COURSE OF STUDY *Motor and Sport Science*

ACADEMIC YEAR *2023-2024*

SUBJECTS

Technical and Didactic Theory of Motor and Sport Activities for Different Abilities

Clinical Psychology

Social Psychology

Special Didactics and Pedagogy

INTEGRATED COURSE: *PSYCHOLOGICAL AND MOTOR SCIENCES FOR DIFFERENT ABILITIES*

General information	
Year of the course	III year
Academic calendar (starting and ending date)	I semester
Credits (CFU/ETCS):	12 CFU of which: 3 pertaining to TECHNICAL AND DIDACTIC THEORY OF MOTOR AND SPORT ACTIVITIES OF DIFFERENT SKILLS 2 pertaining to CLINICAL PSYCHOLOGY 5 pertaining to SOCIAL PSYCHOLOGY 2 pertaining to SPECIAL PEDAGOGY AND DIDACTICS
SSD	TECHNICAL AND DIDACTIC THEORY OF MOTOR AND SPORT ACTIVITIES OF DIFFERENT SKILLS (M-EDF/01) CLINICAL PSYCHOLOGY (M-PSI/08) SOCIAL PSYCHOLOGY (M-PSI/05) SPECIAL PEDAGOGY AND DIDACTICS (M-PED/03)
Language	Italian
Mode of attendance	In presence (not mandatory)

Professor/Lecturer	
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Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
300	*120*		*180*
CFU/ETCS			
12	*12*		

Learning Objectives	The integrated course aims to train students on the main topics being studied and updated continuously in the respective educational, pedagogical and psychological disciplines, delving into theories, definitions and constructs related to well-being and assessment-intervention methodologies detailed in the teaching content.
Course prerequisites	Basic knowledge of motor and sport science

Teaching strategies	The organization of the course includes frontal, interactive and laboratory lectures, flipped-classroom, using slides, literature references, examples, clinical cases, in-depth seminars as supporting materials
Expected learning outcomes in terms of	
Knowledge and understanding on:	○ Technical and didactic theory of motor and sport activities for different abilities: analytical knowledge of the founding principles of motor and sport activities for different abilities for the design of new learning contexts. ○ Clinical psychology: theoretical and operational skills to critically address the study and analysis of the epistemological, methodological and procedural foundations of clinical psychology, with emphasis on learning assessment-intervention methods in the psychological-functional continuum. ○ Social psychology: analytical knowledge of theoretical perspectives and issues related to social psychology. ○ Special pedagogy and didactics: analytical knowledge of the issues and problems of special pedagogy and didactics.
Applying knowledge and understanding on:	○ Technical and didactic theory of motor and sport activities for different abilities: advanced study knowledge, which presupposes a critical understanding of the founding theories and principles of the discipline, will enable the evaluation and adaptation of training programs to inclusive contexts for different abilities, promoting student participation in projects and cases that require the practical application of the knowledge acquired to analyze and improve motor performance from an integrated perspective ○ Clinical psychology: theoretical-methodological skills and critical reworking of psychological constructs learned in frontal and seminar lectures and during the analysis of clinical cases will be applied in motor training and in the design of sports programs aimed at promoting psychological and psychosocial well-being ○ Social psychology: development of methodological skills in analyzing and evaluating the constructs of social psychology, with acquisition of conceptual and practical tools for understanding the complexity of psychological processes involved in sporting social contexts and

	promoting prosocial behavior in group dynamics and leadership of sporting groups, proactively resolving conflicts
Soft skills	The integrated course will be aimed at the maturation of skills geared toward developing autonomy in learning and carrying out individual and group in-depth studies on the foundational constructs of the different disciplines. Communication, comprehension and production skills will be promoted, also assessing appropriateness and correctness of scientific language. Additional soft-skills subject to assessment will be the skills of: critical reflection on the topics covered in the programs of each discipline; problem-solving skills; mastery in describing and analyzing the foundational constructs of each discipline; understanding of educational and psychosocial processes with critical-comparative analysis of strategies applicable in different social and sporting contexts. These skills will be honed and at the same time assessed through guided class discussions in the context of teaching sports disciplines and psychological and pedagogical techniques learned. Students will also be provided with the opportunity, through reports/presentations and Q&As, to stimulate debate on the application of evidence-based constructs and practices pertaining to the course disciplines to training and motor performance promotion methods. The critical skills being assessed will, therefore, be aimed at the promotion of biopsychosocial well-being and applied to individual and group contexts
Syllabus	
Content knowledge	- Technical theory and didactics of motor and sports activities for different skills: basic knowledge useful for structuring skills essential to the design of adapted motor and sports activities, aimed at the well-being of the person in relation to the resources and constraints present; insights in the motor, psychological and pedagogical fields, addressed to the solicitation, empowerment and maintenance of personal and social autonomy; training processes and paths of integration and inclusion in the motor sciences. - Clinical psychology: introduction to clinical psychology and assessment (neuro)psychology; life cycle psychology; mind-body processes and psychosomatics; integrated interventions for biopsychosocial well-being. - Social psychology: the epistemological foundations of social psychology; the social thinking; self, identity and society; identity and sports practice; the people in groups: interpersonal relationships in sport; conformity and social change; leadership and management of sports groups; effectiveness personal and collective in different sports disciplines; cohesion in groups; attitudes, stereotypes and prejudices; conflict and sport. - Pedagogy and special education: how the discipline was born and developed; main concepts of special pedagogy (diversity, disability, impairment, inclusion, special needs, etc.); international classifications (from ICDH to ICF); special education and tools of inclusive education for pupils with ASD; development of special documentation (including on an ICF basis); evaluation of inclusion; bullying and cyberbullying at school.
Texts and readings	*Teoria tecnica e didattica delle attività motorie e sportive per le diverse abilità: Ambrosio G., Perez D., & Tafuri D. (2011). Le basi funzionali della formazione motoria e sportiva nella disabilità cognitiva. Cuzzolin.* *Psicologia clinica: 1) Burla, F. (2019). Psicologia Clinica e Psicopatologia. Piccin Ed. 2) De Caro, M.F., Taurisano, P., Calia, C., Abbatantuono, C. (2022). Modelli e profili neuropsicologici delle patologie neurodegenerative. Franco Angeli Ed.* *Psicologia sociale: 1) Hogg, M.A., & Vaughan, G.M. (2016). Psicologia sociale. Teorie e applicazioni (a cura di Luciano Arcuri), capp. 1, 2, 3, 5, 6. Pearson. 2) Manzi, C., & Gozzoli, C. (2009). Sport: Prospettive psicosociali. Carocci.*

	Pedagogia e didattica speciale: 1) Amati, I. (2022). La didattica inclusiva. Teorie e pratiche per i disturbi specifici dell'apprendimento. Pensa Multimedia. 2) Lodi, D., Barbieri, M., Buiani, M., & Seghi, G. Corporeità e difficoltà di apprendimento. La Morcelliana.
Notes, additional materials	Relevant laws and regulations, any slides and handouts, guidelines and materials produced by faculty. Please check the syllabus for topics.
Repository	Teams code: eqan0ag. The link is active for both didactic material, potential online activities and appointments (where specified)

Assessment	
Assessment methods	The final assessment will take place with an oral test (collegiate examination) for each module, on the official dates of the minutes, possible in-progress exercises.
Assessment criteria	The student should show possession of the following skills: 1. Knowledge and understanding skills: mastery of the theoretical and practical foundations of each discipline. 2. Applied knowledge and understanding: appropriate skills to promote assessment and intervention in sports contexts. 3. Autonomy of judgment: ability to interpret data in psychosocial, pedagogical and sport contexts. 4. Communication skills: ability in mastering the scientific language of each discipline.
Final exam and grading criteria	The student must demonstrate knowledge of the topics under study and understanding of the issues related to them, as well as having reached a level of knowledge sufficient to independently develop interpretive arguments 1) Failure to pass the test: insufficient knowledge of course content, insufficient evaluative and argumentative skills, lack of basic knowledge. 2) 18 to 21: sufficient or barely more than sufficient preparation; minimal knowledge of the institutes and issues addressed in the course; presence of gaps not particularly relevant; 3) 22 to 24: average preparation characterized by not particularly in-depth knowledge and gaps that can be filled in the continuation of the course overall considered; 4) from 25 to 27: overall good preparation although not particularly thorough; technical language and expressive ability adequate; 5) 28 to 30: excellent or excellent preparation; technical language and expressive ability punctual and precise; 6) 30 cum laude: preparation, technical language, expressive and argumentative ability of the highest level
Further information	
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