

NAME OF THE COURSE		Sport against violence and exclusion				
Code		Year of study	1 st graduate			
Course teacher	Assistant professor, Boris Milavić, PhD	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			45	0	0	
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	<ul style="list-style-type: none"> - to teach how to recognize violent and exclusive behaviors within athletes and to use various strategies (e.g., improving emotional responses, communication) designed to promote prosocial behavior and reduce violent and exclusive behaviors in sport - to educate how to develop individuals values, forming positive relationship among group members and to use various strategies (e.g., improving emotional responses, communication skills, support) designed to promote positive climate in sports group and avoid negative processes such as aggression, bullying in sport - basic principles of good cooperation with parents and importance of involving parents and having their support in conflict resolution situations - developing and implementing innovative approaches with the goal to protect and empower children and youth in society - the psychological aspects of prejudice phenomenon, conceived as one of the main determinants of violence and exclusion 					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>At the completion of this course, students will be able to do the following:</p> <ul style="list-style-type: none"> - Analyzing various situational factors for violent/exclusive behavior - Forming positive relationship among group members (games relation to communication skills, empathy, trust) and stimulate group cohesion - Developed communication and interpersonal skills in trainer – parent relationship - Solving problems through the application of scientific methods and procedures in physical exercise - Solve a practical conflict 					
Course content broken down in detail by weekly class schedule (syllabus)	Lectures		Teacher			
	The violence and exclusion recognition and its psychosocial features in sport (9 hours)		Assistant professor, Boris Milavić, PhD			
	The development of personal and social (group) relations in sport (9 hours)		Assistant professor, Boris Milavić, PhD			
	Developing family and coach relations based on trust and reciprocity (9 hours)		Assistant professor, Boris Milavić, PhD			
	Empowerment through sport for societal change (9 hours)		Assistant professor, Boris Milavić, PhD			
	Prejudice and problem solving aspects of violence and exclusion (9 hours)		Assistant professor, Boris Milavić, PhD			
Format of instruction	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

Student responsibilities	Class attendance, workshops, assignments, oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1.5	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	<p>Grades are from 1 to 5 : grade 1 (below 59%); grade 2 (60% -72%); grade 3 (73% - 82%); grade 4 (83% - 90%); grade 5 (91% - 100%)</p> <p>Class attendance: 16%</p> <p>Seminar essay: 50%</p> <p><u>Oral exam: 34%</u></p> <p>Total: 100%</p>					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Rivara, F., Le Mnestrel, S. (eds.) (2016). <i>Preventing Bullying through Science, Policy and Practice</i> . Washington, DC: The National Academies Press.				web	
	Hawkins, R., Nabors, L. (eds.) (2018). <i>Promoting Prosocial Behaviours in Children through Games and Play. Making Social Emotional Learning Fun</i> . New York: Nova Science Publisher.				Web	
	Holt, L. Nickolas (ed) (2016), <i>Positive Youth Development Through Sport</i> , Rutledge, New York.				Web	
	Hellison, D.R. (2011). <i>Teaching personal and social responsibility through physical activity - 3rd edition</i> . Champaign, Illm US: Human Kinetics				Web	
	Weinberg, R.S., & Gould, D. (2015). <i>Foundations of sport and exercise psychology</i> (6th ed.). Champaign, IL, US: Human Kinetics				Web	
	Allport, G. W. (1955). <i>The nature of prejudice</i> . Cambridge, Mass: Addison-Wesley Pub. Co				Web	
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<p>Final exam and activity on the lectures.</p> <p>External evaluation of teaching quality through 'Questionnaire for student's evaluation of teaching'</p>					
Other (as the proposer wishes to add)	http://moodle.kfst.hr/course/view.php?id=519					