1. BASIC INFORMATION

Course	Swimming & Water Activities III
Degree program	Bachelor's Degree in Physical Activity and Sports Sciences
School	Physical Activity and Sports Sciences and Physiotherapy
Course	4th
ECTS	6
Character	Compulsory
Language/s	Spanish/English
Modality	Face-to-face
Semester	S7 and S8
Academic year	27-28
Coordinating Proffesor	Alfonso Trinidad Morales

2. PRESENTATION

The subject of Swimming III corresponds to the third level of one of the 12 sports that can be applied for in the degree in CAFYD. It is a subject that tries to provide content based on training, physiology, competition analysis, planning, but in general, sports performance in swimming. It is the continuation of the subjects of Swimming I and Swimming II. It has a fundamentally theoretical-practical character in which pool sessions are combined with the analysis of times and practice of different types of training.

3. LEARNING OUTCOMES

Knowledge

KON3. Describes geared towards prevention, adaptation and improvement of physical and sporting performance and health through physical condition and exercise.

- Describes concepts related to principles of fitness training for the discipline of swimming.
- Uses competition analysis to identify the errors in technical swimming movements, in order to determine the possible causes that affect swimming training.

Skills

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

- Implements progressive activities to aid the learning and training of specific sporting skills in swimming.
- Designs specific sessions aimed at training physical abilities in swimming.
- Develops a swimming training programme.

- Assess physical fitness and prescribe targeted physical exercises for the swimmer, implementing programmes developed for water environments.

Competences

COMP2. Formulate and apply a methodological process based on observation, reflection, analysis, assessment, performance, technical/scientific evaluation and/or dissemination in various contexts, in all areas of professional practice related to physical activity and sport.

COMP7. Design and implement—in a straightforward, natural, conscious and continuous manner—appropriate, effective, systematic and varied physical exercise and fitness programmes, based on scientific evidence, for the purpose of enabling individuals to adapt, improve or refresh certain skills related to human movement and its optimisation; ultimately to resolve unstructured problems of an increasingly complex and unpredictable nature, with a focus on particular groups within the population.

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.

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

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.

4. CONTENTS

- TOPIC 1. The analysis of swimming competition.
- TOPIC 2. Endurance training in swimming.
- TOPIC 3. Strength training in swimming.
- TOPIC 4. Speed training in swimming.
- TOPIC 5. Flexibility training in swimming.
- TOPIC 6. Swimming training planning.

5. TEACHING-LEARNING METHODOLOGIES

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

- Masterclass
- Learning based on workshop/laboratory teachings.

- Case method.
- Cooperative learning.
- Simulation environments.

6. LEARNING 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:

Campus-based mode:

Learning activity	Number of hours
Lectures	12
Practical Application Classes	18
Oral presentations of papers	10
Freelance work	56
Debates and colloquia	8
Mentoring	12
Face-to-face assessment tests	2
Activities in workshops and/or laboratories	20
Preparation of reports and writings	6
Case Analysis	6
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
Face-to-face assessment test	40-50%
Oral presentations	5-10%
Workshop-laboratory practice notebook	15-25%
Case/Problem	5-20%
Reports and Briefs	10-20%

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, the student must have a score equal to or greater than 5.0 in each of the parts that make up the subject. Otherwise, the student(s) will be kept the part(s) passed.

The student may pass the subject with a continuous evaluation as long as the student has attended at least 80% of the face-to-face classes *(only two practical sessions in the pool and 4 theoretical sessions may be missed).* In the event of exceeding the limit of absences, the student will go directly to extraordinary evaluation.

If the student does not participate in a pool practice, it will be considered as half attendance.

7.2. Extraordinary call

To pass the subject in the extraordinary call, the student must have an assessment equal to or greater than 5.0 in each of the parts, maintaining the same type of evaluation as in the ordinary call.

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.

Finally, the student must present the recordings of the practical sessions in the pool, in their role as coach and swimmer, in which the development of the session/sessions is clearly and correctly shown.

8. SCHEDULE

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

Assessable activities	Date
Activity 1. Startup test	Week 2
Activity 2. Competition analysis	Week 3
Activity 3. Analysis of the competition with Kinovea.	Week 3
Activity 4. Design and control of sessions for the improvement of endurance	Week 4
Activity 5. Design and control of sessions for strength improvement	Week 6
Activity 6. Talk by a National Swimming Coach on technification and training of physical qualities	Week 7
Activity 7. Session design and control for speed improvement	Week 8
Activity 8. Talk about training in Paralympic Swimming	Week 9
Activity 9. Session design and control for improved flexibility	Week 10
Activity 10. Learning workshop related to endurance, strength, speed or flexibility training	Week 13
Activity 11. Visit to the Valdelafuentes Sports Center	Week 14
Activity 12. Knowledge Tests	Week 15

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

- Navarro, F; Oca, A; Rivas, A (2010) Training planning and control. Ed. Cultivalibros. Madrid
- Navarro, F; Oca, A (2011) Physical training in swimming. Ed. Cultivalibros. Madrid Recommended bibliography is indicated below:
- Morouço PG, Marinho DA, Amaro NM, Peréz-Turpin JA, Marques MC.(2012). Effects of dry-land strength training on swimming performance: a brief review. J. Hum. Sport Exerc. Vol. 7, No. 2, pp. 553- 559.
- Fernandes, R., & Vilas-Boas, J. (2012). Time to exhaustion at the VO2max velocity in swimming: a review. Journal of human kinetics, 32, 121-134.
- Arellano, R. (2010). Kinematic analysis of swimming competition. http://www.rfen.es/publicacion/campeonatos/files/rfen100/2010/2010XXXX1009/AnalisisCompetici on2010.pdf
- Neiva, H. P., Marques, M. C., Barbosa, T. M., Izquierdo, M., & Marinho, D. A. (2014). Warm-up and performance in competitive swimming. Sports Medicine, 44 (3), 319-330.
- Pyne, D. B., & Sharp, R. L. (2014). Physical and energy requirements of competitive swimming events. International journal of sport nutrition and exercise metabolism, 24 (4), 351-359. • Sousa, A. C., Vilas-Boas, J. P., & Fernandes, R. J. (2014). Kinetics and Metabolic Contributions Whilst Swimming at 95, 100, and 105% of the Velocity at. BioMed research international, 2014
- Figueiredo, P., Morais, P., Vilas-Boas, J. P., & Fernandes, R. J. (2013). Changes in arm coordination and stroke parameters on transition through the lactate threshold. European journal of applied physiology, 113 (8), 1957-1964.
- Templestowe, V., & Victoria, M. (2015). The Effects of Concurrent Aerobic Training and Maximal Strength, Power and Swim-Specific.

The complementary bibliography is indicated below:

- Related National Journals (NSW, Technical Communications, Apunts...)
- International Journals (Swimmin research, BMS...)
- Databases (sport discus, google academic...)

Here are some recommended links to the subject:

- http://www.rfen.es/publicacion/
- http://www.masnatacion.com/
- http://www.i-natacion.com/
- https://revistas.innovacionumh.es/index.php/investigacionactividadesacuatica/index
- https://www.worldaquatics.com/
- https://www.omegatiming.com/
- https://www.swimrankings.net/

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. 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.