**SYLLABUS**

1. **Programme Details**

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| **1.1.** | **GRIGORE T. POPA UNIVERSITY OF MEDICINE AND PHARMACY IASI** | | | | | | | |
| **1.2.** | **FACULTY : MEDICINE / DEPARTMENT: PREVENTIVE MEDICINE AND INTERDISCIPLINARITY** | | | | | | | |
| **1.3.** | **DISCIPLINE: PHYSICAL EDUCATION** | | | | | | | |
| **1.4.** | **FIELD of STUDY: HEALTH** | | | | | | | |
| **1.5.** | **STUDY CYCLE: BACHELOR** | | | | | | | |
| **1.6.** | **PROGRAMME of STUDY: Medicine - English** | | | | | | | |
| 1. **Discipline Details** | | | | | | | | |
| **2.1.** | **Name of the Discipline: PHYSICAL EDUCATION** | | | | | | | |
| **2.2.** | **Teaching staff in charge with lectures: -** | | | | | | | |
| **2.3.** | **Teaching staff in charge with seminar activities:**  **Professor PhD CIPRIAN PARASCHIV**  **Associate Professor GYNETTA VANVU, PhD** | | | | | | | |
| **2.4. Year** | | **II** | **2.5. Semester** | **I/II** | **2.6. Type of evaluation** | V1/V2 | **2.7. Discipline regimen** | Mandatory |

1. **Overall Time Estimates (hours/semester of didactic activity)**

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| * 1. **Number of hours per week** | 2 | **Of which: 3.2. lectures** | | - | * 1. **seminar/ laboratory** | 2 |
| * 1. **Total hours in the curriculum** | 28 | **Of which: 3.5. lectures** | | - | **3.6. seminar/ laboratory** | 28 |
| **Distribution of time** |  |  | |  |  | Hours |
| **Study time using coursebook materials, bibliography and notes** | | | | | |  |
| **Further study time in the libray, online and in the field** | | | | | |  |
| **Preparation time for seminars / laboratories, homework, reports, portfolios and essays** | | | | | |  |
| **Tutoring** | | | | | |  |
| **Examinations** | | | | | |  |
| **Other activities** | | | | | |  |
| **3.7. Total hours of individual study** | | |  | | | 22 |
| **3.8. Total hours / semester** | | |  | | | 50 |
| **3.9. Number of credits** | | |  | | | 2 |

1. **Prerequisites (where applicable)**

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| **4.1. curriculum** | - |
| **4.2. competences** | - |

1. **Conditions (where applicable)**

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| **5.1. for lecture delivery** | - |
| **5.2. for seminar / laboratory delivery** | Basket balls, volley, football, tennis, shuttlecocks, wall bars, carpets, cords, net, tennis rackets, badminton rackets, gymnastics benches |

1. **Specific Competences Acquired**

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| **Professional Competences (knowledge and skills)** | Doing physical exercises and practicing sport from a prophylactic point of view with a view to improving the motor potential (from a professional point of view)  Doing physical exercises and practicing sport in order to better the basic, applied, pragmatic and sport-oriented motor abilities  Knowing the manners of maintain a correct body posture. |
| **Transversal Competences (roles, personal and professional development)** | Knowing the values and implementing the somatic and functional indices with a view to maintaining one’s health and fighting various affections  Knowing some specific program of physical education and sport from a prophylactic/bettering of some deficiencies/affections  The independent practice of sport and physical education, as pastime activities  Social integration through a positive attitude based on team spirit and fair-play, tolerance, self-esteem and respect towards surrounding you. |

1. **Obiectives of the Discipline (related to the acquired competences)**

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| **7.1. General Obiective** | Increasing the motor potential based on the requirements of the professional profile. |
| **7.2. Specific Obiectives** | Knowing the ways of fighting the affections and attitudes deficiently encountered in the medical system  The emergence of the ability of independent practice of the physical exercise, as pastime activities  The development of personality features needed to a favourable social and professional integration  Growing aware of the beneficial effects of practicing the physical exercise through involvement in the process of health promotion through movement |

1. **Contents**

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| **8.1. Lecture** | | **Teaching methods** | **Comments** |
| - | |  |  |
| **Bibliography** | | | |
| **8.2. Seminar / Laboratory** | **Teaching methods** | | **Comments** |
| The requirements of the physical education course. Specific norms of work safety | Verbal methods: explanation | | 2 hours |
| Initial assessment (testing) of the motor ability | Verbal methods: explanation  Intuitive methods (nonverbal): observation | | 4 hours |
| The development of motor abilities: force, speed, resistance, coordination, mobility (flexibility) | Verbal methods: explanation  Intuitive methods (nonverbal) demonstration, observation | | 8 hours |
| Motor abilities specific to sport sections: basketball, volleyball, soccer, badminton | Verbal methods: explanation  Intuitive methods (nonverbal): demonstration, observation | | 8 hours |
| Applied and pragmatic motor abilities | Verbal methods: explanation  Intuitive methods (nonverbal): observation | | 4 hours |
| Final assessment of motor abilities | Verbal methods: explanation  Intuitive methods (nonverbal): observation | | 2 hours |
| **Bibliography**  1. Cordun, M., Postura corporală normală şi patologică. Editura ANEFS, Bucureşti, 1999  2. Dragnea, A., Teoria sportului. Editura FEST, Bucureşti, 2002  3. Dragnea, A., Bota, A., Teoria activităţilor motrice. EDP, Bucureşti, 1999  4. Epuran, M., Metodologia cercetării activităţilor corporale. Editura ANEFS, Bucureşti, 1992  5. Vanvu, G., Colecţia pentru studenţi Sănătos prin mişcare. Exerciţii profilactice pentru deficienţe cervicale, Editura UMF „Gr.T. Popa”, Iaşi, 2017  6. Vanvu, G., Colecţia pentru studenţi Sănătos prin mişcare. Exerciţii profilactice pentru deficienţe ale coloanei vertebrale - cifoza, Editura UMF „Gr.T. Popa”, Iaşi, 2017  7. Vanvu, G., Educaţia fizică şi sportul în învăţământul universitar de neprofil. Editura UMF „Grigore T. Popa”, Iaşi, 2013 | | | |

1. **Correlations between the contents of the discipline and the expectations of the epistemic community, of profesional associations and of employers in the field**

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| Knowing the way of maintaining a correct body posture and the practice of physical exercises and sport from a prophylactic point of view, as pastime activities, leads to an increase of the students’ motor abilities based on the requirements of the professional profile |

1. **Evaluation**

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| **Type of activity** | **10.1. Evaluation criteria:** | **10.2. Methods of evaluation** | **10.3. Percentage of final grade** |
| **10.4. Lecture** | - | - | - |
| **10.5. Seminar / Laboratory** | Assessment norms and challenges for the practical evaluation, the recording of progress between initial assessment and final assessment | Practical tests  Initial assessments and notes  Final assessments and notes | 50% |
| On-going (current) tests and notes, practical activities | On-going assessments and notes | 10% |
| Other assessment criteria:  Taking part in sportive competitions, volunteering activities, art, cultural and academic activities, abiding by the in-house rules specific of the field (logistics, attendance), active and aware participation in the activities |  | 40% |
| The students who have inappropriate medical condition (doctor-based evidence), either permanent or partial - should show info regarding their diagnosis (illness or deficiency) and the role of physical exercise in improving their condition (besides the support at the physical education lessons |  | 100%\* |
| **Minimum standard of performance: at least grade 5 to pass the discipline**  Compliance with the in-house rules specific to the field (logistics, attendance)  Control challenges and norms as part of the practical assessment | | | |

**\***applicable only to the students who present medical evidence based on a certain illness, deficiency or condition

**16.10.2019**

**Signiture of Didactic Co-ordinator**

**Associate Professor GYNETTA VANVU, PhD**

**Signiture of Department Director Associate Professor FLORIN PETRARIU , MD, PhD**