

1. BASIC DATA

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|-----------------------------|---|
| Subject | Climbing I |
| Titration | Bachelor's Degree in Physical Activity and Sport Sciences |
| School/ Faculty | Medicine, Health and Sports |
| Course | Second |
| ECTS | 3 ECTS |
| Character | Optional |
| Language/s | Spanish |
| Modality | Face |
| Semester | S4 |
| Academic year | 25-26 |
| Coordinating Teacher | Alberto Ochoa de Ocáriz |

2. PRESENTATION

Climbing is presented as a sporting activity framed among the "risk sports". In the last two decades he has developed a high degree of specialization that has been supported by the Spanish Olympic medal at the Tokyo 2022 Olympics. This has led to a high increase in the number of practitioners at amateur and professional level. Hence, the industry multiplies around competitions, with the appearance of numerous climbing walls, new equipment brands and climbing associations. The wide growth of this adventure sport is observed not only as an activity or leisure sport, but as a model of active tourism or due to the popularity of indoor climbing as training and as a sport within urban sports.

For this reason, this subject will create the foundations to be able to practice this activity safely within the canons of respect for the natural environment. For which experiential learning will be developed on the climbing equipment, the practice of this sport and training in specific training within this sport, knowing the main injuries and their prevention.

3. LEARNING OUTCOMES

Knowledge

WITH2. It describes the design of a teaching-learning process related to physical activity and sport, taking into account the individual and contextual characteristics of people, as well as educational, technical and ethical principles.

- Select the methodology and specific resources for the development of young climbers to individualize the process.
- Prepare specific climbing technique sessions that take into account the needs of the practitioners according to their current level.

Skills

HAB02. Design tasks, progressions, and physical exercise strategies aimed at health and sports performance based on individual variables and environmental conditions.

- Assesses basic gestural bouldering technique
- Apply didactics to the gestural technique of bouldering
- Move around safely

Competences

CP01. Describe, elaborate and apply the procedures, strategies, activities, resources, techniques and methods that intervene in the teaching-learning process efficiently, developing the entire course of action in all sectors of professional intervention of physical activity and sport (formal and informal physical-sports education; physical and sports training; physical exercise for health; physical activity and sport management).

CP05. Guide, design, apply and technically-scientifically evaluate physical exercise and physical condition at an advanced level, based on scientific evidence, in different areas, contexts and types of activities for the entire population and with emphasis on special populations such as: the elderly (elderly), schoolchildren, people with disabilities and people with pathologies, health problems or similar (diagnosed and/or prescribed by a doctor), taking into account gender and diversity.

CP37. Strategic communication: Transmit messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the different agents involved in communication in the academic and professional environment.

CP41. Critical analysis. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data that lead to effective and valid decision-making.

4. CONTENTS

Topic 1. History, origin and evolution of sport climbing: degrees, federation, disciplines, Olympic Games and job opportunities

- Climbing competition modalities (Olympic Games, regulations)
- World and Spanish Federation (IFSC, FEDME)
- Qualifications and competitions in indoor and outdoor climbing

Topic 2. Equipment and facilities for bouldering

- Personal material (climbing shoes, clothing, magnesite, magnesium)
- Complementary material in block (crashpad, brushes)
- Indoor block climbing facilities (Types and styles of setting, block styles, block adjustment are

Topic 3. Basic gestural technique of bouldering: practice, evaluation, learning, tools and safety

- Initial gestural assessment of a training subject (biomechanical analysis)
- Assessment test and assessment tools (campus, suspension tables, training walls)
- Basic climbing techniques in indoor climbing

5. TEACHING-LEARNING METHODOLOGIES

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

- Masterclass
- Guided discovery
- Challenge-based learning

- Cooperative learning

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 |
|---|-----------------|
| Lectures | 6 |
| Practical Application Classes | 9 |
| Freelance work | 28 |
| Debates and colloquia | 4 |
| Tutorials | 6 |
| Knowledge Tests | 2 |
| Oral presentations of papers | 3 |
| Design of strategies and intervention plans | 8 |
| Preparation of written reports | 6 |
| TOTAL | 72 |

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 assessment tests | 40% (40-50%) |
| Work on the design of strategies and intervention plans | 30% (20-30%) |
| Performance evaluation (rubric) | 20% (15-30%) |
| Oral presentations | 10% (5-10%) |

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 4.0 in the final test, so that it can average with the rest of the activities.

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.

- Obtain a grade equal to or greater than 5.0 in the written theoretical test.
- Attend 100% of the practical classes where assessable activities are carried out
- Attend all activities marked as mandatory

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.

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.

- Obtain a grade equal to or greater than 5.0 in the written theoretical test.

8. SCHEDULE

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

| Assessable activities | Date |
|--|-------------|
| Technical-tactical and biomechanical analysis of a climber | March-April |
| Dossier on gestural technique in climbing | June |
| Assessment test of a training subject | June |
| Individualized climbing session | May-June |
| Theoretical Exam | June |

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:

- Aubel, O., & Lefevre, B. (2022). What climbing means...: The diversity of climbers in 2020. *Journal of Outdoor Recreation and Tourism*, 40, 100585.
- Consuegra, S. (2019). *Climbing training based on scientific evidence*. Ed. Desnivel
- Lutter, C., Tischer, T., & Schöffl, V. R. (2021). Olympic competition climbing: the beginning of a new era—a narrative review. *British journal of sports medicine*, 55(15), 857-864.
- Mobraten, M. & Christophersen, S. (2020). *The bible of climbing*. Ed. Desnivel
- Richter, J., Beltrán, R. B., Köstermeyer, G., & Heinkel, U. (2020). Human Climbing and Bouldering Motion Analysis: A Survey on Sensors, Motion Capture, Analysis Algorithms, Recent Advances and Applications. *VISIGRAPP (5: VISAPP)*, 751-758.

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.