

Subject	Major Disabilities and Adapted Physical Activity		
Type	Type	Semester	ECTS
	MANDATORY (M)	2	4
Lecturer	Dr. Agron Thaqi		
Goals and objectives	<p>The purpose of the course is to introduce students to the principles and practices of physical activity adapted to individuals with primary disabilities. Students will examine different types of disabilities, their implications on participation in physical activity and strategies for adapting physical activities to meet different needs. The course will cover theoretical frameworks, assessment techniques, program design and implementation strategies for promoting inclusive physical activity experiences. In addition, students will critically analyze social attitudes, policies and ethical considerations related to disability and physical activity.</p>		
Learning outcomes	<p>During the course, students will be able to:</p> <ul style="list-style-type: none"> • Understand the characteristics and implications of major disabilities in participating in physical activity. • Explore theoretical frameworks and models relevant to tailored physical activity. • They learn assessment techniques to assess individual needs and skills. • Develop skills in designing and implementing tailored physical activity programs. • Analyze strategies for creating inclusive and accessible physical activity environments. • Apply knowledge and skills to promote participation and empowerment of individuals with disabilities. • Analyze the psychological and sociological aspects of physical activity in people with disabilities. 		
Content	Java	Topics	
	1	Syllabus Presentation	
	2	Introduction to Key Disability, Definition and Classification	
	3	Impact on physical activity and health	
	4	Theoretical basis of adapted physical activity; Social model of disability	
	5	Sports Models of Major Disabilities	
	6	Evaluation of tailored physical activity; <ul style="list-style-type: none"> • Functional assessments • Assessments of motor skills Behavioral assessments	
	7	Program design and adaptation strategies; <ul style="list-style-type: none"> • Principles of adaptation • Individualized program planning Modifying assistive equipment and technologies	
	8	Mid-exam – 1	
9	Comprehensive physical activity environments; <ul style="list-style-type: none"> • Universal principles of design • Accessibility Considerations Creating supportive social climates		

	10	Ethical considerations in tailored physical activity	
	11	Psychological and sociological aspects of physical activity in persons with disabilities	
	12	Application and Implementation; Case studies and practical applications	
	13	Project Presentation	
	14	Presentation of practical tasks	
	15	Mid-exam – 2	
Teaching/learning methods	Activity		Weight (%)
	Lectures		30%
	Laboratory		40%
	Research		20%
	Independent and group learning		10%
Methods of Evaluation	Methods of evaluation:		%
	Participation		10%
	a) Medium-term exam-1		30%
	b) Medium term exam - 2		30%
	Course design (developing a training program for a certain group with disabilities)		40%
ECTS Workload	Activity	Weekly hours	Workload
	Lectures	2	24
	Lab	n/a	12
	Independent learning	n/a	44
	Examination preparation	n/a	20
Literature	<ul style="list-style-type: none"> • Robert D. Steadward (2003). Tailored Physical Activity, ISBN: 978-0888643759. University of Alberta Press • Martin E. Block (2016). Teacher's Guide to Tailored Physical Activity (Including Students with Limited Sports and Recreational Disabilities), 4th edition, ISBN: 978-1598576696 • Thomas, N. ve Smith, A. (2008). Disability, Sport and Society. Routledge, England. • Nigel Thomas and Andy Smith (2009). Disability, Sport and Society • An introduction. • Kyonosuke Yabe Ph. D., Katsuhiko Kusano, Hideo Nakata (eds.) (1994). Adapted Physical Activity: Health and Fitness 		
Ethical standards	This course follows the UBT College Code of Ethics, requiring all students to behave accordingly. Any instance of academic misconduct, including but not limited to fraud, plagiarism, or other forms of dishonesty, will lead to significant penalties like failure of specific assessment or the entire course, as well as further disciplinary measures in line with UBT College's academic integrity policies.		
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