SYLLABUS

1. Course title:

The Basics of Adaptive Physical Activity

2. Code:

3. Cycle of study:

1

4. ECTS credits:

4

5. Type of course:

○ Mandatory ◉ Elective

6. Prerequisites:

No

7. Class restrictions:

8. Duration / semester:

15 3

9. Weekly contact hours:

9.1. Lectures: 3

9.2. Seminars: 0

9.3. Laboratory/Practice classes: 0

10. Faculty:

Faculty of Physical Education and Sport

11. Department/study program:

Faculty of Physical Education and Sports

12. Lecturer:

prof.dr.sc..Indira Jašarević, vanr. prof

13. Lecturer's e-mail:

Indira.jasarevic@untz.ba

14. Web site:

(max. 50 characters)

15. Course aims:

The aim of theoretical teaching of physical and medical education is to educate students on the specific contents of physical and medical education in the students with disorders in psychophysical development.

16. Learning outcomes:

Students should become aware of the disparities in growth and development of students with developmental disabilities, recognize the clinical picture, and select specific kinesiological agents with regard to individual students' needs. Students are expected to understand the importance of application of program resources for physical and medical education in children with special needs. It is expected that students will develop their creative and organizational skills in creating and implementing program content.

17. Course content:

Introducing students with the subject's goals, shilabus (curriculum, program, scoring and grading method) Definition of the concept of children with special needs
Normal motor development
Types of Developmental Disorders
- special features for working with visual impairment students (developmental characteristics, recommendations for teaching staff, teaching methods)
- special features for hearing impaired students (developmental characteristics, recommendations for teaching staff, teaching methods)
- special features for students with speech and speech communication disorders (developmental characteristics, recommendations for teaching staff, teaching methods.

Specialties for working with students and motor disorders and chronic diseases, developmental characteristics, adaptation in teaching;
Mental retardation
- Intelligence Categories of mental retardation
- Rehabilitation and kinesitherapy of mentally retarded children
- Clinical picture (characteristics of certain categories of mental retardation)
- characteristics of the development of a mentally retarded child - specialties for working with students with reduced intellectual abilities
Difficulties in learning
- Hyperactivity
- Requirements related to adaptation in teaching Attention Disorder
- specialties for working with students with specific learning disabilities, analysis of written tests

Students with emotional disturbances
- specialties for working with students with behavioral disorders
- developmental characteristics
- adaptation of teaching work

- Children with cerebral palsy
- kinesitherapy

Autism
- specialties for working with students from the aural spectrum
- developmental characteristics
- adjustments in teaching
Development of the motor and characteristics of children with Dawn's syndrome,
- motor skills
Cerebral Palsy, Clinical Image, Kinesitherapy Nuromuscular diseases, kinesitherapy and manual muscular assay.
Physical Education and Children with Special Needs, Special Olympics
Integration of students with PP, inclusion, inclusion of children with special needs in sports activities

18. Learning methods:

19. Assessment methods:

For example, the exam score was based on the total number of points the student obtained by fulfilling the pre-requisites and passing the exam, according to the quality of the acquired knowledge and skills, and contains a maximum of 100 points and is determined according to the following scale:

Student Obligations	Points
Presence in lectures and exercises	5
Student Activity	15
Colloquium I	30-40
Colloquium II	30-40
Final Exam	25-50

20. Assessment components:

Rating system: 54-63 - six 64-73 - seven 74-83 - eight 84 - 93 - nine 94-100 - ten

21. Required reading list:

DOŠEN A., (1993): «Psihičko zdravlje i psihička bolest kod osoba s mentalnom retardacijom: O čemu se radi?»
Iz knjige: «Aspekti mentalnog zdravlja i mentalna retardacija», LEXINGTON BOOKS, New York, 1993.
2. DOŠEN A., IGRIĆ LJ., (2002): «Unapređivanje skrbi za osobe s mentalnom retardacijom» Matra projekt 1999_2002, Sinopsis predavanja i vježbi; Zagreb, 2002.
3. IGRIĆ LJ., SEKUŠAK-GALEŠEV S., (1996): Priručni materijal za kolegij «Mentalna retardacija», Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu.
4. Paty.R., (2004):Adapted Games and Activites.
5.Winnick J., (2010): Adapted physical Education and sport.
6.Rappaport Morris, Schulc, L. (1989):Creative PlayActivites for Childern whit Disabilities

22. Web sources:

(max. 687 characters)

23. Applicable starting from the academic year:

2015/16

24. Adopted in the Faculty/Academy session:

(max. 10 char.)