



Erasmus+



# THE PATH TO THE INDEPENDENT LIFE

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## ALTERNATIVE METODOLOGIES IN LIFE LONG EDUCATION

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# *The path to independent life* **Aquatic Activities** **CERCINA's contribution**



DATE: 08/02/2020



Catarina Góis



# Main Activities

1 Adapted  
Swimming  
October-June

2 Sailing  
Canoeing  
June-October

3 Surf  
BodyBoard  
June-October

4 Diving  
Punctual





## Main Objectives

- \* Mental, Physical and Social Development
- \* Acquisition of competences that are in the basis of (every) sport, such as: rules, values, tolerance, responsibility,... competences that are important in our daily life
- \* Respect for him/herself and for the others, including those that have less opportunities of participation

The slide features a light pink background with decorative watercolor-style illustrations. In the top left and right corners, there are branches with pink cherry blossoms. A small butterfly is on the left, and a larger one is on the right. The bottom of the slide is decorated with stylized blue mountains and pinkish-purple foliage. Scattered yellow and pink dots are also present.

## Main Objectives

- \* Respect for him/herself and for the others, including those that have less opportunities of participation
- \* Possibility of take part on an activity in which (he/she) feels good, having the opportunity to be active part on it, which improves (he/she) self esteem
- \* Healthy life style

## Adapted Swimming

More than learning to swim the idea is to give students the opportunity to know their body and its potential (Medina et al., 2000)

## Therapeutic Swimming

Focused on health it is highly recommended to those who have health problems such as spine modifications,... (Lloret, 1998)





# Methodology

Our work is totally  
focused on the **students**  
needs and desires.  
Technicians are facilitators  
of their learning process.



# Methodology



Moreno-Murcia (2019)



# Methodology

1) as technicians and according to our knowledge about our students as well as the practice that we have in this field, we propose who can benefit from water's activities.

First moment in the water should be one to one experience in order to “evaluate” the abilities and potential



# Methodology

2) after that experience we should establish our main objectives (together) as technicians and due to difficulties of our students we should pay attention to verbal and non-verbal communication. In fact most of our students are not able to talk or either to think about their own goals for life which applies to our sensitivity and good sense



# Methodology

3) as technicians and caregivers we MUST focus on the positive feelings, attitudes and thoughts. Motivation is crucial.





# Methodology

4) Keep the students focused on the activity, that can mean control all the things around that can create distractions



# Methodology

5) It is important to give to the experiences a meaning, that helps students to understand what they are doing and link the new experiences/learnings with the o ones



# Methodology

6) The importance of routines are high. Those routines that are created during the practice can benefit the daily life, at the same time routines helps creating mental models, that means that even the students can organize themselves, knowing what to expect and knowing consequences of different behaviours





# Methodology

7) It is important to support students in the way of creating memories about the practice and experiences lived. One of the ways that we can use to promote it is to give them the opportunity to talk about their experience, which is used a lot in the psychomotor area by recalling the activities and its development.



# Methodology

8) More than be focused on the goals it is important to be focused on the process. We know how important it is for students to achieve their own goals, but if we can keep them focused on process we can contribute more effectively to the development of their abilities. That can mean the adjustment of goals or expectations.



# Methodology

9) Students must feel that the development of their abilities is positive, and that they are important to the technician/teacher... if they feel that they are going good on the task they will feel more positive and confident to keep working and doing great efforts.





# Methodology

10) Evaluation it is important for everyone, sometimes even a simple feedback just as “Good” can have a great impact on students life. Also, if we let students take contact with their performance (in a positive way) we can easily have their participation in the adjustments needed to achieve the goals.





# THANK YOU







# WATSU

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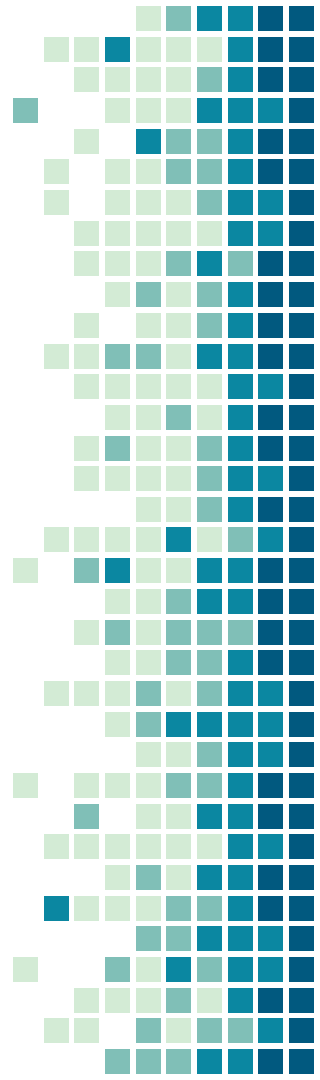
Orientadora da Universidade: Prof<sup>a</sup> Dr<sup>a</sup> Ana Rita Matias

- What is watsu?
- What are the benefits/effects of watsu?
- Who benefits from watsu sessions?
- What are the Precautions?
- We should pay attention to: ...

THE POOL

Preparing the patient and the session

WATSU BASIC SEQUENCE



# What is Watsu?

Deep relaxation aquatic therapy

Created in California by Harold Dull in 1980

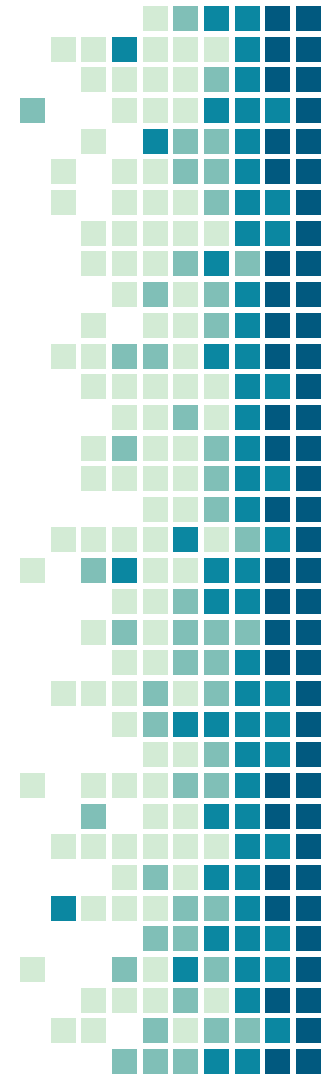
Based on Zen- Shiatsu

## **“World’s first form of aquatic bodywork”:**

- Fluctuation
- Moves and stretches
- Breath
- Warm water: deeper states of relaxation

Being floated level with someone’s heart

Breathing pattern





“

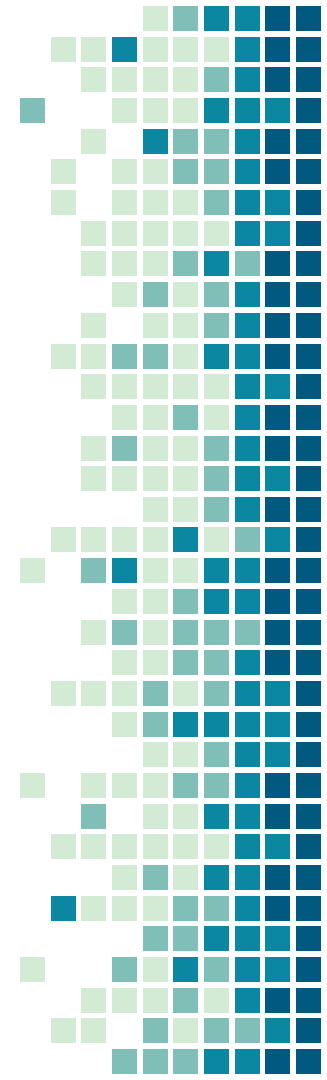
*“Watsu uses the lightness of the body in the water to release the spine, mobilizing the joints, facilitating smooth stretches differently from that used on land. These rhythmic movements, similar to a dance, are performed in harmony with the breath, in order to awaken the regeneration of the body and mind.”*



*“Watsuers” are trained to be with the patient without guiding them to a specific state. They are an essential element in this technique, as it is important to have someone accompanying the patient in order to increase their connection.*

# Benefits

- Contact
- Feelings of “presence”, confidence and freedom
- Gentle, integrative and deeply relaxing approach





## Immediate benefits

Decrease in chronic pain

Decrease heart rate – relaxation and well-being

Increased range of motion

Increases Muscle relaxation

Relief from tension and joint pain

Decreased spasticity

Emotional and mental rebalancing

Rebalancing energy flows

## Long term benefits

Decrease in chronic pain

Decrease in emotional pain

Decreased anxiety and prolonged harmful effects.

Structural rebalancing of energy flows and emotions

Improved sleep pattern

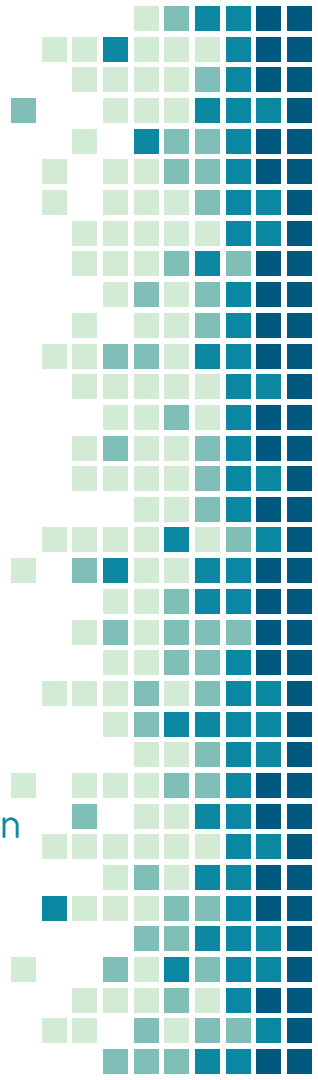
Improvement of immune system functions

# Effects in parasympathetic nervous system

Decreased heart rate  
Harmonization of respiratory cadence  
Increased peripheral vasodilation  
Harmonization of the functions of the musculoskeletal system  
Decreased reticular system activity  
Strengthening the immune system response

## Other effects

Strong stretches and mobilizations  
Helps In problems of trust  
Increased body awareness  
Greater sensitivity, subtlety and perception  
Greater vitality and quality of life  
Greater flexibility



# Who benefits from watsu sessions?

## ■ Person with:

- Fibromyalgia
- Chronic pain
- Insomnia and Depression
- Musculoskeletal injuries
- Physical, mental and emotional stress
- Post-traumatic stress disorder
- Hyperactivity
- Arthritis and rheumatism
- Cerebral palsy
- Parkinson
- Stroke
- Fear
- Anxiety
- Muscle pain
- Migraine
- Lack of mood
- Acute tensions
- Care of pregnant women
- others



# What are the Precautions?

## Physical Problems

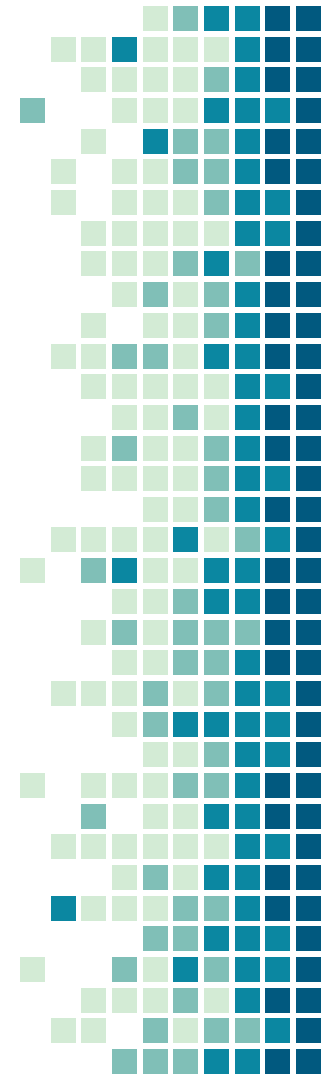
- Condition that preclude being in warm water
- Condition aggravated by the pressure or movement
- Neck or back problems
- (Muscle) inflammations
- Elder people

## Limits

We all have limits, so if someone says “that’s my limit” we must respect that, even if we think that is shorter of what they are capable.

Watsu allows the patient to increase their own limits without create resistance.

The watsuer should be careful not to go beyond the actual limits.



# What are the precautions?

## Anxieties

Find any problems with water or level of intimacy



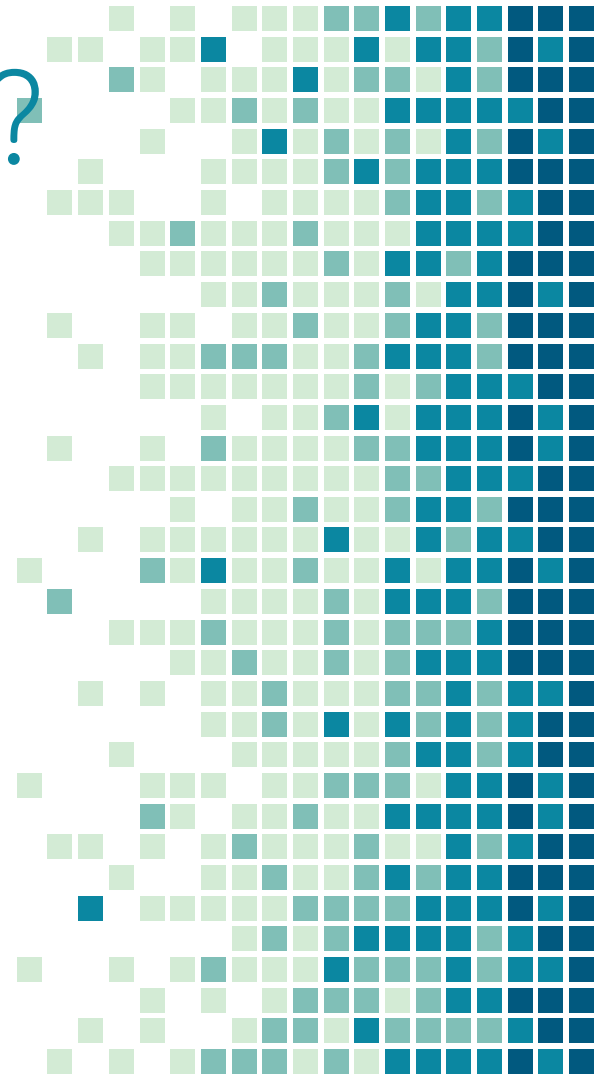
watsu can help people overcome the fear of water

Ask the patient to inform about any discomfort during the session

## Professional's limits

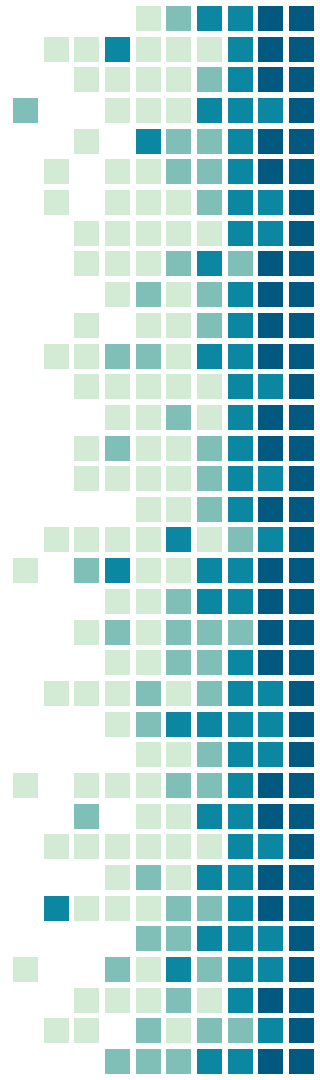
- Inappropriate touches or behavior
- Water that is not hotter enough to work
- Somebody who is too big or heavy
- Uncomfortable positions

(Dull, 2004; Dull, 2001)



# We should pay attention to:

- **The neck and head** (keep the patient's head supported, avoid drops or excessive moves, danger of hyperextension, discomfort in the neck, column and arm)
- **The nose** (keep it out of water, but if it goes under just keep calm, sometimes happen)
- **The ears** (When first putting someone's ears under water we should leave them completely submerged for 3 or 4 minutes. some people may feel discomfort, others appreciate the calm and silence)

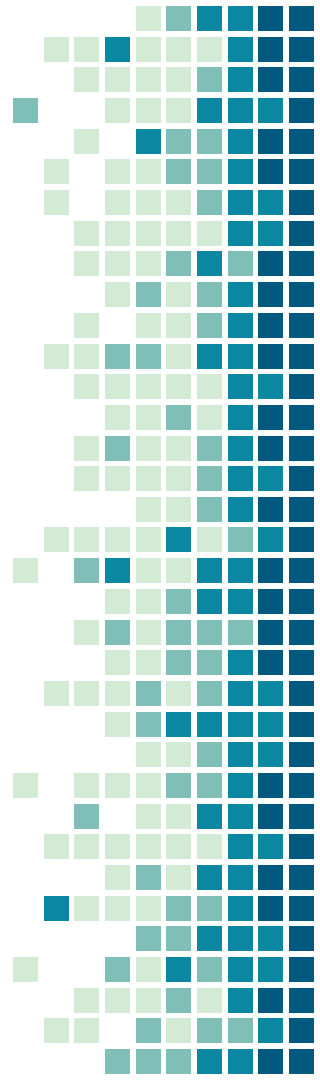




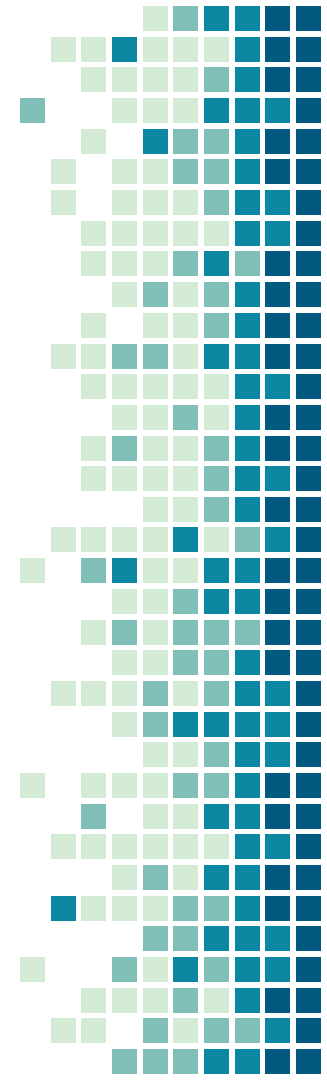
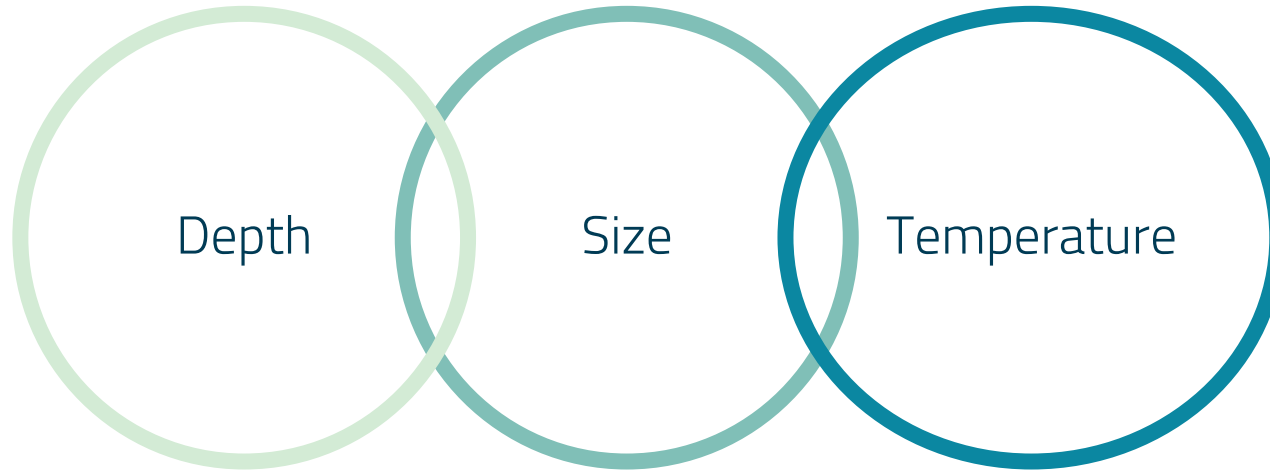
# Who should pay attention to:

- **Individual differences:**
- **Flexibility:** can be increased as the person reaches higher levels of relaxation
- **Buoyancy:** the muscles tend to sink and fat floats. We may use flotation devices, adapt positions and the time
- **Size:** adapt the moves
- **Holding:** sometimes the patient forces a slow or fast breathing, or forces the movements

**Therapist position:** standing, facing the patient, legs are spread apart while standing in one place

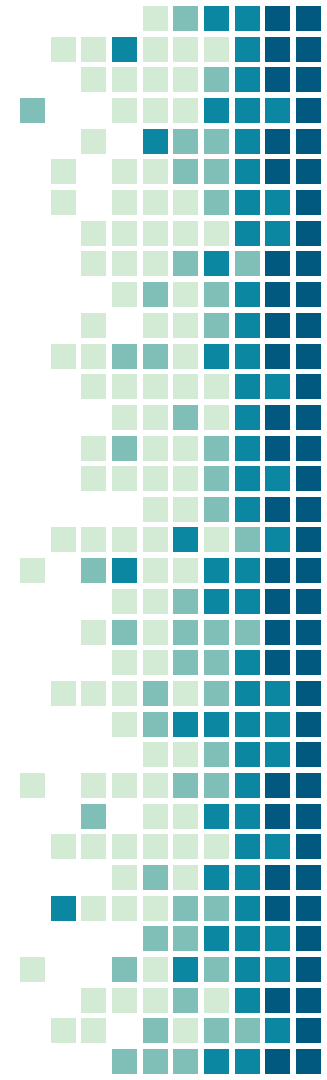


# THE POOL



# Preparing the patient and the session

- Is importante to find out what their expectations and how much experience they have with watsu, as much as the concerns.
- We can't make people feel guilty for not being able to relax
- We can make the float test to determine how much flotation they have or need, or to show how to let go and achieve maximum confort.



# WATSU BASIC SEQUENCE

- |                       |                       |
|-----------------------|-----------------------|
| 1. Water breath dance | 7. Accordion          |
| 2. Slow offering      | 8. Rotating accordion |
| 3. Free spine         | 9. Near leg rotation  |
| 4. Water breath dance | 10. Far leg rotation  |
| 5. One leg offering   | 11. Overgrip rotation |
| 6. Two legs offering  | 12. Seaweed           |

REPEAT ON THE OTHER SIDE OF  
THE BODY





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