Annex No. 1.5 to the Order of the UR Rector No. 61/2025

SYLLABUS

Concerning the cycle of education **2025-2031**

Academic year 2025/2026

1. BASIC INFORMATION CONCERNING THIS SUBJECT

Subject / Module	**Physical Education**
Course code / module *	**PE**
Faculty (name of the leading direction)	**Faculty of Medicine, University of Rzeszow**
Department Name	**Department of Physical Education and Recreation UR**
Field of study	**Medicine**
Level of education	**Uniform master studies**
Profile	**General academic**
Form of study	**Stationary / non-stationary**
Year and semester	**I year, 1-2 semester**
Type of course	**Obligatory**
Language of instruction	**English**
Coordinator	**mgr Sylwia Pomianek**
Name(s) of the instructor(s)	**mgr Sylwia Pomianek**

** - according to the resolutions of the Faculty of Medicine*

1.1. Forms of classes, number of hours and ECTS points

Semester No.	Lecture	Exercise	Conversation	Laboratory	Seminar	Practical	Other	Number of points ECTS
1		30						0
2		30						0

1.2. The form of class activities

☒ Classes are conducted in a traditional format

☐ Classes are implemented using methods and techniques of distance learning

1.3. Examination Forms (exam, credit with grade or credit without grade); **credit with grade**

2. BASIC REQUIREMENTS

No health contraindications for participating in physical education classes.

3. OBJECTIVES, OUTCOMES, AND PROGRAM CONTENT USED IN TEACHING METHODS

3.1. Objectives of this course

C1	Promoting awareness of physical culture among university students.
C2	Harmonious psychomotor development of adolescents.
C3	Shaping pro-health attitudes and habits of systematic physical activity.
C4	Shaping educational and social attitudes related to group activities.
C5	Promoting an active and healthy lifestyle and the habit of practicing physical activity throughout life.
C6	Developing specific skills for selected forms of activity.

3.2. Outcomes for the course

EK (the effect of education)	The content of learning outcomes defined for the class (module)	Reference to directional effects [1]
EK_01	Critical point of view of fitness and fitness level. Performs basic tests and checks. Has the ability to select exercises that shape the reflex of correct body posture.	EK_01
EK_02	Performs basic technical elements in team sports games (volleyball, basketball, football and handball) and use in practice physical exercises that affect the body's motor skills.	EK_02
EK_03	Undertakes pro-health and educational activities, using in practice of own knowledge and skills in the field of various forms of physical activity. Organizes activities for the benefit of the social environment and social interest.	EK_03
EK_04	Plans, organizes and cooperates in a team using the principles of "fair play". Take responsibility for managing the team.	EK_04
EK_05	Shapes self-discipline and self-esteem as well as a sense of responsibility for the health and safety of oneself and others.	EK_05
EK_06	Promotes a positive pro-health attitude influencing functional fitness in adult life. It creates the value of physical activity as a form of physical and mental relaxation.	EK_06

[1] *In the case of a path of education leading to obtaining teaching qualifications, also take into account the learning outcomes of the standards of education preparing for the teaching profession.*

3.3. Programme content

A. Problems of the lecture

B. Problems of auditorium, seminar, laboratory and practical classes

Course contents
1. Overview of the principles of safe use of facilities, devices and environments related to practicing various sports. Getting to know the regulations of SWFiR. Organization, hygiene and work order.
2. Movement games and activities, various forms of racing with the use of sports equipment. Ex. general development.
3. Exercises shaping the correct body posture with the use of instruments and utensils. Health Education: Concepts and goals of health promotion and behaviors that threaten human functional fitness.
4. Volleyball. Improving shots and licks in the top and bottom way. Ex. shaping visual-motor coordination. Tactics of playing the ball in the set pieces of the school game.
5. Volleyball. Improving: attack and blocking with a single block. Improving pledging, single and double block - school game. Rules of the game.
6. Volleyball: Control and evaluation tasks - using known elements of technique during school play. Rules and refereeing
7. Handball: Technique of passes, passes, passes, passes, passes in various positions and dribbles the ball. The technique of jumping throwing and catching lying and rolling balls. School game.
8. Handball: Handling the ball in twos and threes, bringing the attack out of a quick pass, situational, throwing the ball into the goal while running and jumping. Defend "each one of his." School game.
9. Handball: Defensive Tactics 6: 0. Applying Improved Elements. Control and evaluation tasks - rules of the game.
10. Basketball: Improving situational passes with the right and left hand, dribbling with a change of hand and direction. Throws for a basket after stopping at one and two paces. Rules of the game - jump ball.
11. Football: Improving techniques: passing, receiving, shots to the goal from the spot, on the run, after passing, juggling the ball, playing the head. The use of improved elements in set parts of the game. application. Covering tactics in defense - school game.
12. Football: Control and evaluation task. The game proper with the improvement of the learned technical and tactical elements. Rules of the game.
13. Outdoor Athletics: Trail running with a variable pace. Orientation in the field, general development exercises. Games and fun with overcoming natural obstacles. Health Education: Civilization diseases and their impact on psychophysical activity of a human being, concepts and goals of health promotion and behavior threatening health.

14. Ice Skating: Safety rules at the ice rink. Kickback skidding, driving forward, stopping with a half-plow and a plow, driving backwards, stopping with a turning on one and two legs, a shifter forward and backward - braking.
Canoeing: Safety rules in canoeing, learning to get on and off and maneuver a canoe.

15. Functional tests of motor skills. Performing a Multi-Stage Pendulum Test or a Cooper Test

3.4. Didactic methods

Example:

Lecture: problem lecture, lecture with multimedia presentation, distance learning methods

Exercises: text analysis with discussion, project method (research, implementation, practical project), group work (task solving, discussion), didactic games, distance learning methods
Laboratory: performing experiments, designing experiments.

4. ASSESSMENT METHODS AND CRITERIA

4.1. Methods of verification of learning outcomes

Symbol of effect	Methods of assessing learning outcomes (e.g., test; oral exam; written exam; project; report; observation during classes)	Form of classes (Exercises, Seminar…)
EK_ 01	- FUNCTIONAL TESTS MONITORING PROGRESS - OBSERVATION DURING CLASSES - CONSCIOUS AND ACTIVE PARTICIPATION IN THE CLASSES	Exercises
EK_ 02	- CONSCIOUS AND ACTIVE PARTICIPATION IN THE CLASSES - OBSERVATION DURING CLASSES	Exercises
EK_03	- CONSCIOUS AND ACTIVE PARTICIPATION IN THE CLASSES - PREPARATION AND PRESENTATION OF HEALTH EDUCATION TEACHING MATERIAL	Exercises
EK_04	- OBSERVATION DURING CLASSES	Exercises
EK_05	- OBSERVATION DURING CLASSES	Exercises
EK_06	- CONSCIOUS AND ACTIVE PARTICIPATION IN THE CLASSES - PREPARATION AND PRESENTATION OF HEALTH EDUCATION TEACHING MATERIAL	Exercises

4.2. Course completion requirements (evaluation criteria)

Assessment criteria:

• 5.0 - very good or plus a good average of partial grades. Maximum one unexcused absence.

• 4.5 - very good or good average of partial grades. One unexcused absence.

• 4.0 - good average of partial grades. One or two unexcused absences.

• 3.5 - average of partial grades. One or two unexcused absences.

• 3.0 - sufficient average of partial grades. Two or maximum three unexcused absences.

• 2.0 - negative average of partial grades or three or more unexcused absences.

The assessment covers:

- demonstrating a correctly selected technique of physical activity in accordance with the principles resulting from professional literature,

- correct implementation of tactical assumptions regarding cooperation between players of a given team,

- the degree of involvement in the selected form of physical activity,

- correct exercise of selected physical exercises according to the pattern presented in class,
- an appropriate level of physical fitness and the body's efficiency.

5. TOTAL STUDENT WORKLOAD REQUIRED TO ACHIEVE THE INTENDED LEARNING OUTCOMES IN HOURS AND ECTS CREDITS

Form of activity	The average number of hours to complete the activity
Contact hours (with the teacher) resulting from the study schedule of classes	60
Contact hours (with the teacher) participation in the consultations, exams	0
Non-contact hours - students' own work (preparation for classes, exam, writing a paper, etc.)	0
SUM OF HOURS	60
TOTAL NUMBER OF ECTS	**0**

** It should be taken into account that 1 ECTS point corresponds to 25-30 hours of total student workload.*

6. TRAINING PRACTICES IN THE SUBJECT

Number of hours	-
Rules and forms of apprenticeship	-

7. LITERATURA

Basic literature:

1. **McArdle, W.D., Katch, F.I., & Katch, V.L. (2015).** ***Exercise Physiology: Nutrition, Energy, and Human Performance.***
   Philadelphia: Wolters Kluwer.
   → Comprehensive textbook explaining physiological responses and adaptations to physical activity; essential for understanding how exercise supports health and disease prevention.
2. **Wilmore, J.H., & Costill, D.L., & Kenney, W.L. (2020).** ***Physiology of Sport and Exercise.***
   Champaign, IL: Human Kinetics.
   → Clear and scientifically grounded guide to body systems during physical effort, suitable for medical students learning about exercise as medicine.
3. **Powers, S.K., & Howley, E.T. (2017).** ***Exercise Physiology: Theory and Application to Fitness and Performance.***
   New York: McGraw-Hill Education.
   → Focuses on the physiological principles of exercise and their practical application in health promotion and rehabilitation.
4. **Bouchard, C., Blair, S.N., & Haskell, W.L. (2012).** ***Physical Activity and Health.***
   Champaign, IL: Human Kinetics.
   → Discusses the relationship between physical activity and chronic disease prevention — key for medical and health sciences students.
5. **Bompa, T.O., & Haff, G.G. (2009).** ***Periodization: Theory and Methodology of Training.***
   Champaign, IL: Human Kinetics.
   → Classic text introducing structured exercise programming and adaptation processes — relevant to understanding load management and motor development.
6. **Caspersen, C.J., Powell, K.E., & Christenson, G.M. (1985). "Physical Activity, Exercise, and Physical Fitness: Definitions and Distinctions for Health-Related Research."** ***Public Health Reports*****, *100*(2), 126–131.**
   → Foundational scientific article defining key concepts used in health-related physical education and public health.

Additional literature

1. **ACSM – American College of Sports Medicine. (2021).** ***ACSM's Guidelines for Exercise Testing and Prescription.***
   Philadelphia: Wolters Kluwer.

→ Authoritative source on exercise prescription, safety, and assessment — essential for understanding clinical applications of physical activity.

2. **WHO (World Health Organization). (2020).** ***Guidelines on Physical Activity and Sedentary Behaviour.***
   Geneva: WHO.
   → Official WHO recommendations on physical activity for health promotion and disease prevention in different age groups.
3. **Dishman, R.K., Heath, G.W., & Lee, I.-M. (2013).** ***Physical Activity Epidemiology.***
   Champaign, IL: Human Kinetics.
   → Explores the epidemiological evidence connecting physical activity with chronic disease prevention, longevity, and mental health.
4. **Hoffman, J. (2014).** ***Physiological Aspects of Sport Training and Performance.***
   Champaign, IL: Human Kinetics.
   → Describes how the human body responds and adapts to various forms of training — valuable for understanding mechanisms behind exercise-induced health effects.
5. **Scully, D., Kremer, J., Meade, M.M., Graham, R., & Dudgeon, K. (1998). "Physical Exercise and Psychological Wellbeing: A Critical Review."** ***British Journal of Sports Medicine, 32*****(2), 111–120.**
   → Reviews evidence on how regular exercise supports mental health, stress reduction, and cognitive performance — relevant for medical students' own well-being.
6. **Thompson, W.R., Gordon, N.F., & Pescatello, L.S. (Eds.). (2010).** ***ACSM's Guidelines for Exercise Testing and Prescription.***
   Baltimore: Lippincott Williams & Wilkins.
   → Standardized clinical manual for exercise professionals — useful for understanding medical contraindications, risk assessment, and exercise testing in patients.

Approved by the Head of the Department or an authorised person