

## PLANNING FORM FOR AN EDUCATIONAL PROGRAMME

### GENERAL INFORMATION

**(info on reading and using the form)**

### BASIC INFORMATION

Name of programme:

‘European Master of Adapted Physical Activity for the Elderly’

Level:

Master programme

ECTS of total programme:

120 ECTS (2 years)

Target group:

#### Holders of one of the following qualifications:

- Physical Education (or P.E. related) Bachelor degree
- Physiotherapy (or rehabilitation related) Bachelor degree
- Sport Science (or Sport related) Bachelor degree

Structure diagram of programme (with ECTS):

Year 1	Sem1	EUAPA 1101	EUAPA 1105		EUAPA 1108		EUAPA 1111	60
		3-4	6-12		7-10		7-10	
	Sem2	EUAPA 1202		EUAPA 1204		EUAPA 1206		
		9-11		4-8		6-12		
Year 2	Sem1	EUAPA 2103	EUAPA 2107	EUAPA 2109	EUAPA 2110	EUAPA 2112		60
		6-8	3-6	3-5	4-5	10		
	Sem2	EUAPA 2213		EUAPA 2214				
		10		20				
Total								120

EUAPA 1101: Overview of Ageing, Disability and Physical Activity  
 EUAPA 1105: Program Design and Management for Older Adults  
 EUAPA 1108: Teaching skills  
 EUAPA 1111: Research Methods  
 EUAPA 1202: Psychological, Socio-Cultural, and Physiological Aspects of Physical Activity and Older Adults  
 EUAPA 1204: Screening, Assessment, and Goal Setting  
 EUAPA 1206: Programme Design for Older Adults with Special Needs

EUAPA 2103: Physical Activity Counselling and Motivation  
 EUAPA 2107: Client Safety and First Aid  
 EUAPA 2109: Leadership and Communication  
 EUAPA 2110: Ethics and Professional Conduct  
 EUAPA 2112: Internship I  
 EUAPA 2213: Internship II  
 EUAPA 2214: Master Thesis

# Modules

**Module I: Overview of Ageing, Disability and Physical Activity**

1. Identification information	
1.1 Title Programme	European Master in Adapted Physical Activity for the Elderly
1.2 Title Module	Overview of Ageing, Disability and Physical Activity
1.3 Translation Title	
1.4 Code of Module	EUAPA 1101
1.5 ECTS	3 - 4
1.6 Year	<input checked="" type="checkbox"/> Master 1 <input type="checkbox"/> Master 2
1.7 Period	<input checked="" type="checkbox"/> 1st Semester <input type="checkbox"/> 2nd Semester

2. Information on content	
2.1 Aims	<ul style="list-style-type: none"> <li>To acquire the knowledge on the state of the arts on important issues of ageing, disability, physical activity and adapted physical activity</li> </ul>
2.2 Objectives	<ul style="list-style-type: none"> <li>Acquaintance of (the) fundamental knowledge in the area of ageing, disability, physical activity and adapted physical activity</li> <li>Awareness of current practice in Europe and worldwide</li> </ul>
2.3 Competences	<ul style="list-style-type: none"> <li>Understand and analyse approaches and concepts about ageing, disability, physical activity and adapted physical activity</li> <li>Use the appropriate terminology in this area</li> </ul>

<p><b>2.4 Content</b></p>	<p><b>1. Terminology and Definitions</b></p> <ul style="list-style-type: none"> <li>1.1. Ageing - Chronological, Biological, Functional Principles</li> <li>1.2. Systems of Classification of Elderly Persons             <ul style="list-style-type: none"> <li>1.2.1. National Differences</li> <li>1.2.2. Cultural Differences</li> <li>1.2.3. Socio-Economic Differences</li> <li>1.2.4. Individual Differences</li> </ul> </li> <li>1.3. Health (WHO)</li> <li>1.4. Disability - Congenital, Acquired (WHO)</li> <li>1.5. Physical Activity, Exercise and Sport</li> <li>1.6. Adapted Physical Activity</li> </ul> <p><b>2. Successful Ageing</b></p> <ul style="list-style-type: none"> <li>2.1. Different Approaches and Strategies According to the Concepts of: ICF, APA and Social Inclusion</li> <li>2.2. Examples of Active Ageing and its Benefits</li> </ul> <p><b>3. Demographic Considerations</b></p> <ul style="list-style-type: none"> <li>3.1. Life Span and Overall Age Distribution             <ul style="list-style-type: none"> <li>3.1.1. Average Life Span</li> <li>3.1.2. Maximum Life Span Potential</li> <li>3.1.3. Life Expectancy</li> </ul> </li> <li>3.2. Demographic Characteristics             <ul style="list-style-type: none"> <li>3.2.1. Population Index</li> <li>3.2.2. Gender</li> <li>3.2.3. Ethnicity</li> <li>3.2.4. Culture</li> <li>3.2.5. Disability</li> </ul> </li> <li>3.3. Demographic Changes and Development of the Population             <ul style="list-style-type: none"> <li>3.3.1. World</li> <li>3.3.2. Europe</li> <li>3.3.3. National</li> <li>3.3.4. Regional</li> </ul> </li> <li>3.4. Relations Between the Changes of Population and Physical Activity Patterns             <ul style="list-style-type: none"> <li>3.4.1. Evidence and Statistics</li> <li>3.4.2. Sports Facilities</li> <li>3.4.3. Quality of Service Provision</li> <li>3.4.4. Individual and Social Conditions</li> </ul> </li> </ul>
---------------------------	---

2.4	<p><b>Content</b></p>	<p><b>4. Evidence Based Benefits of Physical Activity and Adapted Physical Activity</b>  <b>4.1. Relating to the Multiple Dimensions of Wellness</b>  4.1.1. Intellectual  4.1.2. Emotional  4.1.3. Physical  4.1.4. Social  <b>4.2. Relating to Prevention of Chronic Medical Conditions</b>  <b>Relating to Health Promotion and Quality of Life Improvement Throughout the Lifespan</b></p>
2.5	<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• Criteria for summative assessment <ul style="list-style-type: none"> <li>- Active Participation</li> </ul> </li> <li>• Criteria for formative assessment <ul style="list-style-type: none"> <li>- Written or Oral Examination</li> </ul> </li> </ul>
2.6	<p><b>Educational Activities</b></p>	<p>(Filled in by the teacher)</p>
2.7	<p><b>Materials</b></p>	<p><input type="checkbox"/> Handbook/Manual  <b>Suggested:</b></p>
2.7	<p><b>Materials</b></p>	<p><input type="checkbox"/> Articles  <b>Suggested:</b>  Agahi, N. &amp; Parker, N.G. (2005). Are today's older people more active than their predecessors- Participation in leisure-time activities in Sweden in 1992 and 2002. <i>Ageing and Society</i>. 25(6), 925-941  Ahacic, K., Parker, M.G. &amp; Thorslund, M. (2003). Mobility limitations in the Swedish population from 1968 to 1992: Age, gender and social class differences. <i>Soc Sci Med</i>, 57(12), 2411-22.  Ahlstrom, G. &amp; Karlsson, U. (2000). Disability and quality of life in individuals with postpolio syndrome. <i>Disability and Rehabilitation</i>, 15, 22(9), 416-22.  Basler, H.D., Hesselbarth, S., Kaluza, G., Schuler, M., Sohn, W. &amp; Nikolaus, T. (2003). Comorbidity, multiple medication, and well-being in elderly patients with chronic pain <i>Schmerz</i>. 17, (4): 252-60.  Borglin, G., Jakobsson, U., Edberg, A.K. &amp; Hallberg, I.R. (2001). Older people in Sweden with various degrees of present quality of life: their health, social support, everyday activities and sense of coherence. <i>Health Soc Care Community</i>.14, (2):136-46.</p>

<p><b>2.7 Materials</b></p>	<p>Dawson, A.J., Sundquist, J. &amp; Johansson, S.E. (2005). The influence of ethnicity and length of time since immigration on physical activity. <i>Ethn Health</i>. 10, (4): 293-309.</p> <p>Jansson, S. &amp; Soderlund, A.( 2004). A new treatment programme to improve balance in elderly people--an evaluation of an individually tailored home-based exercise programme in five elderly women with a feeling of unsteadiness. <i>Disabil Rehabil</i>. 16, 26, (24):1431-43.</p> <p>Reinprecht, F, Elmstahl, S, Janzon, L. &amp; Andre-Petersson L. (2003). Hypertension and changes of cognitive function in 81-year-old men: a 13-year follow-up of the population study 'Men born in 1914', Sweden. <i>Journal of Hypertension</i>. 21, (1): 57-66</p> <p>Silverstein, M. &amp; Parker, M.G. (2002). Leisure activities and quality of life among the oldest old in Sweden. <i>Research on Aging</i>. 24, (5): 528-547</p> <p>Theander, E. &amp; Edberg A.K. (2005). Preventive home visits to older people in Southern Sweden. <i>Scand J Public Health</i>. 33, (5): 392-400.</p> <p><input type="checkbox"/> Journals</p> <p><b>Suggested:</b></p> <p><input type="checkbox"/> Multimedia</p> <p><b>Suggested:</b></p>
-----------------------------	---

**Module II: Psychological, Socio-Cultural, and Physiological Aspects of Physical Activity and Older Adults**

1. Identification information	
1.1 Title Programme	European Master in Adapted Physical Activity for the Elderly
1.2 Title Module	Psychological, Socio-Cultural, and Physiological Aspects of Physical Activity and Older Adults
1.3 Translation Title	
1.4 Code of Module	EUAPA 1202
1.5 ECTS	9 - 11
1.6 Year	<input checked="" type="checkbox"/> Master 1 <input type="checkbox"/> Master 2
1.7 Period	<input type="checkbox"/> 1st Semester <input checked="" type="checkbox"/> 2nd Semester

2. Information on content	
2.1 Aims	<ul style="list-style-type: none"> <li>To acquire in depth knowledge on multi-dimensional psychological, socio-cultural, and physiological aspects of ageing, disability, physical activity and adapted physical activity</li> </ul>
2.3 Objectives	<ul style="list-style-type: none"> <li>Understand and analyse the physiological and psychological changes related to age and ageing</li> <li>Identify the specific role of PA as a vehicle for social inclusion</li> <li>Understand and analyse the relationship between adapted PA and personal well-being</li> </ul>
2.3 Competences	<ul style="list-style-type: none"> <li>Recognise age-related physiological and psychological changes</li> <li>Understand the role of physical activity in overcoming barriers for social inclusion</li> <li>Identify the factors of successful ageing and the relationship between adapted physical activity and well-being</li> </ul>

<p><b>2.4 Content</b></p>	<p><b>1. Theories of Ageing, Including Multidisciplinary Approaches</b></p> <ul style="list-style-type: none"> <li>1.1. <i>Biological Theories</i></li> <li>1.2. <i>Psychological Theories</i></li> <li>1.3. <i>Social Theories</i></li> </ul> <p><b>2. Age Related Changes in Multiple Body Systems and Related Functions (including disability specific)</b></p> <ul style="list-style-type: none"> <li>2.1. <i>Cardiovascular and Respiratory Systems</i></li> <li>2.2. <i>Musculoskeletal System</i></li> <li>2.3. <i>Nervous System</i></li> <li>2.4. <i>Endocrine System</i></li> <li>2.5. <i>Muscular/Energetic System</i></li> <li>2.6. <i>Oxygen Transport</i></li> <li>2.7. <i>Working Capacity and Fitness</i></li> <li>2.8. <i>Metabolism</i></li> <li>2.9. <i>Cognitive Functions</i></li> <li>2.10. <i>Sensory Functions</i></li> </ul> <p><b>3. Modifications in Functional Mobility and Independence</b></p> <ul style="list-style-type: none"> <li>3.1. <i>Motor Functions</i></li> <li>3.2. <i>Locomotion</i></li> <li>3.3. <i>Muscular Strength</i></li> <li>3.4. <i>Joint Flexibility</i></li> <li>3.5. <i>Balance</i></li> <li>3.6. <i>Activities of Daily Living (ADL)</i></li> </ul> <p><b>4. Effects of Regular Physical Activity</b> (in relation to intensity, duration, rate and type)</p> <ul style="list-style-type: none"> <li>4.1. <i>Aerobic</i></li> <li>4.2. <i>Strength</i></li> <li>4.3. <i>Flexibility</i></li> <li>4.4. <i>Balance</i></li> <li>4.5. <i>Motor Coordination</i></li> </ul> <p><b>5. Age Related Psychological and Social Changes and the Impact of Regular Physical Activity (including disability specific effects)</b></p> <ul style="list-style-type: none"> <li>5.1. <i>Myths, Stereotypes and Barriers</i></li> <li>5.2. <i>Personality Traits</i></li> <li>5.3. <i>Perceptions</i></li> <li>5.4. <i>Attitudes and Coping Skills</i></li> </ul> <p><b>6. The Role of Physical Activity / Adapted Physical Activity in Social Inclusion</b></p> <p><b>7. Factors of Successful Ageing</b></p> <ul style="list-style-type: none"> <li>7.1. <i>Personal and Environmental Context</i></li> <li>7.2. <i>Lifestyle Choices</i></li> </ul>
---------------------------	--

European Master in Adapted Physical Activity for the Elderly

2.5	<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Criteria for summative assessment             <ul style="list-style-type: none"> <li>- Active Participation,</li> <li>- Case Study</li> </ul> </li> <li>• Criteria for formative assessment             <ul style="list-style-type: none"> <li>- Written or Oral Examination</li> </ul> </li> </ul>
2.7	<b>Materials</b>	<input type="checkbox"/> Handbook/Manual <b>Suggested:</b> Jones, C.J. & Rose, D.J. (2005). Physical activity instruction of older adults. Champaign, IL: Human Kinetics. 23-53; Spirduso, W.W., Francis, K.L. & MacRae, P. (2005). Physical dimensions of aging. 2nd edition. Champaign, IL: Human Kinetics. 55-127; 211 <input type="checkbox"/> Articles <b>Suggested:</b> <input type="checkbox"/> Journals <b>Suggested:</b> <input type="checkbox"/> Multimedia <b>Suggested:</b> <input type="checkbox"/> ... <b>Suggested:</b>

**Module III: Physical Activity Counselling and Motivation**

1. Identification information	
1.1 Title Programme	European Master in Adapted Physical Activity for the Elderly
1.2 Title Module	Physical Activity Counselling and Motivation
1.3 Translation Title	
1.4 Code of Module	EUAPA 2103
1.5 ECTS	6 - 8
1.6 Year	<input type="checkbox"/> Master 1 <input checked="" type="checkbox"/> Master 2
1.7 Period	<input checked="" type="checkbox"/> 1st Semester <input type="checkbox"/> 2nd Semester

2. Information on content	
2.1 Aims	<ul style="list-style-type: none"> <li>• To improve knowledge and develop skills in physical activity counselling and motivation in order to create health promotion programmes through physical activity</li> </ul>
2.2 Objectives	<ul style="list-style-type: none"> <li>• Describe and understand the factors influencing motivation and adherence to physical activity in older adults</li> <li>• Indicate ways of adapting and modifying these factors</li> <li>• Acquire knowledge on counselling and intervention strategies and their application</li> </ul>
2.3 Competences	<ul style="list-style-type: none"> <li>• Identify enhancing and inhibiting factors influencing motivation and adherence to physical activity practice of older adults</li> <li>• Develop and/or adapt strategies in order to modify these factors</li> <li>• Comprehend and apply counselling and intervention strategies for health promotion and disease/disability prevention</li> </ul>

<p><b>2.4 Content</b></p>	<p><b>1. Importance of Maintaining an Independent Active Lifestyle</b></p> <ul style="list-style-type: none"> <li>1.1. Minimal Activity Level.</li> <li>1.2. ADL</li> <li>1.3. Leisure Time Physical Activities</li> <li>1.4. Structured Exercise Programmes</li> <li>1.5. Role of Motivation and Family Support</li> </ul> <p><b>2. Perceived and Actual Inhibiting/Enhancing Factors Influencing Physical Activity and Adapted Physical Activity Participation</b></p> <ul style="list-style-type: none"> <li>2.1. Environment</li> <li>2.2. Social (family, friends, peers, etc.)</li> <li>2.3. Emotional (attitudes, stereotypes)</li> <li>2.4. Medical</li> <li>2.5. Internal/external Motivators</li> <li>2.6. Inclusive/exclusive Approach</li> </ul> <p><b>3. Counselling Strategies</b></p> <ul style="list-style-type: none"> <li>3.1. Assessment</li> <li>3.2. Behaviour Modification</li> <li>3.3. Stress Management</li> <li>3.4. Empowerment</li> <li>3.5. Self-Efficacy</li> <li>3.6. Problem Solving and Coping Strategies</li> </ul> <p><b>4. Health Promotion Theories and Intervention Strategies on Different Levels (e.g. individual, community, policy)</b></p> <ul style="list-style-type: none"> <li>4.1. Transtheoretical Model</li> <li>4.2. Health Belief Model</li> <li>4.3. Theory of Reasoned Action</li> <li>4.4. Theory of Planned Action</li> <li>4.5. Social Cognitive Theory</li> <li>4.6. Social Marketing Theory</li> <li>4.7. Intervention Mapping</li> </ul>
<p><b>2.5 Assessment</b></p>	<ul style="list-style-type: none"> <li>• Criteria for summative assessment             <ul style="list-style-type: none"> <li>- Active Participation, Case Study</li> </ul> </li> <li>• Criteria for formative assessment             <ul style="list-style-type: none"> <li>- Written exam</li> </ul> </li> </ul>

## European Master in Adapted Physical Activity for the Elderly

2.6	<b>Educational Activities</b>	<b>(Filled in by the teacher)</b>
2.7	<b>Materials</b>	<p><input type="checkbox"/> Handbook/Manual</p> <p><b>Suggested:</b></p> <p><input type="checkbox"/> Articles</p> <p><b>Suggested:</b>            American College of Sports Medicine. (2000). ACSM's Guidelines for exercise testing and prescription. 6th edition. Baltimore, US: Lippincott Williams &amp; Wilkins. 237-257.</p> <p>Booth, M.L., Bauman, A., Owen, N., &amp; Gore, C.J. (1997). Physical activity preferences, preferred sources of assistance, and perceived barriers to increased activity among physically inactive Australians. <i>Preventive Medicine</i>, 26, 131-137.</p> <p>Brawley, L.R., Rejeski, W.J., &amp; King, A.C. (2003). Promoting physical activity for older adults – The challenges for changing behaviour. <i>American Journal of Preventive Medicine</i>, 25 (3Sii), 172-183.</p> <p>Burbank, P.M &amp; Riebe, D. (2002). The challenges of exercise in older adults. Promoting exercise and behavior change in older adults. Interventions with the transtheoretical model. New York, NY: Springer Publishing Company.</p> <p>Dishman, R.K. (1994). Advances in exercise adherence. Champaign, IL: Human Kinetics.</p> <p>Jones, C.J. &amp; Rose, D.J. (2005). Physical activity instruction of older adults. Champaign, IL: Human Kinetics. 111-127;</p> <p>Hirvensalo, M., Heikkinen, E., Lintunen, T., &amp; Rantanen, T. (2003). The effect of advice by health care professionals on increasing physical activity of older people. <i>Scandinavian Journal of Medicine &amp; Science in Sports</i>, 13, 231-236.</p> <p>O'Brien Cousins, S. (2000). "My heart couldn't take it": Older women's beliefs about exercise benefits and risks. <i>Journal of Gerontology: Psychological Sciences</i>, 55B, P283-P294.</p> <p>Rollnick, S., Mason, P., &amp; Butler, C. (2001). Health behavior change – A guide for practitioners. London: Churchill Livingstone.</p> <p>Sallis, J.F. &amp; Owen, N. (1999). Physical activity &amp; behavioral medicine. London: Sage Publications</p>

<b>2.7</b>	<b>Materials</b>	<input type="checkbox"/> Journals <b>Suggested:</b>  <input type="checkbox"/> Multimedia <b>Suggested:</b>  <input type="checkbox"/> ... <b>Suggested:</b>
------------	------------------	---

**Module IV: Screening, Assessment, and Goal Setting**

1. Identification information	
1.1 Title Programme	European Master in Adapted Physical Activity for the Elderly
1.2 Title Module	Screening, Assessment, and Goal Setting
1.3 Translation Title	
1.4 Code of Module	EUAPA 1204
1.5 ECTS	4 - 8
1.6 Year	<input checked="" type="checkbox"/> Master 1 <input type="checkbox"/> Master 2
1.7 Period	<input type="checkbox"/> 1st Semester <input checked="" type="checkbox"/> 2nd Semester

2. Information on content	
2.1 Aims	<ul style="list-style-type: none"> <li>To provide information and practical experience on selection, administration, and interpretation of assessment tools to determine the goals for physical activity.</li> </ul>
2.2 Objectives	<ul style="list-style-type: none"> <li>To provide information on health, activity, and other lifestyle appraisals, including identification of risk factors and how and when to make appropriate referrals to seek advice from physicians and other qualified allied professionals.</li> <li>To provide student with the knowledge about selection, administration and interpretation of results of physiological, functional, fitness, psychological and social screening and assessment tools.</li> <li>To provide information on establishing, with client input, realistic and measurable short-term, medium-term and long-term goals.</li> </ul>
2.3 Competences	<ul style="list-style-type: none"> <li>Understand the holistic picture of the older adult</li> <li>Understand the role of screening and assessment</li> <li>Apply health, activity and other lifestyle appraisals</li> <li>Select and administer appropriate screening and assessment tools</li> <li>Evaluate and interpret the results of screening and assessment procedure and establish realistic and measurable goals</li> </ul>

<p><b>2.4 Content</b></p>	<p><b>1. Guidelines and procedures to determine the health, physical activity and disability status of older adult participants for:</b></p> <ol style="list-style-type: none"> <li>1.1. <i>Screening tools</i> <ol style="list-style-type: none"> <li>1.1.1. selection</li> <li>1.1.2. administration</li> <li>1.1.3. interpretation</li> </ol> </li> <li>1.2. <i>Health, activity, and other lifestyle appraisals,</i> <ol style="list-style-type: none"> <li>1.2.1. Identification of risk factors (e.g. falls, cardiovascular complications)</li> <li>1.2.2. Identification of enhancing motivational factors (e.g. socio-psychological, environmental)</li> <li>1.3. <i>Appropriate referrals that enable older people to seek advice from physicians and other professionals.</i></li> </ol> </li> </ol> <p><b>2. Guidelines and procedures for individual assessment.</b></p> <ol style="list-style-type: none"> <li>2.1. <i>Physiological, functional and fitness assessments (e.g.heart rate, blood pressure, body mass index, and tests for strength, flexibility, sub-maximal endurance, and functional ability such as agility, gait, coordination and power).</i></li> <li>2.2. <i>Movement analysis</i></li> <li>2.3. <i>Psychological (e.g. self-efficacy, depression) and social (e.g. social support) assessments.</i></li> <li>2.4. <i>Assessments of daily living activities (e.g. mobility, grooming, dressing, toileting).</i></li> </ol> <p><b>3. Influencing factors and goals</b></p> <ol style="list-style-type: none"> <li>3.1. <i>Factors influencing physical activity participation among older adults:</i> <ol style="list-style-type: none"> <li>3.1.1. barriers</li> <li>3.1.2. motivators</li> <li>3.1.3. regular involvement in physical activity</li> <li>3.1.4. behaviour modification.</li> </ol> </li> <li>3.2. <i>Developing, monitoring, and modifying short-term and long-term activity goals based on results from:</i> <ol style="list-style-type: none"> <li>3.2.1. screening</li> <li>3.2.2. assessments</li> <li>3.2.3. input from the participants and caregivers</li> </ol> </li> </ol>
---------------------------	---

European Master in Adapted Physical Activity for the Elderly

2.5	<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Criteria for summative assessment               <ul style="list-style-type: none"> <li>- Written/oral exam</li> </ul> </li> <li>• Criteria for formative assessment               <ul style="list-style-type: none"> <li>- Practical training</li> </ul> </li> </ul>
2.6	<b>Educational Activities</b>	(Filled in by the teacher)
2.7	<b>Materials</b>	<input type="checkbox"/> Handbook/Manual <b>Suggested:</b> <input type="checkbox"/> Articles <b>Suggested:</b> <input type="checkbox"/> Journals <b>Suggested:</b> <input type="checkbox"/> Multimedia <b>Suggested:</b> <input type="checkbox"/> ... <b>Suggested:</b>

**Module V: Programme Design and Management for Older Adults**

1. Identification information	
1.1 Title Programme	European Master in Adapted Physical Activity for the Elderly
1.2 Title Module	Programme Design and Management for Older Adults
1.3 Translation Title	
1.4 Code of Module	EUAPA 1105
1.5 ECTS	6 - 12
1.6 Year	<input checked="" type="checkbox"/> Master 1 <input type="checkbox"/> Master 2
1.7 Period	<input checked="" type="checkbox"/> 1st Semester <input type="checkbox"/> 2nd Semester

2. Information on content	
2.1 Aims	<ul style="list-style-type: none"> <li>• To provide information and practical experience on using results from screening, assessment, and client goals to make appropriate decisions regarding individual and group physical activity and exercise programme design and management.</li> </ul>
2.2 Objectives	<ul style="list-style-type: none"> <li>• To provide student with knowledge about application of theories of physical training to older adults.</li> <li>• To provide the student with information on development and evaluation of an effective programme based on interpretation of pre-screening and assessment data.</li> <li>• To provide the student with knowledge concerning specific exercises, training methods, periodisation and state of the art of exercise technologies.</li> <li>• To provide the student with information on economic, organisational and other considerations related to exercise programmes.</li> </ul>
2.3 Competences	<ul style="list-style-type: none"> <li>• Adapt the training theory principles to older adults exercise programmes</li> <li>• Design and implement exercise programmes to meet individual and groups need</li> <li>• Estimate and take into consideration economic, organisational and other consequences in designing exercise programmes</li> <li>• Evaluate exercise programmes</li> </ul> <p>Use current best practice in exercise technologies</p>

<b>2.4 Content</b>	<ol style="list-style-type: none"><li><b>1. Effective programme development</b><ol style="list-style-type: none"><li>1.1. Interpretation of pre-screening</li><li>1.2. Assessment data</li><li>1.3. Consideration of client goals</li></ol></li><li><b>2. Programme design in individual and group settings</b><ol style="list-style-type: none"><li>2.1. Exercise variables (e.g. mode, frequency, duration, intensity)</li><li>2.2. Principles (e.g. overload, functional relevance, challenge, accommodation)</li><li>2.3. Exercise training components (e.g. warm-up and cool-down, flexibility, resistance, aerobic endurance, balance and mobility)</li><li>2.4. Exercise methods (e.g. mind-body exercise, aquatics, Nordic walking)</li><li>2.5. Training formats</li><li>2.6. Session designs for various functional abilities</li><li>2.7. Exercise sequencing</li></ol></li><li><b>3. Economic considerations and consequent options for equipment</b> (e.g. quality for cost, safety, age-friendliness, transportation)</li><li><b>4. Importance of making healthy lifestyle choices</b> (e.g. proper nutrition, stress management, and smoking cessation)</li><li><b>5. An organisational system for participant</b><ol style="list-style-type: none"><li>5.1. Recruitment</li><li>5.2. Tracking of exercise compliance</li><li>5.3. Maintenance of other client information</li></ol></li><li><b>6. Methods for client reassessment and programme evaluation.</b></li></ol>
--------------------	---

European Master in Adapted Physical Activity for the Elderly

2.5	<b>Assessment</b>	Theoretical and/or practical assessment
2.6	<b>Educational Activities</b>	(Filled in by the teacher)
2.7	<b>Materials</b>	<input type="checkbox"/> Handbook/Manual <b>Suggested:</b> <input type="checkbox"/> Articles <b>Suggested:</b> <input type="checkbox"/> Journals <b>Suggested:</b> <input type="checkbox"/> Multimedia <b>Suggested:</b> <input type="checkbox"/> ... <b>Suggested:</b>

**Module VI: Programme Design for Older Adults with Special Needs**

1. Identification information	
1.1 Title Programme	European Master in Adapted Physical Activity for the Elderly
1.2 Title Module	Programme Design for Older Adults with Special Needs
1.3 Translation Title	
1.4 Code of Module	EUAPA 1206
1.5 ECTS	6 - 12
1.6 Year	<input checked="" type="checkbox"/> Master 1 <input type="checkbox"/> Master 2
1.7 Period	<input type="checkbox"/> 1st Semester <input checked="" type="checkbox"/> 2nd Semester

2. Information on content	
2.1 Aims	<ul style="list-style-type: none"> <li>• To provide information and practical experience on common medical conditions of older adults, signs and symptoms associated with medication-related negative interactions and other limiting factors during activity; how to adapt exercise for clients with varying fitness levels and special needs to help prevent injury and other emergency situations.</li> <li>• To provide the student with information on older adults with special needs.</li> <li>• To provide student with knowledge about application of theories of physical training to older adults with special needs.</li> <li>• To provide the student with information on designing programme for secondary health prevention.</li> <li>• To provide the student with information on specificities of exercise programmes based on interpretation of pre-screening and assessment data and related to common medical conditions and other limiting factors.</li> </ul>
2.2 Objectives	<ul style="list-style-type: none"> <li>• Identify special needs for older adults</li> <li>• Adapt exercise programmes to meet the special needs of both individuals and groups</li> </ul>
2.3 Competences	

European Master in Adapted Physical Activity for the Elderly

<p><b>2.4 Content</b></p>	<p><b>1. Factors associated with ageing in persons with disabilities.</b>          6.1. <i>Medical conditions in older adults</i>          3.2.4. Physical (e.g. cardiovascular disease, stroke, hypertension, respiratory disorders, obesity, arthritis, osteoporosis, back pain, diabetes, balance and motor control deficits, visual and hearing disorders, and urinary incontinence)          3.2.5. Psychological (e.g. dementia, depression, anxiety)          3.2.6. Medication          6.2. <i>Social (loneliness, social network)</i>  <b>2. Adaptations in exercise programmes for older adults and ageing persons with disabilities</b>          (e.g. after falls, injuries, operations, and acute illness or with prosthetics and orthotics)  <b>3. Designing prevention programmes</b>          (e.g. exercises to reduce risk of falling, control diabetes, heart disease)  <b>4. Designing health promotion programmes</b></p>
<p><b>2.5 Assessment</b></p>	<p>Theoretical and/or practical assessment</p>
<p><b>2.6 Educational Activities</b></p>	<p>(Filled in by the teacher)</p>
<p><b>2.7 Materials</b></p>	<p><input type="checkbox"/> Handbook/Manual  <b>Suggested:</b>  <input type="checkbox"/> Articles  <b>Suggested:</b></p>
	<p><input type="checkbox"/> Journals  <b>Suggested:</b>  <input type="checkbox"/> Multimedia  <b>Suggested:</b>  <input type="checkbox"/> ...  <b>Suggested:</b></p>

**Module VII: Client Safety and First Aid**

1. Identification information	
1.1 Title Programme	European Master in Adapted Physical Activity for the Elderly
1.2 Title Module	Client Safety and First Aid
1.3 Translation Title	
1.4 Code of Module	EUAPA 2107
1.5 ECTS	3 - 6
1.6 Year	<input type="checkbox"/> Master 1 <input checked="" type="checkbox"/> Master 2
1.7 Period	<input checked="" type="checkbox"/> 1st Semester <input type="checkbox"/> 2nd Semester

2. Information on content	
2.1 Aims	<ul style="list-style-type: none"> <li>• To provide information and practical experience on developing a risk-management plan to promote a safe exercise environment and to respond appropriately to emergency situations.</li> </ul>
2.2 Objectives	<ul style="list-style-type: none"> <li>• To provide the student with information on signs indicating the need for exercise cessation or immediate medical consultation during physical activity.</li> <li>• To enable student to respond to emergency situations.</li> <li>• To provide the student with information to design and apply an emergency action plan.</li> <li>• To introduce student to the characteristics of a safe and age-friendly exercise environment.</li> </ul>
2.3 Competences	<ul style="list-style-type: none"> <li>• Recognise signs indicating the need for exercise cessation or immediate medical consultation;</li> <li>• Apply the standard first-aid and CPR procedures</li> <li>• Design and apply an emergency action plan</li> <li>• Create a safe and age-friendly exercise environment</li> <li>• Consider precautions to account for environmental extremes</li> </ul>

European Master in Adapted Physical Activity for the Elderly

2.4	<p><b>Content</b></p>	<p><b>1. Signs that indicate need for immediate exercise cessation or immediate medical consultation.</b></p> <p><b>2. Appropriate response to emergency situations such as those covered in standard first-aid and CPR classes</b> (e.g. cardiac arrest; airway obstruction; emergencies requiring rescue breathing; heat- and cold-related injuries; musculoskeletal injuries; diabetic emergencies; bleeding; falls; seizures; and shock).</p> <p><b>3. Design and application of an emergency action plan.</b></p> <p><b>4. Identification of:</b></p> <p>1.1. Safe and age-friendly exercise environment (e.g. working conditions of equipment; accessibility, ventilation, lighting, floor surfaces, proper footwear, access to water and washroom facilities)</p> <p>1.2. Precautions for environmental extremes (e.g. high or low temperatures and excessive humidity).</p>
2.5	<p><b>Assessment</b></p>	<p>Theoretical and/or practical assessment</p>
2.6	<p><b>Educational Activities</b></p>	<p>(Filled in by the teacher)</p>
2.7	<p><b>Materials</b></p>	<p><input type="checkbox"/> Handbook/Manual</p> <p><b>Suggested:</b></p> <p><input type="checkbox"/> Articles</p> <p><b>Suggested:</b></p> <p><input type="checkbox"/> Journals</p> <p><b>Suggested:</b></p> <p><input type="checkbox"/> Multimedia</p> <p><b>Suggested:</b></p> <p><input type="checkbox"/> ...</p> <p><b>Suggested:</b></p>

**Module VIII: Teaching Skills**

1. Identification information	
1.1 Title Programme	European Master in Adapted Physical Activity for the Elderly
1.2 Title Module	Teaching Skills
1.3 Translation Title	
1.4 Code of Module	EUAPA 1108
1.5 ECTS	7 - 10
1.6 Year	<input checked="" type="checkbox"/> Master 1 <input type="checkbox"/> Master 2
1.7 Period	<input checked="" type="checkbox"/> 1st Semester <input type="checkbox"/> 2nd Semester

2. Information on content	
2.1 Aims	<ul style="list-style-type: none"> <li>• To acquire teaching skills specific for the elderly population</li> </ul>
2.2 Objectives	<ul style="list-style-type: none"> <li>• Development of the awareness for the responsibility for the implementation of APA at elderly stage</li> <li>• Development of instruction/teaching competence</li> <li>• Development of professional competence regarding APA</li> <li>• Development of social interaction</li> </ul>
2.3 Competences	<ul style="list-style-type: none"> <li>• Planning of both individual and group activities/programmes</li> <li>• Modifying activities according to the individual needs</li> <li>• Implementation and delivery</li> <li>• Self-evaluation</li> </ul>

<p><b>2.4 Content</b></p>	<p><b>5. Teaching Skills</b></p> <p><i>5.1. General Principles of Motor Learning and Motor Skills</i></p> <p>5.1.1. Teaching Principles</p> <ol style="list-style-type: none"> <li>a. General Principles</li> <li>b. Motor Learning and Application</li> <li>c. Task Analysis Principles</li> </ol> <p>5.1.2. Motor Control</p> <ol style="list-style-type: none"> <li>a. Ageing</li> <li>b. Disabilities</li> <li>c. Ageing with Disability</li> </ol> <p><i>5.2. Abilities-Based Practice</i></p> <p>5.2.1. Person-Centred</p> <p>5.2.2. Enquiry/Assessment-Based</p> <p>5.2.3. Focus on the Abilities</p> <p>5.2.4. Inclusion</p> <p><i>5.3. Specification of Techniques for Teaching the Motor Skills of Different Categories of Elderly Persons</i></p> <p>5.3.1. Person-Centred</p> <p>5.3.2. Sport/Activity-Centred</p> <p><i>5.4. Safety Concerns During Planning and Implementation</i></p> <p>5.4.1. Environment</p> <p>5.4.2. Equipment and Materials</p> <p>5.4.3. Activity</p> <p>5.4.4. Special Requirements</p> <p>5.4.5. Risk-Management</p> <p><b>6. Teaching Design</b></p> <p><i>6.1. Establishing of the Operational Objectives</i></p> <p>6.1.1. Goal-Setting</p> <p>6.1.2. Objectives</p> <p><i>6.2. Designing of the Lesson</i></p> <p>6.2.1. Teaching Style</p> <p>6.2.2. Technique and Safety</p> <p>6.2.3. Training Systems</p> <p>6.2.4. Structure of the Lesson</p> <ol style="list-style-type: none"> <li>a. Warm-Up</li> <li>b. Cool-down</li> <li>c. ...</li> </ol> <p>6.2.5. Feedback and Evaluation</p>
---------------------------	--

<p><b>2.4 Content</b></p>	<p>6.3. <i>Creating a Timeline</i>          6.3.1. Programme          6.3.2. Lessons</p> <p><b>7. Structure of the Learning Environment</b>          7.1. <i>Task Analysis Model</i>          7.2. <i>Sequence of Steps that Lie between the Entering Behaviour</i>          7.2.1. Present Level of Performance (PLOP)          7.2.2. Objective          7.3. <i>Design the Appropriate Environment According to the Context</i>          7.3.1. Social          7.3.2. Physical          7.3.3. Psychological          7.4. <i>Differentiated Teaching</i></p> <p><b>8. Qualities of Professional Characteristics</b>          8.1. <i>Knowledge and Skills</i>          8.1.1. Teaching          8.1.2. Negotiating          8.1.3. Facilitating          8.1.4. Consulting          8.1.5. Coaching          8.1.6. Leading          8.1.7. Promoting          8.2. <i>Reflective Thinking</i>          8.2.1. Participant          8.2.2. Professional          8.2.3. Evaluating Own Performance          8.2.4. Defining Areas for Development          8.3. <i>Qualities</i>          8.3.1. Creativity          8.3.2. Attitude of Working with Music          8.3.3. Attitude of Working with Adapted Materials          8.3.4. Creation of Humour Situations          8.3.5. Teaching Dynamic Games Specific to the Group of Elderly          8.3.6. ...</p>
---------------------------	--

## European Master in Adapted Physical Activity for the Elderly

<p><b>2.5 Assessment</b></p>	<ul style="list-style-type: none"> <li>• Criteria for summative assessment             <ul style="list-style-type: none"> <li>- Written assignment                 <ul style="list-style-type: none"> <li>• Planning ability</li> <li>• Understanding the principles of adaptation</li> </ul> </li> </ul> </li> <li>• Criteria for formative assessment             <ul style="list-style-type: none"> <li>- Microteaching (different forms)</li> </ul> </li> </ul> <p>(Filled in by the teacher)</p>
<p><b>2.6 Educational Activities</b></p>	
<p><b>2.7 Materials</b></p>	<p><input type="checkbox"/> Handbook/Manual</p> <p><b>Suggested:</b></p> <p>Bazzano, C., Falconio, A., &amp; Leone, L. (1998). <i>Linee guida per l'attività fisica con gli anziani</i>. Vazia: Aranblu.</p> <p>Boyce, B. A. (2003). <i>Improving your teaching skills. A guide for student teachers and practitioner</i>. New York, NY: McGraw-Hill.</p> <p>Cotton, R. T., Ekeroth, G. J. (1998). <i>Exercise for older adults: ACE's guide for fitness professionals</i>. Champaign, IL: Human Kinetics Publishers.</p> <p>Emes, C., &amp; Velde, B. P. (2005). <i>Practicum in adapted physical activity</i>. Champaign, IL: Human Kinetics Publishers.</p> <p>Howley, E., &amp; Franks, B. (2003). <i>Health fitness instructor's handbook</i> (4th ed.). Champaign, IL: Human Kinetics Publishers.</p> <p>Kerr, A. &amp; Stafford, I. (2003). <i>Coaching disabled performers</i>. Leeds: Published on behalf of Sports Coach UK by Coachwise Solutions.</p> <p>Kerr, A. &amp; Stafford, I. (2003). <i>How to coach disabled people in sport</i>. Leeds: Published on behalf of Sports Coach UK by Coachwise Solutions.</p> <p>Kirk, D., Burgess-Limerick, R., &amp; Kiss, M. (2004). <i>Senior physical education: An integrated approach</i>. Champaign, IL: Human Kinetics Publishers.</p> <p>Schmidt, R.A., &amp; Wrisberg, C. A. (2004). <i>Motor learning and performance</i>. Champaign, IL: Human Kinetics Publishers.</p> <p>Siedentop, D. (1983). <i>Developing teaching skills in physical education</i>. Palo Alto, CA: Mayfield.</p> <p>Randall, L. E. (1992). <i>The student teacher's handbook for physical education</i>. Champaign, IL: Human Kinetics Publishers.</p> <p>Rijsdorp, K. (1980). <i>Meer bewegen voor ouderen: Een theoretische en praktische handleiding</i>. Nijmegen: Dekker en van de Vegt.</p>

## 2.7 Materials

### Articles

#### **Suggested:**

- Glendenning, F. (2001). Education for older adults. *International Journal of Lifelong Education*, 20, 63-70
- Morris, M. L., & Ballard, S. M. (2003). Instructional techniques and environmental considerations in family life education programming for midlife and older adults. *Family Relations*, 52 (2), 167-173.

### Journals

#### **Suggested:**

- Aging and Mental Health (Routledge)
- British Journal of Learning Disabilities (Blackwell)
- European Journal of Teacher Education (Routledge)
- Journal of Learning Disabilities (Pro-Ed)
- The Journal of Special Education (Pro-Ed)
- International Journal of Lifelong Education (Routledge)
- Innovations in Education and Teaching International (Routledge)
- Innovations in Education and Training International (Routledge)
- Learning and Individual Differences (Elsevier Science)
- Learning and Instruction (Elsevier Science)
- Learning and Motivation (Academic Press)
- Studies in Continuing Education (Routledge)
- Studies in the Education of Adults (NIACE)
- International Journal of Sports Science and Coaching (Multi-Science Publishing)
- Physical Education and Sport Pedagogy (Routledge)

### Multimedia

#### **Suggested:**

...

#### **Suggested:**

**Module IX: Leadership and Communication**

1. Identification information	
1.1 Title Programme	European Master in Adapted Physical Activity for the Elderly
1.2 Title Module	Leadership and Communication
1.3 Translation Title	
1.4 Code of Module	EUAPA 2109
1.5 ECTS	3 - 5
1.6 Year	<input type="checkbox"/> Master 1 <input checked="" type="checkbox"/> Master 2
1.7 Period	<input checked="" type="checkbox"/> 1st Semester <input type="checkbox"/> 2nd Semester

2. Information on content	
2.1 Aims	<ul style="list-style-type: none"> <li>To improve the interaction with elderly persons</li> </ul>
2.2 Objectives	<ul style="list-style-type: none"> <li>Development of verbal and nonverbal communication skills</li> <li>Development of comprehensive leadership skills regarding the professional environment</li> </ul>
2.3 Competences	<ul style="list-style-type: none"> <li>Express ideas/instructions effectively and efficiently</li> <li>Understand and implement the principles of group dynamics</li> <li>Communicate with language appropriate to elderly persons</li> <li>Collaborate effectively in the multidisciplinary professional environment</li> </ul>
2.4 Content	<p><b>8. Principles of Individual and Group Dynamics in Structured Exercise Settings</b></p> <ul style="list-style-type: none"> <li>8.1. Task Analysis Model</li> <li>8.2. Group Definition</li> <li>8.3. Group Development</li> <li>8.4. Different Group Dynamics</li> <li>8.5. Group Dynamics in APA</li> </ul>

<p><b>2.4 Content</b></p>	<p><b>9. Communication Skills</b>  <i>2.1 General</i>            9.1.1. verbal            9.1.2. Non-Verbal            9.1.3. Body-Language            9.1.4. ...            9.2. <i>Communication – Listening</i>            9.3. <i>Alternative Communication Methods</i>            9.4. <i>Adapt Professional to Client-Friendly Language</i>            9.5. <i>Communication Level Appropriate to Elderly Persons</i>            9.6. <i>Elicit Feedback Using Alternative Strategies</i>            9.7. <i>Provide Information</i>            9.8. <i>Promotion of Programmes</i></p> <p><b>10. Leadership Skills</b>  <i>2.11. General</i>            2.12. <i>Analyse Strengths and Weaknesses (e.g. utilising SWOT-analysis)</i>            2.13. <i>Understand the Individual</i>            2.13.1. Teaching            2.13.2. Emotional and Behavioural Difficulties/Disorders            2.13.3. Problematic Nature of Labels and Labelling            2.13.4. Personal Safety Issues (Background)            2.13.5. Other Individuals in Group            2.14. <i>Building the Professional-Elderly Relationship</i>            2.14.1. Personal Space            2.14.2. Problem Solving            2.14.3. Recognising and Dealing with Resistance</p> <p><b>11. Characteristic Interactions</b>            11.1. <i>Gender</i>            11.2. <i>Ethnicity</i>            11.3. <i>Educational Level</i>            11.4. <i>Personal Background</i></p>
<p><b>2.5 Assessment</b></p>	<ul style="list-style-type: none"> <li>• Criteria for summative assessment               <ul style="list-style-type: none"> <li>- Practical application of knowledge</li> </ul> </li> <li>• Criteria for formative assessment               <ul style="list-style-type: none"> <li>- Microteaching</li> </ul> </li> </ul>
<p><b>2.6 Educational Activities</b></p>	<p>(Filled in by the teacher)</p>

## European Master in Adapted Physical Activity for the Elderly

<b>2.7 Materials</b>	<p><input type="checkbox"/> Handbook/Manual</p> <p><b>Suggested:</b> Butler, L. F. (2002). <i>Teaching lifetime sports</i>. Westport, Connecticut: Bergin and Garvey. Kasser, S. L., &amp; Lytle, R. K. (2005). <i>Inclusive physical activity: A lifetime of opportunities</i>. Champaign, IL: Human Kinetics Publishers Kennedy, C. A., &amp; Yoke, M. (2005). <i>Methods of group exercise instruction</i>. Champaign, IL: Human Kinetics Publishers Sherrill, C. (1988). <i>Leadership training in adapted physical education</i>. Champaign, IL: Human Kinetics Publishers Sherrill, C. (2004). <i>Adapted physical activity, recreation and sport: Crossdisciplinary and lifespan</i>. Boston: McGraw-Hill.</p> <p><input type="checkbox"/> Articles</p> <p><b>Suggested:</b> Morris, M. L., &amp; Ballard, S. M. (2003). Instructional techniques and environmental considerations in family life education programming for midlife and older adults. <i>Family Relations</i>, 52 (2), 167-173. Pin, S., Guilley, E., Spini, D., &amp; Lalive d'Epinay, C. (2003). Impact des relations sociales sur le maintien de l'indépendance durant la grande vieillesse : Résultats d'une étude longitudinale Suisse. <i>L'Année Gériatrique</i>, 17, 315-331. Pin, S., Guilley, E., Spini, D., &amp; Lalive d'Epinay, C. (2005). The impact of social relationships on the maintenance of independence in advanced old age: Findings of a Swiss longitudinal study. <i>Zeitschrift für Gerontologie und Geriatrie</i>, 38, 203-209. Sarkisian, C. A., Prohaska, T. R., Wong, M. D., Hirsch, S., &amp; Mangione, C. M. (2005). The relationship between expectations for aging and physical activity among older adults. <i>Journal of General Internal Medicine</i>, 20 (10), 911-915.</p> <p><input type="checkbox"/> Journals</p> <p><b>Suggested:</b> International Journal of Leadership in Education (Routledge) The Leadership Quarterly (Elsevier Science) Strategy and Leadership (Emerald Group Publishing) Human Communication Research (Oxford University) International Journal of Language and Communication Disorders (Taylor and Francis)</p>
----------------------	---

	<input type="checkbox"/> Multimedia <b>Suggested:</b>	
	<input type="checkbox"/> ... <b>Suggested:</b>	

**Module X: Ethics and Professional Conduct**

1. Identification information	
1.1 Title Programme	European Master in Adapted Physical Activity for the Elderly
1.2 Title Module	Ethics and Professional Conduct
1.3 Translation Title	
1.4 Code of Module	EUAPA 2110
1.5 ECTS	4 – 5
1.6 Year	<input type="checkbox"/> Master 1 <input checked="" type="checkbox"/> Master 2
1.7 Period	<input checked="" type="checkbox"/> 1st Semester <input type="checkbox"/> 2nd Semester

2. Information on content	
2.1 Aims	<ul style="list-style-type: none"> <li>To be familiarised with the legal and ethical issues which professionals can face whilst providing activities</li> </ul>
2.2 Objectives	<ul style="list-style-type: none"> <li>Learn specific professional ethical concepts</li> <li>Awareness of legal issues</li> <li>Acquire and maintain professional competence</li> <li>Update attitude towards elderly</li> </ul>
2.3 Competences	<ul style="list-style-type: none"> <li>Identify the ethical aspects of a particular case</li> <li>Present differing priorities and options to the patient and his or her support group (e.g., family, legal guardian) when dealing with conflicting ethical issues</li> <li>Act appropriately when aware of unethical conduct by a colleague</li> <li>Self-monitor one's own professional behaviour</li> <li>Aware of legal issues</li> </ul>

<p><b>2.4</b> Content</p>	<p><b>5. From the Medical Model to the Social Model of Disability</b></p> <p><b>6. Social Inclusion</b></p> <p><b>7. Legal Issues Related to Delivering Physical Activity Programmes to Older Adults</b></p> <p>7.1. <i>Legal Concepts</i></p> <p>7.1.1. Basic Information of Human Rights/Code of Ethics</p> <p>7.2. <i>Policy Strategies</i></p> <p>7.2.1. Basic Information</p> <p>7.3. <i>Related Issues</i></p> <p>7.3.1. Lawsuits</p> <p>a. Scope of Practice</p> <p>b. Industry Standards</p> <p>c. Negligence</p> <p>7.3.2. Types of Applicable Insurance Coverage</p> <p>7.3.3. Examples (APA)</p> <p><b>8. Basic Principles of Ethics</b></p> <p>8.1. <i>Introduction to Ethics</i></p> <p>8.2. <i>Sources of Ethical Decision Making</i></p> <p>8.3. <i>Moderators Influencing Ethical Decision Making</i></p> <p>8.4. <i>Process of Ethical Decision Making</i></p> <p>8.5. <i>Ethical Principles for Sport and Recreation</i></p> <p>8.6. <i>Ethical Principles for APA</i></p> <p>8.7. <i>Intercultural Aspects</i></p> <p>8.8. <i>Ethics and Assessment</i></p> <p>8.9. <i>Professional Conduct</i></p> <p>8.9.1. Principles</p> <p>8.9.2. Professional Responsibilities</p> <p>a. Strive to Achieve the Highest Quality, Effectiveness and Dignity</p> <p>b. Acquire and Maintain Professional Competence</p> <p>c. Know and Respect Existing Laws Pertaining to Professional Work in APA</p> <p>d. Give Comprehensive and thorough Evaluations of Physical Activity Programme</p> <p>e. Honour Contracts, Agreements, and Assigned Responsibilities</p> <p>8.9.3. Delivery of Service</p> <p>a. Abilities-Based</p> <p>b. APA</p>
---------------------------	--

## European Master in Adapted Physical Activity for the Elderly

<p><b>2.5 Assessment</b></p>	<ul style="list-style-type: none"> <li>• Criteria for summative assessment               <ul style="list-style-type: none"> <li>- Written exam</li> </ul> </li> <li>• Criteria for formative assessment               <ul style="list-style-type: none"> <li>- /</li> </ul> </li> </ul>
<p><b>2.6 Educational Activities</b></p>	<p><b>(Filled in by the teacher)</b></p>
<p><b>2.7 Materials</b></p>	<p><input type="checkbox"/> Handbook/Manual</p> <p><b>Suggested:</b></p> <p>Bax, H., &amp; Van den Heuvel, A. (2005). <i>Ethiek in beweging: bewegen en ethiek in onderwijs, sport en gezondheidssector</i>. Assen: Van Gorcum.</p> <p>Epstein, A. (2003). <i>Sport law</i>. Clifton Park, NY: Thomson/Delmar learning</p> <p>Gastmans, C. &amp; Dierckx de Casterlé, B. (2000). <i>Verpleegkundige excellentie. Verpleegkunde tussen praktijk en ethiek</i>. Maarssen: Elsevier gezondheidszorg.</p> <p>Gastmans, C., &amp; Vanlaere, L. (2005). <i>Cirkels van Zorg. Ethisch omgaan met ouderen</i>. Leuven: Davidsfonds.</p> <p>Malloy, D. C., Ross, S., &amp; Zakus, D. H. (2003). <i>Sport ethics: Concepts and cases in sport and recreation</i>. Toronto: Thompson educational publ.</p> <p>Manshot, H., &amp; Verkerk, M. (1994). <i>Ethiek van de zorg: een discussie</i>. Amsterdam: Boom</p> <p>Tomlinson, A., &amp; Fleming, S. (1997). <i>Ethics, sport and leisure : Crisis and critiques</i>. Chelsea School Research Centre, University of Brighton: Meyer and Meyer Sport.</p> <p>Widdershoven, G.A.M. (2000). <i>Ethiek in de kliniek: hedendaagse benaderingen in de gezondheidsethiek</i>. Amsterdam: Boom.</p> <p><input type="checkbox"/> Articles</p> <p><b>Suggested:</b></p> <p>Bortz, W.M. (1982). Disuse and aging. <i>Journal of the American Medical Association</i>, 248(10), 1203-1208.</p> <p>Dierckx de Casterlé, B. (1997). Nursing students' responses to ethical dilemmas in nursing practice. <i>Nursing Ethics</i>, 4 (1), 12-28.</p> <p>Dierckx de Casterlé, B. (1998). Supporting nurses in ethical decision making. <i>Nursing Clinics of North America</i>, 33 (3), 543-555</p> <p>Dionigi, R. (2006). Competitive Sport as Leisure in Later Life: Negotiations, Discourse, and Aging. <i>Leisure Sciences</i>, 28, 181-196.</p> <p>Evans, W.J. (2002). Guest editorial: Exercise as the standard of care for elderly people. <i>Journal of Gerontology: Medical Sciences</i>, 57(5), 260 -261.</p>

	<p>Gastmans, C. (1998). Zinvol zorg verlenen als humane opdracht: Een filosofisch-ethische analyse van zorg. <i>Bijdragen, tijdschrift voor filosofie en theologie</i>, 59 (2), 154-179.</p> <p>Gastmans, C., Dierckx de Casterlé, B., &amp; Schotmans, P. (1998). Nursing considered as moral practice: A philosophical-ethical interpretation of nursing. <i>Kennedy Institute of Ethics Journal</i>, 8 (1), 43-69.</p> <p>Gastmans, C., &amp; Vanlaere, L. (2005). The ethical and philosophical foundations of care ethics. <i>Nursing Ethics</i>, 12, 200-201.</p> <p>Hage, A. M., &amp; Lorensen, M. (2005). A philosophical analysis of the concept empowerment; the fundament of an education-programme to the frail elderly. <i>Nursing Philosophy</i>, 6, 235-246.</p> <p>Holstein, P.E., Due, E.P., Almind, G., &amp; Holst, E. (1990). Which retired old people receive home help? A survey of 1261 70-95-year-old people. <i>Ugeskr. Laeger</i>, 152, 228-232.</p> <p>Nordam, A., Sørli, V., &amp; Förde, R. (2003). Integrity in the care of elderly people, as narrated by female physicians <i>Nursing Ethics</i>, 10 (4), 388-403.</p> <p>Rautio, N., Adamson, J., Heikkinen, E., &amp; Ebrahim, S. (2006). Associations of socio-economic position and disability among older women in Britain and Jyväskylä, Finland. <i>Archives of Gerontology and Geriatrics</i>, 42(2), 141-155.</p> <p>Reich, W.T. (1995). Care. <i>Encyclopedia of Bioethics</i>, New York: Simon &amp; Schuster, 319-344.</p> <p>Shotton, L. (2003). The role of older people in our communities. <i>Nursing Ethics</i>, 10 (1), 4-17.</p> <p>Verkerk, M. (1999). A care perspective on coercion and autonomy. <i>Bioethics</i>, 13 (1), 358-368.</p> <p><input type="checkbox"/> Journals</p> <p><b>Suggested:</b> Essays on Ethics and Method (Oxford Scholarship Online Monographs) Ethics and Values (World Bank) The Ethics of Care (OSOM) The Journal of Ethics (Springer)</p> <p><input type="checkbox"/> Multimedia</p> <p><b>Suggested:</b></p> <p><input type="checkbox"/> ...</p> <p><b>Suggested:</b></p>
--	---

**Module XI: Research Methods**

1. Identification information	
1.1 Title Programme	European Master in Adapted Physical Activity for the Elderly
1.2 Title Module	Research Methods
1.3 Translation Title	
1.4 Code of Module	EUAPA 1111
1.5 ECTS	7 – 10
1.6 Year	<input checked="" type="checkbox"/> Master 1 <input type="checkbox"/> Master 2
1.7 Period	<input checked="" type="checkbox"/> 1st Semester <input type="checkbox"/> 2nd Semester

2. Information on content	
2.1 Aims	<ul style="list-style-type: none"> <li>To make students aware of various approaches to research</li> </ul>
2.2 Objectives	<ul style="list-style-type: none"> <li>Understand and implement a variety of research approaches</li> <li>Take informed decisions with regards to research paradigms</li> </ul>
2.3 Competences	<ul style="list-style-type: none"> <li>Choose the research approach fitting their inquiry</li> <li>Design the research model</li> <li>Utilise appropriate analysis procedures</li> </ul>
2.4 Content	<ol style="list-style-type: none"> <li><b>Overview of Paradigmatic Issues</b></li> <li><b>Qualitative Research (Social sciences)</b> <ol style="list-style-type: none"> <li><i>Substantive Theory</i></li> <li><i>Related Instruments and their Protocols</i></li> <li><i>Specific Analysis Procedures</i></li> </ol> </li> <li><b>Quantitative Research (Physical sciences)</b> <ol style="list-style-type: none"> <li><i>Substantive Theory</i></li> <li><i>Related Instruments and their Protocols</i></li> <li><i>Specific Analysis Procedures</i></li> </ol> </li> <li><b>Fittingness and Working Across Paradigms</b></li> <li><b>Ethical Concerns of Research</b></li> </ol>

## European Master in Adapted Physical Activity for the Elderly

2.5	<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Criteria for summative assessment               <ul style="list-style-type: none"> <li>- Preparing and presenting a draft proposal for research</li> </ul> </li> <li>• Criteria for formative assessment               <ul style="list-style-type: none"> <li>- Preparing and presenting a draft proposal for research</li> </ul> </li> </ul> <p>(Filled in by the teacher)</p>
2.6	<b>Educational Activities</b>	
2.7	<b>Materials</b>	<input type="checkbox"/> Handbook/Manual <b>Suggested:</b> Thomas, J. R., Nelson, J. K., & Silverman, S. J. (2005). <i>Research methods in physical activity</i> . Champaign, IL: Human Kinetics. Portney, L.G., & Watkins, M.P. (2000). <i>Foundations of clinical research: applications to practice (2<sup>nd</sup> Ed.)</i> . New Jersey: Prentice Hall Health. Punch, K.F. (2005). <i>Introduction to Social Research (2<sup>nd</sup> Ed.)</i> . London: Sage Slotboom, A. (1996). <i>Statistiek in woorden: de meest voorkomende termen en technieken</i> . Groningen: Wolters-Noordhoff. <input type="checkbox"/> Articles <b>Suggested:</b> Conn, V. S., Minor, M. A., Burks, K. J., Rantz, M. J., & Pomeroy, S. H. (2003). Integrative review of physical activity intervention research with aging adults. <i>Journal of the American Geriatrics Society</i> , 51, 1159-1168. Heikkinen, E. (1997). Background, design and methods of the project, <i>Scandinavian Journal of Social Medicine</i> , 53, 1-18. Margitić, S., Sevick, M. A., Miller, M., Albright, C., Banton, J., Callahan, K., Garcia, M., Gibbons, L., Levine, B. J., Anderson, R., & Ettinger, W. (1999). Challenges faced in recruiting patients from primary care practices into physical intervention trial. <i>Preventive Medicine</i> , 29, 277- 268 <input type="checkbox"/> Journals <b>Suggested:</b> Educational Research (Routledge) Inquiry (Routledge) International Journal of Qualitative Studies in Education (Routledge) International Journal of Social Research Methodology (Routledge)

European Master in Adapted Physical Activity for the Elderly

	<p>Learning Disabilities Research Practice (Blackwell)</p> <p>Planning Practice and Research (Routledge)</p> <p>Social Science Research (Routledge)</p> <p><input type="checkbox"/> Multimedia</p> <p><b>Suggested:</b></p> <p><input type="checkbox"/> ...</p> <p><b>Suggested:</b></p>
--	--

**Module XII: Internship I**

1. Identification information	
1.1 Title Programme	European Master in Adapted Physical Activity for the Elderly
1.2 Title Module	Internship
1.3 Translation Title	
1.4 Code of Module	EUAPA 1111
1.5 ECTS	7 - 10
1.6 Year	<input checked="" type="checkbox"/> Master 1 <input type="checkbox"/> Master 2
1.7 Period	<input checked="" type="checkbox"/> 1st Semester <input type="checkbox"/> 2nd Semester

2. Information on content	
2.1 Aims	<ul style="list-style-type: none"> <li>The student learns to work in a real situation in order to develop further their knowledge, skills and competences (observation)</li> </ul>
2.2 Objectives	<ul style="list-style-type: none"> <li>Witness classroom theories and principles being applied in real world situations</li> <li>Gain real world work experience and develop professional competence</li> <li>Become more familiar with specific work functions and therapy-related skills</li> <li>Develop values and confidence, assertiveness, and decision-making abilities</li> </ul>
2.3 Competences	<ul style="list-style-type: none"> <li>Work as part of a team</li> <li>Learn and improve specific skills such as communication, problem solving, teamwork, interpersonal skills, networking and presentation skills as well as career/therapy knowledge</li> <li>Utilise appropriate individualised therapy-programmes (screening, assessment, goal setting, individualised programme)</li> </ul>
2.4 Content	<p>The student is introduced in the existing initiatives offered to a specific population at the research host university. In most of the cases, this practical training is associated to the theme of the master thesis. This introduction provides him/her with additional practice experience and an insight in local customs and cultural differences. This period should enable the student to be confronted with working strategies of that part in Europe, with regard to his/her research population. During several weeks, the student will observe different therapy-sessions. At the end of the internship the student will be enrolled and will start giving some therapy-sessions.</p>

European Master in Adapted Physical Activity for the Elderly

2.5	<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Criteria for summative assessment               <ul style="list-style-type: none"> <li>- Report of internship</li> </ul> </li> <li>• Criteria for formative assessment               <ul style="list-style-type: none"> <li>- Presenting (oral presentation of) internship</li> </ul> </li> </ul>
2.6	<b>Educational Activities</b>	(Filled in by the teacher)
2.7	<b>Materials</b>	<input type="checkbox"/> Handbook/Manual <b>Suggested:</b> <input type="checkbox"/> Articles <b>Suggested:</b> <input type="checkbox"/> Journals <b>Suggested:</b> <input type="checkbox"/> Multimedia <b>Suggested:</b> <input checked="" type="checkbox"/> Evaluation form <b>Suggested:</b> In appendix

## European Master in Adapted Physical Activity for the Elderly

### Module XIII: Internship II

1. Identification information	
1.1 Title Programme	European Master in Adapted Physical Activity for the Elderly
1.2 Title Module	Internship II
1.3 Translation Title	
1.4 Code of Module	EUAPA 2213
1.5 ECTS	10
1.6 Year	<input type="checkbox"/> Master 1 <input checked="" type="checkbox"/> Master 2
1.7 Period	<input type="checkbox"/> 1st Semester <input checked="" type="checkbox"/> 2nd Semester
2. Information on content	
2.1 Aims	<ul style="list-style-type: none"> <li>The student learns to work in a real situation in order to develop further their knowledge, skills and competences</li> </ul>
2.2 Objectives	<ul style="list-style-type: none"> <li>Witness classroom theories and principles being applied in real world situations</li> <li>Gain real world work experience and develop professional competence</li> <li>Become more familiar with specific work functions and therapy-related skills</li> <li>Develop values and confidence, assertiveness, and decision-making abilities</li> <li>Work as part of a team</li> <li>Learn and improve specific skills such as communication, problem solving, teamwork, interpersonal skills, networking and presentation skills as well as career/therapy knowledge</li> <li>Utilise appropriate individualised therapy-programmes (screening, assessment, goal setting, individualised programme)</li> </ul>
2.3 Competences	
2.4 Content	<p>The student is introduced in the existing initiatives offered to a specific population at the research host university. In most of the cases, this practical training is associated to the theme of the master thesis. This introduction provides him/her with additional practice experience and an insight in local customs and cultural differences. This period should enable the student to be confronted with working strategies of that part in Europe, with regard to his/her research population. During several weeks, the student will give therapy-sessions, assess patients (follow-up) and attend team meetings.</p>

European Master in Adapted Physical Activity for the Elderly

2.5	<p><b>Assesment</b></p> <ul style="list-style-type: none"> <li>• Criteria for summative assessment             <ul style="list-style-type: none"> <li>- Report of internship</li> </ul> </li> <li>• Criteria for formative assessment             <ul style="list-style-type: none"> <li>- Presenting (oral presentation of) internship</li> </ul> </li> </ul>
2.6	<p><b>Educational Activities</b></p> <p>(Filled in by the teacher)</p>
2.7	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Handbook/Manual</li> </ul> <p><b>Suggested:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Articles</li> </ul> <p><b>Suggested:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Journals</li> </ul> <p><b>Suggested:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Multimedia</li> </ul> <p><input checked="" type="checkbox"/> Evaluation form</p> <p><b>Suggested:</b> In appendix</p>

**Module XIV: Master Thesis**

1. Identification information	
1.1 Title Programme	European Master in Adapted Physical Activity for the Elderly
1.2 Title Module	Master Thesis
1.3 Translation Title	
1.4 Code of Module	EUAPA 2214
1.5 ECTS	10
1.6 Year	<input type="checkbox"/> Master 1 <input checked="" type="checkbox"/> Master 2
1.7 Period	<input type="checkbox"/> 1st Semester <input checked="" type="checkbox"/> 2nd Semester

2. Information on content	
2.1 Aims	<ul style="list-style-type: none"> <li>The student can formulate, present (synoptic), and defend findings obtained as a result of a literature study, thorough case studies during the clinical training period or research work.</li> </ul>
2.2 Objectives	<ul style="list-style-type: none"> <li>Understand and implement a variety of research approaches</li> <li>Able to coordinate and supervise a research design</li> </ul>
2.3 Competences	<ul style="list-style-type: none"> <li>Be able to write scientific reports</li> <li>Be able to give oral presentations, clearly structured, with relevant arguments and adapted to the audience</li> <li>Choose the research approach fitting their inquiry</li> <li>Design the research model</li> <li>Utilise appropriate analysis procedures</li> </ul>
2.4 Content	<p>At the end of the first year the student hands in a research proposal that is based on a literature study. During the second year the student does his/her research (regarding the research proposal), which results in a master's thesis. The subject of the master thesis (and research proposal) is linked to the curriculum and the internship. The form and content of the master thesis must be in conformity with the requirements set at the student's home university, where he/she must present and defend it before the local Board.</p>

European Master in Adapted Physical Activity for the Elderly

2.5	<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Criteria for summative assessment               <ul style="list-style-type: none"> <li>- Master thesis</li> </ul> </li> <li>• Criteria for formative assessment               <ul style="list-style-type: none"> <li>- Presentation of master thesis (jury)</li> </ul> </li> </ul>
2.6	<b>Educational Activities</b>	(Filled in by the teacher)
2.7	<b>Materials</b>	<input type="checkbox"/> Handbook/Manual <b>Suggested:</b>
		<input type="checkbox"/> Articles <b>Suggested:</b>
		<input type="checkbox"/> Journals <b>Suggested:</b>
		<input type="checkbox"/> Multimedia <b>Suggested:</b>
		<input type="checkbox"/> Evaluation form <b>Suggested:</b>