

 Politécnico da Guarda Escola Superior de Educação, Comunicação e Desporto		GUIA DE FUNCIONAMENTO DA UNIDADE CURRICULAR			MODELO PED.007.02		
<i>Course</i>	Master in Sports Science			<i>Academic year</i>	2021/2022		
<i>Subject</i>	AquaFitness			ECTS	5		
<i>Type of course</i>	Compulsory						
<i>Year</i>	1	<i>Semester</i>	2nd semester	<i>Student Workload:</i>			
<i>Professor(s)</i>	Bernardete Antunes Lourenço Jorge			<i>Total</i>	135	<i>Contact</i>	30
<i>Area Disciplinary Coordinator</i>	Carolina Vila-Chã						
Planned SD							

1. LEARNING OBJECTIVES

At the end of the course unit the student was be able to:

1. Know the theoretical bases that support the implementation of aquatic activities;
2. Understand the benefits of aquatic activities in different populations.
3. Plan, prescribe and implement programs of aquatic fitness and functional water training;

2. PROGRAMME

A – Fundamentals of Aquatic Fitness

- Population (prescription and gains);
- Benefits (body weight, muscular development, energy expenditure, social relationships);
- Session characteristics (introduction, cardiorespiratory development, muscular improvement and returning to calm);
- Intensity manipulation (anatomic levers, palmar orientation, additional equipment's, musical cadence);
- Music and choreography (structure and musical rhythm, choreography methods).

B – Annual planning for aquatic fitness

- Primary conditionings of planning (week schedule, annual calendar, holydays);
- Peak forms (bi-annual or tri-annual);
- Working components (cardiovascular development or muscular improvement);
- Energetic systems (aerobic capacity and aerobic power);
- Training methods (continuous vs short intervals, general vs specific);
- Training means (equipment and variants);

C– Aquatic Fitness Variants and their specifics

- Deepwater training (equipment, basic postures and exercises, musical rhythm, practical demonstration);
- Aquapilates (principles, posture and breathing correction, mobility, material adaptability);
- Aquacombat (exercise conjugation, intensity levels);
- Circuit training;
- Hydro senior;
- Aquazumba.

3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

The content A “Fundamentals of Aquatic Fitness” is related with the skill 1 “Know the theoretical bases that support the implementation of aquatic activities. The contents C “Aquatic Fitness Variants and their specifics” related with the skill 2 “Understand the benefits of aquatic activities in different populations”. The content C “Annual planning for aquatic fitness” is related with the skill 3 “Plan, prescribe and implement programs of aquatic fitness and functional water training”.

4. MAIN BYBLOGRAPHY

- ADAMI, M. (2002). Aquafitness. Civilização Editores. Porto.
- AQUATIC EXERCISE ASSOCIATION. (2008). Standards and guidelines for aquatic fitness programming. Nokomis, FL: Aquatic Exercise Association.
- BAINES, S., MURPHY, S. (2010). Aquatic exercise for pregnancy: a resource book for midwives and health and fitness professionals. 1st edition, M&K Publishing.
- BARBOSA, T., QUEIRÓS, T. (2005). Manual Prático de Atividades Aquáticas e Hidroginástica Lisboa: Ed. Xistarca.
- BRODY, L., GEIGLE, P. (2009). Aquatic exercise for rehabilitation and training. 1st edition, Human Kinetics.
- EDWARDS, M. (2017). Deep End of the Pool Workouts. USA: Ulysses Press.
- LAINE, M. (2015). Water Exercises. USA: Human Kinetics.
- SIPOLLA, C. (2019). Teaching Aqua Yoga. Altona Canadá: FriesenPress.
- WARMAN, J. (2020). Water Aerobics for Seniors. Independently Published.

5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

Teaching Methodologies

Theoretical sessions: develop students' knowledge about aquatic activities. Theoretical-practical lessons: consolidate student's perception about water training methods while conducting practical sessions in a simulated context. Tutorial orientation: develop the ability to implement aquatic programs.

Evaluation rules

The final evaluation focused on the student's performance in the theoretical component (30%) by presenting the critical analysis of a scientific article and portfolio with the lesson plans carried out throughout the semester.

Also a practical component was evaluated by the performance in one practical session (70%). When failed to accomplish the minimum mark (10 values) the student had a final exam (100%).

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

Teaching methods were selected to maximize the acquisition of skills defined:

Lectures using multimedia apparatus. This methodology was used to present fundamental contents related to bases of aquatic fitness and functional water training described in the skills 1 and 2.

Application of the skills acquired during lectures in practical and simulated classes to consolidate the skill 3 "Plan, prescribe and implement programs of aquatic fitness and functional water training".

7. ATTENDANCE

Was followed the regime of attendance in vigor at the School of Education, Communication and Sport.

8. CONTACTS

bernardete@ipg.pt

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