

1. BASIC INFORMATION

Course	Physical Activity and Health
Degree program	Bachelor in Sport Sciences
School	Physical Activity and Sports Sciences and Physiotherapy
Year	3º
ECTS	6
Credit type	Obligatory
Language(s)	Spanish and English
Delivery mode	In person
Semester	S6
Academic year	2026-2027
Coordinating professor	Lidia B. Alejo

2. PRESENTATION

The inverse relationship between the practice of Physical Activity and cardiovascular diseases, hypertension, heart attacks, osteoporosis, type two diabetes, obesity, colon cancer, breast cancer, anxiety and depression continue to increase more and more. This situation is causing public and private institutions to increase actions and programs aimed at increasing the practice of Physical Activity in all types of population.

Despite all this, recent studies have established that the percentage of inactive population in Europe is around 35%, a worrying aspect for the future of our population. These unhealthy lifestyle habits can cause a multitude of physical disorders.

Under this framework, it is essential that students of Physical Activity and Sports Sciences acquire knowledge about how to intervene through physical activity and exercise on the prevention of diseases. The subject "Physical Activity for Health" is taught in the third year of the degree in Physical Activity and Sports Sciences in the second semester. It has a value of 6 ECTS and is a mandatory subject within the degree that is taught in Spanish and English. Taking into account the training profile that the student is expected to achieve, it provides the student with basic and specific training on the benefits of Physical Activity and Health and how to apply them through exercise programs in a healthy population. The subject follows an order when planning the contents that allows the student to acquire knowledge progressively. The ECTS for this subject include master classes, case analysis, problem-based learning, directed work, tutorials and hours of autonomous work and cooperative learning.

All of this will allow the future graduate to acquire the knowledge and skills necessary to carry out a correct pre-exercise evaluation, as well as the development of exercise programs for healthy populations and with special considerations such as children and the elderly.

3. LEARNING OUTCOMES

Knowledge

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

- Classifies the population according to health-related issues.
- Identifies health issues through a physical fitness assessment.
- Demonstrates knowledge of exercise recommendations for the general population.
- Demonstrates knowledge of exercise recommendations for people with additional needs: adults and children.

Skills

SK02. Designates exercise-related tasks, progress indicators and strategies to promote health and sports performance based on individual variables and environmental conditions.

- Applies concepts of promoting physical activity/exercise.

Competences

- COMP8. Develop and draw on the expertise needed to analyse, design and evaluate tests that seek to assess and control physical fitness, and physical/sporting performance.
- COMP11. Analyse, identify, assess, promote, adapt and evaluate strategies, initiatives and activities that prompt the public to adopt active lifestyles and engage in the regular and healthy practice of physical activities, sports and exercises in an appropriate, effective and safe way; in a bid to improve their overall health, well-being and quality of life, and with a focus on particular groups such as senior citizens (the elderly), schoolchildren, people with disabilities and people with diseases, health problems or similar conditions (diagnosed and/or prescribed by a physician), taking into account gender and diversity considerations.
- COMP12. Design, promote, advise on and implement appropriate and diverse physical activity, exercise and sports programmes, and conduct technical/scientific evaluations of them. These programmes must be tailored to the needs, requirements and characteristics of individuals and groups within the entire population, with a focus on senior citizens (the elderly), women, diverse populations, schoolchildren, people with disabilities and people with diseases, health problems or similar conditions (diagnosed and/or prescribed by a physician).
- COMP14. Stress the importance of educating, disseminating information and providing ongoing guidance to people and leaders in relation to the benefits, significance, characteristics and positive effects of engaging regularly in physical activities, sports and exercise; the risks and injuries to which inappropriate practices may give rise; and the factors and criteria of appropriate practices, as well as information, guidance and advice in relation to opportunities to engage in appropriate physical activities and sports in their environment, in any professional sector.
- COMP15. Promote educational policies, strategies and programmes on aspects of public health, in relation to physical activity and sport (to prevent risk factors and diseases); and cooperate with other agents involved in such initiatives: in any area of professional activity within the sport and physical activity sector.
- COMP40. Teamwork. Cooperate with others in shared academic or professional objectives, participating actively, empathically and exercising active listening and respect for all members.
- COMP41. 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.

- COMP42. Resilience. Adapt to adverse, unexpected situations that cause stress, whether personal or professional, overcoming them and even turning them into opportunities for positive change.

4. CONTENT

Topic 1. Key concepts of health-oriented physical activity/exercise

Topic 2. Promotion of health-oriented physical activity/exercise

Topic 3. Health Screening

Topic 4. Health assessment based on physical fitness

Topic 5. Exercise recommendations for the general population

Topic 6. Exercise recommendations for people with additional needs: adults and children

5. TEACHING-LEARNING METHODOLOGIES

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

- Lecture
- Case method
- Project-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
Lecture	12
Practical application classes	18
Independent work	56
Debates and discussions	8
Tutorials	12
Knowledge tests	2
Case analysis	22
Design of strategies and intervention plans	20

TOTAL	150
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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
In-person evaluation tests	40-50%
Case/problem	20-30%
Design work for strategies and intervention plans	20-40%

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 4.0 in the activities and a grade of 5.0 in the final exam in order for it to count towards the final grade.

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 4.0 in the activities and a grade of 5.0 in the final exam in order for it to count towards the final grade.

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 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.

Actividades evaluables	Fecha
Activity 1. Informed consent (MA: CI)	Semana 2
Activity 2. Cardiovascular risk factors, metabolic syndrome and model of states of change report (MA: One World y transdisciplinary)	Semanas 3
Activity 3. Physical condition test (MA: Data Driven)	Semana 6
Activity 4. Test report and exercise recommendations	Semana 8
Activity 5. Exercise planning	Semanas 7 y 8
Activity 6. Final Inform and summary exhibition	Semana 16
Activity 7. Feedback participante	Semana 16
Activity 8. Exam of Cardiorrespiraty Factors Risk	Semana 4
Activity 9. Exam Antropometry	Semana 4 y 5
Activity 10. Exam UA5	Semana 10

9. BIBLIOGRAPHY

- Books:
 - American College of Sports Medicine. (2021). ACMS's Guidelines for Exercise Testing and Prescription. The point: Baltimore.
 - American College of Sports Medicine. (2014). ACMS' Resources for the Health Fitness Specialist. Wolters Kluwer: USA
 - Airaska, D. (2002). Physical activity and health. Online website: www.sobrentrenamiento.es
 - Bandura, A. A Social Foundations of Thought and Action: A Social Cognitive Theory. Prentice-Hall: USA
 - Becker, M.H. Maiman, LA. Kirscht, J.P. Don, PH. Drachman, R.H. (1977). The Health Belief Model and Prediction of Dietary Compliance: A Field Experiment. J Health Soc Behav.
 - Devís, J. et al. (2000). Physic activity, sport and health. INDE: Barcelona.
 - Font, P. (2003). 3rd age. Physical activity and health. Paidotribo: Barcelona
 - Golding, L. (2000). YMCA Fitness Testing and Assessment Manual. Human Kinetics: USA.
 - Heyward, V. (2014). Physical Fitness Assessment and Exercise Prescription. Panamericana: Madrid.
 - López, J. López, L. (2008). Clinical Exercise Physiology. Panamericana: Madrid.
 - Naclerio, F. (2010). Sports training. Fundamentals and applications in different sports. Panamericana: Madrid.

- Rikli, R. E. Jessie Jones, R.C. (2001).Senior Fitness Test Manual. Human Kinetics.

Institutions

- American College of Sports 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>
- Eurobarometer. http://ec.europa.eu/spain/sobre-la-ue/euro-barometro/index_es.htm
- Framingham Heart Study. <http://www.framinghamheartstudy.org/>
- Imsero. http://www.imsero.es/imsero_01/index.htm
- Statistics National Institute. <http://www.ine.es/>
- McKinley Health Center. <http://www.mckinley.illinois.edu/>
- National Strength and conditioning association. <http://www.nscaspain.com/web/nsca.aspx>
- Nurses' Health Study. <http://www.channing.harvard.edu/nhs/>
- World Health Organization. <http://www.who.int/es/>

Also, in each of the class presentations, the scientific articles recommended reading for students will be indicated.

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.