**Dual career in student-athletes with disabilities: a perspective through the ERASMUS + Para-Limits project**

**Alejandro Leiva-Arcas**

**María José Maciá-Andreu**

**Raquel Vaquero-Cristóbal**

**María Delgado Nadal**

**Lourdes Meroño**

**Alejandro Leiva-Arcas**

|  |  |
| --- | --- |
| **Hombre parado con un traje de color negro  Descripción generada automáticamente** | PhD in Sports Science. Secretary of the Faculty of Sport at the Catholic University of Murcia (UCAM). Professor of History of Sport in the Degree in Sport Sciences. He has participated as a researcher in more than 20 Erasmus+ projects on topics such as sport and gender, social innovation, dual career or educational innovation. As an author, he has contributed to more than 40 high-impact publications, books and book chapters. He is currently a member of the Research Group “Areté: Physical Education, Sport and Performance” and the UCAM Olympic Studies Centre. |

**María José Maciá-Andreu**

|  |  |
| --- | --- |
| **Mujer posando para una foto  Descripción generada automáticamente** | PhD in Sports Science. She is professor and researcher of the Faculty of Sport at the Catholic University of Murcia (UCAM). Regarding her research activity, she belongs to the Research Group GDOT (Sports Management, Leisure and Technology), in which she develops and participates in studies and publications related to sports management and sociology of sport, as well as in several national and European competitive projects. She is also a reviewer for several scientific journals. Finally, she has participated in different national and international conferences and congresses, as a member of the scientific and organising committee, as well as a speaker on the results obtained in the research carried out. |

**Raquel Vaquero-Cristóbal**

|  |  |
| --- | --- |
| **Una mujer con un vestido de color negro  Descripción generada automáticamente con confianza media** | PhD in Sports Science. She is professor and researcher of the Faculty of Sport at the Catholic University of Murcia (UCAM). She belongs to the Research Group “Prevention of Sports Injuries”, and member of the International Chair of Kinanthropometry in which she develops and participates in studies and publications related to physical activity and health and equity of gender, as well as in several national and European competitive projects. She currently has more than 115 articles published in high-impact journals included in JCR or SCOPUS; in addition to more than forty books and book chapters. |

**María Delgado Nadal**

|  |  |
| --- | --- |
| **Una persona con una camisa blanca  Descripción generada automáticamente** | Graduate in Sports Science from the Polytechnic University of Madrid; Master's Degree in High Performance in Sports from the COE/UCAM; Master's Degree in Sports Management from the International University of Valencia. Two-time Paralympic Games medallist, eight-time World Championships medallist and ten-time European Championships medallist. She has participated as a researcher in the Erasmus+ Dual Career of Student-Athletes with Disabilities as a Tool for Social Inclusion Para-Limits project. |

**Lourdes Meroño**

|  |  |
| --- | --- |
| **Mujer posando para una foto  Descripción generada automáticamente** | PhD in Sports Science. She is Dean of the Faculty of Sport as well as professor and researcher at the Catholic University of Murcia (UCAM). She is author of several high-impact publications related to sport pedagogy and competence-based teaching, and has participated in different national and international competitive projects. She is currently a member of the Research Group “Areté: Physical Education, Sport and Performance” and the UCAM Olympic Studies Centre. |

**SYNOPSIS**

This book is the result of thirty months of work on Erasmus+. In this work are collected strategies for improving the conditions of student-athletes with disabilities who seek to harmonize their sporting and academic careers without one reality suppose a prejudice on the other. Through the different chapters, the reader will be able to delve into the idiosyncrasies of the social inclusion of this population through their effective access to higher university education without renouncing a successful sports career.

**ISBN**

9788419786210

**FUNDING**

This book was supported by the European Commission under the Erasmus+ Programme [number 622213-EPP-1-2020-1-ES-SPO-SCP].

**This book is being edited by Aula Magna Mc Graw Hill in open access format. The current version will be replaced by the final version as soon as it becomes available.**

**TABLE OF CONTENTS**

CHAPTER 1. Introduction to the PARA-LIMITS project IPs de todas instituciones

CHAPTER 2. Dual Career of student-athletes UCAM

CHAPTER 3. University studies on people with disabilities Foro Italico

CHAPTER 4. Paralympic Sports and accesibility requirements ONCE + CPE

CHAPTER 5. Procedure for analysis and implementation of educational adaptations Viseu

CHAPTER 6. Barriers and benefits to dual careers in people with disabilities Limerick

CHAPTER 7. The role of stakeholders for the dual career of student athletes with disabilities UNEFS

CHAPTER 8. The end of a sporting life Collective Innovation

CHAPTER 9. Recommendations for the implementation of dual-career of disabled sportspersons EAS

CHAPTER 10. Outputs from Para-limits project UCAM

**CHAPTER 2**

**A conceptual approach to the Dual Career of student-athletes**

Alejandro Leiva-Arcas1, Álvaro Díaz-Aroca1,\*, Antonio Sánchez-Pato2 & Juan Alfonso García-Roca1

1 Facultad de Deporte, UCAM Universidad Católica de Murcia, Spain.

2 Facultad de Ciencias de la Salud. Universidad Internacional de La Rioja, Madrid, Spain.

Corresponding author: Álvaro Díaz Aroca, Facultad de Deporte, UCAM Universidad Católica de Murcia, Spain. adiaz@ucam.edu.

**Abstract**

This chapter presents a review of the activities that have been carried out within the Dual Career of Student-Athletes with Disabilities as a Tool for Social Inclusion - Para-Limits - project. Firstly, a review of the scientific literature was carried out on the status of the dual career at the legislative level, good practices, access to Higher Education; review of barriers and obstacles; and characteristics of the expert support staff for athletes with disabilities in the different participating countries. After this, an exploratory phase was carried out where a questionnaire about barriers in the dual career was passed to 203 student-athletes with disabilities from different European countries. Different focus groups were also carried out with stakeholders related to adapted sport clubs; adapted sport federations; NGOs specialised in social inclusion of disabled people; and researchers in inclusive education. With all the information collected, a Good Practice Guide on social inclusion, adapted sport and dual career was designed, which aimed to raise awareness among stakeholders about the real needs and barriers faced by student-athletes with disabilities; and an innovative pilot course was designed and implemented for the training of expert mentors in dual career for student-athletes with disabilities, whose structure and module was based on the data collected in the experimental phase, making a comprehensive curriculum.

**Keywords:** Barriers; Course; Disability; Dual career; Sport; Stakeholders; Student-Athlete.

**2. 1. Introduction**

In relation to the outputs generated from the project *Dual Career of Student-Athletes with Disabilities as a Tool for Social Inclusion / Para-Limits*, these were achieved through a holistic approach using both quantitative and qualitative techniques and through an international perspective made possible by the participation of all project partners. The development of the generation of the project products began with the literature review of the state of the art in each of the participating countries (desk-research). Thanks to this information, it was possible to select and/or develop the tools to be used in the next phase of the research (field-research) to analyze the situation specifically in Spain, Ireland, Portugal, Italy, Romania and Norway, thus being able to know the prevailing situation and the specific needs in each of the countries, in order to establish common lines of action.

In this regard, a literature review was first carried out. This review focused on collecting information about the legal framework for the dual career, including national, regional and local policies on adapted sport and social inclusion; good practices, both from public and private initiatives; general situation of high-level adapted sport at national level; situation of access of people with disabilities to Higher Education; review of existing barriers and obstacles for the dual career of the athlete/student with disabilities; competences for the sport mentoring of people with disabilities; and characteristics of expert support staff for the athlete with disabilities.

Following this, an exploratory phase was carried out in order to detect the needs and barriers that student-athletes with disabilities had in achieving success in both their academic and sporting careers. For this purpose, a questionnaire was designed based on previous published questionnaires. More specifically, the "Perceptions of dual career student-athletes" (ESTPORT) questionnaire (Sánchez-Pato et al. 2016), the Exercise Benefits/Barriers Scale (EBBS) (Sechrist, Walker, and Pender 1987) and the Athletic Identity Measurement Scale (AIMS) (Visek et al. 2008) were used for data collection. These questionnaires were completed by a total of 203 student-athletes with disabilities from European countries. The second activity was to conduct five focus groups in different European countries. These were carried out with between six and eight people belonging to: adapted sport clubs; adapted sport federations; NGOs specialized in social inclusion of disabled people; and researchers in inclusive education.

Based on the results on barriers perceived by student-athletes with disabilities and on the conclusions of the focus groups conducted with disabled sport-related stakeholders, it was possible to detect the main problems to be solved in order to optimize the success of the dual career and the topics on which professors and coaches need training in order to help student-athletes with disabilities.

Thus, a Good Practice Guide on social inclusion, adapted sport and dual careers was produced, which aimed to raise awareness among stakeholders about the real needs and barriers faced by student-athletes with disabilities, inspiring them to take positive action to promote the creation of a dual career support network for athletes with disabilities.

Subsequently, an innovative pilot course for the training of dual career expert mentors for student-athletes with disabilities was designed and implemented, whose structure and module was based on the data collected in the pilot phase, realizing a comprehensive curriculum.

The importance of the training course presented below is based on the absence of a training course of this type that is open, accessible and adaptable to the needs of potential participants, both in terms of the time available to carry it out, as well as the contents of interest in which they consider they should go into more depth, and from where it can be carried out. In addition, the extensive analysis carried out at European level, allows the transfer of good practices between countries of the European Union and training in common policies that promote the mobility of students and professors..

**2. 2. General structure of the course**

The literature review in each of the participating countries, as well as the fieldwork (questionnaires and focus groups) during this project, allowed the development of an online training course aimed at university professors to become expert guides (mentors) for student-athletes with disabilities.

The training course is made up of six different modules, with the following general structure and subject matter:

* **MODULE 1**: Dual-Career for Student-Athletes with a Disability. Stakeholder Identification and Relationship and Support Network Development.
* **MODULE 2**: Introduction to the Dual Career of Student-Athletes.
* **MODULE 3**: Disability, Disability Categories and Sports Categories.
* **MODULE 4**: Individual Inclusion, Mentoring and Single Needs.
* **MODULE 5**: Environmental Inclusion. Creation of Suitable Environments and Procedural Adaptations on the Campuses. Identification and Removal of Physical Barriers.
* **MODULE 6**: Social Inclusion. Good Practices for the Integration of the Student-Athletes with a Disability in the University Community.

Each module lasts approximately 60-90 minutes and includes a variety of learning activities, such as participating in presentations, completing related assignments, and reading and reviewing relevant research papers and policy documents. At the end of each module, five multiple-choice questions related to the content of the module must be answered before moving on to the next module.

Concerning the learning objectives of the course, they are as follows:

* To enhance mentors’ appreciation and understanding of the dual-career of student-athletes and their ability to effectively support the dual-career of student-athletes with a disability.
* To develop the mentors’ ability to develop effective relationships with key stakeholders engaged in the dual-career of student-athletes with a disability.
* To enhance mentors’ ability to identify the needs of student-athletes with a disability regarding the optimisation of their dual-career and to develop the mentors’ communication strategies with these student-athletes.
* To enhance mentors’ appreciation of disability, disability categories and disability sporting classifications.
* To develop mentors’ ability to identify and remove the challenges and barriers faced by student-athletes with a disability.
* To develop the mentors’ ability to support the social inclusion of student-athletes with a disability into the university community.

With regard to educational methods and techniques, this online course is based on self-paced learning, being able to adapt to the needs of each participant and having additional materials available to be able to go deeper into the issues they consider of interest. Similarly, in order to create meaningful learning, problem solving and interactive learning activities are included.

In order to participate in the course, there are no prerequisites for participants, except for registration. If all the modules of the course are passed, the platform will issue a certificate of completion to the participant, detailing the details of both the course and the student.

**2. 3. Introduction to the training course modules**

The following is a brief introduction to each of the modules that make up this course, together with the learning objectives pursued.

*2.3.1. MODULE 1 - Dual-Career for Student-Athletes with a Disability. Stakeholder Identification and Relationship and Support Network Development*

This module introduces the training course in general in order to improve the understanding and organisation of the participants of the training course. It then describes the stakeholders in the dual career of student-athletes with disabilities. Finally, guidance is provided on how to develop an effective relationship with these stakeholders and the creation of support networks for student-athletes with disabilities.

The intended learning outcomes of this module are as follows:

* To develop the mentors understanding of who the key stakeholders are in the development of the dual-career for student-athletes with a disability.
* To enhance the mentors’ ability to build effective relationships with key stakeholders.
* To develop the mentors’ ability to identify and devise a support network for student-athletes with a disability.
* To enhance the mentors’ appreciation of the role that universities can play regarding the development of effective support networks for student-athletes with a disability.

In terms of learning activities, the following are carried out:

* Video lecture.
* Readings.
* Review of case studies.
* Completion of tasks.
* Quiz.

*2.3.2. MODULE 2 - Introduction to the Dual Career of Student-Athletes.*

This module provides an introduction to the concept of dual careers for student-athletes and the state of the art internationally. It also analyses the main benefits and barriers to its development, as well as the characteristics of the different models implemented in the past, the main actors involved and their role, and future trends. Finally, the potential of dual careers in high-level disabled athletes is discussed.

The intended learning outcomes of this module are as follows:

* To understand the concept and main characteristics of the dual career of student-athletes.
* To know the main benefits and barriers for the development of the dual career of student-athletes.
* To learn about the main models and the stakeholders involved.
* To understand the potential of dual career in high-level disabled athletes.

In terms of learning activities, the following are carried out:

* Video lecture.
* Readings.
* Completion of tasks.
* Quiz.
* Additional readings (optional).

*2.3.3. MODULE 3: Disability, Disability Categories and Sports categories.*

In this module the purpose is to raise awareness of rights related to disability, disability categories and sporting classifications, providing legal documents from [official bodies](https://www.linguee.es/ingles-espanol/traduccion/official%2Bbodies.html) that support this information.

The intended learning outcomes of this module are as follows:

* To develop mentors' understanding of the environment surrounding persons with disabilities with respect to the legal framework and their rights.
* To improve mentors' ability to know what needs student-athletes may have based on their type of disability.
* To develop a minimum knowledge in the mentors so that they have the ability to know about the sports that an athlete with a disability can practice.

In terms of learning activities, the following are carried out:

* Video lecture.
* Readings.
* Review of case studies.
* Completion of tasks.
* Quiz.

*2.3.4. MODULE 4: Individual Inclusion, Mentoring and Single Needs.*

In this module, the focus will range from identifying the individual needs of the student-athlete with a disability to individual inclusion, looking at biopsychosocial categories and crossing with domain objectives to prepare the mentor for tasks that facilitate inclusion and empower the athlete in the academic environment.

The intended learning outcomes of this module are as follows:

* To develop the mentor’s understanding of single inclusion on the basis of a biopsychosocial model.
* To develop and identify the mentoring process principles (applicable to mentor’s institution).
* To develop the identification of single needs of the student-athlete on different areas.

In terms of learning activities, the following are carried out:

* Video lecture.
* Readings.
* Completion of tasks.
* Quiz.

*2.3.5. MODULE 5: Environmental Inclusion. Creation of Suitable Environments and Procedural Adaptations on the Campuses. Identification and Removal of Physical Barriers.*

This module introduces the concepts of environmental inclusion, physical barriers to overcome in universities and sports environments, as well as sports equipment adapted for disabled participants.

The intended learning outcomes of this module are as follows:

* Define and use correctly all the key terms
* Describe the different types of physical barriers that affect student athletes with disabilities
* Identify and apply different internal procedures for achieving environmental inclusion
* Describe accessibility principles
* Have specific knowledge about adapted sport equipment for facilitating sport practice

In terms of learning activities, the following are carried out:

* Video lecture.
* Readings.
* Completion of tasks.
* Quiz.

*2.3.6. MODULE 6: Social Inclusion. Good Practices for the Integration of the Student-Athletes with a Disability in the University Community.*

This module provides the mentor with some useful strategies to promote the social integration of the student-athlete with a disability in the university community. It describes some good practices and illustrates a guide to which the mentor can refer to analyse the case and the university context.

The intended learning outcomes of this module are as follows:

* Understand the importance of facilitating the student with disabilities to successfully be integrated into the university community.
* Map the activities through which students interact with each other and with members of the university community (context analysis).
* Identify which activities are most suitable for the student-athlete with disabilities to integrate into the university community, based on his/her specific needs (case analysis).
* Being aware of good practices to facilitate social integration in the university community.

In terms of learning activities, the following are carried out:

* Video lecture.
* Readings.
* Writing activity.
* Quiz.

**2.4. Conclusions**

* In this project, a systematic literature review was conducted on the status of dual careers and institutional support for student athletes with disabilities in different countries.
* An exploratory baseline was carried out consisting of questionnaires to student-athletes with disabilities and focus groups with steakholders to find out their perception of barriers to the success of the dual career of student-athletes with disabilities.
* In view of the needs of student-athletes with disabilities, a Good Practice Guide on social inclusion, adapted sport and dual career and an innovative pilot course for the training of expert mentors in dual career for student-athletes with disabilities were designed.

**2.5. References**

Adler, P., & Adler, P. A. (1985). From idealism to pragmatic detachment: The academic performance of college athletes. *Sociology of Education*, 241-250.

Aquilina, D. (2013). A study of the relationship between elite athletes' educational development and sporting performance. *The international journal of the history of sport*, *30*(4), 374-392.

Aquilina, D., & Henry, I. (2010). Elite athletes and university education in Europe: a review of policy and practice in higher education in the European Union Member States. *International Journal of Sport Policy and Politics*, *2*(1), 25-47.

Capranica, L., & Guidotti, F. (2016). *Research for cult committee – Qualifications/dual careers in sports.* European Union.

Cartigny, E., & Morris, R. (2020). A taxonomy of dual career development environments in the United Kingdom. *Sport and Exercise Psychology Review*, *16*(2), 24-38.

Chamorro, J. M. L., & Sanjurjo, J. A. S. (2018). Monográfico especial. Carreras duales y transiciones deportivas en España: avances, desarrollo y estado de la cuestión. *Revista Española de Educación Física y Deportes: REEFD*, (421), 15-17.

Da Costa, F. R., de Miranda, I. S., & Figueiredo, A. J. Sport and education: how to develop a proper dual career. *Cultura, Ciencia y Deporte*, *16*(47), 49-58.

De Knop, P., Wylleman, P., Van Hoecke, J., De Martalaer, K., & Bollaert, L. (1999). A European approach to the management of the combination of academics and elite-level sport. *Perspectives: the interdisciplinary series of physical education and sport science: school sports and competition*, *1*, 49-62.

Debois, N., Ledon, A., & Wylleman, P. (2015). A lifespan perspective on the dual career of elite male athletes. *Psychology of sport and exercise*, *21*, 15-26.

European Commission (2012). *Guidelines on Dual Careers of Athletes Recommended Policy Actions in Support of Dual Careers in High-Performance Sport*. Retrieved 28 November 2012from: http://ec.europa. eu/sport/news/20130123-eu-guidelines-dualcareers\_en.htm.

Félix-Mena, A., Rodríguez, A. M., & García, C. R. (2021). Resiliencia y burnout en la carrera dual. *Cultura, Ciencia y Deporte*, *16*(47), 85-93.

Fletcher, D., & Sarkar, M. (2013). Psychological resilience: a review and critique of definitions, concepts, and theory. *European Psychologist*, *18*(1), 12-23.

Harwood, C. G., & Knight, C. J. (2015). Parenting in youth sport: A position paper on parenting expertise. *Psychology of sport and exercise*, *16*, 24-35.

Henry, I. (2013). Athlete development, athlete rights and athlete welfare: a European Union perspective. *The International journal of the history of sport*, *30*(4), 356-373.

Kazandzieva, K. (2018). *Survey on best European practices in dual career of athletes. SMART sport Erasmus+ Sport Programe*. European Union.

López de Subijana Hernández, C., Barriopedro Moro, M., Conde Pascual, E., Sánchez Sánchez, J., Ubago Guisado, E., & Gallardo Guerrero, L. (2015). Análisis de las barreras percibidas por los deportistas de élite españoles para acceder a los estudios. *Cuadernos de Psicología del Deporte*, *15*(1), 265-274.

Pallarés, S., Azócar, F., Torregrosa, M., Selva, C., & Ramis, Y. (2011). Modelos de trayectoria deportiva en waterpolo y su implicación en la transición hacia una carrera profesional alternativa . *Cultura, Ciencia y Deporte*, *6*(17), 93-103.

Purdy, D. A., Eitzen, D. S., & Hufnagel, R. (1982). Are athletes also students? The educational attainment of college athletes. *Social Problems*, *29*(4), 439-448.

Stambulova, N. (2003). Symptoms of a crisis-transition: A grounded theory study. In N. Hassmén (Ed.), *SIPF Årsbok 2003* (pp. 97-109). Örebro University Press.

Stambulova, N. B., & Samuel, R. D. (2020). Career transitions. In *The Routledge international encyclopedia of sport and exercise psychology* (pp. 119-134). Routledge.

Stambulova, N. B., & Wylleman, P. (2015). Dual career development and transitions. *Psychology of sport and exercise*, *21*, 1-134.

Stambulova, N. B., Engström, C., Franck, A., Linnér, L., & Lindahl, K. (2015). Searching for an optimal balance: Dual career experiences of Swedish adolescent athletes. *Psychology of Sport and Exercise*, *21*, 4-14.

Torregrosa, M., Ramis, Y., Pallarés, S., Azócar, F., & Selva, C. (2015). Olympic athletes back to retirement: A qualitative longitudinal study. *Psychology of sport and exercise*, *21*, 50-56.

Wylleman, P. (2019). A developmental and holistic perspective on transiting out of elite sport. In M. H. Anshel, T. A. Petrie, & J. A. Steinfeldt (Eds.), APA handbook of sport and exercise psychology, Vol. 1. Sport psychology (pp. 201–216). American Psychological Association.

Wylleman, P., & Lavallee, D. (2004). A developmental perspective on transitions faced by athletes. *Developmental sport and exercise psychology: A lifespan perspective*, 507-527.

Wylleman, P., Reints, A., & De Knop, P. (2013). A developmental and holistic perspective on athletic career development. In *Managing high performance sport* (pp. 191-214). Routledge.

**CHAPTER 10**

**Outputs from Dual Career of Student-Athletes with Disabilities as a Tool for Social Inclusion - Para-Limits - project**

María José Maciá-Andreu1, Raquel Vaquero-Cristóbal1,\*, Lucía Abenza-Cano1, Francisco José Cánovas1, Lourdes Meroño-García1 & Alejandro Leiva-Arcas1

1 Facultad de Deporte, UCAM Universidad Católica de Murcia, Spain

Corresponding author: Raquel Vaquero-Cristóbal, Facultad de Deporte, UCAM Universidad Católica de Murcia, Spain. rvaquero@ucam.edu.

**Abstract**

This chapter presents a review of the activities that have been carried out within the Dual Career of Student-Athletes with Disabilities as a Tool for Social Inclusion - Para-Limits - project. Firstly, a review of the scientific literature was carried out on the status of the dual career at the legislative level, good practices, access to Higher Education; review of barriers and obstacles; and characteristics of the expert support staff for athletes with disabilities in the different participating countries. After this, an exploratory phase was carried out where a questionnaire about barriers in the dual career was passed to 203 student-athletes with disabilities from different European countries. Different focus groups were also carried out with stakeholders related to adapted sport clubs; adapted sport federations; NGOs specialised in social inclusion of disabled people; and researchers in inclusive education. With all the information collected, a Good Practice Guide on social inclusion, adapted sport and dual career was designed, which aimed to raise awareness among stakeholders about the real needs and barriers faced by student-athletes with disabilities; and an innovative pilot course was designed and implemented for the training of expert mentors in dual career for student-athletes with disabilities, whose structure and module was based on the data collected in the experimental phase, making a comprehensive curriculum.

**Keywords:** Barriers; Course; Disability; Dual career; Sport; Stakeholders; Student-Athlete.

**10. 1. Introduction**

In relation to the outputs generated from the project *Dual Career of Student-Athletes with Disabilities as a Tool for Social Inclusion / Para-Limits*, these were achieved through a holistic approach using both quantitative and qualitative techniques and through an international perspective made possible by the participation of all project partners. The development of the generation of the project products began with the literature review of the state of the art in each of the participating countries (desk-research). Thanks to this information, it was possible to select and/or develop the tools to be used in the next phase of the research (field-research) to analyze the situation specifically in Spain, Ireland, Portugal, Italy, Romania and Norway, thus being able to know the prevailing situation and the specific needs in each of the countries, in order to establish common lines of action.

In this regard, a literature review was first carried out. This review focused on collecting information about the legal framework for the dual career, including national, regional and local policies on adapted sport and social inclusion; good practices, both from public and private initiatives; general situation of high-level adapted sport at national level; situation of access of people with disabilities to Higher Education; review of existing barriers and obstacles for the dual career of the athlete/student with disabilities; competences for the sport mentoring of people with disabilities; and characteristics of expert support staff for the athlete with disabilities.

Following this, an exploratory phase was carried out in order to detect the needs and barriers that student-athletes with disabilities had in achieving success in both their academic and sporting careers. For this purpose, a questionnaire was designed based on previous published questionnaires. More specifically, the "Perceptions of dual career student-athletes" (ESTPORT) questionnaire (Sánchez-Pato et al. 2016), the Exercise Benefits/Barriers Scale (EBBS) (Sechrist, Walker, and Pender 1987) and the Athletic Identity Measurement Scale (AIMS) (Visek et al. 2008) were used for data collection. These questionnaires were completed by a total of 203 student-athletes with disabilities from European countries. The second activity was to conduct five focus groups in different European countries. These were carried out with between six and eight people belonging to: adapted sport clubs; adapted sport federations; NGOs specialized in social inclusion of disabled people; and researchers in inclusive education.

Based on the results on barriers perceived by student-athletes with disabilities and on the conclusions of the focus groups conducted with disabled sport-related stakeholders, it was possible to detect the main problems to be solved in order to optimize the success of the dual career and the topics on which professors and coaches need training in order to help student-athletes with disabilities.

Thus, a Good Practice Guide on social inclusion, adapted sport and dual careers was produced, which aimed to raise awareness among stakeholders about the real needs and barriers faced by student-athletes with disabilities, inspiring them to take positive action to promote the creation of a dual career support network for athletes with disabilities.

Subsequently, an innovative pilot course for the training of dual career expert mentors for student-athletes with disabilities was designed and implemented, whose structure and module was based on the data collected in the pilot phase, realizing a comprehensive curriculum.

The importance of the training course presented below is based on the absence of a training course of this type that is open, accessible and adaptable to the needs of potential participants, both in terms of the time available to carry it out, as well as the contents of interest in which they consider they should go into more depth, and from where it can be carried out. In addition, the extensive analysis carried out at European level, allows the transfer of good practices between countries of the European Union and training in common policies that promote the mobility of students and professors.

**10. 2. General structure of the course**

The literature review in each of the participating countries, as well as the fieldwork (questionnaires and focus groups) during this project, allowed the development of an online training course aimed at university professors to become expert guides (mentors) for student-athletes with disabilities.

The training course is made up of six different modules, with the following general structure and subject matter:

* **MODULE 1**: Dual-Career for Student-Athletes with a Disability. Stakeholder Identification and Relationship and Support Network Development.
* **MODULE 2**: Introduction to the Dual Career of Student-Athletes.
* **MODULE 3**: Disability, Disability Categories and Sports Categories.
* **MODULE 4**: Individual Inclusion, Mentoring and Single Needs.
* **MODULE 5**: Environmental Inclusion. Creation of Suitable Environments and Procedural Adaptations on the Campuses. Identification and Removal of Physical Barriers.
* **MODULE 6**: Social Inclusion. Good Practices for the Integration of the Student-Athletes with a Disability in the University Community.

Each module lasts approximately 60-90 minutes and includes a variety of learning activities, such as participating in presentations, completing related assignments, and reading and reviewing relevant research papers and policy documents. At the end of each module, five multiple-choice questions related to the content of the module must be answered before moving on to the next module.

Concerning the learning objectives of the course, they are as follows:

* To enhance mentors’ appreciation and understanding of the dual-career of student-athletes and their ability to effectively support the dual-career of student-athletes with a disability.
* To develop the mentors’ ability to develop effective relationships with key stakeholders engaged in the dual-career of student-athletes with a disability.
* To enhance mentors’ ability to identify the needs of student-athletes with a disability regarding the optimisation of their dual-career and to develop the mentors’ communication strategies with these student-athletes.
* To enhance mentors’ appreciation of disability, disability categories and disability sporting classifications.
* To develop mentors’ ability to identify and remove the challenges and barriers faced by student-athletes with a disability.
* To develop the mentors’ ability to support the social inclusion of student-athletes with a disability into the university community.

With regard to educational methods and techniques, this online course is based on self-paced learning, being able to adapt to the needs of each participant and having additional materials available to be able to go deeper into the issues they consider of interest. Similarly, in order to create meaningful learning, problem solving and interactive learning activities are included.

In order to participate in the course, there are no prerequisites for participants, except for registration. If all the modules of the course are passed, the platform will issue a certificate of completion to the participant, detailing the details of both the course and the student.

**10. 3. Introduction to the training course modules**

The following is a brief introduction to each of the modules that make up this course, together with the learning objectives pursued.

*10.3.1. MODULE 1 - Dual-Career for Student-Athletes with a Disability. Stakeholder Identification and Relationship and Support Network Development*

This module introduces the training course in general in order to improve the understanding and organisation of the participants of the training course. It then describes the stakeholders in the dual career of student-athletes with disabilities. Finally, guidance is provided on how to develop an effective relationship with these stakeholders and the creation of support networks for student-athletes with disabilities.

The intended learning outcomes of this module are as follows:

* To develop the mentors understanding of who the key stakeholders are in the development of the dual-career for student-athletes with a disability.
* To enhance the mentors’ ability to build effective relationships with key stakeholders.
* To develop the mentors’ ability to identify and devise a support network for student-athletes with a disability.
* To enhance the mentors’ appreciation of the role that universities can play regarding the development of effective support networks for student-athletes with a disability.

In terms of learning activities, the following are carried out:

* Video lecture.
* Readings.
* Review of case studies.
* Completion of tasks.
* Quiz.

*10.3.2. MODULE 2 - Introduction to the Dual Career of Student-Athletes.*

This module provides an introduction to the concept of dual careers for student-athletes and the state of the art internationally. It also analyses the main benefits and barriers to its development, as well as the characteristics of the different models implemented in the past, the main actors involved and their role, and future trends. Finally, the potential of dual careers in high-level disabled athletes is discussed.

The intended learning outcomes of this module are as follows:

* To understand the concept and main characteristics of the dual career of student-athletes.
* To know the main benefits and barriers for the development of the dual career of student-athletes.
* To learn about the main models and the stakeholders involved.
* To understand the potential of dual career in high-level disabled athletes.

In terms of learning activities, the following are carried out:

* Video lecture.
* Readings.
* Completion of tasks.
* Quiz.
* Additional readings (optional).

*10.3.3. MODULE 3: Disability, Disability Categories and Sports categories.*

In this module the purpose is to raise awareness of rights related to disability, disability categories and sporting classifications, providing legal documents from [official bodies](https://www.linguee.es/ingles-espanol/traduccion/official%2Bbodies.html) that support this information.

The intended learning outcomes of this module are as follows:

* To develop mentors' understanding of the environment surrounding persons with disabilities with respect to the legal framework and their rights.
* To improve mentors' ability to know what needs student-athletes may have based on their type of disability.
* To develop a minimum knowledge in the mentors so that they have the ability to know about the sports that an athlete with a disability can practice.

In terms of learning activities, the following are carried out:

* Video lecture.
* Readings.
* Review of case studies.
* Completion of tasks.
* Quiz.

*10.3.4. MODULE 4: Individual Inclusion, Mentoring and Single Needs.*

In this module, the focus will range from identifying the individual needs of the student-athlete with a disability to individual inclusion, looking at biopsychosocial categories and crossing with domain objectives to prepare the mentor for tasks that facilitate inclusion and empower the athlete in the academic environment.

The intended learning outcomes of this module are as follows:

* To develop the mentor’s understanding of single inclusion on the basis of a biopsychosocial model.
* To develop and identify the mentoring process principles (applicable to mentor’s institution).
* To develop the identification of single needs of the student-athlete on different areas.

In terms of learning activities, the following are carried out:

* Video lecture.
* Readings.
* Completion of tasks.
* Quiz.

*10.3.5. MODULE 5: Environmental Inclusion. Creation of Suitable Environments and Procedural Adaptations on the Campuses. Identification and Removal of Physical Barriers.*

This module introduces the concepts of environmental inclusion, physical barriers to overcome in universities and sports environments, as well as sports equipment adapted for disabled participants.

The intended learning outcomes of this module are as follows:

* Define and use correctly all the key terms.
* Describe the different types of physical barriers that affect student athletes with disabilities.
* Identify and apply different internal procedures for achieving environmental inclusion.
* Describe accessibility principles.
* Have specific knowledge about adapted sport equipment for facilitating sport practice.

In terms of learning activities, the following are carried out:

* Video lecture.
* Readings.
* Completion of tasks.
* Quiz.

*10.3.6. MODULE 6: Social Inclusion. Good Practices for the Integration of the Student-Athletes with a Disability in the University Community.*

This module provides the mentor with some useful strategies to promote the social integration of the student-athlete with a disability in the university community. It describes some good practices and illustrates a guide to which the mentor can refer to analyse the case and the university context.

The intended learning outcomes of this module are as follows:

* Understand the importance of facilitating the student with disabilities to successfully be integrated into the university community.
* Map the activities through which students interact with each other and with members of the university community (context analysis).
* Identify which activities are most suitable for the student-athlete with disabilities to integrate into the university community, based on his/her specific needs (case analysis).
* Being aware of good practices to facilitate social integration in the university community.

In terms of learning activities, the following are carried out:

* Video lecture.
* Readings.
* Writing activity.
* Quiz.

**10.4. Conclusions**

* In this project, a systematic literature review was conducted on the status of dual careers and institutional support for student athletes with disabilities in different countries.
* An exploratory baseline was carried out consisting of questionnaires to student-athletes with disabilities and focus groups with steakholders to find out their perception of barriers to the success of the dual career of student-athletes with disabilities.
* In view of the needs of student-athletes with disabilities, a Good Practice Guide on social inclusion, adapted sport and dual career and an innovative pilot course for the training of expert mentors in dual career for student-athletes with disabilities were designed.

**10.5. References**

Sánchez-Pato, A., Calderón, A., Arias-Estero, J. L., García-Roca, J. A., Meroño, L., Isidori, E., Brunton, J., Decelis, A., Koustelios, A., Mallia, O., Fazio, A., Radcliffe, J., & Sedwick, M. (2016). Design and validation of a questionnaire about the perceptions of dual career student-athletes (ESTPORT). *Cultura, Ciencia y Deporte*, *11*(32), 127–147. https://doi.org/10.12800/ccd.v11i32.713

Sechrist, K. R., Walker, S. N., & Pender, N. J. (1987). Development and Psychometric Evaluation of the Exercise Benefits/Barriers Scale. *Research in Nursing & Health*, *10*(6), 356–365. https://doi.org/10.1002/nur.4770100603

Visek, A., Hurst, J., Maxwell, J., & II, J. (2008). A Cross-Cultural Psychometric Evaluation of the Athletic Identity Measurement Scale. *Journal of Applied Sport Psychology*, *20*, 473–480. https://doi.org/10.1080/10413200802415048