

<b>Subject</b>	Sport Activities to Help Social Resilience in Emergencies and Natural Disasters		
<b>Type</b>	Type	Semester	ECTS
	MANDATORY (M)	3	4
<b>Lecturer</b>	Dr. Nagip Lenjani		
<b>Aims and Objectives</b>	<p>To explore the role of sport and physical activity in fostering social resilience, psychological well-being, and community recovery in emergency and post-disaster contexts. The aim of the course lays on the objectives below:</p> <ul style="list-style-type: none"> <li>Analyze the impact of disasters on physical and mental health.</li> <li>Evaluate the effectiveness of sport-based interventions in crisis settings.</li> <li>Develop strategies for implementing inclusive and adaptive sport programs.</li> <li>Examine case studies of sport initiatives in disaster recovery.</li> <li>Assess the role of international organizations in sport for development and relief.</li> </ul>		
<b>Learning Outcomes</b>	<p>Upon completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Critically analyze the role of sport and physical activity in promoting social resilience and psychological recovery in disaster-affected communities.</li> <li>Design and implement sport-based interventions tailored to diverse emergency and post-disaster settings.</li> <li>Evaluate the effectiveness of sport initiatives in enhancing community cohesion and individual well-being after crises.</li> <li>Apply leadership and coaching strategies to facilitate inclusive and adaptive physical activity programs for displaced and vulnerable populations.</li> <li>Assess and integrate policies and frameworks from international organizations to support sport-driven disaster recovery efforts.</li> </ul>		
<b>Content</b>	<b>Week</b>	<b>Topics</b>	
	<b>Syllabus presentation</b>		
	1	Understanding Social Resilience in Crisis Situations	
	2	The Role of Sport in Disaster Response and Recovery	
	3	Psychological and Emotional Benefits of Sport in Emergencies	
	4	Physical Activity as a Tool for Community Engagement	
	5	Adaptive and Inclusive Sports for Disaster-Affected Populations	
	6	Designing Sport Programs for Emergency and Post-Disaster Settings	
	<b>Mid-term exam – 1</b>		
	7	Case Studies of Sport Interventions in Disaster Recovery	
	8	Physical Rehabilitation Through Sport in Post-Disaster Scenarios	
	9	Leadership and Coaching Strategies in Emergency Sport Programs	
	10	The Role of International Organizations in Sport-Based Disaster Relief	
11	Monitoring and Evaluating the Impact of Sport in Disaster Recovery		
12	Practical Applications and Final Project Presentations		
<b>Mid-term exam – 2</b>			
<b>Teaching/Learning Methods</b>	<b>Activity</b>		<b>Weight (%)</b>
	Lectures		40%
	Lab		40%
	Research		10%
	Independent learning		10%
<b>Assessment Methods</b>	<b>Methods of assessment:</b>		<b>%</b>
	Participation		10%
	a) Mid-term exam -1		20%
	b) Mid-term exam - 2		20%
	Lab		50%
<b>ECTS Workload</b>	<b>Activity</b>	<b>Weekly hours</b>	<b>Workload</b>
	Lectures	2	24
	Lab	n/a	12
	Independent learning	n/a	44

	Examination preparation	n/a	20
<b>Literature</b>	<ul style="list-style-type: none"> <li>• Bauman, A. E., &amp; Nutbeam, D. (2014). <i>Evaluation in a nutshell: A practical guide to the evaluation of health promotion programs</i> (2nd ed.). McGraw-Hill Education.</li> <li>• Keim, M. E. (2018). <i>Building human resilience: The role of public health preparedness and response as a climate change adaptation strategy</i>. American Journal of Preventive Medicine, 54(2), 259-263. <a href="https://doi.org/10.1016/j.amepre.2017.07.009">https://doi.org/10.1016/j.amepre.2017.07.009</a></li> <li>• Henley, R. (2010). <i>Helping children cope with stress: A guide for teachers</i></li> <li>• Schulenkorf, N., Sherry, E., &amp; Rowe, K. (2016). <i>Sport and development: An introduction</i>. Routledge.</li> </ul>		
<b>Ethical standards</b>	This course follows UBT College's Code of Ethics, requiring all students to behave accordingly. Any case of academic misconduct, including but not limited to cheating, plagiarism, or other forms of dishonesty, will lead to significant punishment such as failure of the specific assessment or the entire course, as well as further disciplinary measures in accordance with UBT College's academic integrity policies.		
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