

## 1. BASIC INFORMATION

<b>Course</b>	Fitness and Personal Training
<b>Degree program</b>	Bachelor in Sport Sciences
<b>School</b>	Physical Activity and Sports Sciences and Physiotherapy
<b>Year</b>	4º
<b>ECTS</b>	6
<b>Credit type</b>	Optative
<b>Language(s)</b>	Spanish and English
<b>Delivery mode</b>	Optional
<b>Semester</b>	S7 and S8
<b>Academic year</b>	2027/2028
<b>Coordinating professor</b>	Susana Moral

## 2. PRESENTATION

Currently, one of the most important and influential fields in the health field is the Fitness and personal training sector.

Knowing how to develop good work in gyms, health centres, personal training, group classes is one of the fundamental options that graduates must know how to handle.

Exercise techniques are a way of working that combines knowledge of training, biomechanics, injuries and exercise physiology in a practical context. Therefore, with this subject, the aim is for graduates to be able to handle with ease and in a practical way the different most current exercise techniques in the field of Fitness with and without a musical base and how to carry out personal training with healthy clients or with some pathology or special need.

This subject is taught in the 4th year and is optional, specializing the student to work with people in the field of fitness and personal training, being able to work with different population groups.

## 3. LEARNING OUTCOMES

### Skills

AB2. Plan physical exercise activities, progressions and strategies to promote health and sports performance based on individual and environmental factors.

- Teaches a group class.

- Designs mind-body sessions.
- Demonstrates the correct technique of exercises used in the fitness industry.
- Develops workouts for women based on their physiological responses and adaptations to exercise.
- Assesses the functional capacity of users in the fitness industry.
- Builds a personal brand in the fitness industry.

### **Competences**

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).

COMP13. Develop and implement programmes to promote, guide, coordinate and monitor physical activity, exercise and sports for the entire population, and conduct technical/scientific evaluations of said programmes. These programmes must be geared towards particular groups, in the presence of a professional or carried out independently, in various spaces and in any area of professional activity within the sport and physical activity sector (formal and informal physical education and sports instruction; physical and sports training; health-focused exercise; physical activity and sports management), according to the capabilities and needs of the public, in a bid to promote autonomy and understanding, and to maximise participation in suitable physical activities and sports.

COMP17. Adopt a straightforward approach to formulating procedures and protocols to resolve unstructured problems of an increasingly complex and unpredictable nature, while developing and drawing on expertise in the features, methods, processes, activities, resources and techniques that characterise basic motor skills, physical activities, sports skills, play, physical expression through movement and dance, and nature activities in an adequate, effective, systematic, varied and methodologically integrated manner for the entire population, 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, in any area of professional activity within the sport and physical activity sector.

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. CONTENT

Topic 1. Group classes

Topic 2. Mind-body techniques

Topic 3. Functional assessment in personal training

Topic 4. Women, pregnancy and personal training

Topic 5. Practical applications of personal training

Topic 6. Personal branding in the Fitness industry

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Masterclass
- Case method
- Challenge-based learning
- Cooperative 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	10
Practical application classes	20

Independent work	56
Debates and discussions	8
Tutorials	12
Knowledge tests	4
Case analysis	22
Oral presentations	6
Design of strategies and intervention plans	12
<b>TOTAL</b>	<b>150</b>

#### Online mode:

Learning activity	Number of hours
<b>TOTAL</b>	

## 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 test	40-50%
Oral Presentations	5-10%
Case/problem	20-35%
Performance observation	15-25%

Online mode:

Assessment system	Weight

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 final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

A continuous evaluation will be carried out that will include face-to-face classes with active methodologies, works, practices, exhibitions, etc. To be eligible for this continuous evaluation, you must attend at least 90% of the practical sessions. Absences cannot be justified except for reasons of force majeure.

### 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 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:

Assessable activities	Deadline
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Activity 1: Design of sessions for collective classes	Week 1
Activity 2: Design of mind-body sessions	Week 3
Activity 3: Objective test of Women and exercise	Week 6
Activity 4: Design of PT sessions for strength work and analysis of exercise selection	Week 8
Activity 5: theoretical-practical exam of muscle tests	Week 10

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:

- KENDALL, F.P., MUSCULOS: PRUEBAS, FUNCIONES Y DOLOR POSTURAL (5ª ED.) Ed. Marbán

The recommended Bibliography is:

- AMERICAN COLLEGE OF SPORT MEDICINE. Manual de Consulta para el Control y la Prescripción de Ejercicio. Ed. Paidotribo, Barcelona 2000.
- COLADO, J.C. y MORENO, J. A. Fitness Acuático. Ed. INDE, Barcelona 2001.
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- GARCÍA MANSO, J.M., NAVARRO, M., y RUIZ CABALLERO, J.A. Bases teóricas del entrenamiento deportivo. Ed. Gymnos, Madrid 1996.
- HEYWARD, V.H. Evaluación y prescripción del ejercicio. Ed. Human Kinetics, Madrid 1996. HOWELY, E.T. y DON FRANKS, B. Manual del Técnico en Salud y Fitness. Ed. Paidotribo, Barcelona 1995. MC.ARDLE, W.D., KATCH, F.L. y KATCH, V.L. Fisiología del ejercicio. Energía, nutrición y rendimiento humano. Edita Alianza Editorial y CSD, Madrid 1990. S.
- MARTÍN, M. Aeróbic y Fitness; Fundamentos y principios básicos, Madrid, Ed. Esteban Sanz 2000. SOUCHARD, P.E. Stretching Global Activo. Ed. Paidotribo, Barcelona 1996.
- NORRIS, C.N. La Guía Completa de los Estiramientos. Ed. Paidotribo, Barcelona 2001.
- RUÍZ ALONSO, J.G. Fuerza y Musculación. Sistemas de entrenamiento. Ed. Agonos, Zaragoza 1990. COMETÍ, G. Métodos modernos de musculación. Ed. Paidotribo, Barcelona 1998.

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- WAYMEL, T. y CHOQUE, J. 250 Ejercicios de Estiramiento y Tonificación Muscular. Ed Paidotribo, Barcelona 2000.
- YEN-LING, S. Tai Chi Chuan: Los ejercicios básicos. Ed. Paidotribo, Barcelona 2003.
- SÁNCHEZ BAÑUELOS, F. La actividad física orientada hacia la salud. Ed. Biblioteca Nueva, Madrid 1996.

## 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](mailto: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.