los fundamentos de la técnica. Madrid: Biblioteca Nueva.

Vernetta, M., López, J., y Panadero, F. (2009). El acrosport en la escuela. Barcelona: INDE.

10. UNIT OF EDUCATIONAL GUIDANCE AND DIVERSITY

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

From this Unit, we offer students:

1. Guidance and follow-up through personalized advice and plans for students who need to improve their academic performance.
2. In terms of diversity, we make non-significant curricular adjustments, that is, in terms of methodology and evaluation, for students with specific educational support needs to ensure equal opportunities for all students.
3. We offer students various extracurricular training resources to develop different skills that will enrich their personal and professional development.
4. Vocational guidance by providing tools and advice to students with vocational doubts or who believe they have made a mistake in their choice of 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 identify strengths and areas for improvement regarding faculty, the degree program, and the teaching-learning process.

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

Your feedback is necessary to improve the quality of the degree program.

Thank you very much for your participation.