

DESCRIPTION OF THE PROGRAMME FOR THE FIELD OF STUDY
Sport science & coaching (Sport diagnostics and coaching) - academic year 2026-2027

First-cycle studies
practical profile

1. GENERAL CHARACTERISTICS OF THE STUDY PROGRAMME	
Faculty offering the programme:	Faculty of Health Sciences
1.1 Name of the programme / field of study / specialisation	Field of study: Sport science & coaching (Sport diagnostics and coaching) Specialisations: Physical education coaching, Sport management
1.2 Level of studies	first-cycle studies
1.3 Level of the Polish Qualifications Framework	Level 6 of the Polish Qualifications Framework
1.4 Profile of studies	practical
1.5 Mode(s) of study	Full-time and part-time
1.6 Professional title awarded to graduates, ISCED CODE. Synthetic description of the professional characteristics and job positions of the graduate after completing the studies	Bachelor's degree, ISCED code 0919 – Health not elsewhere classified The aim of the studies is for graduates to acquire specialist knowledge that will ensure the best possible match between their professional preparation and the current needs of the labour market and gaining employment. A graduate of the Sport Science and Coaching programme will be prepared for functional diagnostics using methods adapted to the appropriate individual development, and for programming therapy in accordance with current knowledge and technical progress in the field of sport. The graduate will be able to: - plan a training programme adjusted to the participant's level of advancement and taking into account the specifics of a given sport discipline; conduct sports classes taking into account the participants' needs; - assess the effectiveness of the training carried out on the basis of the results of fitness and technical tests; modify the training programme depending on the athlete's progress or changing conditions; - perform basic physical measurements, including anthropometric and biomechanical ones, basic physiological and biochemical parameters and make their general assessment; diagnose the body's exercise capacity, carry out motor control and determine training loads; - compile and carry out a numerical analysis of the experimental data used in sports diagnostics; - interpret results and formulate conclusions allowing for the development and individualisation of various forms of training. The graduate will possess: - specialist knowledge of the processes of fatigue and rest, psychobiological recovery and the principles of rational nutrition in establishing the diet of an athlete taking part in professional or amateur sport;

	- advanced knowledge of the determinants of human motor skills, including its basic concepts and methods of measurement, and of the importance of the stages of motor development in ontogenesis in the process of shaping motor activities; - knowledge of the methodology of conducting research and of biochemical, physiological and kinesiological diagnostics, taking into account various aspects of physical fitness; - knowledge of the concepts and models of health and disability; - knowledge concerning threats to safety and health related to physical activity, preventive measures, the scope of legal liability and the principles of providing pre-medical first aid; - knowledge of the methods used in athlete therapy, such as EEG Biofeedback and coaching. A graduate of first-cycle studies with a practical profile in the field of Sport Science and Coaching will be prepared to take up employment in specific positions in various sports centres, such as: - sports clubs, as a consultant, specialist or member of the coaching staff supporting the sports training process in team and individual disciplines; - sports, recreational and rehabilitation centres, as a specialist in the diagnostics and monitoring of the physical fitness of people of various ages and with various states of health; - sports medicine centres, providing services in the selection of appropriate physical activity programmes (health-oriented, sports, recreational), diets and possible supplementation; - sports championship schools, sports education centres, sports academies, as a specialist in the diagnostics and monitoring of physical fitness; - scientific laboratories conducting research in the discipline of health sciences and physical culture sciences in the area of exercise capacity, as a member of the research team.		
1.7 Number of semesters and ECTS credits required to complete the studies	6 semesters 180 ECTS		
1.8 Total number of teaching hours in full-time/part-time studies	Full-time studies: 2480 h (1520 h of classes + 960 h of professional placements); part-time studies: 1790 h (830 h of classes + 960 h of professional placements)		
1.9. Total number of ECTS credits obtained through classes conducted with the direct participation of academic teachers or other persons conducting classes	91 ECTS		
1.10 Number of ECTS credits within classes in the field of the humanities or social sciences	5 ECTS		
2. LEARNING OUTCOMES DEFINED IN THE STUDY PROGRAMME AND THE ASSIGNMENT OF SCIENTIFIC DISCIPLINES			
2.1 Assignment of disciplines			
Field of science: medical sciences and health sciences			
Specialisation: Coaching			
No.	Name of the discipline	Number of ECTS credits	%
1.	Health sciences	94	52
2.	Psychology	47	26
3.	Physical culture sciences	39	22
Total number of ECTS credits and ECTS percentage in the study programme		180	100%

2.2 Field-specific learning outcomes in relation to the PQF			
Name of the field of study:			
Level of education:	LEVEL 6 PQF - First-cycle studies		
Profile of education:	Practical	Reference to:	
Symbol of the learning outcomes for the study programme	Learning outcomes after completing first-cycle studies in the field of Economics	universal characteristics for the given PQF level	second-degree characteristics of learning outcomes for qualifications at PQF levels 6–7
KNOWLEDGE The graduate knows and understands:			
K_W01	to an advanced degree, the structure of the human body in terms of the passive and active functional system; the biochemical and physiological changes occurring in the human body during work and rest, including those occurring in the bodies of people practising sport at various stages of ontogenesis	P6U_W	P6S_WG
K_W02	to an advanced degree, the processes of fatigue and rest, injuries, psychobiological recovery and recreation, and the principles of rational nutrition in various aspects of sports activity	P6U_W	P6S_WG P6S_WK
K_W03	the functions of the body at various levels of organisation, including those occurring during physical exercise, as well as the negative and positive effects of undertaking physical activity; the conditions for maintaining homeostasis and the processes of exercise adaptation occurring at the level of the whole organism, taking into account the specifics of sports activity	P6U_W	P6S_WG
K_W04	to an advanced degree, the determinants of human motor skills and its basic concepts and methods of measurement; the importance of the stages of motor development in ontogenesis in the process of shaping motor activities; the psychological and physiological reactions of the human body to short-term and very intense physical exertion	P6U_W	P6S_WK
K_W05	the relationships occurring between living organisms and the environment, as well as the direct ways in which the environment affects humans	P6U_W	P6S_WK
K_W06	the concepts and models of health and disability; the aims, tasks and functions of health education and nutrition in social prevention	P6U_W	P6S_WG
K_W07	threats to safety and health related to physical activity, preventive measures, the scope of legal liability and the principles of providing pre-medical first aid	P6U_W	P6S_WK
K_W08	the historical, cultural, ethical, social, psychological and civilisational determinants in sport in Poland and worldwide	P6U_W	P6S_WK
K_W09	the terminology of sport sciences in terms of the concepts, theories, methods and ideas concerning sports training and sports programmes for people of various ages and states of health	P6U_W	P6S_WG
K_W10	the basic determinants functioning in the contemporary world in the field of entrepreneurship, self-development, economics, management and the operation of organisations in a dynamic environment, taking into account research projects carried out in the area of physical culture sciences and health sciences	P6U_W	P6S_WK
K_W11	to an advanced degree, the methodology of conducting research and biochemical, physiological and kinesiological diagnostics, including the use of Biofeedback, EMG, information technologies and modern IT solutions, such as applications and platforms for managing training and data	P6U_W	P6S_WG
K_W12	the basic legal, ethical and other determinants of various types of professional activity related to the field of study, including the basic concepts and principles of industrial property protection and copyright	P6U_W	P6S_WK
K_W13	the various forms of communicating and working with an athlete, a team and as a member of the coaching staff using coaching tools	P6U_W	P6S_WG
K_W14	the specifics of sports and mental training, as well as the directions of development and management of the sports sector in Poland and worldwide, including the professional tasks of coaches	P6U_W	P6S_WG
K_W15	the changes occurring in the body under the influence of various types of physical exertion in various populations, including those with specific needs (e.g. health-related, physiological, oriented towards a specific sports result)	P6U_W	P6S_WG
K_W16	the processes of change occurring in the decision-making, motivational and content-related areas, both in the context of their causes, course and consequences	P6U_W	P6S_WG
SKILLS The graduate is able to:			
K_U01	perform basic physical measurements, including biomechanical ones, check basic physiological and biochemical parameters and make their general assessment; carry out motor control and determine training loads; diagnose the body's exercise capacity, the athlete's resources and limitations, allowing for the design of an individual development path	P6U_U	P6S_UW

K_U02	discuss, communicate, cooperate and collaborate with an individual and a group, and conduct an interview identifying important information about the state of physical and mental health that may affect sports performance	P6U_U	P6S_UK P6S_UO
K_U03	anticipate threats to life and health; diagnose individual and team barriers creating a risk of overload and failure; behave appropriately at the scene of accidents and provide pre-medical aid in states of threat to health and life	P6U_U	P6S_UW
K_U04	recognise and locate on phantoms and anatomical models the elements of the locomotor system, osteoarticular structures and muscles; correctly carry out a functional, psychomotor and exercise-capacity examination under the supervision of an academic supervisor; document the material used in sports diagnostics	P6U_U	P6S_UO P6S_UW
K_U05	assess and practically apply knowledge of the functional, psychomotor and biomechanical response to the implementation of training programmes, the motives and social consequences in the area concerning sport, taking into account diagnostic aspects	P6U_U	P6S_UW
K_U06	collect and process information using information and communication techniques and electronic sources of information; compile and carry out a numerical analysis of the experimental data used in sports diagnostics under the supervision of an academic supervisor	P6U_U	P6S_UO P6S_UW
K_U07	identify problems and select appropriate research methods and tools; take part in a debate presenting views and the results of one's own and literature-based research; prepare a research report in written form in the field of health education and sports diagnostics, including making a critical assessment of the analysis and synthesis of this information	P6U_U	P6S_UK P6S_UW
K_U08	assess positive measures of health; apply basic methods, forms and means of health education	P6U_U	P6S_UW
K_U09	interpret results and formulate conclusions allowing for the development and individualisation of various forms of training; independently plan and pursue one's own lifelong learning in the field of sports diagnostics	P6U_U	P6S_UU P6S_UW
K_U10	communicate in a foreign language in accordance with the requirements specified for level B2 of the Common European Framework of Reference for Languages; communicate with the environment using specialist terminology	P6U_U	P6S_UK
K_U11	plan and organise individual and team work using knowledge of various aspects of entrepreneurship, management and law; formulate and solve problems and perform tasks typical of professional activity	P6U_U	P6S_UO P6S_UW
K_U12	assess the level of development and plan a training programme in the area of psychomotor, cognitive and visual-auditory predispositions using appropriate diagnostic tests and tools	P6U_U	P6S_UU P6S_UO P6S_UW
K_U13	plan a training programme adjusted to the participant's level of advancement and taking into account the specifics of a given sport discipline; conduct sports classes taking into account the participants' needs	P6U_U	P6S_UU P6S_UO P6S_UW
K_U14	assess the effectiveness of the training carried out on the basis of the results of fitness and technical tests; modify the training programme together with the loads depending on the athlete's progress or changing exercise conditions; identifies situations requiring consultation with specialists in other fields (e.g. a physician, a physiotherapist)	P6U_U	P6S_UU P6S_UO P6S_UW
K_U15	measure the basic indicators of the structural, morphological and functional build of the body, as well as physiological indicators; diagnose somatic, motor and functional development, taking into account current development standards	P6U_U	P6S_UW
K_U16	plan and carry out classes or a long-term training process, taking into account specific needs, varied capabilities and goals, in particular the theory and methodology of sports training, as well as using knowledge and tools from related fields of science and professional practice	P6U_U	P6S_UW
K_U17	possesses motor skills specific to various forms of physical activity in the area of individual and group training	P6U_U	P6S_UU
K_U18	plan, organise, conduct and document research in the area of sports training; uses modern scientific and research equipment supporting the implementation of training tasks	P6U_U	P6S_UW
K_U19	set goals and select tools in the process of sports coaching, and apply effective communication in practice during a coaching session	P6U_U	P6S_UK P6S_UW

K_U20	identify the resources, values and beliefs of athletes and work with them in a structured manner	P6U_U	P6S_UW
SOCIAL COMPETENCES The graduate is ready to:			
K_K01	critically assess the knowledge, qualifications and professional competences they possess, supplementing and improving them where necessary, and encouraging other people to engage in self-education; recognises the importance of continuously raising one's own professional qualifications and competences and takes care of one's own physical fitness	P6U_K	P6S_KK
K_K02	engage in the planning and implementation of tasks, bearing in mind the public good and the promotion of pro-social and pro-health behaviours, with particular emphasis on the promotion of sport	P6U_K	P6S_KO
K_K03	to take responsibility for their own work and that of the team of which they are a member, acting professionally; to apply the ethical norms and principles binding in social life, with particular emphasis on the area of sport and sports diagnostics	P6U_K	P6S_KK P6S_KR
K_K04	to acknowledge their own limitations and to seek the support of other team members or, if necessary, experts from outside the team	P6U_K	P6S_KK
K_K05	to think and act in an entrepreneurial manner, including co-organising activities for the benefit of the health sciences community	P6U_K	P6S_KO
K_K06	to cooperate in a team - actively participates in the work of teams and organisations pursuing social goals, with particular emphasis on activities in the field of health, bearing in mind care for the achievements and traditions of the profession	P6U_K	P6S_KO P6S_KR

3. SCOPE, RULES AND FORM OF COMPLETING PROFESSIONAL PLACEMENTS, NUMBER OF ECTS CREDITS FOR THE FIELD OF STUDY

Professional placements are carried out over a period of 6 months (960 teaching hours), to which 32 ECTS credits have been assigned. The detailed rules for completing professional placements and the learning outcomes envisaged for the placements are specified in the Professional Placement Programme for the field of Sport diagnostics and coaching, first-cycle studies, practical profile, and in the syllabus (card) of the "Professional placements" module, constituting an annex to the study programme. The conditions for students to obtain learning outcomes during professional placements were specified in Resolution of the Senate of the WSEI Lublin Academy No. 18/2023/2024 of 25 January 2024 on the rules for completing professional placements at the WSEI Lublin Academy.

4. STUDENTS' CHOICE OF CLASS MODULES INCLUDED IN THE STUDY PROGRAMME

Number of ECTS credits that a student obtains by taking elective classes (at least 30% of the total number of ECTS credits):
113 ECTS credits, which constitutes approx. 63% of the total number of ECTS credits in the study programme.
The elective modules include:
English / German - 12 ECTS
Elective core modules - 5 ECTS
Optional modules (choice of a/b, semesters II, IV, VI) - 9 ECTS
Specialisation modules (choice of specialisation: Physical education coaching / Sport management) - 50 ECTS
Diploma seminar and diploma examination - 5 ECTS
Professional placements – 32 ECTS

5. NUMBER OF ECTS CREDITS DEVELOPING PRACTICAL SKILLS IN A STUDY PROGRAMME WITH A PRACTICAL PROFILE

In the study programme with a practical profile in the field of Sport diagnostics and coaching, first-cycle studies, a number of 100 ECTS credits developing practical skills has been defined, which constitutes approx. 55.5% of the total number of ECTS credits in the study programme.

6. CLASSES OR GROUPS OF CLASSES TOGETHER WITH THE ASSIGNMENT TO THEM OF LEARNING OUTCOMES AND PROGRAMME CONTENT ENSURING THE ACHIEVEMENT OF THESE OUTCOMES

No.	Module / Subject:	Learning outcomes in terms of:			Course content:	Form of completion (graded credit, exam)	Method of verifying and assessing learning outcomes
		knowledge	skills	social competences			
UNIVERSITY-WIDE MODULES							
1.	General module: A: Occupational hygiene and ergonomics	W01, W02	U01	K01	Lectures: 1. Basic concepts of occupational health and safety (OHS) and environmental protection, and legal regulations 2. Basic principles of safe and hygienic work and study 3. Occupational safety - the duties of the employer and the employee 4. Hazards at the workplace and methods of eliminating or limiting them, ergonomics, accidents at work, occupational diseases. 5. Protection against the harmful impact of the profession performed on health and the natural environment	Credit	Single-choice test A (20 questions scored 1 point per correct answer), written answers to open-ended questions
	General module: B: Protection of intellectual property	W01, W02	U01	K01	Lectures: 1. The concept and sources of intellectual property law. Intangible goods as the subject of protection 2. Industrial property – types of goods. Basic principles of legal protection 3. Copyright and related rights. The subject of copyright protection - the concept and types of works, the conditions for protection		Single-choice test B (20 questions scored 1 point per correct answer), written answers to open-ended questions

					4. Sanctions for the infringement of intellectual property goods covered by legal protection 5. Organisation of the WSEI library – rules for making library collections available on site and for external use. 6. Use of source materials with respect for the principles of copyright		
	General module: C: Information technologies, fundamentals of medical statistics	W03	U01	K01	Lectures: 1. Virtual Dean's Office 2. WSEI e-learning platform 3. Open Source office suites: — Fundamentals of information technology — Word processing, spreadsheets, databases — Acquisition and processing of computer data 4. Basic issues of networks and cybersecurity. 5. Fundamentals of medical statistics		Single-choice test C (20 questions scored 1 point per correct answer), written answers to open-ended questions
2.	Social sciences and humanities module: A: Fundamentals of sociology	W02	U01	K01, K02	Lectures: 1. Introduction to sociology – the subject, methods and functions of sociology. 2. Basic sociological concepts – society, culture, social institutions, roles and statuses. 3. Social structure and social mobility – classes, strata, inequalities. 4. Socialisation and social control – the process of shaping the individual by society. 5. Social groups and social bonds – small and large groups, formal and informal groups. 6. Sociology of sport as a subdiscipline of the social sciences – the subject, methods, basic concepts. Social determinants of physical activity, sport as a cultural and social phenomenon, social roles and relations in sport. 7. Sport and social change – globalisation, commercialisation, sports migration. Social problems in sport – discrimination, doping, violence in stadiums.	Credit	Single-choice test A (10 questions scored 1 point per correct answer), written answers to open-ended questions

	Social sciences and humanities module: B: Philosophical aspects of human functioning	W01	U01	K01, K02	Lectures: 1. Fundamentals of philosophy as the love of wisdom: 2. The emergence of philosophy, the teaching of the so-called Seven Sages, the genesis, subject and concept of philosophy 3. The basic philosophical problem and the philosophical positions formulated in relation to it 4. A historical review of realist and idealist positions, their specificity and ways of articulating the world 5. The Ionians (Thales, Anaximander, Anaximenes) 6. Democritus and the atomists 7. Pythagoras 8. Views on change: Heraclitus of Ephesus and Parmenides 9. Socrates and ethical intellectualism 10. Plato (the theory of the soul, the theory of cognition, the allegory of the cave, the idealist conception of the world)		Single-choice test B (10 questions scored 1 point per correct answer), written answers to open-ended questions
	Social sciences and humanities module: C: Psychological aspects of human functioning	W01	U01	K01, K02	Lectures: 1. Psychology as a science and psychological conceptions of the human being: — Fields of psychology — The aims of psychology as a science (description, explanation, prediction, control) — Common assumptions of the psychological conceptions of the human being 2. Selected aspects of group functioning — Reasons for the formation of social groups — Stages of the formation and functioning of social groups — Selected determinants of the functioning of a social group — Group roles (task-related, interpersonal)		Single-choice test C (10 questions scored 1 point per correct answer), written answers to open-ended questions

					— Mutual interactions of group members — Leadership in a group — Destructive group phenomena: stereotyping and intra-group and inter-group conflicts		
3.	Physical education		U01-U03	K01, K02	Practical classes: 1. Discussion of the rules of safety and hygiene during physical education classes. Familiarisation with the teaching material and the rules for obtaining credit for the classes. Familiarisation with the regulations and rules of conduct in the gymnasium and the gym 2. Physical exercise in maintaining human health 3. Learning the individual elements related to football, volleyball and basketball – elements of technique and tactics, the rules of refereeing 4. Discussion of the forms of body shaping in aerobic exercises using various accessories, i.e. skipping ropes, bands, dumbbells, balls, body shapers, gymnastic benches 5. Learning the principles of stretching and callanetics as an effective method of gradually stretching and shaping the muscles 6. Application of the individual forms of classes to shaping one's own body 7. The importance of micro- and macro-elements in the proper functioning of the body during aerobic work and rest 8. Presentation of and familiarisation with various forms of station and circuit training 9. Discussion of physical activity at the individual stages of human development, the essence of movement and the ageing process 10. Presentation of various forms of physical activity with and without music: Fitness, Aerobics, Pilates, Body Shape, Aeroboxing - the influence on shaping individual muscle groups	Credit	Pass/fail credit, participation in class

					11. The technique of performing exercises at various tempos, the selection of appropriate loads for individual muscle groups, discussion of active rest and physical fitness in relation to the quality of everyday life and professional work 12. Exercises for the muscles of the shoulder and pelvic girdle, the abdominal and back muscles as a form of strengthening the postural muscles 13. Discussion of the essence of concentration and breathing in physical exercises on the cardiovascular and respiratory systems 14. The medicine ball used in various forms of strengthening the shoulder girdle, the abdominal and back muscles, squats and half-squats with a jump, assuming the "WZ" and "S" positions 15. Summary, discussion and assessment of physical fitness		
4.	Language module English		U01-U06	K01, K02	Semester III (the first semester of the Foreign language module) 1. Interrogative sentences – grammar exercises 2. Talking about everyday events - formal and informal language – e-mail, CV, cover letter 3. Grammar tenses – revision and extension of selected material with new applications 4. Phrases used in interview-type statements – role-playing, talking about one's experiences 5. Past tenses – revision and extension of knowledge with new applications 6. Grammar tenses used for narration 7. Reporting – a lexical exercise 8. Future tenses and expressions referring to the future 9. Plans and predictions 10. How to avoid misunderstandings: clarifying thoughts, paraphrasing 11. Modal verbs – expressing obligation 12. Discussion of survey results and conclusions	Exam	Grade for the semester course: Graded credit. Components of the grade: 1. Mid-term test – a written assignment checking the substantive scope of the material learned 2. A test consisting of 20 multiple-choice questions 3. Checking of homework 4. Group presentation 5. Participation in class Final grade: An examination checking knowledge and practical language skills at level B2

				13. Planning a statement – describing experiences 14. Determining the terms of a contract – specialist vocabulary. Semester IV (the second semester of the Foreign language module) - Expressing opinions, comments, suggestions - Conducting a discussion, - Describing devices – the gradation of adjectives - Technological changes, means of transport – discussion of advantages and disadvantages - Creating surveys - Courtesy phrases - Advertising devices – lexical exercises - Conditional sentences – expressing general truths, probability, hypothesising - Giving advice – lexical exercises - Expressing emotions – conveying and reacting to news - Grammar tenses – application and grammar exercises - Modal verbs – the present and past tense - Justifying a choice – lexical exercises - Achievements - lexical exercises - Compound nouns - lexical exercises - Specialist language – field-specific Semester V (the third semester of the Foreign language module) - Relative clauses – grammar exercises - Social relations - lexical exercises - Expressing views - lexical exercises - The structure of a statement - lexical exercises - Active voice vs. passive voice – a grammar exercise - Recounting past events from life - Expressing uncertainty – grammar exercises - Reported speech – grammar exercises		(terminology, grammar, listening, writing, text comprehension)
--	--	--	--	--	--	--

					9. Environmental protection issues - lexical exercises 10. How to write a review - lexical exercises 11. Travel – giving advice, warnings		
	Language module German				1. Grammar tenses – revision and extension of selected material with new applications 2. Forming questions about the subject and the object 3. The language of correspondence: formal and informal letter, email 4. Family and interpersonal relations – lexical exercises and typical collocations 5. Weak and strong forms of auxiliary verbs 6. How to write and speak more fluently – sentence connectors 7. Formal and informal courtesy phrases on the example of a telephone conversation 8. Description of a workplace – lexical exercises 9. Specialist language – including body build, body types, health problems, the goals of physical activity, types of sports equipment, the description of activities in exercises, types of training, nutrition, injuries, a coaching career, sports facilities, the media in sport		
CORE (FIELD) MODULES							
5.	Biomedical sciences I A: Human biology and adaptive mechanisms	W01-W03	U01-U04	K01, K02	Lectures: 1. Basic phenomena concerning dynamic biochemistry and the functioning of the eukaryotic cell 2. The structure of the eukaryotic cell from a thermodynamic perspective 3. The structure and self-organisation of biological membranes and their participation in the functioning of the cell and in creating the environment for biochemical reactions Practical classes: 1. The basic life cycles of the cell (anabolic and catabolic) – energy cycles, the biosynthesis of	Graded credit	Students who obtain credit for the individual courses. Mid-term test – 5 open questions

					simple compounds and macromolecules, with particular emphasis on proteins and nucleic acids. The cell cycle and its regulation. 2. Human motor skills – The development of human motor skills in ontogenesis, the aspects of motor skills, predispositions, motor abilities. Conditioning (energy) abilities – definitions, types, determinants, methods of development and measurement, strength abilities. Endurance abilities. Coordination (information) abilities. The differentiation of movements. Complex (energy-information) abilities – speed, agility. Flexibility as a morpho-functional property. The development of human motor skills in ontogenesis. The determinants of human motor skills – the problem of trainability.		
	Biomedical sciences I B: Biophysics and biochemistry of physical exertion				Lectures: 1. Proteins of physiological significance - Amino acids. The structure and physicochemical properties of proteins. Haemoproteins - the structure and function of haemoglobin. Haemoglobin - the phenomenon of cooperation in oxygen binding. Allosteric effectors. Haemoglobin and its derivatives. Plasma proteins – types, structure and function of plasma proteins; electrophoresis of plasma proteins. Haemoglobinopathies - sickle-cell anaemia. 2. Enzymes as biological catalysts - Nomenclature. Properties (active site, coenzymes). The enzyme-substrate complex. Factors affecting the reaction rate. Michaelis-Menten kinetics. Enzymatic inhibition. The regulation of enzymatic activity. The use of enzyme inhibitors in treatment. Enzymes in clinical diagnostics.		Partial theoretical and practical mid-term tests, observation of the student's work, project work.

					3. Carbohydrate metabolism – Glycolysis. The oxidative decarboxylation of pyruvate. The Krebs cycle. The respiratory chain and oxidative phosphorylation. The metabolism of monosaccharides and disaccharides. The pentose phosphate pathway. Gluconeogenesis and the synthesis and breakdown of glycogen - the course of the processes, regulation. The Cori cycle, the glucose-alanine cycle. Genetic defects associated with carbohydrate metabolism. 4. Lipid metabolism – The structure and synthesis of fatty acids. The transport of fatty acids into the mitochondria. The activation and oxidation of fatty acids. The metabolism of phospholipids, glycolipids and eicosanoids. The biosynthesis and oxidation of ketone bodies. Cholesterol - structure, synthesis. Bile acids, steroid hormones. Genetic defects associated with lipid metabolism. Lipoproteins - structure, types. The metabolism of lipoprotein complexes. Primary lipoprotein disorders. 5. The regulation of the body's energy metabolism through hormonal signalling - the metabolic effects of insulin and glucagon. Insulin-dependent and insulin-independent diabetes, the consequences concerning the metabolism of carbohydrates, fats and proteins. 6. The metabolism of nitrogen compounds - The removal of nitrogen from amino acids. The urea cycle. Glucogenic and ketogenic amino acids. Folic acid and amino acid metabolism. Diseases associated with amino acid metabolism. The biosynthesis of catecholamines, creatine, nitric oxide. Nucleotide metabolism. Haem biosynthesis; regulation. Porphyrrias. Haem catabolism. Bile pigments. Jaundice. 7. The role of the liver in ethanol metabolism.		
--	--	--	--	--	--	--	--

					8. Reactive oxygen species – the reactions of their formation in the body, effects, methods of removing ROS - enzymatic and non-enzymatic. Examples of antioxidant components of food. Practical classes: 1. Basic issues in the strength of materials (the stretching and compression of tissues, stresses, strains, the content of Hooke's law, torsion and bending, bone fractures, the adaptation of the passive locomotor system to bearing mechanical loads). 2. Elements of fluid mechanics (the biophysics of the circulatory and respiratory systems, the parameters of liquid flow). 3. The biophysics of hearing: the sense of hearing, acoustic waves, ultrasound, infrasound, the hearing characteristics of the human ear, the sound intensity level. 4. The biophysics of vision: selected issues in geometric optics, the optical system of the eye, electromagnetic waves, spatial vision. 5. The biophysics of the respiratory system: the mechanism of lung ventilation. 6. The influence of magnetic and electric fields on the body (the electrical properties of the cell, the resistance of the human body, direct-current circuits, the work and power of electric current) 7. Ionising and non-ionising radiation. 8. The theoretical foundations and practical use of physical laws and phenomena and biophysical regularities in medical diagnostics, prevention and treatment. The principles of the operation of diagnostic and therapeutic equipment.		
6.	Biomedical sciences II	W01-W04	U01-U03	K01, K02	Lectures: 1. The division of the skeleton, the spine. The general structure of a vertebra. The structural features of the cervical, thoracic and lumbar	Exam	Exam. Obtaining 51% of correct answers in a single-choice test.

	A: Normal and functional anatomy				vertebrae. The sacrum and coccyx. The joints of the spine: the intervertebral discs, the ligaments of the spine, the joints of the spine, the joints of the spine with the skull. The mechanics of the spine. The thorax: ribs, sternum. The costovertebral joints, the joints of the sternum. The mechanics of the thorax. 2. The bones of the shoulder girdle. The clavicle and scapula. The sternoclavicular and acromioclavicular joints. The bones of the free upper limb: the humerus, the bones of the forearm (ulna and radius), the bones of the hand (carpus, metacarpus, fingers). The joints of the upper limb bones. The shoulder joint. The elbow joint. The distal radioulnar joint. The wrist joints. The metacarpal joints. The metacarpophalangeal joints. The interphalangeal joints. 3. The pelvis. The hip bone (the ilium, pubis, ischium). The sacroiliac joint. The pubic symphysis. The pelvis as a whole. The femur. The hip joint. The bones of the lower leg. The tibia, the fibula. The bones of the foot: the tarsus, metatarsus, toes. The knee joint. The joints of the shin bones. The upper and lower ankle joint. The joints of the foot. 4. The superficial and deep muscles of the thorax: the pectoralis major and minor, the subclavius, the serratus anterior, the external, internal and innermost intercostals, the subcostals, the transversus thoracis. The superficial muscles of the back: the trapezius, the latissimus dorsi, the rhomboid, the levator scapulae, the serratus posterior superior and inferior. The deep muscles of the back: the splenius, the iliocostalis, the longissimus, the spinalis, the transversospinales, the multifidus, the rotatores, the short muscles of the back.		Participation in class, submission of correctly completed exercise protocols. Passing a written test.
--	----------------------------------	--	--	--	--	--	---

					5. Functional anatomy (attachments, course, functions) of the muscles of the upper and lower limb, the muscles of the spine, trunk and head. 6. The general principles of the anatomical lines (myofascial meridians), their course and principles of functioning. 7. The vascularisation of the walls of the thorax: the subclavian artery, the axillary artery, their courses and branches. The intercostal nerves, the phrenic nerves, the vagus nerves - their course and range of innervation. 8. The muscles of the forearm, the lateral and posterior group, the mechanics of the elbow joint, the muscles of the hand (thenar, hypothenar, the middle muscles of the hand). 9. The axillary fossa, the cubital fossa, the carpal tunnel, the anatomical snuffbox, the brachial plexus - the supraclavicular and infraclavicular part, the subclavian artery (segments, branches). 10. The axillary artery (segments, branches), the brachial artery (segments, branches), the superficial and deep palmar arch, the system of venous and superficial vessels, the lymphatic system of the upper limb. 11. The regions of the abdomen, the abdominal muscles (external and internal oblique, transversus abdominis, rectus abdominis, pyramidalis, quadratus lumborum). Sites of reduced resistance of the abdominal walls (hernias). The lumbar plexus. The vessels of the abdominal walls. 12. The floor of the lesser pelvis: the urogenital and pelvic diaphragm. The sacral plexus. The main structures of the retroperitoneal space. The organs, nerves and main vessels of the lesser pelvis, the muscles of the lower limb girdle		
--	--	--	--	--	---	--	--

					(iliopsoas, gluteus maximus, gluteus medius, gluteus minimus, tensor fasciae latae, piriformis, obturator internus, gemelli, quadratus femoris, obturator externus), the obturator canal, the suprapiriform foramen, boundaries, contents. 13. The posterior group of the thigh muscles, the anterior group of the thigh muscles, the medial group of the thigh muscles. 14. The boundaries and contents of the femoral triangle, the adductor canal, the muscles of the lower leg, the posterior group of the lower leg muscles, the lateral group of the lower leg muscles, the muscles of the dorsum of the foot, the muscles of the sole. 15. The lumbar plexus (the position and course of the nerves). The sacral plexus (the position and course of the nerves) 16. The external iliac artery (segments, branches), the femoral artery (segments, branches), the anterior and posterior tibial artery, the arterial arches of the foot, the superficial and deep venous vessels, the lymphatic system. The boundaries and contents of the popliteal fossa, the canal of the medial and lateral malleolus. 17. The skull (the bones of the facial and cerebral cranium, the exit sites of the cranial nerves, the boundaries of the cranial fossae, the contents of the foramen magnum, the jugular foramen, the superior and inferior orbital fissure, the orbit, the nasal cavity, the oral cavity), the temporomandibular joint, the masticatory muscles, the muscles of facial expression. 18. The muscles of the neck (superficial, suprahyoid, infrahyoid, scalene, prevertebral), the cervical plexus, the common carotid artery, the external and internal carotid artery, the		
--	--	--	--	--	---	--	--

					external jugular vein, the lymph nodes, the salivary glands 19. The general structure of the brain: the lobes of the brain, the main sulci, Brodmann's areas, the vascularisation of the brain, the elements of the hypothalamus, the structure of the brainstem - the location of the nuclei of the cranial nerves, the exit sites of the cranial nerves from the brainstem, the lateral ventricles of the brain, the III and IV ventricles, the subcortical nuclei - location and function, the thalamus: location, function. The metathalamus: location, function.		
	Biomedical sciences II B: Biomechanics with elements of kinesiology				Practical classes: 1. Practical learning of the functional anatomy of the muscular and skeletal system with elements of the nervous system, based on the palpatory identification of the structures of the individual elements of the locomotor system, together with the graphic representation of their course on the skin of the person examined. 2. Palpation of the muscles and ligaments of the upper and lower limb. 3. Palpation of the muscles and ligaments of the spine and head. Lectures: 1. Introduction to biomechanics, the aims and tasks of biomechanics, the physical foundations of biomechanics. 2. Human metrology, body composition and build. The passive locomotor system of the human; the basic biomechanical functions of the bony skeleton and its joints. 3. The system of biomechanical levers. The determination of masses and centres of mass for the individual parts of the human body. 4. Determining the centre of gravity using the one-sided lever method.		Participation in class, submission of correctly completed exercise protocols. Passing a written mid-term test.

					5. The characteristics of interosseous joints, biokinematic chains. Approximate measurements of the range of motion in joints, the measurement of mobility, internal (anatomical) and external factors affecting the range of motion. 6. The anatomical and functional organisation of skeletal muscles, electromechanical coupling, the mechanism of contraction. 7. The bioelectrical activity of muscles. 8. The characteristics of skeletal muscles, the division of skeletal muscles, the types of muscle fibres. 9. The sources of energy and metabolism of muscle fibres. 10. The assessment of the mechanical parameters of muscles – a review of the techniques used in physiotherapy, the biofeedback method using neurophysiological responses. 11. Types of contraction. The topography of human muscle forces. The methodology of studying the values of the moments of force of muscle groups under static conditions (dynamometry). 12. Moments of force, the topography of the moments of force. 13. The sensory and motor innervation of skeletal muscles. 14. Kinaesthesia. Methods of assessing proprioception. 15. The biomechanics of the standing posture (the postural control system, methods of assessing postural stability, stabilography). 16. The quantitative characteristics of the human locomotor system (statics and dynamics). The control of the human locomotor system. The classification of human movements. The spinal and central control of motor activities.		
--	--	--	--	--	---	--	--

					17. Motor control. Disorders of motor control, forms of re-education. Practical classes: 1. The technique of human movement (the basic forms of movement: walking and running, the criteria for assessing movement technique, selected issues in the analysis of pathological forms of gait). 2. Elements of kinesiology. 3. Determining the general centre of gravity of a human, studying the values of the moments of force of muscle groups under static conditions, the analysis of the Hill curve, the analysis of human gait (computer simulations, the recording and analysis of films).		
7.	Physiology A: General physiology	W01-W03	U01-U03	K01, K02	Lecture: 1. Elements of cytophysiology. 2. The physiological foundations of the functioning of selected human systems, taking into account the influence of physical exertion. 3. An outline of the physiology of blood. 4. The physiological mechanisms of maintaining the homeostasis of the human body Practical classes: 1. Introduction to human physiology. 2. The physiology of the nervous system. 3. The physiological foundations of movement. 4. The physiology of the cardiorespiratory system. 5. The fundamentals of haematology. 6. The physiological foundations of digestion and excretion. 7. Basic issues in the application of physiological tests in the assessment of human exercise capacity	Exam	Exam. Students who obtain credit for the individual courses are admitted to the final examination. The examination, carried out after the completion of the courses, consists of 5 descriptive questions, assessed according to the applicable criteria.
	Physiology				Lecture: 1. Basic concepts in the physiology of exertion. Sources of energy during physical exertion.		Partial theoretical and practical mid-term tests,

	B: The physiology of physical exertion				2. The classification of physical exertions. The importance of physical activity in human life. 3. Factors affecting physical exercise capacity. Methods of assessing physical exercise capacity. 4. Indications and contraindications for the use of exercise tests 5. Maximal oxygen uptake - measurement and prediction. The assessment of anaerobic capacity - the Wingate test. 6. Energy expenditure - the estimation and measurement of energy expenditure during work. Ergospirometry - the determination of the anaerobic threshold. 7. Exercise metabolism. The assessment of the body's functions during dynamic and static physical exertion. 8. The functioning of thermoregulatory mechanisms at rest and during physical exertion under various physical environmental conditions. 9. The physiological mechanisms and effects of sports training. Sleep and athlete performance. The adaptation of the circulatory system to physical exertion. 10. The mechanism of the functional increase in blood flow in striated muscles. Changes in the functioning of the circulatory system as a result of endurance and strength training. The adaptation of the respiratory system to physical exertion. 11. The course of ventilation in subthreshold and suprathreshold exertions. 12. The mechanism of the exercise-induced increase in ventilation. The mechanism of the formation of hypoxia as a result of intense physical exertion 13. Methods of recording training loads on the basis of ready-made protocols and questionnaires.	observation of the student's work, project work in classes.
--	--	--	--	--	---	---

				Practical classes: 1. The physiological foundations of endurance training. 2. The physiological foundations of speed training. 3. The physiological foundations of muscle strength training. 4. The anaerobic threshold and the methods of determining it. 5. The physiological foundations of selecting loads. 6. The physiological determinants of children and adolescents. 7. Adaptive changes in the muscular system depending on the magnitude of the training load. 8. Neurophysiology: The electrical properties of neurons: the action potential, the concept of excitability, the refractory period. Evoking the action potential in the sciatic nerve at various stimulus intensities – the SimNerve computer program. 9. Examination of tendon reflexes. Examination of the plantar reflex. 10. Examination of ocular reflexes. Examination of vestibulospinal reflexes: the Romberg test, the marching test, the Barany experiment. 11. Examination of the neurological functions of the motor system – examination of gait, balance (the Romberg test), muscle strength and tone, examination of movement coordination. 12. Examination of the neurological functions of the sensory system – examination of the sense of touch, vibration, pain, temperature and discriminative sensation. 13. Examination of the organ of hearing - checking auditory sensitivity, the Weber test, the Rinne test. 14. Examination of the organ of vision – examination of visual acuity, colour vision,		
--	--	--	--	--	--	--

					visual contrast according to Hering, colour contrast, the Mariotte experiment.		
8.	Health sciences A: Pre-medical first aid	W01-W05	U01-U05	K01, K02	Practical classes: 1. The basic principles of providing first aid. 2. Recognising sudden cardiac arrest, performing cardiopulmonary resuscitation. 3. The use of automated external defibrillators (AED). 4. First aid in various situations (fainting, nosebleed, convulsions, hypoglycaemia, suspected stroke, myocardial infarction). 5. Initial assessment, the initial trauma examination according to ITLS, local examination, first aid in mechanical injuries and injuries of various regions of the body	Graded credit	Multiple-choice test Practical credit – practical classes
	Health sciences B: Health education and promotion				Lecture: 1. Health promotion and preventive services – introduction: the history of health and disease; an analysis of the typology of definitions of health and disease; the determinants and scope of health promotion. 2. Methods of measuring health and disease. Quality of life. 3. Preventive programmes.		Group/individual work – developing a plan for a health programme/health policy
	Health sciences C: Sport and recreation for				Practical classes: 1. Methods of health education – the selection of methods, the classification of methods, aims. 2. Methods of therapeutic education. 3. The assumptions and principles of creating health programmes and health prevention programmes.		Group/individual work – developing a plan for a health programme/health policy
					Lecture: 1. The history of sport for people with disabilities in Poland and worldwide. 2. Introduction - the definition of disability and related issues (in Poland and worldwide).		

	people with disabilities				3. The sports classification of people with disabilities - the International Classification of Functioning (ICF) Practical classes: 1. Sports training for people with disabilities. The general principles of sports training. Various types of sports disciplines for people with disabilities, including disciplines from the Paralympic Games and the Olympics. 2. The functional capabilities of people with disabilities, divided into groups. The role and place of sport in the lives of people with various types of disabilities		
9.	Psychological aspects of sport A: The importance of temperament and personality in sport	W01, W02	U01, U02	K01, K02	Lecture: The basic theories of temperament and personality used in sport The relationship between temperament and the type of sport discipline practised Temperament and effectiveness during training (perseverance in pursuing a goal, the reaction to fatigue, cooperation with the coach and teammates) Temperament and effectiveness during sports competition (the reaction to stress, cooperation with the coach and teammates in a competitive situation, the reaction to opponents' behaviour) Practical classes: Ways of dealing with athletes (of various ages) depending on their temperamental and personality traits The temperamental and personality determinants of the effectiveness of a coach's work The issue of selection and compensation in sport based on temperamental traits Personality and achievements The influence of sport on the shaping of personality The personality determinants of sports achievements: (self-efficacy; mental resilience; the tendency to react with anxiety)	Graded credit	The arithmetic mean of the grades from the mid-term tests The student's independent work in classes (engagement in performing tasks, drawing conclusions, presenting results) A practical task, participation in training and skills workshops - the independent development of a topic, work under simulated conditions Group work of students – a team-building strategy (diagnosis, engagement in performing tasks, drawing conclusions, presenting results)

					Methods of studying temperament and personality in sport used in diagnosis and scientific research (<i>for illustration – methods intended for psychologists</i>).		Observation of the student during classes
	Psychological aspects of sport B: Emotions and stress in sports competition				Lecture: Stress in sport – definitions, models of stress in a competitive situation, The issue of coping with stress in a situation of sports competition Emotions in sport: competitive emotions, the importance of emotional control in sport, the experience of emotions in the course of sports activity (the pre-start and start phase) Arousal and anxiety in sport: definitions, state and trait anxiety, somatic and cognitive anxiety, anxiety and sports achievements Self-confidence: models of self-confidence in sport Aggression and sports anger		
	Psychological aspects of sport C: Psychological aspects of teamwork				Practical classes: Stress in sports practice – the specifics of the competitive and training situation The mobilising and depressing nature of stress Stress resilience in professional athletes in the face of important competitions, the development of mental endurance The athlete's reaction to a difficult situation (failure, injury) – coping with the consequences, psychological support The issue of uncontrolled aggression in sport The relationship between arousal and anxiety and the level of performance in sport Building self-confidence Methods for studying sports emotions.		
					Lecture: Coach – athlete relations (establishing positive contact, correct communication, support in anxious and difficult situations, influencing a young athlete, shaping a value system)		

					Ways of building a sports team – working with a team and a professional sports team The dynamics of the functioning of a sports group The issue of team cohesion The phenomenon of social facilitation and social loafing The specifics of sport for particular groups (people with disabilities, men, women, children and adolescents).		
					Practical classes: Aggressive behaviours in a sports team Supporting the athlete in non-sports activity The psychological determinants of a coach's effectiveness Negative emotions related to social exposure, media interference and the excessive demands of the sports environment – developing coping skills The application of diagnostic methods and tools in working with athletes.		
10.	Fundamentals of coaching skills A: Interpersonal communication in sport	W01, W02	U01, U02	K01, K02	Lecture: 1. The essence of communication, the characteristics of the communication process in sport 2. The elements of the communication process – the determinants of the effectiveness of communication 3. Barriers to effective communication 4. Communication styles in sport and their application 5. The coach's communication with athletes – motivating, giving feedback, constructive criticism and praise, active listening techniques 6. Communication in a sports team - building relationships and trust, the role of the leader in the team, 7. Conflict in a team – mechanisms, dynamics, intervention 8. Communication in stressful situations	Graded credit	The arithmetic mean of the knowledge tests Group work (engagement in performing tasks, drawing conclusions, presenting results) A practical task, participation in training and skills workshops – work under simulated conditions. Group work of students – a coaching session project (diagnosis of needs, setting

					Practical classes: 1. an analysis of one's own communication style (a diagnostic exercise) 2. communication in selected situations (persuasion, motivation, intervention in a conflict, etc.)		goals, the selection of methods, engagement in performing tasks, drawing conclusions, presenting results) Observation of the student during classes during a simulated task.
	Fundamentals of coaching skills B: Fundamentals of sports coaching				Lecture: 1. Introduction to sports coaching: the definition and importance of coaching in sport, the differences between coaching and traditional sports training; the structure and stages of coaching; coaching as a tool for personal development 2. The coach as a coach; the basic competences of a sports coach: the ability to listen actively; developmental conversations; collaborative coaching; provocative coaching 3. Building a relationship based on trust 4. Motivating athletes: theories of motivation in sport, internal and external motivation and their role in sports training; setting goals (SMART); the GROW model; practical motivational techniques; the limitations of coaching. Practical classes: 1. Managing emotions in sport: coping with stress and pressure; ways of strengthening the mental resilience of athletes; 2. The basic tools used in sports coaching in individual contact and in group contact 3. Designing the coaching process for athletes and coaches		
11.	Propaedeutics of sport A: Types and methodology of training from the	W01-W04	U01-U04	K01-K03	Lectures: 1. The definition and classification of sports training - the division into strength, endurance, speed, technical, functional and proprioceptive training. 2. Basic definitions and the classification of movement-teaching methods.	Graded credit	A single-choice knowledge test. Questions on the scope of course A (20 questions scored 1 point per correct answer)

	perspective of scientific research				3. Models of teaching sports technique in theory and practice. 4. The key principles of movement correction and the importance of feedback. 5. The importance of perception and attention in the teaching process. 6. The use of video analysis and technological tools in teaching movement. 7. A review of methods for assessing the effectiveness of movement teaching. 8. The principles of planning and carrying out training - a discussion of periodisation and the variability of training stimuli. 9. Strength training - methods of developing maximal and dynamic strength and strength endurance, the influence on the nervous and muscular system. 10. Endurance training - various methods of developing aerobic and anaerobic endurance, the role of intervals. 11. Speed training - developing the ability to react and perform movements quickly. 12. Functional and proprioceptive training - the influence on stabilisation, injury prevention and movement performance.		
	Propaedeutics of sport B: Methodology of teaching movement in sport				Practical classes: 1. A review of scientific research - an analysis of the effectiveness of various training methods. 2. Tools for assessing the effectiveness of training - fitness, biomechanical and physiological tests. 3. Motor learning processes – the phases of learning and the transfer of motor skills. 4. The body's adaptation to new movement patterns and the processes of neuroplasticity. 5. Planning training cycles - micro-, meso- and macrocycles of training in various sports disciplines.		Project - case analysis, credit for group work, a single-choice knowledge test. Questions on the scope of course B (20 questions scored 1 point per correct answer)

					6. The body's adaptation to exertion - the neurophysiological and biochemical mechanisms of adaptation to exertion. 7. Strategies for optimising training loads - planning training based on the individual needs of the athlete. 8. Modern approaches to teaching movement technique. 9. The role of perception and attention in the process of teaching movement. 10. Techniques supporting teaching, including the use of technology (e.g. video analysis, motion-tracking systems). 11. The principles of adapting methodology to the specifics of various sports disciplines. 12. Methods of assessing the effectiveness of teaching - biomechanical analysis and fitness tests. 13. The principles of effective correction and feedback in the teaching process.		
	Propaedeutics of sport C: Fundamentals of sport theory				Lectures: 1. The subject of sport science. The fundamentals and definitions of sport theory – concepts, scope, function in the diagnostics and practice of coaches. 2. The development of sport theory – from classical models to contemporary scientific approaches, interdisciplinarity. 3. The structure of sports training. 4. Planning in sport. 5. Types of physical fitness and the possibilities of monitoring them. 6. The multi-stakeholder nature of sport - Olympic, Paralympic, competitive, amateur and professional sport.		A single-choice knowledge test. Questions on the scope of course C (20 questions scored 1 point per correct answer). Preparing a multimedia presentation on a given topic and presenting it during classes.
					Practical classes: 1. The main organisational and methodological principles of constructing the training process.		

					- The principles, forms, means and methods of sports training. - The practical applications of sport theory – simulations: adaptation, training, monitoring of progress. - The substantive and temporal structure of sports training. - A workshop on the periodisation of motor training – the selection of methods, cycles and goals for various sports groups. The theory of sport for children and adolescents. - A case study of individualised development plans – the adaptation of training methods depending on diagnostics. - The role of the coach and the physical education teacher in shaping the student's awareness and active participation in various forms of physical activity. - An interdisciplinary discussion – the cooperation of the coach, the diagnostician, the physiologist: who is responsible for what.		
12.	Methodology in sport A: Methodology of individual sports	W01-W04	U01-U05	K01-K02	Lecture: - The definition and classification of individual sports. - The biomechanical and functional specifics of various individual sports. - Factors affecting the development of an athlete in individual sport. - Strategies of periodisation and training adaptation. - Models of teaching technique in individual sports. - Strategies for improving the effectiveness of training through analytical technologies. Practical classes: - An analysis of basic movement patterns in various disciplines. - Fitness tests and their interpretation.	Exam	Exam - a single-choice knowledge test. Questions on the scope of courses A and B (40 questions scored 1 point per correct answer). Practical credit during classes – a presentation, a demonstration of a selected fitness-assessment method. The assessment of selected elements in the area of athletics, swimming, football and volleyball.

					3. The role of individualisation in the selection of training methods. 4. Methodology and the description of technique in selected sports disciplines - athletics and swimming. 5. The individualisation of the coaching approach. 6. Working on the effectiveness of instruction and communication with the athlete. 7. The individual adjustment of training programmes. 8. The use of advanced tools for monitoring the athlete's progress.		Conducting a teaching unit in movement teaching (practical credit)
	Methodology in sport B: Methodology of team sports				Lecture: 1. The definition and classification of team sports. 2. The biomechanical and physiological specifics of various team sports. 3. Factors affecting the development of an athlete in team sport. 4. Strategies of periodisation and training adaptation. 5. Models of teaching technique in team sports. 6. The importance of precise feedback and methods of error correction. 7. Strategies for improving the effectiveness of training through analytical technologies. Practical classes: 1. An analysis of basic movement patterns in various disciplines. 2. Fitness tests and their interpretation. 3. The role of teamwork in the selection of training methods. 4. Methodology and the description of technique in selected sports disciplines - volleyball and football. 5. Teamwork in the work methods and approach of the coach.		

					6. Working on the effectiveness of instruction and communication with athletes. 7. The assessment of the technical and physiological parameters of athletes. 8. Strategies for adjusting training plans depending on the results of the analysis.		
13.	Fundamentals of diagnostics in sport A: Functional diagnostics	W01-W04	U01-U04	K01, K02	Lecture: 1. Introduction to functional diagnostics in sport 2. The functional model of the operation of the locomotor system. 3. Proprioception and neuromuscular control. 4. Functional movement system (FMS) – a functional assessment system. 5. The assessment of functional fitness based on selected test scales (ADL, IADL, the Barthel scale). 6. Movement coordination – theoretical foundations. Practical classes: 1. The diagnosis of coordination abilities - the development of coordination motor abilities in sport 2. Studies of the control of body posture stability. 3. An analysis of locomotor movements. 4. The measurement of the moments of muscle force under isokinetic conditions. 5. The course of variability of selected aspects of movement coordination under the influence of physical exertion – a research experiment Laboratory: 1. Practical exercises in the assessment of body posture. 2. Practical exercises in the assessment of the range of motion in joints. 3. Practical exercises in the assessment of muscle strength. 4. Practical exercises in movement analysis, 5. Practical exercises in coordination abilities	Graded credit	The arithmetic mean of the grades from the mid-term tests The student's independent work in classes (engagement in performing tasks, drawing conclusions, presenting results) A practical task - the independent development of a topic, a demonstration, work under simulated and clinical conditions The student's independent work in classes (engagement in performing tasks, drawing conclusions, presenting results) Observation of the student during classes in groups concerning the planning of examinations

	Fundamentals of diagnostics in sport B: Exercise-capacity diagnostics in sport				Lecture: 1. Physiological tests in the assessment of physical exercise capacity in individual and team sports 2. Physical exercise capacity 3. The energetics of exertion 4. Methods of assessing physical exercise capacity 5. Exercise-capacity tests and trials in individual and team sports 6. Principles and safety during physiological examinations 7. Direct methods of measuring maximal oxygen uptake in individual and team sports 8. Lactic acid and metabolic thresholds 9. Indirect methods of measuring maximal oxygen uptake in individual and team sports 10. Field tests for assessing exercise capacity in individual and team sports 11. Laboratory tests for assessing exercise capacity in individual and team sports 12. Anaerobic capacity tests in individual and team sports Practical classes: 1. Methods of measuring VO2max: An analysis of various test protocols on a treadmill and a cycle ergometer, including maximal and subthreshold tests. 2. Respiratory gas analysis: The interpretation of data from respiratory gas analysis in order to determine the anaerobic threshold (AT) and maximal oxygen uptake (VO2max). 3. The assessment of anaerobic capacity: the Wingate test, the Skrzypek test. 4. The analysis of the kinematics and kinetics of movement: The use of technology to assess the technique of running, jumping, etc. 5. Biochemical examinations: The analysis of inflammation markers, muscle damage markers, hormone levels.		
--	---	--	--	--	--	--	--

					6. Diagnostics in sport for people with disabilities: The adaptation of diagnostic methods to the needs of people with various dysfunctions. Laboratory: 1. Methods of measuring VO2max: An analysis of various test protocols on a treadmill and a cycle ergometer, including maximal and subthreshold tests - Practical work of students in skill-developing groups, the planning of measurements using laboratory equipment 2. Respiratory gas analysis: The interpretation of data from respiratory gas analysis in order to determine the anaerobic threshold (AT) and maximal oxygen uptake (VO2max) - Practical work of students in skill-developing groups, the planning of measurements using laboratory equipment 3. The assessment of anaerobic capacity: the Wingate test, the Skrzypek test - Practical work of students in skill-developing groups, the planning of measurements using laboratory equipment 4. The analysis of the kinematics and kinetics of movement: The use of technology to assess the technique of running, jumping, etc. - Practical work of students in skill-developing groups, the planning of measurements using laboratory equipment 5. Biochemical examinations: The analysis of inflammation markers, muscle damage markers, hormone levels - Practical work of students in skill-developing groups, the planning of measurements using laboratory equipment 6. Diagnostics in sport for people with disabilities: The adaptation of diagnostic methods to the needs of people with various dysfunctions - Practical work of students in skill-developing		
--	--	--	--	--	--	--	--

					groups, the planning of measurements using laboratory equipment		
	Fundamentals of diagnostics in sport C: Psychomotor predispositions				Lecture: 1. The basic theories of the psychology of movement (schools: French, Belgian, Austrian and German psychomotricity) 2. The relationship between perception, movement, experiencing, learning and action 3. The development of psychomotricity 4. Areas of application of psychomotricity Practical classes: 1. Psychomotricity and sports motor skills 2. The issue of predispositions (energy, creativity and flexibility) across the lifespan (recognising predispositions in children and adolescents) 3. The basic methods of assessing the psychomotor predispositions of children and adolescents 4. The basic methods of assessing the psychomotor predispositions of children and adolescents with disabilities. 5. The preliminary recognition of problems in the area concerning the senses, motor skills, emotions, communication and cognitive processes. Laboratory: 1. The issue of predispositions (energy, creativity and flexibility) across the lifespan (recognising predispositions in children and adolescents) - Practical work of students in skill-developing groups, the planning of measurements using laboratory equipment 2. The basic methods of assessing the psychomotor predispositions of children and adolescents - Practical work of students in skill-developing groups, the planning of measurements using laboratory equipment		

					3. The basic methods of assessing the psychomotor predispositions of children and adolescents with disabilities Practical work of students in skill-developing groups, the planning of measurements using laboratory equipment 4. The preliminary recognition of problems in the area concerning the senses, motor skills, emotions, communication and cognitive processes - Practical work of students in skill-developing groups, the planning of measurements using laboratory equipment		
14.	The psychology of entrepreneurial attitudes and action in sport A: The psychological foundations of organisation and activities in sport	W01, W02	U02, U03	K01, K02	Lecture: 1. Introduction to the psychology of sports organisations. The organisation as a social and psychological system. The psychology of work in sports structures (clubs, federations, teams) 2. Entrepreneurial attitudes and competences 3. Sport as an environment for the work and development of the individual 4. Organisational structure, culture and climate in sport 5. The psychological climate in sports organisations: the influence on motivation and effectiveness 6. The role and functions of the individual in a sports organisation. Formal and informal roles in a team. The processes of belonging, identification and marginalisation. The psychological competences of a team member and a leader 7. The psychological determinants of the effectiveness of organisational activities Practical classes: 1. An analysis of cases from sports organisations. Case study: problems in communication, conflicts, ineffective team management.	Graded credit	A single-choice knowledge test. Questions on the scope of courses A and B (20 questions scored 1 point per correct answer) Credit for group work. Planning of a social project.

					Proposals for psychological and organisational interventions - Mapping the structure and dynamics of a sports team - Training in communication and cooperation in a sports team. Exercises in assertive communication, active listening and expressing needs. Simulations of team sports activities - The diagnosis of organisational culture and psychological climate. Tools for measuring the organisational climate (questionnaires, interviews), the interpretation of results and proposals for solutions - The application of psychological techniques in group decision-making		
	The psychology of entrepreneurial attitudes and action in sport B: The psychological mechanisms of project work in sport	W01, W02	U01	K01, K02	Lecture: - Introduction to project work in sport - The role of the project team in the sports environment - Leadership and communication in project work - Managing stress and project overload - The psychological determinants of the effective implementation of a project. Beliefs, values and attitudes and project effectiveness. Creativity and cognitive flexibility in problem-solving - The psychology of responsibility and commitment Practical classes: - Planning a sports project – the psychological component. The development of goals, stages, resources, risks – taking into account the role of psychological factors. An analysis of roles in a team (the Belbin test or similar) - Creating an effective project team. A simulation of recruiting team members – the psychological profile of a candidate. An integration workshop and the identification of the team's values		

					3. Communication and conflict management in a project. Exercises in task-related and relational communication. Conflict role-plays and mediation roles 4. Stress and pressure in project implementation – an emotion-management workshop 5. Evaluation and self-reflection in project work - the assessment of team effectiveness		
ELECTIVE MODULES							
15.	The psychology of the development of an athlete's career A: Psychological aspects of planning a sports career	W01, W02	U01, U02	K01, K02	Lectures: 1. The psychology of career development – psychological concepts of a professional career in sport 2. The psychological determinants of planning for the future - cognitive processes, motivation, values 3. The professional identity of an athlete - the psychology of identity, the identity crisis after the end of a career 4. Psychological aspects of building an image - self-esteem, self-presentation, impression management 5. Professional burnout - mechanisms, prevention, interventions	Graded credit	Knowledge-checking questions (a test) Preparing projects: an individual career and development plan for an athlete The assessment of attitude during teamwork
	The psychology of the development of an athlete's career				Practical classes: 1. Techniques for coping with crises in a career 2. The psychology of stress and injury - the influence on career development 3. Psychological strategies for managing emotions and professional stress 4. Diagnosis in career planning - tools and techniques from the field of psychology used by specialists who are not psychologists Lectures: 1. The psychological foundations of competences - intelligence, personality, abilities 2. The psychology of learning and acquiring skills		

	B: Improving competences				3. Self-esteem and self-awareness as the foundations of development 4. The psychological mechanisms of motivation for development 5. The psychology of change and adaptation Practical classes: 1. Methods of diagnosing competences 2. Techniques for supporting development 3. Psychological aspects of building a competence portfolio 4. Psychological coaching in career development		
CORE (FIELD) MODULES							
16.	Physioprophyllaxis in sport A: Modern methods of diagnostics and training support	W01-W05	U01-U04	K01, K02	Practical classes: 1. Introduction to the issues of modern technologies in sports training. 2. Modern technologies in the prevention of muscle injuries. 3. Contemporary forms of supporting post-exercise recovery. 4. "Virtual trainer" - applications supporting personal training. 5. Recording heart rate as a tool for assessing exercise loads. 6. GPS technology in personal training. 7. The subjective assessment of fatigue (RPE) - the athlete's biofeedback and EMG - applications. 8. Physical activity monitors and their application in everyday life. 9. The use of sensors analysing the blood glucose level during physical exertion. 10. How to use VBT for the ongoing monitoring of training and determining the athlete's form. 11. How to modify training parameters (the number of sets, the number of repetitions, the duration of rest breaks). 12. VBT and the goal of training (developing muscle strength and power, hypertrophy, strength endurance)	Graded credit	Developing a physioprophyllactic project/programme according to topics proposed by the instructor

					13. Determining VBT variables depending on the type of resistance exercise and the value of the external load. 14. The characteristics and examples of measuring devices. 15. Creating profiles (load-velocity profiles) and databases for individual athletes.		
					Laboratory: 1. "Virtual trainer" - applications supporting personal training – developing students' practical skills under studio conditions 2. Recording heart rate as a tool for assessing exercise loads - developing students' practical skills under studio conditions 3. GPS technology in personal training - developing students' practical skills under studio conditions 4. The subjective assessment of fatigue (RPE) - the athlete's biofeedback and EMG – applications - developing students' practical skills under studio conditions 5. The use of sensors analysing the blood glucose level during physical exertion - developing students' practical skills under studio conditions 6. How to modify training parameters (the number of sets, the number of repetitions, the duration of rest breaks) - developing students' practical skills under studio conditions 7. VBT and the goal of training (developing muscle strength and power, hypertrophy, strength endurance) - developing students' practical skills under studio conditions 8. Determining VBT variables depending on the type of resistance exercise and the value of the external load - developing students' practical skills under studio conditions		

					9. Creating profiles (load-velocity profiles) and databases for individual athletes.		
	Physioprophyllaxis in sport B. Injury prevention in sport				Practical classes: 1. The definition of a sports injury. 2. The incidence of injuries in sport. 3. The importance of injury prevention for the health and safety of athletes. 4. The role of the coach, physiotherapist and physician in preventing injuries. 5. Prophylaxis and prevention – meaning and role. 6. Early intervention vs late intervention 7. Strategies for preventing injuries: 8. Planning training (the selection of exercises, intensity, volume). 9. The technique of performing exercises and movements in sport. 10. The selection of appropriate sports equipment. 11. Strategies of stabilisation and proprioceptive training. 12. The principles of ergonomics in sport. 13. The importance of the psychological aspects of injury prevention. 14. The most common injuries in particular sports disciplines. 15. Components increasing the risk of injuries. The nutritional component - the psychological (mental) component - the physical component. Other components (equipment, training venue) 16. Ways of estimating the risk of injuries. 17. Mobility and stability in particular body segments + anatomy - the ankle joint, the knee joint, the hip joint, the lumbar spine, the thoracic spine. The shoulder complex. 18. Muscle strength as a training foundation - eccentric training, motor control. 19. Components minimising the risk of injuries - the training component, the component of around-		A practical task - the independent development of a topic, a demonstration, work under simulated and clinical conditions - The student's independent work in classes (engagement in performing tasks, drawing conclusions, presenting results) - Observation of the student during classes

					training activities, the component of recovery and rest, other components. 20. The most common errors in preventive and prophylactic management - incorrect diagnosis, physician vs physiotherapist, the use of orthoses and stabilisers, inappropriate training, pharmacology, medications. 21. The basic axes and movement patterns of the body. 22. Exercises used in preventing injuries – the methodology of sports exercises.		
	Physioprophylaxis in sport: C. Health aspects of physical activity				Laboratory: 1. Planning training (the selection of exercises, intensity, volume). 2. The technique of performing exercises and movements in sport. 3. Mobility and stability in particular body segments + anatomy - the ankle joint, the knee joint, the hip joint, the lumbar spine, the thoracic spine. The shoulder complex. 4. Muscle strength as a training foundation - eccentric training, motor control. 5. Components minimising the risk of injuries - the training component, the component of around-training activities, the component of recovery and rest, other components. 6. The basic axes and movement patterns of the body. 7. Exercises used in preventing injuries – the general methodology of preventive exercises in the area of injuries, work with the assistance of a physiotherapist. Lectures: 1. Health and quality of life, physical activity in the phylogenetic aspect. 2. The physiological foundations of physical activity.		

					3. The prevention of chronic diseases caused by a sedentary lifestyle. 4. The health effects of systematic physical activity in children and adolescents. 5. Physical activity of adults in the prevention of selected diseases. 6. Health-promoting types of physical activity and exercises. 7. Contraindications to undertaking physical activity.		
					Practical classes: 1. The physiological foundations of health training. 2. The applicable recommendations of international expert committees concerning physical activity in the prevention of lifestyle diseases 3. Medical problems related to excessive physical activity of children and adolescents or its lack. 4. Specific medical problems related to the health training of adults and to inappropriately selected activity. Sudden death, overload of the locomotor system. 5. Health risk factors related to an inappropriate lifestyle.		
ELECTIVE MODULES							
17a.	The psychology of organisational behaviour in sport A: The psychology of leadership and managing a sports team	W01, W02	U01, U02	K01, K02	Lectures: 1. Psychological theories of leadership in the context of sport 2. The psychology of motivation in management - motivational theories, psychological needs 3. Interpersonal communication and its role in management 4. Psychological aspects of coaching and mentoring 5. The psychology of managing managerial stress 6. The psychology of the team - group dynamics, team roles, group processes	Graded credit	Knowledge-checking questions (a test)

					7. Organisational psychopathology - team dysfunctions		
					Practical classes: 1. Management styles and communication styles – diagnosis 2. Psychological methods of building team motivation 3. Conflict management techniques 4. Psychological aspects of team assessment 5. Tests in team selection 6. Psychological methods of team integration		
	The psychology of organisational behaviour in sport B: The psychology of ethical attitudes				Lectures: 1. The psychological foundations of ethical behaviour in organisations 2. The psychology of social norms and their influence on organisational behaviour 3. The mechanisms of making ethical decisions 4. Unethical behaviours - psychological mechanisms		Preparing projects: a team development plan; public relations in sport; the identification of leadership styles
	The psychology of organisational behaviour in sport C: The psychology of the organisation of a sports entity				Practical classes: 1. Psychological aspects of diversity management 2. The psychology of discrimination and prejudice in organisations 3. The fundamentals of mobbing - mechanisms, effects, prevention 4. Ethical communication in management		The assessment of attitude during teamwork
					Lectures: 1. The psychology of organisation - theories and models 2. Psychological aspects of organisational culture in sport 3. Organisational change and resistance to change 4. The psychology of managing sports talents 5. Consumer psychology in sport - behaviours, attitudes, preferences		
					Practical classes: 1. Methods of studying sports organisations		

					2. The diagnosis of organisational climate 3. Psychological aspects of managing sports events 4. The psychology of sports marketing and persuasion		
17b.	The mental coach in sport A: Mental techniques	W01, W02	U01, U02	K01, K02	Lecture: 1. Mental training as a tool for development and overcoming barriers. 2. The goals of mental training: developing self-confidence, concentration, coping with pressure and the control of emotions, developing mental flexibility and adaptation to conditions. 3. The selection of mental techniques depending on the goal 4. The theoretical foundations of the individual mental techniques and the justification for their use	Graded credit	Knowledge-checking questions
	The mental coach in sport B: Coping with stress				Practical classes: The practical application of mental techniques: 1. Relaxation techniques 2. Positive self-talk 3. Visualisation 4. Strategies for preventing panic 5. Focus and concentration 6. Positive affirmations 7. A training diary		Preparing a mental training project – teamwork

					Practical classes: 1. The task-focused style of coping with stress - determinants and consequences 2. The emotion-focused style of coping with stress - determinants and consequences 3. The avoidance-focused style of coping with stress – engaging in substitute activities and seeking social contacts - determinants and consequences 4. Biofeedback as a method of coping with stress 5. Autogenic training and other relaxation methods in coping with stress 6. Cognitive-behavioural techniques in the regulation of stress		
	The mental coach in sport C: Ethics in the coach's work				Lecture: 1. Ethical systems and their justification 2. Universal ethical values 3. Ethics in sport and key values Practical classes: 1. Codes of ethics for various fields of sport 2. The ethical principles binding on coaches 3. The ethical principles binding on athletes		Preparing a mental training project – teamwork
OPTIONAL MODULES							
Optional modules (choice of: a or b) carried out in semesters II, IV and VI							
30a.	Personal training and motor preparation A: The diagnosis of needs and the planning of individual training	W01-W05	U01-U04	K01, K02	Lecture: 1. The diagnosis of needs: the interview, training goals, qualification for exercise and contraindications. 2. The assessment of body posture, body composition and motor abilities – tools and tests. 3. The principles of planning and periodising individual training. Laboratory:	Graded credit	A project/programme (developing an individual plan/programme according to a topic proposed by the instructor) and a mid-term test/knowledge test. A practical task – independent performance/demonstration under simulated conditions;

					4. The interview and the physical activity readiness questionnaire (PAR-Q). 5. Anthropometric measurements, the assessment of body composition and fitness tests (e.g. FMS, strength and endurance tests). 6. Developing an individual training plan on the basis of the diagnosis.		observation of the student during classes; the assessment of activity and engagement in work during classes.
	Personal training and motor preparation B: The methodology of personal training				Lecture: 7. The methodology and structure of a personal training unit. 8. The selection of exercises, volume, intensity and rest breaks. 9. Communication with the client, motivating and safety in the training room.		
					Laboratory: 10. Instruction and teaching the technique of basic movement patterns (squat, hip-hinge, push, pull). 11. Conducting a training unit with spotting and technique correction. 12. The selection and progression of loads in strength, endurance and mobility training.		
					Lecture: 13. Motor abilities and methods of developing them (strength, power, speed, endurance, coordination). 14. Motor preparation training – assumptions and means. 15. The monitoring and assessment of training effects; the modification of the programme.		
	Personal training and motor preparation C: Motor training and the assessment of effects				Laboratory: 16. Carrying out classes aimed at developing selected motor abilities. 17. Tests for assessing effects (strength, power, endurance) and the interpretation of results. 18. The modification of the training plan on the basis of the results obtained.		
					Lecture:		A project/programme

30b.	Health coaching and habit change A: Motivational communication and building relationships	W01-W05	U01-U04	K01, K02	19. The fundamentals of interpersonal communication; verbal and non-verbal communication. 20. Motivational interviewing (MI) – the spirit of the method, principles and typical pitfalls. 21. Building relationships and trust; active listening, empathy, open questions.	Graded credit	(developing an individual plan/programme according to a topic proposed by the instructor) and a mid-term test/knowledge test. A practical task – independent performance/demonstration under simulated conditions; observation of the student during classes; the assessment of activity and engagement in work during classes.
	Laboratory: 22. Practising the techniques of active listening, reflections and affirmations. 23. Conducting a motivational conversation (role-plays) and working with resistance and ambivalence. 24. The analysis of role-plays and giving feedback.						
	Lecture: 25. Theories of motivation and the stages of change (the transtheoretical model). 26. Setting goals (SMART), planning actions and anticipating barriers. 27. Tools for monitoring progress (diaries, applications, indicators).						
	Laboratory: 28. Formulating health goals together with the "client". 29. Developing an action plan and a system for monitoring progress. 30. A progress review session and the modification of goals.						
	Health coaching and habit change B: Setting goals and monitoring progress				Lecture: 31. The psychology of habit; the mechanisms of forming and extinguishing habits. 32. Areas of change: physical activity, nutrition, sleep, coping with stress. 33. Barriers, relapses and strategies for preventing them; the role of social support.		
	Health coaching and habit change C: Supporting the change of health habits				Laboratory: 34. A project for a programme to change a selected health habit.		

					35. Working with barriers and relapses (scenarios). 36. The presentation and evaluation of the coaching programme.		
31a.	Kinesiotaping and functional taping A: The theoretical foundations of kinesiotaping	W01-W05	U01-U04	K01, K02	Lecture: 37. The history and concept of kinesiotaping; the properties of the tapes. 38. The mechanisms of action (fascia, circulation, deep sensation, pain modulation). 39. Indications and contraindications; the principles of safety and hygiene.	Graded credit	A project/programme (developing an individual plan/programme according to a topic proposed by the instructor) and a mid-term test/knowledge test. A practical task – independent performance/demonstration under simulated conditions; observation of the student during classes; the assessment of activity and engagement in work during classes.
	Kinesiotaping and functional taping B: Tape application techniques				Laboratory: 40. The palpatory anatomy of selected regions of the body. 41. The assessment and preparation of the skin for application. 42. The basics of cutting and applying the tape (I, Y, X, fan shapes).		
	Kinesiotaping and functional taping C: Taping in the prevention and support of activity				Lecture: 43. Types of application: muscular, ligament-tendon, corrective, fascial, lymphatic. 44. The principles of selecting the tension of the tape and the direction of application. 45. The algorithm for selecting the technique to the therapeutic/training goal.		
					Laboratory: 46. Applications to selected muscle groups and joints (the shoulder girdle, the spine, the upper and lower limb). 47. Corrective and lymphatic applications. 48. The assessment of the effect of the application and possible correction.		
					Lecture: 49. Taping in the prevention of sports overloads. 50. Supporting training and recovery; integration with the training plan. 51. The limitations of the method and situations requiring consultation with a specialist.		
					Laboratory:		

					52. Preventive applications for selected sports disciplines. 53. Applications supporting post-exercise recovery. 54. Developing a taping scheme for a case study.		
31b.	Medical and functional training A: The fundamentals of medical training	W01-W05	U01-U04	K01, K02	Lecture: 55. The definition and assumptions of medical training; motor control. 56. The role of training in the prevention of locomotor system dysfunctions. 57. Safety, indications and contraindications.	Graded credit	A project/programme (developing an individual plan/programme according to a topic proposed by the instructor) and a mid-term test/knowledge test. A practical task – independent performance/demonstration under simulated conditions; observation of the student during classes; the assessment of activity and engagement in work during classes.
	Laboratory: 58. The assessment of movement patterns (elements of functional tests). 59. The identification of deficits and asymmetries. 60. Basic corrective exercises.						
	Lecture: 61. Central stabilisation (core) and its functional importance. 62. Myofascial chains and functional patterns. 63. The methodology of teaching functional exercises.						
	Laboratory: 64. Local and global stabilisation exercises. 65. Functional exercises in various planes of movement. 66. Sensorimotor training with accessories (bands, balls, an unstable surface).						
	Medical and functional training C: Programming and the progression of loads				Lecture: 67. Training variables (volume, intensity, frequency, progression). 68. The periodisation and individualisation of functional training. 69. The monitoring and assessment of effects.		
					Laboratory: 70. Constructing a functional training programme. 71. The progression and regression of exercises. 72. The assessment of effects and the modification of the plan.		

32a.	Training and physical activity in the aquatic environment A: The specifics of activity in the aquatic environment	W01-W05	U01-U04	K01, K02	Lecture: 73. The physical properties of water (buoyancy, hydrostatic pressure, resistance, temperature). 74. The body's physiological responses to immersion and exertion in water. 75. Benefits, limitations and safety principles.	Graded credit	A project/programme (developing an individual plan/programme according to a topic proposed by the instructor) and a mid-term test/knowledge test. A practical task – independent performance/demonstration under simulated conditions; observation of the student during classes; the assessment of activity and engagement in work during classes.
	Training and physical activity in the aquatic environment B: Exercises and training in water				Laboratory: 76. Adaptation to the aquatic environment and the assessment of comfort/safety. 77. Basic forms of movement and locomotion in water. 78. The assessment of the body's responses to exertion in water.		
	Training and physical activity in the aquatic environment C: Aquatic activity in recovery and prevention				Lecture: 79. The methodology of exercises in water (aqua fitness, aqua aerobics). 80. Endurance and strength training in water; the selection of intensity. 81. Accessories supporting training in water. Laboratory: 82. Conducting aqua-type classes. 83. Exercises with accessories (pool noodles, water dumbbells). 84. Interval training in water. Lecture: 85. Water in post-exercise recovery and biological regeneration. 86. Aquatic activity in the prevention of overloads. 87. Applications for various target groups. Laboratory: 88. Recovery sessions in water. 89. Preventive exercises in the aquatic environment. 90. Developing an aquatic activity programme for a selected group.		
32b.		W01-W05	U01-U04	K01, K02	Lecture: 91. The theoretical foundations of massage; the physiological effects of its action.	Graded credit	A project/programme (developing an individual plan/programme according

	Massage and manual techniques in sport and recreation A: The fundamentals of relaxation massage				92. Indications and contraindications; the principles and hygiene of work. 93. Lubricants and the preparation of the workstation.		to a topic proposed by the instructor) and a mid-term test/knowledge test. A practical task – independent performance/demonstration under simulated conditions; observation of the student during classes; the assessment of activity and engagement in work during classes.
	Massage and manual techniques in sport and recreation B: Sports massage and soft tissue techniques				Laboratory: 94. The positioning of the client. 95. Basic techniques (effleurage, rubbing, kneading, tapotement, vibration). 96. Relaxation massage of the back and neck.		
	Massage and manual techniques in sport and recreation C: Self-massage and recovery tools				Lecture: 97. Sports massage: pre-start, inter-start and post-exercise. 98. Soft tissue techniques (myofascial release, the treatment of trigger points). 99. The integration of massage with the training process.		
					Laboratory: 100. Sports massage of the lower and upper limbs and the back. 101. Soft tissue techniques. 102. The treatment of trigger points.		
					Lecture: 103. Self-massage and rolling (foam rolling) – the basics. 104. Recovery tools (rollers, balls, massagers, IASTM tools). 105. The principles and safety of use.		
					Laboratory: 106. Techniques of self-massage and rolling of the main muscle groups. 107. Self-massage instruction for the client. 108. Developing an individual recovery scheme.		
SPECIALISATION MODULES							
Modules common to both specialisations							
18.	Psychomotor diagnosis	W01, W02	U01, U02	K01, K02	Lectures: 109. The procedure for conducting sports examinations – general assumptions	Exam	Knowledge test (exam) Preparing and conducting a psychomotor diagnosis of an

	A: The interview, the clinical interview and questionnaire examination				110. The procedure for conducting sports examinations at the Central Centre for Sports Medicine 111. The scope of the psychomotor examination 112. The basic psychomotor characteristics of the athlete (reaction times, visual-motor coordination, the speed and accuracy of perception, specialist aptitudes) 113. The principles of constructing the interview and the clinical interview 114. Questionnaire methods used in the diagnosis of athletes – non-specific and specific		athlete – teamwork, the group construction of diagnostic interview questionnaires - the presentation of a report
	Practical classes: 1. Constructing diagnostic interview questionnaires 2. Questionnaire methods in the basic psychological characterisation of an athlete 3. The assessment of the athlete's behaviour under conditions of stress and distraction						
	Lectures: 1. The abilities and skills within the scope of cognitive processes (perception, attention, memory, learning, thinking, decision-making, language) 2. The application of neuropsychological tests in the diagnosis of cognitive processes (the basics for non-psychological professions) 3. The application of tests for studying intelligence. 4. Scales for assessing various cognitive domains, e.g. the Montreal 5. Cognitive Assessment Scale (MoCA)				The assessment of attitude during teamwork Knowledge test (exam)		
	Practical classes: 1. The adequacy of the selection of diagnostic methods depending on the aim of the examination 2. Designing examinations of various cognitive domains						
	Psychomotor diagnosis B: The fundamentals of diagnosing cognitive processes				Lectures:		Preparing and conducting a

	Psychomotor diagnosis C: The diagnosis of visual-motor perception in sport				1. Types of perception: visual, auditory, olfactory, tactile, gustatory 2. The phases of perception: the reception of sensory impressions, perceptual organisation, and identification and recognition 3. The components of visual perception: visual-motor coordination, figure-ground perception, perceptual constancy, the perception of the position of objects in space, the perception of spatial relations 4. Visual perception and movement control – supporting the process of learning and performing motor activities 5. The role of visual-motor coordination in various fields of sport		psychomotor diagnosis of an athlete – teamwork, the group construction of diagnostic interview questionnaires - the presentation of a report
					Practical classes: 1. The Motor-Free Visual Perception Test 2. The Test of Visual Motor Skills 3. Methods of diagnosing and developing visual-motor coordination		
19.	Diagnostics of physical exertion A: The diagnostics of motor abilities	W01-W04	U01-U04	K01, K02	Lecture: 1. The identification of the athlete's potential. The identification of strength potential, the identification of speed potential, the importance of body composition for exercise capabilities in sport and methods of measurement, the most popular tests used to assess the physical exercise capacity and training state of an athlete, the diagnostics of anaerobic capacity, the interpretation of results and training recommendations, the diagnostics of the training state at various levels of an athlete's advancement, the trainability of motor abilities and their range of adaptation, the recognition and verification of sports talents. 2. Developing the athlete's strength and power: motor goals and physique goals, the maximal load method, the eccentric method, the	Exam	Written exam. Theoretical mid-term tests during classes: 2 mid-term tests from the individual courses will be carried out, on the topics discussed during lectures and classes and provided in the form of issues. The exam, carried out after the completion of the courses, consists of 30 test questions – a multiple-choice test with one correct answer, assessed according to the applicable criteria

					bodybuilding method, the power method, the plyometric method, types of muscle strength, the determinants of muscle strength, muscle strength tests, the tasks of the strength preparation coach, the methodology of developing the strength of the muscles of the chest, back, lower limbs, upper limbs, trunk. 3. Developing speed: speed, agility – definitions, the components of speed, the determinants of speed, the methodology of speed training, the principles of developing speed and agility, the strategy of constructing speed plans, the development of speed in ontogenesis. 4. Developing endurance: exercise capacity vs endurance, methods of developing endurance, the determinants of endurance, the methodology of endurance training, the principles of developing endurance, the strategy of constructing plans, the zones of developing endurance. 5. Developing coordination motor abilities: coordination, movement coordination, classification, the criteria for assessing coordination abilities, coordination motor abilities, the methodology of exercise variability. 6. The prevention of athlete injuries: fatigue vs overtraining, the prevention of fatigue and recovery in sport, athlete recovery procedures, sports injuries and damage. 7. Developing flexibility: the determinants, types and conditions of flexibility, the importance and role of flexibility exercises in the individual parts of a training unit, the methodology of developing flexibility, the use of flexibility in team and individual sports, the periodisation of flexibility training, the identification of flexibility potential.		
					Practical classes:		

					1. The application of tests to assess the physical exercise capacity and training state of an athlete, the diagnostics of anaerobic capacity, the interpretation of results and training recommendations, the diagnostics of the training state at various levels of an athlete's advancement – practical work in groups 2. Variants of the application of the maximal load method, the eccentric method, the bodybuilding method, the power method, the plyometric method, types of muscle strength, the determinants of muscle strength, muscle strength tests, the tasks of the strength preparation coach, the methodology of developing the strength of the muscles of the chest, back, lower limbs, upper limbs, trunk – practical work in groups. 3. The principles and methodology of speed training, the strategy of constructing speed plans – practical work in groups. 4. The principles and methodology of endurance training, the principles of developing endurance, the strategy of constructing plans – practical work in groups. 5. Movement coordination, coordination motor abilities, the methodology of exercise variability – practical work in groups 6. Developing flexibility: the methodology of developing flexibility, the use of flexibility in team and individual sports, the periodisation of flexibility training, the identification of flexibility potential – practical work in groups.		
					Laboratory: 1. The application of tests to assess the physical exercise capacity and training state of an athlete, the diagnostics of anaerobic capacity, the interpretation of results and training		

					recommendations, the diagnostics of the training state at various levels of an athlete's advancement – practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 2. Variants of the application of the maximal load method, the eccentric method, the bodybuilding method, the power method, the plyometric method, types of muscle strength, the determinants of muscle strength, muscle strength tests, the tasks of the strength preparation coach, the methodology of developing the strength of the muscles of the chest, back, lower limbs, upper limbs, trunk – practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 3. The principles and methodology of speed training, the strategy of constructing speed plans – practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 4. The principles and methodology of endurance training, the principles of developing endurance, the strategy of constructing plans – practical work in groups – practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 5. Movement coordination, coordination motor abilities, the methodology of exercise variability – practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 6. Developing flexibility: the methodology of developing flexibility, the use of flexibility in team and individual sports, the periodisation of flexibility training, the identification of flexibility potential – practical work with an		
--	--	--	--	--	--	--	--

					athlete with the assistance of a coach and/or a physiotherapist (MSc)					
	Diagnostics of physical exertion B: The diagnostics of the locomotor system				Lecture: 1. The specifics of the subjective and objective examination in the assessment of the locomotor system. 2. The functional diagnostics of the muscles and joints of the upper limb in selected dysfunctions of the locomotor system. The practical performance of tests, the interpretation and recording of results. 3. The functional diagnostics of the muscles and joints of the lower limb in selected dysfunctions of the locomotor system. The performance of tests, the interpretation and recording of results. 4. The functional diagnostics of the muscles and joints of the spine in selected dysfunctions of the locomotor system. The performance of tests, the interpretation and recording of results. 5. Global assessment. The influence of myofascial lines on dysfunctions within the locomotor system. 6. The assessment of body posture. 7. Clinical tests and scales used to assess disorders of muscle tone in selected dysfunctions of the locomotor system and after sports injuries. 8. Functional assessment using diagnostic tools, gait assessment – treadmill, stabilographic platforms. 9. The ways and principles of documenting the results obtained.		Written exam. Theoretical mid-term tests during classes: 2 mid-term tests from the individual courses will be carried out, on the topics discussed during lectures and classes and provided in the form of issues. The exam, carried out after the completion of the courses, consists of 30 test questions – a multiple-choice test with one correct answer, assessed according to the applicable criteria			
					Practical classes:					

					1. The specifics of the subjective and objective examination in the assessment of the locomotor system – practical classes in groups. 2. The functional diagnostics of the muscles and joints of the upper limb in selected dysfunctions of the locomotor system. The practical performance of tests, the interpretation and recording of results - practical classes in groups. 3. The functional diagnostics of the muscles and joints of the lower limb in selected dysfunctions of the locomotor system. The performance of tests, the interpretation and recording of results – practical classes in groups. 4. The functional diagnostics of the muscles and joints of the spine in selected dysfunctions of the locomotor system. The performance of tests, the interpretation and recording of results – practical classes in groups. 5. The assessment of body posture – practical classes in groups. 6. Clinical tests and scales used to assess disorders of muscle tone in selected dysfunctions of the locomotor system and after sports injuries – practical classes in groups. 7. Functional assessment using diagnostic tools, gait assessment – treadmill, stabilographic platforms – practical classes in groups. 8. The ways and principles of documenting the results obtained.		
					Laboratory: 1. The specifics of the subjective and objective examination in the assessment of the locomotor system - practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 2. The functional diagnostics of the muscles and joints of the upper limb in selected dysfunctions of the locomotor system. The practical		

					performance of tests, the interpretation and recording of results – practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 3. The functional diagnostics of the muscles and joints of the lower limb in selected dysfunctions of the locomotor system. The performance of tests, the interpretation and recording of results – practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 4. The functional diagnostics of the muscles and joints of the spine in selected dysfunctions of the locomotor system. The performance of tests, the interpretation and recording of results – practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 5. The assessment of body posture - – practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 6. Clinical tests and scales used to assess disorders of muscle tone in selected dysfunctions of the locomotor system and after sports injuries – practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 7. Functional assessment using diagnostic tools, gait assessment – treadmill, stabilographic platforms – practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 8. The ways and principles of documenting the results obtained – practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc)		
					Lecture:		

	Diagnostics of physical exertion C: Physiological tests in the assessment of physical exercise capacity				1. The vascular system: the physiology of the aorta, arterial blood pressure and arterial pulse, microcirculation, arterial resistance and the autoregulation of tissue blood flow, the regulation of arterial pressure, the coronary circulation. 2. The physiology of the respiratory system: the physiology of the airways, ventilation and the mechanics of breathing, spirometry, the pulmonary circulation, the diffusion and transport of respiratory gases, the regulation of breathing. 3. Neurophysiology: The electrical properties of neurons: the action potential, the concept of excitability, the refractory period. Evoking the action potential in the sciatic nerve at various stimulus intensities – the SimNerve computer program. 4. Examination of tendon reflexes. Examination of the plantar reflex. 5. Examination of ocular reflexes. Examination of vestibulospinal reflexes 6. Examination of the neurological functions of the sensory system 7. Examination of the organ of vision 8. Examination of selected cranial nerves. 9. The physiology of the heart 10. The orthostatic tests of Crampton and Martinet. Orthostatic hypotension. 11. The kinetics of the changes in circulatory system parameters induced by physical exertion. 12. The physiology of the respiratory system 13. The physical examination of the respiratory system. 14. Carrying out the above-mentioned measurements, preparing a compilation and a diagnostic analysis in the area of exercise	Practical mid-term tests, observation of the student's work, a project
--	---	--	--	--	--	---

					capacity – a discussion of the basic principles of documentation		
					Practical classes: 1. Evoking the action potential in the sciatic nerve at various stimulus intensities – the SimNerve computer program. 2. Examination of the plantar reflex. 3. Examination of vestibulospinal reflexes: the Romberg test, the marching test, the Barany experiment. 4. Examination of the neurological functions of the motor system – examination of gait, balance (the Romberg test), muscle strength and tone, examination of movement coordination. 5. Examination of the sense of touch, vibration, pain, temperature and discriminative sensation. 6. Examination of the organ of hearing - checking auditory sensitivity, the Weber test, the Rinne test. 7. Examination of the organ of vision – examination of visual acuity, colour vision, visual contrast according to Hering, colour contrast, the Mariotte experiment. 8. The analysis of the EEG recording. Imaging examinations of the nervous system: CT and MRI. Higher nervous functions - the examination of speech and memory – the basics of recording 9. Auscultation of heart sounds. The tropic action of adrenaline and ACh, 10. The physiology of the vascular system: The measurement of arterial blood pressure using the auscultatory method. The examination of the pulse using the palpation method. 11. The orthostatic tests of Crampton and Martinet. Orthostatic hypotension.		

					12. Calculating the stroke volume and cardiac output and determining the influence of physical exertion on these parameters. 13. Functional tests in the assessment of the efficiency of the circulatory system: the Ruffier test, the Harvard step test, the breath-holding time at rest and during exertion. 14. The mechanics of breathing; changes in the circumference of the chest during breathing, determining the type of breathing pattern. 15. The functional examination of the respiratory system: resting spirometry, the flow/volume curve, MVV. The measurement of the vital capacity of the lungs. 16. The measurement of peak expiratory flow (PEF) with a peak flow meter. The measurement of arterial blood saturation using a pulse oximeter. 17. Carrying out the above-mentioned measurements, preparing a compilation and a diagnostic analysis in the area of exercise capacity – work in groups		
					Laboratory: 1. Evoking the action potential in the sciatic nerve at various stimulus intensities - practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 2. Examination of the plantar reflex - practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 3. Examination of vestibulospinal reflexes: the Romberg test, the marching test, the Barany experiment. Examination of the neurological functions of the motor system – examination of gait, balance (the Romberg test), muscle strength and tone, examination of movement coordination - practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc)		

					4. Examination of the sense of touch, vibration, pain, temperature and discriminative sensation - practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 5. Examination of the organ of hearing - checking auditory sensitivity, the Weber test, the Rinne test - practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 6. Examination of the organ of vision - examination of visual acuity, colour vision, visual contrast according to Hering, colour contrast, the Mariotte experiment - practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 7. The measurement of arterial blood pressure using the auscultatory method. The examination of the pulse using the palpation method - practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 8. The orthostatic tests of Crampton and Martinet. Orthostatic hypotension - practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 9. Calculating the stroke volume and cardiac output and determining the influence of physical exertion on these parameters - practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 10. Functional tests in the assessment of the efficiency of the circulatory system: the Ruffier test, the Harvard step test, the breath-holding time at rest and during exertion - practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc)		
--	--	--	--	--	--	--	--

					11. The mechanics of breathing; changes in the circumference of the chest during breathing, determining the type of breathing pattern - practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 12. The functional examination of the respiratory system: resting spirometry, the flow/volume curve, MVV. The measurement of the vital capacity of the lungs - practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 13. The measurement of peak expiratory flow (PEF) with a peak flow meter. The measurement of arterial blood saturation using a pulse oximeter - practical work with an athlete with the assistance of a coach and/or a physiotherapist (MSc) 14. Carrying out the above-mentioned measurements, preparing a compilation and a diagnostic analysis in the area of exercise capacity – work in groups		
Specialisation: Physical education coaching							
20.	Sports analysis and effectiveness A: Statistical models in the analysis of results	W01-W03	U01-U04	K01-K02	Practical classes: 1. The statistical analysis of athletes' results. 2. The practical application of the correlation coefficient in the analysis of results. 3. Creating histograms and scatter plots. 4. The analysis of standard deviation and variance in sports results. 5. The application of descriptive statistics methods in planning training. 6. The practical application of linear regression. 7. Logistic regression in predicting sports results. 8. Creating and assessing predictive models. 9. The analysis of the fit of regression models. 10. The assessment of model error and the interpretation of regression results.	Graded credit	Practical assessment during classes

					Lecture:		Conducting a teaching unit in movement teaching (practical credit, the presentation of results)
	Sports analysis and effectiveness B: The processing of research results				1. The fundamentals of the analysis of sports data. 2. Measures of central tendency and variability. 3. Basic statistical distributions used in sport. 4. Correlations and their importance in the analysis of sports results. 5. Methods of data visualisation in sport. 6. Practical examples of the use of descriptive statistics. 7. Regression models in the analysis of results. 8. Linear regression and its application in the analysis of sports results. 9. Logistic regression and its use in sports research. 10. The use of multidimensional models in the analysis of results. 11. Statistical inference in regression. 12. Practical cases of the application of regression in the analysis of results		
					Practical classes:		
					1. Conducting statistical tests. 2. The interpretation of test results. 3. Analysis of variance in sports practice. 4. Hypothesis testing on the basis of sports data. 5. The selection of appropriate tests for the cases analysed. 6. The analysis of the significance of results in empirical research. 7. The verification of the assumptions of statistical tests. 8. Work on real sports data sets. 9. The verification of results through team discussion. 10. Developing a preliminary outline of a research report. 11. The critical evaluation of scientific publications.		

21.	Planning training units A: The principles of creating a training environment	W01-W03	U01-U04	K01-K02	Lectures: 1. The components of an effective training environment. 2. Psychological and motivational factors in team building. 3. Organisational culture in sport. 4. The influence of physical conditions on the quality of training. 5. The role of infrastructure in the training process. 6. The adaptation of training to weather and seasonal conditions. 7. Modern technologies in optimising the training environment. 8. The planning and organisation of the training space. 9. Leadership and roles in a team. 10. Building a team culture based on sports values. Practical classes: 1. The analysis and assessment of various models of the training environment. 2. A case study of successful training programmes. 3. Creating one's own training environment projects. 4. The assessment of risks and threats in training. 5. The analysis of examples of the organisation of the training space. 6. The practical application of technologies supporting training. 7. The design and adaptation of the training space. 8. The assessment of the influence of training conditions on athletes' performance. 9. Exercises in communication and conflict resolution. 10. Creating motivational strategies for teams.	Graded credit	A test and closed questions
-----	---	---------	---------	---------	---	---------------	-----------------------------

	Planning training units B: The coordination of motor abilities				Practical classes: 1. The practical analysis of coordination ability tests. 2. A case study of athletes with a high level of coordination. 3. Sensorimotor training. 4. Exercises developing perception and spatial orientation. 5. The practical application of training methods. 6. Balance and stabilisation training. 7. The adaptation of coordination exercises to various sports disciplines. 8. The assessment of progress in developing coordination abilities. 9. A case analysis of outstanding athletes in terms of coordination. 10. Situational simulations developing coordination. 11. Coordination training under pressure conditions. 12. Creating individual programmes for developing coordination.		A team project with an analysis of the training environment Preparing a project – a case study A presentation of the performance of exercise-capacity tests
22.	Coaching techniques and tools for coaches A: Individual coaching	W01, W02	U01, U02	K01, K02	Lectures: 1. The forms, types and application of coaching. Coaching vs therapy; the limitations of coaching. 2. Coaching as a tool for personal development. 3. The principles of coaching, the structure and stages of coaching 4. The skills and competences necessary for conducting coaching Practical classes: 1. The methodology of coaching and coaching tools 2. Techniques for constructing open and directed questions. 3. Visualisation and imagery techniques 4. Methods of working with mindfulness 5. Personal development training 6. Creativity training	Graded credit	A knowledge test on the scope of courses A and B

					7. Techniques of effective communication and assertiveness 8. The development of emotional intelligence 9. Strengthening self-confidence 10. Ethical principles and dilemmas in the coach's work		
	Coaching techniques and tools for coaches B: Group coaching				Lectures: 1. Introduction to group coaching: the competences of a group coach, alternative professional and non-professional forms of support; 2. Types of group coaching 3. Working with a group - building a relationship based on trust 4. The recipients of group coaching Practical classes: 1. Planning sessions and managing the process; 2. Designing the coaching process for a group/team 3. Structures in the group coaching process 4. Methods used in group coaching		A practical task, participation in training and skills workshops – work under simulated conditions (the observation and assessment of a simulated coaching conversation using tools, e.g. the GROW model, SMART, the Dilts pyramid), Group work of students – a group coaching project – implementation and assessment. A coaching interaction scenario, an evaluation sheet. A self-assessment and peer-assessment sheet – an analysis of one's own coaching work based on previously established criteria. Observation of the student during classes.
23.	Balneology and biological regeneration in sport A: Relaxation training in sport	W0-W03	U01-U03	K01, K02	Laboratory: 1. Relaxation, rest, stress: definitions and concepts, the causes and symptoms of the formation of stress, ways of reducing stress, relaxation methods and techniques: the theoretical foundations,	Exam	Developing a biological regeneration project/programme Preparing a paper on a topic set by the instructor in the

					2. The role of music in relaxation classes - music therapy, stretching - exercises stretching the individual parts of the body, body awareness exercises – tension and relaxation, the stretching and strengthening of various muscle groups, balance and stabilisation exercises with body balls, on sensory discs. 3. Relaxation using the body scanning method. Basic relaxation techniques. Schultz's autogenic training. Jacobson's relaxation training. Breathing relaxation. Relaxation massage, meditations, light aerobic exercises, elements of yoga, elements of Pilates, visualisation and affirmation in relaxation.		area of biological regeneration A practical task - the independent development of a topic, a demonstration, work under simulated and clinical conditions. The student's independent work in classes (engagement in performing tasks, drawing conclusions, presenting results on the topic of a biological regeneration programme). Observation of the student during classes
	Balneology and biological regeneration in sport B: Spa and wellness				Lecture: 1. Wellness and spa – the definition, the methodology of application in sport and after sports injuries. 2. Thermotherapy in wellness and spa in sport and after sports injuries. 3. Cryotherapy in wellness and spa in sport and after sports injuries. 4. Hydrotherapy in wellness and spa in sport and after sports injuries. 5. Massages in wellness and spa in sport and after sports injuries. 6. Balneotherapy in wellness and spa in sport and after sports injuries. 7. Innovations in wellness and spa in sport and after sports injuries Practical classes: 1. Treatments in SPA and wellness: — Classic and sports massage - the general methodology, the indications and contraindications for the treatments, the principles of planning in the recreation of athletes		

					— Baths and water treatments - the general methodology, the indications and contraindications for the treatments, the principles of planning in the recreation of athletes — Sauna use and steam baths - the general methodology, the indications and contraindications for the treatments, the principles of planning in the recreation of athletes — Biological regeneration treatments - the general methodology, the indications and contraindications for the treatments, the principles of planning in the recreation of athletes		
					Laboratory: 1. Treatments in SPA and wellness: Classic and sports massage - laboratory classes developing practical skills with the assistance of a sports medicine physician/physiotherapist, the principles of planning in the recreation of athletes 2. Baths and water treatments - laboratory classes developing practical skills with the assistance of a sports medicine physician/physiotherapist, the principles of planning in the recreation of athletes 3. Sauna use and steam baths - laboratory classes developing practical skills with the assistance of a sports medicine physician/physiotherapist, the principles of planning in the recreation of athletes 4. Biological regeneration treatments - laboratory classes developing practical skills with the assistance of a sports medicine		

					physician/physiotherapist, the principles of planning in the recreation of athletes		
	Balneology and biological regeneration in sport C: Recreation				Lecture: 1. The physiology of fatigue and rest in recreation - the mechanisms of fatigue (central/peripheral), supercompensation, the balance of loads and breaks, indicators of overload. 2. Sleep and circadian rhythms in psychobiological recovery - sleep architecture, sleep hygiene, sports naps, the influence of light/noise/temperature on regeneration. 3. Biological regeneration in recreational practice - massage, hydro-/cryotherapy, sauna/thermo-, compression, fascial stretching – a discussion of principles, indications, contraindications, safety 4. The environment and recreation: "green" and "blue" space - forest bathing, recreation by the water, climatotherapy, altitude and UV exposure, urban green areas – the direct impact of the environment on the body. 5. The relationships between organisms in relaxation and regeneration techniques 6. Programming recreation and regeneration for various populations - recreational micro- and mesocycles, beginners/seniors/people with disabilities/sedentary work; the role of rest in the well-being of the individual and society		
					Practical classes: 1. Body & mind forms, relaxation exercises – work in groups 2. Functional training – definitions, importance, types (TRX, CrossFit, BOSU, Flexi-bar, FloatFit HIIT) - work in groups		

					3. Forms containing an element of risk – slacklining, kitesurfing, SUP, bungee jumping, parkour, wingsuit flying - work in groups 4. Urban games, geocaching, survival – work in groups 5. Nordic walking. - The way of putting on the poles and adjusting the gloves. The selection of tips for the pole points depending on the surface on which we move – outdoor activities 6. During practical classes, the demonstration and improvement of techniques: health, fitness and sports, or practical classes in the field with smovey. 7. During the classes, exercises preparing for the fitness and sports technique. The classes include a warm-up, the main part and stretching. In the main part, recreational games and play using poles. 8. Practical BodyART classes consisting of 5 parts: greeting, warm-up, the main part, stretching and relaxation. Working with the breath during the classes. 9. Introduction to stretching: types, ways of stretching the muscles, example exercises stretching various muscle groups. 10. The Pilates method – learning the basic exercises 11. Exercises with large balls – body ball, ovoball, rollers. 12. Fascial self-massage Laboratory: 1. Body & mind forms, relaxation exercises - laboratory classes developing practical skills with the assistance of a sports medicine physician/physiotherapist, the principles of planning in the recreation of athletes 2. Functional training – laboratory classes developing practical skills with the assistance of		
--	--	--	--	--	--	--	--

					a sports medicine physician/physiotherapist, the principles of planning in the recreation of athletes 3. Urban games, geocaching, survival – laboratory classes developing practical skills with the assistance of a sports medicine physician/physiotherapist, the principles of planning in the recreation of athletes 4. Nordic walking - laboratory classes developing practical skills with the assistance of a sports medicine physician/physiotherapist, the principles of planning in the recreation of athletes 5. During practical classes, the demonstration and improvement of techniques: health, fitness and sports, or practical classes in the field with smovey - laboratory classes developing practical skills with the assistance of a sports medicine physician/physiotherapist, the principles of planning in the recreation of athletes 6. Practical BodyART classes consisting of 5 parts: greeting, warm-up, the main part, stretching and relaxation - laboratory classes developing practical skills with the assistance of a sports medicine physician/physiotherapist, the principles of planning in the recreation of athletes 7. Exercises stretching the muscles - laboratory classes developing practical skills with the assistance of a sports medicine physician/physiotherapist, the principles of planning in the recreation of athletes 8. The Pilates method – laboratory classes developing practical skills with the assistance of a sports medicine physician/physiotherapist, the principles of planning in the recreation of athletes		
--	--	--	--	--	--	--	--

					9. Exercises with large balls – body ball, ovoball, rollers - laboratory classes developing practical skills with the assistance of a sports medicine physician/physiotherapist, the principles of planning in the recreation of athletes 10. Fascial self-massage - laboratory classes developing practical skills with the assistance of a sports medicine physician/physiotherapist, the principles of planning in the recreation of athletes		
24a.	Nutrition in sport A: Sports dietetics	W01-W03	U01, U02	K01	Lectures: 1. The general fundamentals of human nutrition. The importance of nutrients. The general characteristics of the basic food components (carbohydrates, protein, fat, vitamins, mineral salts, water). 2. Nutritional standards. 3. The importance of nutrition and supplementation in sport. 4. The characteristics of dietary supplements – of plant origin and as single nutrients. 5. Dietary supplements, classification, nutritional role, the safety and effectiveness of use. 6. The ability to indicate the need for and the risks arising from the use of supplements.	Graded credit	Multiple-choice test. Mid-term test, a team project with an analysis of an athlete's diet - presentation. The assessment of attitude during teamwork.
					Practical classes: 1. The analysis of athletes' diets. 2. The appropriate selection of sources of knowledge about dietary supplements, conditioned by the state of health and the requirements related to the exertion undertaken. 3. Example dietary and supplementation solutions. 4. Example supplementation for athletes practising various sports.		
	Nutrition in sport				Lectures: 1. The fundamentals of muscle metabolism.		

	B: Nutrition and the bioenergetics of physical exertion				2. Supplements and nutritional products helpful in sport. 3. The essence of body mass and composition in sport. 4. Dietary support for physical training. 5. The analysis of athletes' diets. 6. The appropriate selection of sources of knowledge about dietary supplements, conditioned by the state of health and the requirements related to the exertion undertaken.		
	Nutrition in sport C: The fundamentals of psychodietetics				Practical classes: 1. The analysis of athletes' diets. 2. The appropriate selection of sources of knowledge about dietary supplements, conditioned by the state of health and the requirements related to the exertion undertaken.		
					Lectures: 1. The psychological determinants of behaviours related to nutrition 2. The psychoprophylaxis of eating behaviours – upbringing, education, the media. 3. Diet as an element of lifestyle. 4. The influence of stress on nutrition. 5. Eating disorders – overweight, obesity, underweight. Compulsive, addictive eating. Orthorexia, anorexia, bulimia. 6. Psychological help in eating disorders		
					Practical classes: 1. Nutritional education workshops.		
24b.	Nutrition in sport A: The fundamentals of sports dietetics	W01-W03	U01, U02	K01	Lectures: 1. The fundamentals of sports dietetics 2. The principles of developing example all-day food rations consistent with the nutritional recommendations for active people. 3. Nutritional support for physical exertion and recovery.	Graded credit	Multiple-choice test. Mid-term test, A team project with an analysis of an athlete's diet - presentation

					4. A rational weight-loss diet and a weight-gain diet - dietary strategies. 5. Classifications of dietary supplements and the assessment of their effectiveness. 6. The methodology of planning and assessing the nutrition of athletes.		The assessment of attitude during teamwork.
					Practical classes: 1. The fundamentals of sports dietetics 2. The analysis of nutritional recommendations in the recreational physical activity of various population groups (strength training, Pilates, fitness, long-distance running). 3. The analysis of methods of nutritional support for exercise capacity and physical fitness. 4. The characteristics of sports supplements and nutritional products and the assessment of the effectiveness of their use. The effectiveness of supplements used in sport in the light of the results of scientific research and the recommendations of world sports centres 5. The analysis of selected alternative diets and nutritional concepts in sport.		
	Nutrition in sport B: The nutritional value of food				Lectures: 1. Macronutrients in food - classification, food sources, the role of proteins, carbohydrates and fats in rational human nutrition 2. Micronutrients in food - classification, recommended food sources, the role of vitamins and minerals in rational human nutrition 3. Water and the body's water-electrolyte homeostasis. Mineral compounds and the acid-base balance 4. Nutritional pyramids and tables of the nutritional value of products and dishes - a review 5. Food additives. Food as a source of anti-nutritional substances		

					6. Nutritional standards. Nutritional errors, the nutritional prevention of chronic diseases		
	Nutrition in sport C: Recommendations for rational nutrition				Practical classes: 1. The energy value of food and meals 2. Calculating the individual requirement for macronutrients 3. The analysis of an all-day food ration, taking into account the supply of protein, digestible carbohydrates, fibre, the supply of fats (saturated fatty acids, polyunsaturated fatty acids and cholesterol) and selected vitamins and minerals in the all-day food ration 4. The analysis of the water content in food. Methods of assessing the body's hydration. Developing strategies for appropriate daily and peri-exercise hydration. Lectures: 1. The nutritional determinants of the health of active people 2. Macronutrients in rational nutrition - nutritional recommendations 3. Vitamins and minerals in rational nutrition - nutritional recommendations 4. Methods of assessing nutritional status and dietary patterns 5. Monitoring health indicators Practical classes: 1. The analysis of the requirement for macronutrients in various population groups. The consequences of an unbalanced diet. 2. Nutrition planning - developing individual assumptions for meal plans. 3. Developing proposed meal plans for the assumed individual characteristics.		
25.	Comprehensive care and re-adaptation of	W01-W05	U01-U07	K01	Lectures: 1. Issues introducing the topic of injuries in sport. 2. The classification of the most common injuries of the locomotor system.	Graded credit	Written graded credit. Preparing a paper on a topic set by the instructor.

	the athlete after injuries A: Injury occurrence in sport				3. The definition and types of sports injuries. 4. Injury as the action of an external factor causing damage to organs and tissues. The division of injuries into acute – e.g. fractures, sprains, dislocations – and chronic, e.g. tendinitis, muscle strains. 5. Mechanical, thermal, chemical injuries. 6. Injuries of soft tissues – muscles, tendons, ligaments – and hard tissues – bones. 7. The specifics of injuries in the sport of women, children, the elderly. 8. Psychological aspects of sports injuries: – The fear of re-injury. – Motivation to return to sport. – Psychological support for athletes		Practical credit: A practical case study in a team form with the diagnostic data of an athlete after an injury. The scope of tasks for the student: an analysis of the injury, designing the re-adaptation process, a simulation of interdisciplinary cooperation, presenting conclusions and recommendations in the form of a report or presentation, the analysis of results, a proposal of indicators and criteria for "Return to Play".
	Comprehensive care and re-adaptation of				Practical classes: 1. The pathomechanism of injuries characteristic of specific sports disciplines. 2. Risk factors for sports injuries: – The age and sex of the athlete – The type of sports discipline – The technique of performing exercises. – Physiological state (fatigue, dehydration, metabolic disorders). – Lack of a warm-up. – Inappropriate selection of equipment. – Inappropriate training conditions. – Training overloads. 3. Criteria for returning to training and competitions after an injury. 4. The principles of management immediately after injuries in the case of sustained injuries. 5. The basics of orthopaedic provision applied immediately after a sports injury. Lectures: 1. The physiological foundations of regeneration and adaptation after an injury.		

	the athlete after injuries B: Coordinated training after a sustained sports injury				2. The stages of returning to training and the principles of load progression. 3. Coordination training, proprioception and balance in rehabilitation. 4. The influence of the type of injury on the selection of exercises and training strategy. 5. Monitoring progress and functional assessment during training.		
					Practical classes: 1. Coordination and stabilisation exercises. 2. Designing mini sports programmes in the area of re-adaptation for athletes after selected, sustained injuries. 3. Functional tests and the assessment of movement quality. 4. Simulations of situations of returning to competition.		
	Comprehensive care and re-adaptation of				Laboratory: 1. The biomechanical analysis of movement patterns after sports injuries. The identification of compensations. 2. The measurement and interpretation of functional parameters in the re-adaptation process. The analysis of data from tests of strength, power, reaction speed and stability. The comparison of results with population and sports norms. 3. Designing protocols for monitoring the return to sports activity. Creating individual sheets for observing the athlete's progress. Developing functional and exercise-capacity indicators for the decision to return to play (Return to Play). 4. A case study of various sports disciplines (e.g. an ankle sprain, a knee injury, shoulder overload). Lectures: 1. The idea and importance of interprofessional cooperation in sport.		

	the athlete after injuries C: Interprofessionalism in sports medicine				2. The structure of an interdisciplinary team in sports medicine. The competences and scope of duties: the sports medicine physician, the physiotherapist, the sports diagnostician. Examples of effective cooperation in professional practice. 3. The boundaries of the competences of the individual specialists. 4. Communication and the management of information about the athlete's state of health. The principles of transferring medical data and examination results between the sports medicine physician, the physiotherapist and the sports diagnostician. 5. The coordination of the team's activities in the process of returning to training after an injury. "Return to Play" decision models and the division of responsibility.		
					Practical classes: 1. Teamwork on example situations: an injury during a competition, training overload, a return after an injury. The identification of the roles and decisions of the individual specialists. 2. Simulations of meetings of interdisciplinary teams. Practising communication in a team (e.g. physician–physiotherapist–diagnostician–coach). Developing a joint action plan based on diagnostic data. 3. Developing a management pathway in specific cases. Creating standard procedures of cooperation in the sports environment, e.g. in sports clubs (e.g. after an injury, during a decline in form). Determining the moment of transferring the athlete to the care of another specialist. 4. A panel discussion and self-evaluation of team cooperation. Reflection on the role of the sports diagnostician in the team.		

					Laboratory: 1. The analysis of diagnostic data in the work of an interdisciplinary team. The interpretation of the results of exercise-capacity, functional and biomechanical tests in the context of coaching and medical decisions. Creating joint reports and recommendations for the athlete on the basis of data from various sources (e.g. tests, observations, consultations). 2. Case study: the analysis of diagnostic data, determining the athlete's readiness to return to training. The joint development of the team's recommendations (the diagnostician, the coach, the physiotherapist, the sports physician). 3. A simulation of consultation meetings using multimedia data. Working with recordings of movement, functional tests and sports interviews. A discussion of diagnostic conclusions in the context of cooperation with the physician and the coach.		
26.	Applications and platforms for managing training A: Learning to use training management tools	W01-W04	U01-U04	K01, K02	Lectures: 1. Types and classification of training management tools. 2. The basic functionalities of analytical systems. 3. Introduction to data management in sport. 4. The integration of digital tools with the training process. 5. Statistical methods of analysing training data. 6. Modelling and forecasting sports results. 7. The optimisation of training loads. 8. The use of artificial intelligence in training analysis. Practical classes: 1. The installation and configuration of training management systems. 2. The practical analysis of training data. 3. Creating reports and data visualisation. 4. The practical analysis of real training data sets.	Graded credit	Test - closed questions. A practical task: the analysis of training data and the presentation of results. The observation of attitudes in group work. Mid-term test.

					5. Creating algorithms for monitoring sports loads. 6. Working with AI tools in the analysis of sports results. 7. A case study – the analysis of the effectiveness of training plans. 8. The evaluation of the effectiveness of various training management systems		
	Applications and platforms for managing training B: Planning and managing training loads				Practical classes: 1. The analysis of training load structures. 2. The use of tools for monitoring loads. 3. A practical case study - the analysis of a microcycle. 4. The assessment of the influence of training on physiological parameters. 5. The analysis of HRV indicators and the level of fatigue. 6. The assessment of loads based on GPS. 7. Planning weekly microcycles. 8. Creating optimisation programmes for athletes. 9. Planning seasonal loads. 10. The use of data for coaching decisions. 11. Examples of load management in various disciplines. 12. The assessment of loads in team games.		
	Applications and platforms for managing training C: The integration of data from various sports devices				Practical classes: 1. The operation of basic measuring devices. 2. Exporting and processing data. 3. The analysis of example sports reports. 4. The calibration of measuring devices. 5. Working with data from various measurement sources. 6. Creating and analysing performance reports. 7. The comparison of subjective and objective data. 8. The programming and interpretation of analytical algorithms.		
27.	Biofeedback and EMG in sport	W01, W02	U01-U04	K01, K02	Lectures:	Graded credit	The arithmetic mean of the grades from the mid-term

	A: Introduction to the theory of biofeedback and EMG)				1. A discussion of measurement techniques (EEG, EMG, EDA, HRV) 2. An outline of the anatomy of the central and autonomic nervous system. 3. Biofeedback examination protocols. 4. Basic relaxation techniques. 5. The fundamentals of neurofeedback.		tests. Group work in classes (engagement in performing tasks, drawing conclusions, presenting results). A practical task - the independent development of a topic, a demonstration, work under simulated and clinical conditions. The student's independent work in classes (engagement in performing tasks, drawing conclusions, presenting results). The observation of the student's attitudes during work in groups and in classes.
	Biofeedback and EMG in sport B: The practical operation of neurobiofeedback devices				Laboratory: 1. Introduction to the practical application of biofeedback: — the requirements regarding the equipment of the office, — basic information addressed to the patient, — the clinical interview (a discussion of the interview protocol), — preparation for the training, — the principles of establishing the therapy plan 2. Determining the basic points in the 10-20 system for EEG and biofeedback training, — the ability to make a standard marking of points on the left and right hemisphere, — the placement and application of electrodes at the points C3-C4, FP1-FP2, T3-T4, O1-O2. 2. The fundamentals of neuroanatomy – practical work in groups – locating the points — the anatomy and functions of the nervous system, — the cranial nerves (classification, functions) — the lobes of the brain (frontal, parietal, temporal, occipital): functions and the effects of damage, Brodmann's areas (types, functions, location) — the fundamentals of the topography of the brain, — neuroanatomical structures, — lateralisation, — the functions of the cerebral hemispheres,		

					— the neuroplasticity of the brain: the specifics and rehabilitation possibilities. 3. Introduction to the recording of the EEG and EMG signal – the operation of laboratory equipment 4. Recognising artefacts in the EEG – how to recognise and eliminate them – practical exercises 5. The analysis of the EEG signal – working on measurements 6. Training protocols: Alpha, SMR, Theta/Beta and others		
	Biofeedback and EMG in sport C: The application of biofeedback and EMG in sports training				Lectures: 1. EEG biofeedback in various sports disciplines, biofeedback – training of sports activity — Familiarisation with the computer program for biofeedback for training 1. EMG, biofeedback: the rehabilitation fundamentals, types of EMG exercises (strengthening the bioelectrical activity of muscles, inhibiting muscle activity, the electrostimulation of muscles), 2. Setting up EMG biofeedback training sessions (number, frequency, length). — RSA biofeedback (respiratory): the theoretical foundations, an introduction to the topic of correct breathing, the breath as the basis of relaxation methods, 3. Increasing mental resilience and the ability to cope with pressure. EEG biofeedback and regeneration Practical classes: 1. Familiarisation with the computer program for biofeedback for training — entering the patient into the database, — determining the training, — the principles of conducting the training — calibration,		

					— setting the difficulty threshold, — the principles of selecting the training taking into account the type of disorder — acquiring the skill of connecting the patient for the training — the ability to read the activity 2. Types of exercises using EMG biofeedback (strengthening the bioelectrical activity of muscles, inhibiting muscle activity, the electrostimulation of muscles), — a review of the basic clinical entities. — the muscular system: the division of muscles, the structure and function of muscles, the basic EMG indicators. 3. Setting up EMG biofeedback training sessions (number, frequency, length). — The ability to apply electrodes to individual muscles with regard to a particular disease entity, conducting HRV biofeedback training under the supervision of the instructor 4. RSA biofeedback (respiratory): selected breathing techniques, the specifics of breathing training using the biofeedback method (program settings, the connection of electrodes, conducting the training) — the applications of the RSA biofeedback method — the principles of breath control according to selected authors. 5. The rehabilitation application of RSA biofeedback: the specifics of the training, setting up the training sessions (number, frequency, length). 6. Increasing mental resilience and the ability to cope with pressure. EEG biofeedback and regeneration 7. Case studies – the analysis of cases of athletes using EEG biofeedback		
					Laboratory:		

					1. The use of practical skills by students under studio conditions with the assistance of a biofeedback specialist/physiotherapist. Planning sports training using biofeedback. — entering the patient into the database, — determining the training, — the principles of conducting the training — calibration, — setting the difficulty threshold, — the principles of selecting the training taking into account the type of disorder — acquiring the skill of connecting the patient for the training — the ability to read the activity — types of exercises using EMG biofeedback — strengthening the bioelectrical activity of muscles — inhibiting muscle activity, the electrostimulation of muscles), — a review of the basic clinical entities. — the muscular system: the division of muscles, the structure and function of muscles, the basic EMG indicators. — the ability to apply electrodes to individual muscles with regard to a particular disease entity, conducting HRV biofeedback training under the supervision of the instructor — the applications of the RSA biofeedback method — the principles of breath control according to selected authors. — the rehabilitation application of RSA biofeedback: the specifics of the training, setting up the training sessions (number, frequency, length). — increasing mental resilience and the ability to cope with pressure. EEG biofeedback and regeneration		
--	--	--	--	--	---	--	--

Specialisation: Sport management							
20.	Strategic management of a sports organisation A: Models and strategies of management in a sports organisation	W01-W04	U01-U04	K01, K02	Practical classes: 115. The definition and classification of management models in a sports organisation. 116. The essence and stages of the strategic management process. 117. Formulating the mission, vision and strategic goals of a club and a sports association. 118. Tools for the strategic analysis of the environment of a sports organisation. 119. The analysis of the resources and competitive potential of the organisation. 120. Strategies of development, diversification and building competitive advantage in sport. 121. Business models of sports organisations and enterprises. 122. The implementation and control of strategy execution and the strategy map. 123. Adapting strategy to the changing conditions of the sports market. 124. The analysis of the strategy cases of selected sports organisations.	Graded credit	Graded credit on the basis of a team project of a strategic plan of a selected sports organisation, together with a presentation and a defence of the adopted assumptions. The assessment of activity and the studies prepared during classes (analyses of strategic cases). Graded credit on the basis of a case analysis in the area of stakeholder mapping, the decision-making process and quality improvement. The assessment of activity and group work during workshop classes and a simulation game.
	Strategic management of a sports organisation B: Stakeholders, decision-making processes and quality in a sports organisation				Practical classes: 125. The concept and classification of the stakeholders of a sports organisation. 126. Mapping and the analysis of the power and expectations of stakeholders. 127. Models and styles of managerial decision-making. 128. Rationality, limitations and cognitive biases in decision-making processes. 129. The analysis of risk and uncertainty in the decisions of a sports organisation. 130. The process approach and process mapping in the organisation. 131. Systems and methods of managing the quality of sports services.		

					132. The continuous improvement cycle and the measurement of customer satisfaction. 133. The ethics of decision-making and the social responsibility of a sports organisation. 134. The analysis of cases of conflicts of interest and ways of resolving them.		
21.	Managing the training process and loads A: Planning and organising the sports training process	W01-W04	U01-U04	K01, K02	Lectures: 135. The essence and functions of managing the sports training process in an organisation. 136. Strategic goals and the operational planning of training in a club and a sports association. 137. The structure of the training cycle and the principles of periodisation from an organisational perspective. 138. The resources of the training process: human, material, financial and informational. 139. The scheduling of tasks and the coordination of the competition calendar. 140. The documentation of the training process and the flow of information in the organisation. 141. The legal, regulatory and ethical conditions of training planning. 142. The measures of plan execution and the principles of organisational control. Practical classes: 143. The analysis of the strategic goals of the organisation and their translation into the training plan. 144. Developing the structure of the annual cycle with a division into periods and mesocycles. 145. Constructing a task schedule and the allocation of resources in a spreadsheet. 146. Estimating the training budget and the costs of executing the plan. 147. Designing documentation and templates of training reports. 148. Defining measures and progress control cards.	Graded credit	Graded credit in the form of a team project including the development of a training plan and a load management report, together with a presentation and a defence of the adopted solutions. The assessment takes into account the completeness, substantive correctness and organisational feasibility of the study. Practical credit for classes: the assessment of activity, the quality of tasks performed in a spreadsheet and participation in case analysis.

					149. A case analysis of the organisation of training in a selected discipline. 150. The presentation and assessment of a complete training plan.		
	Managing the training process and loads				Lectures: 151. The concept and classification of training loads in an organisational context. 152. Load monitoring systems and data sources in a sports organisation. 153. Indicators of external and internal load and their managerial interpretation. 154. The risk of overload and injury and the responsibility of the organisation. 155. The organisation of the work of an interdisciplinary training team. 156. The division of tasks, delegation and communication in the coaching staff. 157. Reporting loads and supporting organisational decisions with data. 158. Ethics and data protection in the management of athletes' loads.		
	B: Managing loads and the work of the training team				Practical classes: 159. Collecting and organising load data in a spreadsheet. 160. Calculating and visualising training load indicators. 161. The interpretation of load trends and the recognition of risk signals. 162. Developing a weekly and monthly load report. 163. A simulation of the division of roles and responsibilities in the coaching team. 164. Practising communication and conveying recommendations to the staff. 165. A case analysis of load management in the competition season. 166. The presentation of a report and organisational recommendations.		

22.	Leadership and management of a sports team A: Leadership and team building in sport	W01-W04	U01-U04	K01, K02	Lectures: 167. The definition and classification of leadership and the differences between leadership and management. 168. Classical and contemporary theories and styles of leadership in sports organisations. 169. Models of team building and the stages of development of a task group. 170. Team roles and the mechanisms of group dynamics and cohesion. 171. Motivation, engagement and change management in a sports team. 172. Organisational culture, trust and ethics in the work of a leader.	Graded credit	Graded credit - a team project including the development of a plan for building and developing a sports team, together with a presentation, and a written analysis of a leadership case. Graded credit - the preparation and execution of a negotiation strategy in the form of a simulation, assessed together with an individual analysis of a communication case. Practical credit during classes - the assessment of activity in simulation games, the playing of negotiation roles and project work in a team.
	Leadership and management of a sports team B: Managerial communication and negotiations				Practical classes: 173. The diagnosis of one's own leadership style using self-diagnostic tools. 174. The analysis of leadership cases in clubs, federations and sports staffs. 175. Designing the process of building and integrating a team. 176. The identification and assignment of team roles in project work. 177. Techniques of motivating and delegating tasks in managerial practice. 178. Managing conflict and crisis situations in a team. 179. Simulations of leadership situations and decision-making under pressure. 180. Developing and presenting a plan for the development of a sports team. Lectures: 181. Models and barriers of managerial communication in a sports organisation. 182. The principles of effective interpersonal, verbal and non-verbal communication. 183. Persuasive communication, assertiveness and giving feedback.		

					184. The essence, stages and styles of negotiation in the business and sports environment. 185. Negotiation strategies and techniques and the concept of the best alternative to a negotiated agreement. 186. Communication in crisis situations and conflict management.		
					Practical classes: 187. Practising active listening and the precise formulation of messages. 188. Preparing and conducting a managerial and appraisal conversation. 189. Simulations of commercial and sponsorship negotiations in sport. 190. The analysis of cases of contract and multilateral negotiations. 191. Training in giving constructive feedback and criticism. 192. Conducting mediation and the de-escalation of conflict in a team. 193. Developing and presenting a negotiation strategy.		
23.	Managing nutrition and health prevention in sport A: Managing nutrition and supplementation in sport	W01-W04	U01-U04	K01, K02	Practical classes: 194. The role of nutrition and supplementation in managing sports performance and the health of the athlete. 195. Building the nutrition policy of a club and a sports organisation. 196. Coordinating the manager's cooperation with the dietitian, the physician and the coaching staff. 197. Managing procurement, the supply chain and the quality of food products. 198. Cost analysis and the budgeting of nutrition and supplementation programmes. 199. Anti-doping regulations and managing the legal risk of using supplements.	Exam	A written exam in the form of a single-choice knowledge test covering the scope of courses A, B and C (40 questions scored 1 point per correct answer). The condition for admission to the exam is obtaining credit for all the courses of the module. Practical credit during classes: a team project together with a presentation, including the development of a nutrition policy, an injury-

					200. Managing nutritional information and communication in the organisation. 201. The ethical and image-related aspects of supplementation in competitive sport.		risk prevention programme or a plan for organising biological regeneration with a case analysis. The assessment of activity and group work in classes.
	Managing nutrition and health prevention in sport B: Health prevention and the management of injury risk				Practical classes: 202. The concept and classification of health risk in a sports organisation. 203. The identification and analysis of injury risk factors in the training cycle. 204. Tools and methods of risk assessment and the mapping of threats. 205. Designing health prevention programmes and preventive procedures. 206. Creating injury registers and event reporting systems. 207. Managing the response to injury events and corrective actions. 208. Coordinating an interdisciplinary medical and training team. 209. Safety culture and the continuous improvement of preventive processes. 210. The legal and insurance aspects of managing injury risk. 211. Indicators of the effectiveness of health prevention programmes.		
	Managing nutrition and health prevention in sport C: The organisation of biological regeneration and recovery				Practical classes: 212. The place of biological regeneration and recovery in the strategy of a sports organisation. 213. Designing the offer and standards of recovery services. 214. The organisation of work and the management of a biological regeneration facility. 215. Managing infrastructure, equipment and human resources. 216. Planning recovery schedules in the micro- and macrocycle.		

					217. Monitoring loads and the recovery indicators of the athlete. 218. The analysis of the effectiveness and quality of the recovery methods used. 219. Budgeting and calculating the costs of recovery services. 220. The standardisation of procedures and the documentation of the recovery process. 221. Cooperation with service providers and external entities.		
24.	Managing the safety and well-being of the athlete A: Managing the health safety of sports participants	W01-W04	U01-U04	K01, K02	Practical classes: 222. The definition and classification of health threats in the sports environment. 223. The identification and assessment of the health risk of participants in sports activity. 224. Designing safety procedures and policies in a sports organisation. 225. Legal requirements and safety standards for sports events and facilities. 226. Managing emergency and crisis situations and the organisation of first aid. 227. Developing safety documentation and response plans. 228. Coordinating cooperation with medical and rescue personnel. 229. The manager's responsibility for the safety of athletes, fans and employees. 230. The analysis of cases of managing incidents and adverse events.	Graded credit	Graded credit in the form of a team project including the development of safety procedures, a well-being support programme and a burnout prevention plan, together with a presentation and an analysis of a selected case of a sports organisation. Ongoing assessment of work during classes: activity, participation in teamwork, the quality of the developed documentation and the presentation of managerial solutions.
	Managing the safety and well-being of the athlete B: Managing well-being and balance in a sports career				Practical classes: 231. The concept of athlete well-being and its dimensions in organisational management. 232. Models and stages of a sports career and the life cycle of an athlete. 233. The balance between the professional, educational and private life of an athlete. 234. Designing programmes for the support and personal development of athletes.		

					235. Managing role changes and the end of a sports career. 236. The diagnosis of athletes' needs and the assessment of the quality of the support system. 237. Ethics and subjectivity in human resource management in sport. 238. The role of the environment, the family and the organisation in building well-being. 239. The analysis of cases of well-being programmes in clubs and sports associations.		
	Managing the safety and well-being of the athlete C: Managing psychophysical health and counteracting burnout				Practical classes: 240. The mechanisms of stress and psychophysical load in sport. 241. The phenomenon of professional and sports burnout and its determinants. 242. Indicators of overload and the monitoring of psychophysical health. 243. Organisational strategies for the prevention of stress and burnout. 244. Designing mental health support programmes in the organisation. 245. Managing load, recovery and balance in a team. 246. An organisational culture conducive to psychophysical well-being. 247. Interdisciplinary cooperation in protecting the mental health of the athlete. 248. The analysis of cases of organisational interventions counteracting burnout.		
25.	Marketing, sponsorship and finance in sport A: Sports marketing and sponsorship	W01-W04	U01-U04	K01, K02	Lectures: 249. The definition, scope and specifics of sports marketing. 250. The purchasing behaviours of fans and the segmentation of the sports market. 251. The sports brand - building, positioning and protecting the image of the club and the athlete. 252. Strategies of sports sponsorship and models of cooperation with partners.	Graded credit	Graded credit in the form of a team project including a marketing and sponsorship concept and an organisational and financial plan for a selected sports event, together with a presentation and a defence of the adopted assumptions.

					253. Constructing and pricing the sponsorship offer and benefit packages. 254. Digital marketing, social media and content marketing in sport. 255. The commercialisation of events, media rights and merchandising. 256. The measurement of the effectiveness of marketing and sponsorship activities. 257. The ethical and legal aspects of marketing communication in sport.		A written test on the scope of the lecture (course A) consisting of closed and open questions. Practical credit in classes including the assessment of partial tasks: a simplified budget, a legal and financial case analysis, and the card and schedule of the event project.
	Marketing, sponsorship and finance in sport B: Finance and the fundamentals of law in a sports organisation				Practical classes: 258. The specifics of the financial management of a club and a sports association. 259. Sources of sports financing - public, private and own funds. 260. Constructing and analysing the budget of an organisation and a sports undertaking. 261. Calculating the costs, revenues and break-even point of an event. 262. Reading and interpreting basic financial statements. 263. Basic indicators of liquidity, profitability and indebtedness. 264. The organisational and legal forms of sports activity and their consequences. 265. The fundamentals of civil law, contract law and labour law in a sports organisation. 266. Sports law regulations, athletes' contracts and the protection of personal data. 267. The identification and mitigation of financial and legal risks.		
	Marketing, sponsorship and finance in sport C: Managing sports projects and events				Practical classes: 268. The concept of a project and the specifics of projects in sport. 269. The project life cycle and selected project management methodologies. 270. Defining the goals, scope and project charter of a sports event.		

					271. Stakeholder analysis and the division of roles in the project team. 272. Scheduling tasks and planning the resources of the undertaking. 273. Budgeting the event and controlling costs and revenues. 274. Logistics, infrastructure and the servicing of the participants of a sports event. 275. Managing the risk and safety of a sports event. 276. Coordinating volunteers, partners and subcontractors. 277. Evaluation, settlement and the final report on the execution of the project.		
26.	Digital tools and data analysis in sports management A: Platforms and applications for management in sport	W01-W04	U01-U04	K01, K02	Laboratory: 278. The classification and review of digital tools supporting management in sport. 279. The configuration of a CRM-class system for a sports organisation. 280. The operation of an application for managing membership and the club's athlete database. 281. Tools for ticket sales and the booking of sports facilities. 282. Platforms for communicating with fans and managing social media channels. 283. The automation of routine administrative tasks and document flow. 284. Adapting the functions of an application to the specifics of the organisation. 285. The principles of security and data protection in working with digital platforms. 286. The criteria for selecting and assessing the usefulness of IT solutions.	Graded credit	Graded credit - a credit project including the preparation of an integrated management report together with an analysis of performance indicators and its presentation. The assessment covers the correctness of the configuration of the tools, the accuracy of the data analysis, the clarity of the report and the quality of the formulated recommendations. Continuous assessment of laboratory tasks performed independently at computer workstations during classes, taken into account in the final grade for the graded credit.
	Digital tools and data analysis in sports management				Laboratory: 287. The sources and types of data in a sports organisation.		

	B: Data analysis and performance indicators in sports management				288. Organising and cleaning data in a spreadsheet. 289. Defining key performance indicators (KPIs) in sport. 290. Financial indicators: revenues, costs, the profitability of events. 291. Marketing and sales indicators: conversion, fan retention, customer value. 292. Operational indicators: facility occupancy, attendance, process efficiency. 293. Creating summaries, pivot tables and basic analytical models. 294. The interpretation of results in the context of management goals. 295. The assessment of data quality and typical inference errors. 296. Formulating recommendations on the basis of data analysis.		
	Digital tools and data analysis in sports management C: The integration and reporting of sports data				Laboratory: 297. Combining data from various systems of a sports organisation. 298. The standardisation and unification of data formats. 299. The principles of designing clear periodic reports. 300. The selection of forms of graphic presentation of information. 301. Building management dashboards and indicator visualisations. 302. Creating a management report for a selected area of the organisation. 303. Communicating the results of analyses to the organisation's stakeholders. 304. Ensuring the consistency and reliability of the reported information. 305. The automation of cyclical reporting.		

27.	Managing the health and recovery of the athlete A: Managing the athlete's health in the training cycle	W01-W04	U01-U04	K01, K02	Lectures: 306. Managing the athlete's health as an element of the strategy of a sports organisation. 307. The training cycle and the periodisation of health loads in the macrocycle, mesocycle and microcycle. 308. The health policy of the club and health goals in sports planning. 309. Managing health risk and injury prevention from a managerial perspective. 310. The stakeholders of the health protection process and their roles in the organisation. 311. The economic and organisational consequences of the athlete's health-related absence. 312. Ethics and the manager's responsibility for the well-being and continuity of the sports career. 313. Health management models used in professional sports organisations.	Graded credit	Graded credit in the form of a managerial project presenting the assumptions of a strategy for managing the athlete's health in the training cycle, together with an analysis of stakeholders and health risk. The assessment takes into account substantive correctness, consistency with organisational conditions and the quality of argumentation. Graded credit on the basis of practical work during the laboratories: the preparation and presentation of a report on the monitoring of health loads and the development of a model of interdisciplinary cooperation (an organisational case analysis). The assessment covers the correctness of the data analysis, the accuracy of the recommendations and the organisation of teamwork.
	Managing the health and recovery of the athlete B: Monitoring health loads and recovery				Laboratory: 314. Systems for monitoring health and loads in a sports organisation. 315. Indicators of external and internal load and their managerial interpretation. 316. The assessment of readiness for training and the monitoring of subjective recovery indicators. 317. Building sheets and summaries for monitoring the health status of the team. 318. The operation of platforms and applications for collecting health data. 319. The analysis of load trends and the identification of warning signals. 320. Reporting health data for the purposes of management decisions. 321. The principles of the protection and confidentiality of health data in practice.		

					322. Formulating recommendations regarding the management of recovery on the basis of data. 323. Case study: the interpretation of a team monitoring report.		
	Managing the health and recovery of the athlete C: Managing interdisciplinary cooperation in protecting the athlete's health				Laboratory: 324. The structure and roles of an interdisciplinary team in protecting the athlete's health. 325. Designing care pathways and procedures of cooperation between specialists. 326. The division of responsibility and competences in the health team. 327. Managing the flow of information between the coaching staff, the medical staff and the management. 328. Managerial communication and conducting meetings of the care team. 329. Resolving competence-related and communication conflicts. 330. Quality standards and protocols of conduct in protecting the athlete's health. 331. Ethics, confidentiality and the athlete's rights in interdisciplinary cooperation. 332. The analysis of organisational cases concerning the coordination of care. 333. Developing and presenting a model of interdisciplinary cooperation in the organisation.		
DIPLOMA SEMINAR AND DIPLOMA EXAMINATION							
28.	Diploma seminar and diploma examination	W01-W03	U01-U04	K01-K02	Practical classes: 1. The regulations, the rules of diploma awarding. 2. The aim of the diploma thesis, the aim of the research 3. The current state of practice in the areas of professional activity and the professional labour market	Exam	On the basis of the approved topic of the diploma thesis in a practical approach and the developed thesis plan On the basis of the developed methodological chapter and the description of the research tools

					4. The current state of the application of knowledge from the disciplines of health sciences, psychology, physical culture sciences 5. Research methods, including the survey method, the individual case method, the analysis of literature and the analysis of the documentation of an athlete / competitor 6. The selection of the thesis topic using a practical approach 7. Collecting information 8. Editing the thesis in accordance with the guidelines 9. A discussion of the course of the diploma examination 10. The ethical and legal aspects of the diploma thesis. Copyright, the issue of plagiarism 11. The role and tasks of the Bioethics Committee in scientific research 12. The defence of the diploma thesis.		On the basis of the submitted and accepted diploma thesis Passing the diploma examination in accordance with Order of the Rector No. 49/2021/2022 of 9 August 2022 on the rules of diploma awarding at the first cycle of education at the WSEI Lublin Academy
PROFESSIONAL PLACEMENT							
29a.	Assistant to the coach, sports instructor		U01-U04	K01, K02	Year I, semester II – Summer placement (300 hours) 1. Learning the work methods of a sports instructor/physical recreation instructor and the documentation they keep 2. Learning the work methods of a personal trainer/fitness trainer and the documentation they keep 3. Observation of the tasks carried out by a sports instructor/physical recreation instructor – observation of work methods with competitive athletes individually or in sports clubs. – learning the scope of monitoring training loads, – the development of motor abilities (endurance, strength, speed, coordination motor abilities), 4. Learning the tasks referred to as preparation for exercise-capacity diagnostics and the	Credit	Course A Assessed by the workplace placement supervisor and approved by the placement supervisor on behalf of the University Performing, under real conditions, selected works, tasks or activities typical of the field of study, specified in the "Professional Placement Index"

					programming and individualisation of motor preparation with regard to the requirements set by a specific sports discipline 5. familiarisation with the requirements in force in fitness clubs or sports clubs. 6. familiarisation with the ways of communicating with an athlete. 7. preparation for the implementation of training programmes in the area of motor preparation.		
29b.	The role of the psychologist in the team and the application of selected methods		U01-U03	K01, K02	Year II, during semester III The role of the psychologist in an interdisciplinary team (50 hours) 1. The specifics of the functioning of an interdisciplinary team, with the particular role of the psychologist in sports entities 2. Communicating with the team and with the athlete 3. Learning the methods and techniques of the work of a sports psychologist 4. The psychology of the effective functioning of groups and sports leaders in sports entities Coaching (40 hours) 1. Learning the work methods of a coach and the documentation they keep 2. Observation of the tasks carried out by a coach in individual and group therapy.	Credit	Assessed by the workplace placement supervisor and approved by the placement supervisor on behalf of the University Performing, under real conditions, selected works, tasks or activities typical of the field of study, specified in the "Professional Placement Index"
29c.	Diagnostics and the analysis of sports effectiveness		U01-U03	K01, K02	Year II, semester IV – Summer placement (210 hours) 1. Observation of the work of a sports or recreation facility in the area of sports or psychomotor diagnostics. Learning the documents of the facility. 2. Participation, in assistance to a physiotherapist/sports coach, in conducting sports diagnostics 3. Assisting in the classes offered by the placement provider, together with the discussion and analysis	Credit	Assessed by the workplace placement supervisor and approved by the placement supervisor on behalf of the University Performing, under real conditions, selected works, tasks or activities typical of the field of study, specified in

					of the sports diagnostics performed and their evaluation.		the "Professional Placement Index"
29d.	The application of therapy in sport I		U01-U05	K01	Year III, during semester V (150 hours) Biofeedback (110 hours) 1. Learning the work methods of a trainer using biofeedback devices. 2. Conducting a therapeutic/training session with biofeedback under the supervision of a physiotherapist/biofeedback therapist. Preparing the training protocol. 3. Typical problems and their solutions. Rehabilitation in sports medicine (40 hours) 1. Observes/assists the work of a sports medicine physician / a specialist in the field of physiotherapy 2. Recognises basic injuries and overloads in an athlete, assesses therapeutic possibilities, plans and performs treatments under the care of a physiotherapist and/or a qualified trainer 3. Recognises overtraining – prepares a remedial programme with the assistance of a physiotherapist/sports coach.	Credit	Performing, under real conditions, selected works, tasks or activities typical of the field of study, specified in the "Professional Placement Index" The independent completion by the student of a case study project in the area of biofeedback under the supervision of the employer.
29e.	The application of therapy in sport II (E1. The application of therapy in sport II)		U01-U04	K01	Year III, during semester VI (210 hours) Balneology and biological regeneration in sport (40 hours) The placement is carried out under the care of a physician with a specialisation in balneology and/or a physiotherapist (MSc) 1. The specifics of the functioning of the institution, its aims and tasks in the area of biological regeneration and balneology 2. The organisation of work in wellness and SPA facilities/institutions and health resorts, and their equipment 3. Observation of the undertakings/treatments carried out in the area of wellness and SPA services and their documentation	Credit	Performing, under real conditions, selected works, tasks or activities typical of the field of study, specified in the "Professional Placement Index" The independent completion by the student of a case study project in the area of various available forms of therapy (dietetics or a plan of training units)

					4. Observation of the work of an interdisciplinary team		
	The application of therapy in sport II (E2. The application of therapy in sport II)				Dietetics and nutrition (70 hours) The placement is carried out under the care of a dietitian 1. The characteristics of activities related to providing nutritional advice for athletes 2. The specifics of the work of a dietitian and the methods and tools they use (e.g. for assessing nutritional status, for assessing food quality) 3. Cooperation with the athlete in the area of care for proper nutrition, 4. Drawing up dietary recommendations, including the determination and selection of nutritional interventions for athletes 5. Nutritional education of athletes		
	The application of therapy in sport II (E3. The application of therapy in sport II)				Planning training units (100 hours) The placement is carried out under the care of a coach. The analysis of training units in terms of: 1. the set tasks, methods, training forms 2. the type of training means used 3. the magnitude of loads (intensity, volume, training frequency) 4. the method of monitoring training effects 5. The coach's methods of conduct in the implementation of training tasks 6. the type of coach (educator, coach-teacher, coach-manager) 7. the model of leading the group (autocratic, democratic, liberal), 8. the justification and effectiveness of applying coaching actions (descriptive, informational, guiding, motivating, controlling, corrective), 9. the ways in which the coach enforces the implementation of the set training tasks. 10. The implementation of training tasks, conducting a training unit (part or whole),		

					independently under the supervision of a coach/instructor 11. The implementation of the set tasks in training, the preparation of the training place and equipment and the education of the athlete in the area of the tasks performed.		
--	--	--	--	--	--	--	--

Programme Coordinator
(name and surname) (signature)

Dean of the Faculty
(name and surname) (signature)

