<table>
<tr><td>Subject</td><td colspan="3">Adapted Physical Activity in Major Disabilities</td></tr>
<tr><td rowspan="2">Type</td><td>Type</td><td>Semester</td><td>ECTS</td></tr>
<tr><td>MANDATORY (M)</td><td>3</td><td>4</td></tr>
<tr><td>Lecturer</td><td colspan="3">Dr. Sc. Blerta Abazi</td></tr>
<tr><td>Aims and Objectives</td><td colspan="3">This course focuses on adapting physical activities for individuals with major disabilities, considering physical, intellectual, and sensory impairments. Students will learn to identify the specific needs of these groups and create tailored physical activity programs aimed at enhancing well-being and overall functioning. Special emphasis will be placed on using innovative methods and interdisciplinary approaches to increase participation and performance among individuals with disabilities.</td></tr>
<tr><td>Learning Outcomes</td><td colspan="3">Upon completion of this module, students shall be able to:
Analyze and adapt physical activities for individuals with physical, intellectual, and sensory disabilities.
Design safe and effective training programs for individuals with specific needs.
Assess the physical capacities and limitations of individuals with disabilities to plan effective training interventions.
Work in interdisciplinary teams with other professionals to improve the physical well-being of individuals with disabilities.
Utilize research methods to evaluate the effectiveness of adapted programs.</td></tr>
<tr><td>Content</td><td colspan="3"><table>
<tr><td>Week</td><td>Topics</td></tr>
<tr><td>1</td><td>Syllabus presentation</td></tr>
<tr><td>2</td><td>Introduction to the Concept of Disability and Adaptation of Physical Activities
Classification of disabilities and their impact on physical activity.
Principles of adapting physical activities.</td></tr>
<tr><td>3</td><td>Physical Impairments and Physical Activity
Analysis of physical impairments and adaptation of exercise programs.
Use of technological tools in exercise programs for individuals with physical limitations.</td></tr>
<tr><td>4</td><td>Intellectual Disabilities and Physical Activity
Pedagogical approaches to training individuals with intellectual disabilities.
Training motor and cognitive skills.</td></tr>
<tr><td>5</td><td>Sensory Disabilities and Adaptation of Training
Physical activities for individuals with visual and hearing impairments.
Strategies for active inclusion in sports.</td></tr>
<tr><td>6</td><td>Planning and Evaluation of Adapted Programs
Methods for assessing physical performance and improvement in groups with disabilities.</td></tr>
<tr><td>7</td><td>Ethics and Sensitivity in Working with People with Disabilities
The role of social sensitivity and ethics in training individuals with disabilities.</td></tr>
<tr><td>8</td><td>Mid-term exam – 1</td></tr>
<tr><td>9</td><td>Adapted Physical Activity in Neuromuscular Disorders
Overview of common neuromuscular disorders (e.g., muscular dystrophy, multiple sclerosis).
Designing physical activity programs to maintain function and mobility.</td></tr>
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	10	**Integration of Adaptive Technology and Assistive Devices in Physical Activity** • The role of technology and assistive devices in supporting physical activity for individuals with disabilities. • Examples of adaptive equipment for different disabilities (e.g., wheelchairs, prosthetics, communication devices).
	11	**Case Studies and Practical Application**
	12	**Developing a practical training program for a specific case.**
	13	**Discussion of challenges and successes in program implementation.**
	14	**Project presentation**
	15	**Mid-term exam – 2**

Teaching/Learning Methods	Activity	Weight (%)
	Lectures	30%
	Lab	40%
	Research	20%
	Independent learning	10%
Assessment Methods	**Methods of assessment:**	%
	Participation and engagement in lectures and practical sessions	10%
	a) Mid-term exam -1	30%
	b) Mid-term exam - 2	30%
	Course project (developing a training program for a specific group with disabilities)	30%

ECTS Workload	**Activity**	**Weekly hours**	**Workload**
	Lectures	2	24
	Lab	n/a	12
	Independent learning	n/a	44
	Examination preparation	n/a	20

Literature	• Sherrill, C. (2004). *Adapted Physical Activity, Recreation, and Sport: Crossdisciplinary and Lifespan*. McGraw-Hill. • Winnick, J. P., & Porretta, D. L. (2016). *Adapted Physical Education and Sport*. Human Kinetics. • Goodwin, D. L. (2017). *Physical Activity and Sport for Individuals with Disabilities: Foundations of Adapted Physical Activity*. Routledge. • 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 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.
Contact	blerta.abazi@ubt-uni.net