Course descriptions Kinetotherapy and special motor skills - KTC

First year

UNIVERSITY OF CRAIOVA-FEFS
DEPARTMENT - KINETOTHERAPY AND SPORTS MEDICINE (D06)

COURSE SYLLABUS
2025-2026

1. Programme details

1.1 Higher education institution	University of Craiova
1.2 Faculty/Department	Physical Education and Sport/Department 6
1.3 Department	Kinesiotherapy and Sports Medicine
1.4 Field of study	Sports Science and Physical Education
1.5 Cycle of studies	Bachelor's degree - cycle I
1.6 Study programme/Qualification	Kinetotherapy and special motor skills/ *Physiokinesitherapist - COR code 226401;* *Kinetotherapist - COR code 226405;*

2. Information about the discipline

2.1 Name of the discipline	**Hygiene and first aid**						
2.2 Course coordinator	Prof. Elena Taina Avramescu						
2.3 Seminar coordinator(s)	Prof. Kt. Dr. Oana Budeancă Babolea						
2.4 Year of study	1	2.5 Semester	1	2.6 Type of assessment	E	2.7 Course status	DS/ DOB

3. Total estimated time (hours per semester of teaching activities)

3.1 Number of hours per week	4	of which: 3.2 course	2	3.3 seminar/laboratory	2
3.4 Total hours in the curriculum	56	of which: 3.5 course	28	3.6 seminar/laboratory	28
Time allocation					
Study using textbooks, course materials, bibliography and notes					12
Additional research in the library, on specialised electronic platforms and in the field					12
Preparation for seminars/laboratories, assignments, reports, portfolios and essays					12
Tutoring					-
Examinations					8
Other activities.....					

3.7 Total hours of individual study	44
3.8 Total hours per semester	100
3.9. Number of credits	4

4. Prerequisites (where applicable)

4.1 Curriculum	NO
4.2 Competency	NO

5. Conditions (where applicable)

5.1 Course delivery	• room with technical equipment - PC, video projector, screen
5.2 for conducting the seminar/laboratory	•manikin for respiratory resuscitation, moulds, materials – splints, dressings, bandages Computer + interactive CD on tapping and strapping

6. Skills

6.1. Key skills	Providing first aid in the field of physiotherapy Applying the principles of hygiene and nutrition in maintaining health and preventing disease
6.2. Professional skills	Recognising risky situations regarding the patient's health and safety and applying the necessary measures. Knowledge of practical first aid techniques. Increasing the efficiency of care provided by paramedical staff through the correct acquisition of first aid techniques Identifying risk factors related to hygiene and nutrition. Developing recommendations on personal hygiene, home hygiene and hygiene in public institutions. Correct use of hygiene concepts in health education.
6.3. Cross-cutting	Awareness of responsibility and autonomy in completing tasks Efficient use of learning resources and techniques for personal and professional development Interpersonal skills: Teamwork Promoting a healthy lifestyle by following hygiene rules. Responsibility and autonomy in applying hygiene and sanitary measures. Effective teamwork to ensure optimal hygiene conditions.

7. Learning outcomes

7.1. Knowledge	The student explains the general concepts of the field, understands and substantiates theoretical and practical knowledge in order to provide first aid, so that it can be used in the recovery process. The student explains the fundamental concepts of hygiene, nutrition and public health and correlates them with maintaining and promoting health.
7.2. Skills	Uses fundamental first aid concepts in various contexts. Applies hygiene principles in various contexts (personal, family, community) and recommends practical prevention solutions.
7.3. Responsibility and autonomy	Organises teams, plans activities and coordinates the logistics of first aid activities. Organises and promotes health education activities, complies with hygiene standards and contributes to creating a healthy environment in the community

8. Course objectives (based on the competency grid)

8.1. General objective of the discipline	●Knowledge of basic concepts in the field of public health and first aid; understanding the causes of diseases and major health problems; knowledge of the main relevant laws in Romania and the EU
8.2. Specific objectives	Acquiring the minimum knowledge, skills and abilities necessary to provide first aid Acquiring theoretical and practical knowledge on environmental hygiene and food hygiene Acquiring practical information that will enable students to apply it in various situations they will encounter in their chosen field of physiotherapy

9. Content

9.1. Course	Teaching methods	No. of hours
Health education: lifestyles, nutrition, stress; definition and rules for administering first aid	Lecture	2
General notions of traumatology: classification, contributing factors, general principles of treatment;	Lecture	2 hours
General traumatology: soft tissue, joint and bone injuries	Lecture	2 hours
First aid in medical emergencies: acute respiratory failure, bronchial asthma attack, acute myocardial infarction, angina pectoris	Lecture	2 hours
First aid in surgical emergencies: biliary colic, renal colic, intestinal obstruction, gastrointestinal bleeding, organ perforation, acute pancreatitis, acute peritonitis	Lecture	2 hours
First aid in allergic reactions, feverish conditions, convulsive states	Lecture	2 hours
First aid in cases of electrocution, minor alterations of consciousness, drowning	Lecture	2
Classification of food trophins. Calculation of caloric requirements	Lecture	2
Proteins, carbohydrates, lipids: role, classification, daily intake, influence of exercise, supplementation	Lecture	3
Minerals and vitamins: role, classification, daily intake, influence of exercise, supplementation	Lecture	3
Hygiene for children and adolescents: stages of physical and neuropsychological development of children and adolescents, influencing factors.	Lecture	2 hours
Hygiene in the home. Hygiene in public institutions.	Lecture	4 hours

Bibliography

1. Alexandrescu C., *First aid in accidents and illnesses in physical education and sport*, Bucharest, 1993;
2. *** *First aid in medical emergencies*, Ed. Lider, Bucharest, 2001 (published under the auspices of the American Medical Association);
Rinderiu Taina, Rusu Ligia, Meşină Mihaela, *First aid concepts in medical and surgical emergencies.* - practical works; Reprography of the University of Craiova, p.141
*3. ***Qualified First Aid – Ministry of Health, General Inspectorate for Emergency Situations, Bucharest 2009*
4. *** *Practical guide to pre-hospital emergency medicine*, En. Libra, Bucharest, 1995 (Romanian version under the auspices of the Romanian Society of Emergency and Disaster Medicine and the Bucharest Centre for Diagnosis and Outpatient Treatment;
5.Rinderu ET - Nutrition for athletes – theoretical and practical interrelationships - , Reprography of the University of Craiova, 1999
6.Rinderu ET, Ionescu MA, 2004, Nutrition and Medication in Sports, Ed. Universitaria, Craiova; included in the international database EAST VIEW
7. Mănescu Sergiu (coord.) – (1996) Hygiene, Medical Publishing House, Bucharest.
8. Vlaicu Brigitha (coord.) – (2000) Elements of hygiene for children and adolescents, Solness Publishing House, Timişoara.
9. Lecture notes – FEFS website

9.2. Seminar/laboratory	Teaching methods	No. of hours
First aid kit	Practical work	2
Asepsis, antisepsis	Practical work	2 hours
Dressings; techniques, types of dressings	Practical work	2 hours
Bandaging: technique, types	Practical work	2 hours
Temporary immobilisation techniques	Practical work	2 hours
Haemostasis	Practical work	2 hours
Artificial respiration techniques	Practical work	2 hours
Cardiopulmonary resuscitation methods	Practical work	2 hours
First aid for drowning	Practical work	2 hours
Principles of diet composition	Practical work	2 hours
Main nutritional elements, caloric requirements and the ratio between food nutrients	Practical work	2 hours
Food products: milk and dairy products; meat, fish and meat and fish products; eggs; vegetables and fruit; cereals, cereal products and dried legumes; edible fats; sugar products; beverages - product categories and methods of production, nutritional and energy value, average daily consumption.	Practical work	2 hours
Hygiene for children and adolescents: assessment of the physical and neuropsychological development of children and adolescents; control of hygiene and sanitary conditions in a school; evaluation of the activity and rest programme for children and adolescents.	Practical work	2 hours
Hygiene in the physiotherapy room	Practical work	2 hours

Bibliography
4. Alexandrescu C., *First aid in accidents and illnesses in physical education and sport*, Bucharest, 1993;
5. *** *First aid in medical emergencies*, Ed. Lider, Bucharest, 2001 (published under the auspices of the American Medical Association);
Rinderiu Taina, Rusu Ligia, Meşină Mihaela, *First aid concepts in medical and surgical emergencies.* - practical work; Reprography of the University of Craiova, p.141
*6. ***Qualified First Aid – Ministry of Health, General Inspectorate for Emergency Situations, Bucharest 2009*
4. *** *Practical guide to pre-hospital emergency medicine*, En. Libra, Bucharest, 1995 (Romanian version under the auspices of the Romanian Society of Emergency and Disaster Medicine and the Bucharest Centre for Diagnosis and Outpatient Treatment;
5.Rinderu ET - Nutrition for athletes – theoretical and practical interrelationships - , Reprography of the University of Craiova, 1999
6.Rinderu ET, Ionescu MA, 2004, Nutrition and Medication in Sports, Ed. Universitaria, Craiova; included in the international database EAST VIEW
7. Mănescu Sergiu (coord.) – (1996) Hygiene, Medical Publishing House, Bucharest.
8. Vlaicu Brigitha (coord.) – (2000) Elements of hygiene for children and adolescents, Solness Publishing House, Timişoara.
5.LP notes – FEFS website

10. Corroboration of the course content with the expectations of representatives of the epistemic community, professional associations and representative employers in the field relevant to the programme

●In order to efficiently and effectively carry out the tasks involved in organising and conducting activities specific to physiotherapy interventions, in-depth knowledge of hygiene and first aid is required.
Cooperation with neuromotor recovery services in hospitals and recovery centres in order to achieve these goals

11. Assessment

Type of activity	11.1 Assessment criteria	11.2 Assessment methods	11.3 Weight in the final mark (%)
11.1. Course	Attendance + interactivity Correct explanation of concepts and notions specific to hygiene and first aid	Written exam (multiple choice test) Oral exam	50 20
11.2. Seminar/laboratory	Attendance Identification and application of the main first aid techniques in various critical situations/pathologies Correct application of food and environmental hygiene principles in	Periodic assessments Oral exam	15 15

	various specific situations		
11.3. Minimum performance standard			
- perception and acquisition of knowledge acquired during courses and practical training in a proportion of 70% - clear and well-founded skills/knowledge			

Date of completion	Signature of course coordinator	Signature of the seminar lecturer
1.09.2025	Prof. ElenaTaina Avramescu, PhD	Prof. Oana Budeancă Babolea, PhD

Date of approval by the department	Signature of the head of department
15.09.2025	Prof. Rusu Ligia

DEPARTMENT - KINESIOTHERAPY AND SPORTS MEDICINE (D06)

SUBJECT DESCRIPTION

2025-2026

1. Programme details

1.1 Higher education institution	University of Craiova
1.2 Faculty/Department	Physical Education and Sport/Department 6
1.3 Department	Kinesiotherapy and Sports Medicine
1.4 Field of study	Sports Science and Physical Education
1.5 Cycle of studies	Bachelor's degree - cycle I
1.6 Study programme/Qualification	Kinetotherapy and special motor skills/ *Physiokinesitherapist - COR code 226401;* *Kinetotherapist - COR code 226405;*

2. Information about the discipline

2.1 Name of the discipline	**Elements of basic gymnastics**						
2.2 Course coordinator	Prof. Germina-Alina Cosma						
2.3 Seminar coordinator(s)	Assistant Prof. Daniela Badea						
2.4 Year of study	I	2.5 Semester	I	2.6 Type of assessment	E	2.7 Course requirements	DOB

3. Total estimated time (hours per semester of teaching activities)

3.1 Number of hours per week	4	of which: 3.2 lectures	2	3.3 seminar/laboratory	2
3.4 Total hours in the curriculum	56	of which: 3.5 course	28	3.6 seminar/laboratory	28
Distribution of time					44
Study based on textbook, course materials, bibliography and notes					14
Additional documentation in the library, on specialised electronic platforms and in the field					12
Preparation for seminars/laboratories, assignments, reports, portfolios and essays					14
Tutoring					-
Examinations					4
Other activities.....					

3.7 Total hours of individual study	44
3.8 Total hours per semester	100
3.9. Number of credits	4

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Competency	-

5. Conditions (where applicable)

5.1 Course delivery	• room with technical equipment - PC, video projector, screen

5.2 for conducting the seminar/laboratory	• access to materials case studies, flipchart, internet, educational platforms.

6. Skills

6.1. Key skills	**CC4; CC5; CC7**
6.2. Professional skills	**CP3; CP12; CP16; CP23; CP30; CP40**
6.3. Transversal	**CP1; CP2; CP4; CP5.**

7. Learning outcomes

7.1. Knowledge	Graduates explain the general notions of the field, referring to the concepts of motor skills and motor activity, the structure and functions of human motor activities, their effects on development and education, so that they can be used in the rehabilitation process.
7.2. Skills	They use the fundamental notions of human motor skills in various contexts. They use terminology according to motor activities.
7.3. Responsibility and autonomy	Gives examples of motor acts, actions and activities. Argues for the use of specialised terminology in debates in the field.

8. Course objectives (based on the competency grid)

8.1. General objective of the discipline	Training and developing the motor, cognitive and methodological skills necessary for using basic gymnastics elements in order to optimise general motor capacity, prevent postural imbalances and apply gymnastic exercises in physiotherapy and special motor education.

8.2. Specific objectives	Acquiring theoretical knowledge regarding the structure, principles and classification of basic gymnastics exercises, as well as their role in the harmonious development of the body. Developing practical skills for the correct execution of basic gymnastic elements and their application in educational and therapeutic contexts specific to the field of kinesitherapy. Developing the ability to analyse and evaluate motor performance by applying biomechanical and physiological principles in order to optimise movement and prevent postural imbalances.

9. Content

9.1. Course	**Teaching methods**	**No. of hours**
Introduction to basic gymnastics (brief history, objectives)	Lectures, PPT presentations, case studies.	2
General characteristics of movements		2
Basic body positions and their derivatives		2
Fundamental body movements		4
Principles of developing programmes for the development of coordination skills		4
Principles of developing programmes for developing conditional abilities		2
Principles of training and strengthening motor stability skills (balance mechanisms, the role of proprioception, stages of motor learning**)**		4
Principles of training and developing motor skills for manipulation (eye-hand coordination, object control, adapting motor tasks to therapeutic purposes)		2
The role of portable objects in exercise		2

programmes		
The role of breathing in gymnastics and kinesitherapy; breathing and relaxation techniques		2
The applicability of basic gymnastics in kinesitherapy; adapting exercises for therapeutic purposes.		4

Bibliography:

1. Aghyppo, O., Pomeshchikova, I., Filenko, L., Pasko, V., Sirenko, R., & Poproshaiev, O. (2021). The Effect of Physical Exercises and Ball Games on the Static Balance of Students with Musculoskeletal Disorders. *Sport Mont*, *19*(3), 83-88.
2. Chung, S. H., Lee, J. S., & Yoon, J. S. (2013). Effects of stabilisation exercise using a ball on multifidus cross-sectional area in patients with chronic low back pain. *Journal of Sports Science and* Medicine, 12(3), 533–541.
3. Orţănescu D, Nanu M.C, Popescu S, Cosma G, (2016), *Gymnastics in school*, Sitech Publishing House, Craiova
4. Orţănescu D., Orţănescu C., (2001), *Motor learning*, Ed., Universitaria, Craiova
5. Rizzato, A., Paoli, A., & Marcolin, G. (2021). Different Gymnastic Balls Affect Postural Balance Rather Than Core-Muscle Activation: A Preliminary Study. *Applied Sciences*, *11*(3), 1337.
6. Saladin L, Voight M. (2017). Introduction to the movement system as the foundation for physical therapist practice education and research. International journal of sports physical therapy;12(6):858.

9.2.Seminar/laboratory	Teaching methods	No. of hours
Knowledge of safety rules and organisation of the work group	Demonstration, execution, group/pair work	2
Practising basic body positions and their derivatives		2
Fundamental body movements		2
Combinations of fundamental movements – global and segmental coordination.		2
Exercises for developing coordination skills (balance, rhythm, spatial orientation).		2
Exercises for developing conditional e abilities (strength, endurance, speed, mobility).		2

Exercises for developing motor stability skills (static and dynamic).		2
Exercises for developing motor skills for manipulation (with small objects).		2
Exercises with simple equipment – bench, wall bars, vaulting box.		2
Diaphragmatic breathing exercises, breathing-movement coordination		2
Designing and conducting a mini-lesson in basic gymnastics		2
Final practical assessment		4

Bibliography

1. Aghyppo, O., Pomeshchikova, I., Filenko, L., Pasko, V., Sirenko, R., & Poproshaiev, O. (2021). The Effect of Physical Exercises and Ball Games on the Static Balance of Students with Musculoskeletal Disorders. *Sport Mont*, *19*(3), 83-88.
2. Chung, S. H., Lee, J. S., & Yoon, J. S. (2013). Effects of stabilisation exercise using a ball on multifidus cross-sectional area in patients with chronic low back pain. *Journal of Sports Science and* Medicine, 12(3), 533–541.
3. Lee, K. (2024). Enhancing Motor Performance and Physical Fitness in Children with Developmental Coordination Disorder Through Fundamental Motor Skills Exercise. *Healthcare*, *12*(21), 2142
4. Orţănescu D, Nanu M.C, Popescu S, Cosma G, (2016), *Gymnastics in school*, Sitech Publishing House, Craiova
5. Orţănescu D., Orţănescu C., (2001), *Motor Learning*, Ed., Universitaria, Craiova
6. Rizzato, A., Paoli, A., & Marcolin, G. (2021). Different Gymnastic Balls Affect Postural Balance Rather Than Core-Muscle Activation: A Preliminary Study. *Applied Sciences*, *11*(3), 1337.
7. Saladin L, Voight M. (2017). Introduction to the movement system as the foundation for physical therapist practice education and research. International journal of sports physical therapy;12(6):858.

10. Corroboration of the course content with the expectations of representatives of the epistemic community, professional associations and representative employers in the field related to the programme

The content of the discipline *"Elements of Basic Gymnastics"* is correlated with the current requirements of the academic and professional community in the field **of kinesitherapy and special motor skills**, in accordance with occupational standards and specific competences. The discipline contributes to the development of professional competences essential for **optimising motor functions, posture education, preventing imbalances** and **using gymnastic exercises as a therapeutic and educational tool**, in accordance with the requirements of the labour market and the specific professional environment.

11. Assessment

Type of activity	11.1 Assessment criteria	11.2 Assessment methods	11.3 Weight in the final mark (%)
11.1. Course	understanding of basic concepts, participation in discussions	written exam	60
11.2. Practical work	active involvement, quality of the programme completed	Completion and presentation of a set of exercises	40
11.3. Minimum performance standard			
Obtaining a grade of 5 by accumulating a minimum of 50% of the points, demonstrating knowledge of essential concepts and the ability to apply basic gymnastics elements in practice.			

Date of completion holder | Signature of course instructor | Signature of the seminar

1.09. 2025

Prof. Germina-Alina Cosma | Assistant Prof. Daniela Badea

Date of approval by the department | Signature of department director

15 | Prof. Rusu Ligia

UNIVERSITY OF CRAIOVA-FEFS

DEPARTMENT - KINESIOTHERAPY AND SPORTS MEDICINE (D06)

COURSE DESCRIPTION

ACADEMIC YEAR 2025 – 2026

1. PROGRAMME DETAILS

1.1 Higher education institution	University of Craiova
1.2 Faculty	Physical Education and Sport/Department 6
1.3 Department	Kinesiotherapy and Sports Medicine
1.4 Field of study	Sports Science and Physical Education
1.5 Cycle of studies[1]	Bachelor's degree - cycle I
1.6 Study programme (name/code)[2] /Qualification	Kinetotherapy and special motor skills/ *Physiokinesitherapist - COR code 226401;* *Kinetotherapist - COR code 226405;*

2. INFORMATION ABOUT THE DISCIPLINE

2.1 Name of the discipline				**Theory of motor activities**			
2.2 Course coordinator				**Associate Professor Aurora UNGUREANU-DOBRE**			
2.3 Lecturer in applied activities				**Associate Professor Aurora UNGUREANU-DOBRE**			
2.4 Year of of	**1**	2.5 Semester	**1**	2.6 Type of assessment	**C**	2.7 Course status	**DS/ DOB**

3. TOTAL ESTIMATED TIME (hours per semester of teaching activities)

3.1 Number of hours per week	2	of which: 3.2 course	1	3.3 seminar/laboratory/project	1

3.4 Total hours in the curriculum	**28**	of which: 3.5 course	**14**	3.6 seminar/laboratory/project	**14**
Distribution of time					**47**
Study using textbooks, course materials, bibliography and notes					15
Additional documentation in the library, on specialised electronic platforms and in the field					10
Preparation for seminars/laboratories, assignments, reports, portfolios and essays					14
Tutoring					
Examinations					6
Other activities: consultations, student clubs					2

3.7. Total hours of individual activities	**4**
3.8 Total hours per semester	**75**
3.9 Number of credits	**3**

4. PREREQUISITES (where applicable)

4.1 Curriculum	Not applicable
4.2 Competency	Ability to analyse, synthesise, think divergently and critically.

5. CONDITIONS (where applicable)

5.1 Course delivery	Lecture Hall 1 – Faculty of Physical Education and Sport Equipment and materials needed for face-to-face and online theoretical lessons (laptop, video projector, blackboard).
5.2. for conducting the seminar/laboratory/project	Hall II / Room 19 / Methodology Room – Faculty of Physical Education and Sport Equipment and auxiliary materials necessary for conducting practical lessons (laptop, video projector, blackboard, cardboard sheets, coloured markers).

6. SPECIFIC SKILLS ACQUIRED

6.1. Key competences	CC4. Personal, social and learning to learn competences.
6.2. Professional competences	1. Critically analyses and interprets fundamental concepts, principles and methods specific to PE and school sports 2. Creatively applies and adapts theoretical and practical knowledge specific to physical education and school sports 3. Applies the fundamental notions and general principles of physical education and sport in formative and performance contexts.
6.3. Transversal skills	CT4. Creativity CT5. Critical and innovative thinking CT8. Individual organisation CT13. Active learning skills CT15. Teamwork

7. LEARNING OUTCOMES

7.1. Knowledge	1. The student/graduate explains the general notions of the field, referring to the concepts of motor skills and motor activity, the structure and functions of human motor activities, their effects on development and education, so that they can be used in the rehabilitation process.
7.2. Skills	The student/graduate: 1.1. Uses the fundamental concepts of human motor skills in various contexts. 1.2. Uses terminology according to motor activities.
7.3. Responsibility and autonomy	The student/graduate: 1.1.1. Exemplifies motor acts, actions and activities. 1.2.1. Argues for the use of specialised terminology in debates in the field.

8. COURSE OBJECTIVES (based on the grid of specific skills acquired)

8.1 General objective of the discipline	Acquiring the fundamental theoretical and methodological concepts and development trends necessary for their appropriate use in professional communication and their interdisciplinary correlation for the satisfactory further development of the field of study.
8.2 Specific objectives	$C_{2.1}$ - Defining and appropriately using the terminology from the programmes specific to the physical education and sports activities specific to the study programme $C_{2.5.}$ - Designing and presenting systems of means specific to special physical education and sports. $C_{3.3}$ - Use of feedback to optimise the set of means applied for stage diagnostic assessment. $C_{4.2}$ - Explaining the mechanisms of general motor skills and the means of physical education and sports. $C_{4.4}$ - Use of methodologies, techniques and procedures for training/improving skills in the use of space and time. $C_{4.6}$ - Development of operational systems appropriate to the learning units specific to physical education and sports lessons and human motor skills.

9. Content

9.1.Course	Teaching methods	No. of hours
Theory of Motor Activities - compulsory scientific discipline in university education	Expository-heuristic: lecture, explanation, problem-solving. PowerPoint presentations; interactive competitions.	1
Fundamental theoretical concepts in TAM - Motor skills, Motor capacity.		1
Fundamental theoretical concepts in TAM - Physical Education and Sport Physical Development.		1
The system of physical education and sports resources		1
Research methods in the field of physical and sports activities		1
Speed: definition, limiting factors, forms of manifestation and methodological procedures for development.		1

Coordination abilities/dexterity: definition, limiting factors, forms of manifestation and methodical procedures for development.		1
Endurance: definition, limiting factors, forms of manifestation and methodological procedures for development.		1
Strength: definition, limiting factors, forms of manifestation and methodological procedures for development.		1
Joint mobility and muscle flexibility: definition, limiting factors, forms of manifestation and methodological procedures for development.		1
Motor skills and abilities		1
Physical education and sports lessons.		1
Movement games (general considerations, classification, movement games as a means of physical education, the place of movement games in physical education lessons, organisation and conduct of games).		1
Presentation of scientific papers and projects on movement games		1

Bibliography

1. Albu C-tin., A. Albu, T.B. Vlad, I. Iacob (2006) - *Psychomotor skills*, European Institute Publishing House, Iaşi.
2. Cătăneanu M.S., Ungureanu A. (2016). *Physical Education and School Sports, Theory and Teaching Methods - 2nd edition, revised and expanded. Craiova.* Universitaria Publishing House.
3. Epuran M. (2011). *Motor skills and psychism in physical activities.* Bucharest, FEST Publishing House.
4. Epuran M. and Stănescu M. (2010). *Motor learning – applications in physical activities*. Bucharest. Discibolul Publishing House.
5. Neagu N. (2012). *Theory and practice of human motor activity.* Mamaia*,* University Press Publishing House.
6. Ungureanu - Dobre, A. (2024). *Practice and methodology of motor activities by age group - COURSE*. *Revised and expanded edition*. Craiova, Universitaria Publishing House.
7. Ungureanu - Dobre, A. (2023). *Teaching learning units through movement games - Revised and expanded edition*. Craiova, Universitaria Publishing House
8. Ungureanu Aurora (2013). *Methodology of physical education in preschool and primary education. Second revised and expanded edition.* Craiova*.* Universitaria Publishing House Craiova.

9. Ungureanu A. (2013). *Theory of Physical Education and Sport – Seminar discussion guide*. Bucharest, BREN Publishing House.

10. Ungureanu A. (2013). *Teaching learning units through movement games - 2nd edition, revised and expanded.* Craiova. Universitaria Craiova Publishing House

11. Ungureanu A. (2013). *Methodology of Physical Education and Sport - 2nd edition*. Craiova, Universitaria Publishing House,

12. Alexandru și Aristia Aman County Library, E-book – virtual library - http://aman.ro/ebook-biblioteca-virtuala/

13. Virtual library - http://info.tm.edu.ro/biblioteca/afisare-carti/P/13/

14. https://romanialuiradu.files.wordpress.com/2017/02/educatie-fizica-si-sport-teoria-si-didactica-2006-dragnea-adrian.pdf

9.2. Seminar /laboratory	Teaching methods	No. of hours
Motor activity - conceptual delimitations	Expository-heuristic: lecture, explanation, problem-solving. PowerPoint presentations; interactive competitions.	1
Psychomotor skills - (individual study)		1
Similarities and differences between fundamental theoretical concepts in physical education and sport.		1
Physical exercise: definition, characteristics, classification, content and form.		1
Scientific paper - definition, outline and methods of preparation		1
Training technology for developing motor quality speed - training methods / place and role in the lesson.		1
Action technology for developing motor skills: coordination/dexterity - means of action / place and role in the lesson.		1
Activation technology for developing motor quality endurance - means of activation / place and role in the lesson.		1
Action technology for developing motor skills strength - means of action / place and role in the lesson.		1
Activation technology for developing motor skills Joint mobility and muscle flexibility - activation methods / place and role in the lesson.		1
Methods for organising motor activity exercises		1

Forms of organising motor activity practice (playful activities, competitions, movement games, physical education minutes, invigorating motor activities **-** invigorating gymnastics -, walks, trips, camps, recreational activities, birthday parties).		1
Movement games (video analysis)		
Presentation of scientific papers and projects on movement games		

Bibliography

1. Albu C-tin., A. Albu, T.B. Vlad, I. Iacob (2006). *Psychomotor skills.* Iași. European Institute Publishing House.
2. Ungureanu - Dobre, A. (2023). *Teaching learning units through movement games – Revised and expanded edition*. Craiova, Universitaria Publishing House
3. Ungureanu-Dobre A. (2020). *Practice and Methodology of Motor Activities by Age Group – Study support for seminars*. Craiova. Universitaria Publishing House.
4. Ungureanu A. (2013) - *Theory of Physical Education and Sport - Basic Course*. Bucharest BREN Publishing House.
5. Ungureanu A. (2013). *Theory of Physical Education and Sport - Seminar discussion guide*. Bucharest, BREN Publishing House
6. Ungureanu A. (2013). *Teaching Methods for Physical Education Adapted to Preschoolers with Motor Disabilities***.** Craiova, Universitaria Publishing House
7. Ungureanu A. (2013). *Methodology of Physical Education in Preschool and Primary Education - 2nd edition, revised and expanded.* Craiova, Universitaria Publishing House.
8. ***Ministry of National Education, Annex no. 2 to the order of the Minister of National Education no. 3393/28.02.2017 - School curriculum for Physical Education and Sports for grades V-VIII, Bucharest 2017.
9. ***Ministry of National Education Annex no. 2 to the order of the Minister of National Education no. 3418/19.03.2013 - *School curriculum for Physical Education, Preparatory class, 1st and 2nd grade*, Bucharest, 2013
10. ***Ministry of National Education - Annex no. 2 to the Order of the Minister of National Education no. 5002/02.12.2014 - *School curriculum for Physical Education, Grades III and IV*, Bucharest, 2014
11. ***Ministry of National Education - Annex II to the Order of the Minister of Education No. 3702/21.04.2021 - *School curricula for the field of psychomotor skills,* Bucharest 2021.
12. Alexandru și Aristia Aman County Library, E-book – virtual library - http://aman.ro/ebook-biblioteca-virtuala/
13. Virtual library - http://info.tm.edu.ro/biblioteca/afisare-carti/P/13/
14. https://romanialuiradu.files.wordpress.com/2017/02/educatie-fizica-si-sport-teoria-si-didactica-2006-dragnea-adrian.pdf

10. Correlation of the course content with the expectations of representatives of the epistemic community, professional associations and representative employers in the field related to the programme

Through its content, the discipline develops specific competences for teaching physical education in primary and secondary education, in line with the requirements of the profession set out in the RNCIS, COR and EQF.

The correctness and accuracy of the use of pedagogical concepts and theories acquired at the level of the discipline will meet the expectations of representatives of the epistemic/academic community in the field of education sciences

The procedural and attitudinal skills that will be acquired at the level of the discipline – will meet the expectations of representatives of professional associations and employers in the field of education, institutions and non-governmental organisations with competences and responsibilities in the management and evaluation of educational projects.

11. ASSESSMENT

Type of activity	11.1 Assessment criteria	11.2 Assessment methods	11.3 Weight in the final mark
11.4 Course	1. Demonstration of the level of assimilation of theoretical and methodological knowledge specific to the discipline for students who complete **at least ½** of the number of courses (14).	COLLOQUIUM: Written paper	(90%) + 10% ex officio
	2. Demonstration of the level of assimilation of theoretical and methodological knowledge specific to the discipline for students who meet **the maximum number** of attendances	COLLOQUIUM: Written paper	60%+10% ex officio
11.5 Practical activities	1. Participation in at least 8 practical assignments out of a total of 14 in order to take the written exam with questions (90%) + 10% ex officio.	Written paper from the colloquium	
	2. Students who meet the maximum number of attendances will benefit from formative assessment throughout the semester and will receive up to 30% of the following assessment criteria - Preparation of all HOMEWORK assignments completed face-to-face and uploaded to Classroom from the practical assignments that	Formative assessment	

	will represent **the final Portfolio (10%).** - Preparation of a Scientific REPORT (in teams) and its presentation at a scientific session, by the end of the semester or by the date of the written exam, if accepted, or Preparation and presentation of the MOVEMENT GAMES PROJECT (in working teams) - **10%** (those who do not write a report or project but have the maximum number of attendances will receive an additional 10% question in the written exam) - **ACTIVE participation** in all required practical work **(10%)** through interventions with answers. These percentages (30%) are added to the 60% from the written assignment and 10% from the office.	throughout the semester based on the score obtained from the assessment criteria.	10%+10%+10 %

11.6 Minimum performance standard (minimum knowledge required to pass the course and how it is assessed)

- minimum acquisition of general concepts, ideas and theories.

- minimum acquisition of basic problems specific to the discipline;

- minimal reading of the bibliography;

- participation in at least **7** out of 14 courses.

- participation in at least **8** practical assignments out of 14.

- active participation in practical work;

- completion of the scientific report, the Movement Games project and all practical work assignments (included in a final portfolio) by the deadline;

- obtaining the number of credits;

Students who only meet the **minimum** attendance requirements will demonstrate their level of assimilation of the theoretical and methodological knowledge specific to the discipline exclusively through a written exam with questions for 90% and 10% ex officio, as they will not be able to obtain a score on the final portfolio containing all the topics covered in the practical work throughout the semester, because they were not present.

Students who meet the **maximum** number of attendances will demonstrate their level of assimilation of the theoretical and methodological knowledge specific to the discipline through a written exam with questions (60%), the final mark also includes the score obtained for the preparation and presentation of a scientific

paper at a scientific session, by the end of the semester or by the date of the written exam, if accepted, or the Movement Games Project (10%); active participation in all practical work (10%) + the score obtained for completing all seminar assignments on time (10%) + 10% ex officio.

Completion date

1.09.2025

Signature of the course coordinator Signature of the laboratory coordinator

Assoc. Prof. Dr. Ungureanu-Dobre Aurora Assoc. Prof. Dr. Ungureanu-Dobre Aurora

Date of approval by the department Signature of the head of department

15.09.2025 Prof. Rusu Ligia

UNIVERSITY OF CRAIOVA-FEFS

DEPARTMENT - KINESIOTHERAPY AND SPORTS MEDICINE (D06)

COURSE DESCRIPTION

ACADEMIC YEAR 2025 – 2026

1. PROGRAMME INFORMATION

1.1 Higher education institution	**University of Craiova**
1.2 Faculty	**Physical Education and Sport/Department 6**
1.3 Department	**Kinesiotherapy and Sports Medicine**
1.4 Field of study	**Sports Science and Physical Education**
1.5 Cycle of studies	**Bachelor's degree - cycle I**
1.6 Study programme/Qualification	**Kinetotherapy and Special Motor Skills/** **Physiokinesitherapist - *COR code 226401;*** **Kinetotherapist - COR code 226405**

2. INFORMATION ABOUT THE DISCIPLINE

2.1 Name of the discipline	**BIOCHEMISTRY**						
2.2 Course coordinator	**Associate Professor Manuela Violeta Băcănoiu**						
2.3 Seminar coordinator(s)	Assistant Professor Rosca Andreea, Assistant Professor Chivaran Alexandru, Assistant Professor Geambesa Michi						
2.4 Year of study	**1**	2.5 Semester	1	2.6 Type of assessment	**C**	2.7 Course requirements	**DOB / DF**

3. Estimated total time (hours per semester of teaching activities)

3.1 Number of hours per week	**4**	of which: 3.2 lectures	**2**	3.3 laboratory	2
3.4 Total hours in the curriculum	56	of which: 3.5 course	**28**	3.6 laboratory	**28**
Distribution of time					hours
Study using textbooks, course materials, bibliography and notes					15
Additional research in the library, on specialised electronic platforms and in the field					12
Preparation for seminars/laboratories, assignments, reports, portfolios and essays					12
Tutoring					-
Examinations					3
Other activities: consultations, student clubs					2

3.7 Total hours of individual activities	**44**
3.8 Total hours per semester	**56**
3.9 Number of credits	**4**

4. PREREQUISITES (where applicable)

4.1 Curriculum	Proper acquisition of knowledge taught in the specialised subjects related to the

	bachelor's degree programme
4.2 Skills	Fulfilment of the minimum standards for professional and transversal competences specific to the study programme

5. CONDITIONS (where applicable)

5.1. Course delivery	room with technical equipment - PC, video projector, screen or online platform/Classroom
5.2. for conducting the seminar/ oratory/project	room with technical equipment - PC, video projector, screen or online platform/Classroom

6. SKILLS

6.1. Key competences	**CC3, CC4, CC5**
6.2. Professional skills	**CP1, CP2, CP3, CP8, CP9, CP18, CP19, CP20, CP22, CP23, CP24, CP26, CP27, CP 30, CP 31, CP33, CP36, CP37, CP40, CP50, CP51, CP56, CP57**
6.3. Transversal competences	**CT1, CT3, CT7, CT9, CT11, CT12, CT13, CT14, CT16, CT17, CT18**

8. COURSE OBJECTIVES (based on the skills grid)

8.1 General objective of the discipline	To familiarise students with the main concepts of medical biochemistry and with the biochemistry laboratory techniques used in medical practice and medical scientific research.
8.2 Specific objectives	Acquiring knowledge about structural and metabolic biochemistry of the four classes of biomolecules: carbohydrates, lipids, proteins, nucleic acids that participate in the construction of life. Acquiring theoretical and practical knowledge about the metabolic processes that are the cornerstone of the synthesis of living matter entities. Acquiring practical information that will allow students to apply it in various situations they will encounter in their chosen professional field of kinesitherapy.

9. CONTENT

9.1 Course	No. of hours	Teaching methods
Course 1. Descriptive biochemistry, introduction, morphofunctional organisation of living matter.	2	Lecture Interactive discussions
Course 2. Bioelements, inorganic and organic biomolecules.	2	Lecture Interactive discussions
Course 3. Proteins. Primary, secondary, tertiary and quaternary structure, properties. Amino acids.	2	Lecture Interactive discussions
Course 4. Carbohydrates. Classification, morphology, functions.	2	Lecture Interactive discussions
Course 5. Simple lipids (glycerol and sterols) and complex lipids (glycerophospholipids and sphingolipids).	2	Lecture Interactive discussions
Course 6. Water-soluble and fat-soluble vitamins. Enzymes. Hormones.	2	Lecture Interactive discussions
Course 7. Intermediate and energy metabolism of cells.	2	Lecture Interactive discussions
Course 8. Intermediate metabolism of carbohydrates. Anaerobic glycolysis. Tricarboxylic acid cycle. Oxidative phosphorylation. Disorders of carbohydrate metabolism.	2	Lecture Interactive discussions
Course 9. Intermediate metabolism of lipids. Beta-oxidation of fatty acids. Glycerol, ketone bodies, cholesterol. Disorders of lipid metabolism.	2	Lecture Interactive discussions
Course 10. Intermediate metabolism of proteins. Deamination and transamination of amino acids. Ureogenic cycle.	2	Lecture Interactive discussions
Course 11. Biochemistry of striated muscle. Structural and functional proteins of the sarcomere. Molecular basis of muscle contraction.	2	Lecture Interactive discussions
Course 12. Metabolism of skeletal striated muscle.	2	Lecture

Oxygen consumption of muscle fibre.		Interactive discussions
Course 13. Energy metabolism of striated muscle fibre. Muscle thermogenesis.	2	Lecture Interactive discussions
Course 14. Metabolic characteristics during intense exercise. Muscle fatigue.	2	Lecture Interactive discussions
TOTAL HOURS	2	

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-Denisa Michele, Clinical Biochemistry, Medical Publishing House, Bucharest, 2003,
-Culea Cătălina, "Biochemistry," Bacău, 2008-2009,
-Aurel Popa, Ana-Maria Buga, Medical Biochemistry. Electrolytes, Biomolecules, Biopolymers, Sitech Publishing House, Craiova, 2010,
-Luciana Dobjanschi, "Pharmaceutical Biochemistry," University of Oradea Publishing House, 2007,
-Veronica Dinu, Eugen Truția, Elena Popa-Cristea, Aurora Popescu "Medical Biochemistry", Medical Publishing House, Bucharest, 2006,
-Haulică, I. Human Physiology, 3rd edition, revised and expanded, Medical Publishing House, Bucharest, 2007,
-Lucia Carmen Trincă, Chemistry and Biochemistry, Iași, 2013,
-Laura Margareta Bara, "Pharmaceutical Practice", vol. 2, no. 1-2, 2009,
-Guyton, A.C., Human Physiology and Disease Mechanisms, Amaltea W.B. Saunders Medical Publishing House, Philadelphia, USA, 1997,
-Medical Biochemistry Course Support, scribd.com.

9.2 Seminar/laboratory	**No. of hours**	Teaching methods
1. Physiological buffer systems	2	
2. Identification of amino acids and proteins	2	
3. Protein electrophoresis	2	
4. Haemoproteins, iron kinetics: absorption, transport, storage and elimination	2	
5. Bilirubin. Bilirubin measurement	2	
6. Nucleoproteins	2	
7. Plasma proteins. Fibrinogen	2	

8. Plasma enzymes. Enzyme kinetics. Transaminases.	2	Practical work – presentation, discussion, explanation , viewing PowerPoint presentations, debate, involvement in practical activities.
9. Water-soluble vitamins and fat-soluble vitamins	2	
10. Creatine, creatinine and urea. Serum urea and creatinine dosage.	2	
11.Glucose. Carbohydrate metabolism	2	
12. Total serum cholesterol. Plasma lipoproteins	2	
13. Biochemical examination of urine. Urinary sediment	2	
14. Biomolecules in urine and their diagnostic value	2	
TOTAL HOURS	28	

Bibliography

- Adrian Mircea Căplănuşi, Beatrice Carmen Dogaru, Cristian Dinu Dogaru, Carmen Duţă, Marilena Gîlcă, Annamaria Katona, Daniela Lixandru, Bogdan Manolescu, Corina Muscurel, Liliana Pîslaru, Irina Stoian, Bogdana Vîrgolici. Niculescu Publishing House, Bucharest, 2006 (reprinted 2007-2019)

- Medical Biochemistry. Practical works for FMAM Busu C., Gaman L., Lixandru D., Muscurel C., Panait E. Coordinators Atanasiu V. and Stoian I.: Carol Davila University Publishing House, Bucharest, 2010 (ISBN: 978-973-708-325-8)

- Elena Ciornea, "General Biochemistry", Iași 2009,
-Denisa Michele, Clinical Biochemistry, Medical Publishing House, Bucharest, 2003,
-Culea Cătălina, "Biochemistry", Bacău, 2008-2009,
-Aurel Popa, Ana-Maria Buga, Medical Biochemistry. Electrolytes, Biomolecules, Biopolymers, Sitech Publishing House, Craiova, 2010,
-Luciana Dobjanschi, "Pharmaceutical Biochemistry," University of Oradea Publishing House, 2007,
-Veronica Dinu, Eugen Truția, Elena Popa-Cristea, Aurora Popescu "Medical Biochemistry", Medical Publishing House, Bucharest, 2006.

10. Corroboration of the course content with the expectations of representatives of the epistemic community, professional associations and representative employers in the field related to the programme

•In order to efficiently and effectively carry out the tasks involved in organising and conducting specific physiotherapy interventions, in-depth knowledge of hygiene and first aid is required. Cooperation with neuromotor recovery services in hospitals and recovery centres in order to achieve these goals

11. Assessment

Type of activity	11.1 Assessment criteria	11.2 Assessment methods	11.3 Weighting in the final mark
11.4 Course	Correct explanation of concepts and notions specific to first aid and hygiene	Multiple-choice test/dissertation	70
11.5 Seminar/laboratory	Active participation (questions and answers)	Assessment of the quantity and quality of interventions Periodic assessments	10 20
11.6 Minimum performance standard			
•to meet the minimum attendance requirements • have at least 2 interventions on the issues discussed during the seminar activities •knowledge of the fundamental principles of the biochemistry of physical effort, necessary to obtain a grade of 5 in the final exam			

Completion date:

1.09.2025

Signature of the course lecturer

ASSOC. PROF. DR. BĂCĂNOIU MANUELA VIOLETA

Signature of the seminar lecturer

Assistant Professor Roșca Andreea

Assistant Professor Geambesa Michi

University Assistant Chivăran Alexandru

Date of approval by the department:

15.09.2025

Signature of the head of department

Prof. Rusu Ligia

UNIVERSITY OF CRAIOVA-FEFS
DEPARTMENT - KINETHERAPY AND SPORTS MEDICINE (D06)

SUBJECT DESCRIPTION
2025-2026

1. Programme details

1.1 Higher education institution	University of Craiova
1.2 Faculty/Department	Physical Education and Sport/Department 6
1.3 Department	Kinesiotherapy and Sports Medicine
1.4 Field of study	Sports Science and Physical Education
1.5 Cycle of studies	Bachelor's degree - cycle I
1.6 Study programme/Qualification	Kinetotherapy and special motor skills/ *Physiokinesitherapist - COR code 226401;* *Kinetotherapist - COR code 226405;*

2. Information about the discipline

2.1 Name of the discipline	**Anatomy 3**						
2.2 Course coordinator	Prof. Elena Taina Avramescu						
2.3 Seminar coordinator(s)	Associate Professor Denisa Enescu Bieru Associate Professor Oana Neamtu						
2.4 Year of study	1	2.5 Semester	1	2.6 Type of assessment	E	2.7 Course status	DF/ DOB

3. Total estimated time (hours per semester of teaching activities)

3.1 Number of hours per week	4	of which: 3.2 lectures	2	3.3 seminar/laboratory	2
3.4 Total hours in the curriculum	56	of which: 3.5 course	28	3.6 seminar/laboratory	28
Time allocation					
Study using textbooks, course materials, bibliography and notes					16
Additional research in the library, on specialised electronic platforms and in the field					16
Preparation for seminars/laboratories, assignments, reports, portfolios and essays					16
Tutoring					-

Examinations	15 min/student 12 hours
Other activities.....	

3.7 Total hours of individual study	60
3.8 Total hours per semester	125
3.9 Number of credits	5

4. Prerequisites (where applicable)

4.1 Curriculum	NO
4.2 Competency	NO

5. Conditions (where applicable)

5.1 Course delivery	• room with technical equipment - PC, video projector, screen
5.2 for conducting the seminar/laboratory	Anatomical models: skull, flexible spine, classic osteoporosis model, shoulder joint, hip joint, elbow joint, knee joint STAN-type human skeleton on a roller stand Bone parts from human cadavers Anatomical charts Computer Interactive 3D CDs (Human Anatomy)

6. Skills

6.1. Key skills	Acquiring and effectively using fundamental knowledge of anatomy in the educational and professional process. Developing the ability to learn independently and integrate scientific information in the biomedical field into physiotherapy practice. Applying the principles of critical and logical thinking in the functional analysis of the osteo-myo-articular system.
6.2 Professional skills	Knowledge and understanding of the basic concepts, theories and methods of the field (anatomy) and the area of specialisation (functional anatomy of the locomotor system); their appropriate use in professional communication. The ability to identify the structures of the musculoskeletal system and correlate them with specific functions. Application of functional anatomy concepts in the analysis and interpretation of clinical manifestations relevant to kinesitherapy. Appropriate use of specialised language in describing and explaining the structures and functions of the musculoskeletal system. Correlating anatomical aspects with assessment and intervention methods in recovery. Developing the ability to integrate theoretical information into practical and clinical contexts specific to the activity of the physiotherapist.
6.3. Transversal	Assuming responsibility and autonomy in the learning process and in applying knowledge in professional contexts. Developing the ability to work in teams and collaborate across disciplines to solve complex problems in rehabilitation practice. Effective use of digital resources and modern technologies for documentation, presentation and consolidation of knowledge. Promotion of ethical and responsible behaviour in relation to the patient and the medical team.

7. Learning outcomes

7.1. Knowledge	The student explains the fundamental concepts of anatomy, anatomical position and body planes. Describe the structure and main function of the bones, joints and muscles of the human body. Identify the classification of joints and muscles based on morphological and functional criteria.
7.2. Skills	At the end of the course, the student: • Identify bone landmarks and major muscle groups on models, charts or by palpation. • Correlate joints and muscle groups with the main movements they perform. • Apply the correct anatomical terminology in describing structures and movements. • Integrate anatomical knowledge into the analysis of simple examples of movement or posture.
7.3. Responsibility and autonomy	Demonstrate the ability to work individually and in a team to perform practical tasks of anatomical identification and analysis. Takes responsibility for the correct application of anatomical concepts in educational and professional contexts. Integrates functional anatomy knowledge into the decision-making process, adapting solutions to specific clinical situations in the field of kinesitherapy.

8. Course objectives (based on the competency grid)

8.1. General objective of the discipline	• To develop basic knowledge about the human body. Acquiring theoretical and practical knowledge about the morphology of the human body as a whole, its organs, systems and apparatus To provide students with fundamental knowledge of osteology, arthrology and myology as a theoretical and practical basis for the study of other fundamental disciplines
8.2. Specific objectives	• Acquiring knowledge of osteology, myology and arthrology. • Knowledge of the particularities of the bones, muscles and joints of the human body • Adapting the information conveyed to students to the specifics of the specialisation • Acquiring practical information that will enable students to apply it in various situations they will encounter in the professional field of kinesitherapy they choose

9. Content

9.1. Course	**Teaching methods**	**No. of hours**
Introductory course: definition of anatomy, divisions, common anatomical terminology.	Lecture	2 hours
Tissues: definition, classification, ontogenesis concepts	Lecture	2 hours
Introduction to osteology.	Lecture	3 hours
Introduction to arthrology	Lecture	3 hours

Introduction to myology.	Lecture	3 hours
Head, neck and trunk: topographical regions, bony, muscular, articular, nervous and vascular factors, biomechanics	Lecture	3 hours
Spine: topographical regions, bone, muscle, joint, nerve and vascular factors, biomechanics	Lecture	4 hours
Upper limb: topographical regions, bone, muscle, joint, nerve and vascular factors, biomechanics	Lecture	4 hours
Lower limb: topographical regions, bone, muscle, joint, nerve and vascular factors, biomechanics	Lecture	4 hours

Bibliography

1. Avramescu ET, Rusu L., Ciupeanu – Calugaru D., 2005, Human Anatomy Ed. Universitaria, ISBN 973-742-129-9; p.502, consult online library UCV
2. Blaudine, C.G. - Anatomy for Movement, 1991.
3. Dragoi Gh., co-authors: Gh. Mocanu, A. Ferschin; collaborators: M.R. Stanescu, E.T. Rinderu - General Anatomy of the Human Body Systems - Volume I; Medical Publishing House of the University of Craiova, 2003
4. Rusu L., Rinderu ET. Ciupeanu D., 2004, Human Anatomy, Volume II - course for students, University of Craiova Printing House, p. 142
5. Rinderu E. T, Rusu L., Rosulescu E., 2003, Human Anatomy - Anatomical Basis of Movement, Volume I, Universitaria Publishing House ISBN 973-8043-318-7, p. 293
Course notes – FEFS website

9.2. Seminar/laboratory	**Teaching methods**	**No. of hours**
Anatomical planes, anatomical position, centre of gravity	Practical work	1 hour
Spine: general and regional characteristics of vertebrae, joints	Practical work	2 hours
The thoracic skeleton; joints.	Practical work	2
Shoulder skeleton; shoulder joint complex	Practical work	2 hours
Skeleton of the upper limb; joints.	Practical work	2 hours
Bony pelvis; joints	Practical work	2 hours
Skeleton of the free lower limb; joints.	Practical work	2 hours
Skeleton of the head; review colloquium	Practical work	2 hours
Neck muscles; back muscles.	Practical work	2 hours
Chest muscles; abdominal muscles.	Practical work	2 hours
Shoulder muscles	Practical work	2 hours
Muscles of the upper limb.	Practical work	2 hours
Muscles of the pelvis.	Practical work	2 hours
Muscles of the free lower limb	Practical work	2
Review – discussion of topics from the exam grid	Practical work	1 hour

Bibliography

1. Rinderu ET, 2003, Anatomical bases of movement – practical course for students of physiotherapy faculties, University of Craiova Printing House, p. 324

2. Rinderu E. T, Rusu L., Rosulescu E., 2003, Human Anatomy – Anatomical Basis of Movement, vol. I, Universitaria Publishing House ISBN 973-8043-318-7, p. 293
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3. Frank H. Netter, MD - NETTER, ATLAS of HUMAN ANATOMY, 2013, CALLISTO Medical Publishing House
4. Victor Papilian – HUMAN ANATOMY, 2010 Editura ALL Publishing House
5. LP notes - FEFS website

10. Corroboration of the course content with the expectations of representatives of the epistemic community, professional associations and representative employers in the field relevant to the programme

In order to efficiently and effectively perform the tasks involved in organising and carrying out activities specific to physiotherapy interventions, in-depth knowledge of the anatomy of the neuromyokinetics system is required, with clinical and biomechanical applications (postures, kinematic chains, complex motor activities).
Cooperation with neuromotor recovery services in hospitals and recovery centres in order to achieve these goals

11. Assessment

Type of activity	11.1 Assessment criteria	11.2 Assessment methods	11.3 Weight in the final mark (%)
11.1. Course	Attendance Correct explanation of concepts and notions specific to anatomy	Written exam (multiple choice test) Oral exam	50 20
11.2. Seminar/laboratory	Attendance Identification of the main anatomical structures, -Descriptive and topographical recognition of the anatomical elements of the human body	 Periodic assessments Oral exam	 15 15
11.3. Minimum performance standard			

1. Basic theoretical knowledge

The student must be able to:

- Define anatomy, know the anatomical reference position and anatomical planes.
- List the main types of tissues and their roles.
- Identify and classify the main bones and joints of the human body.
- Know the major muscle groups and their basic functions (agonist/antagonist).
- Understand the general principles of biomechanics (types of movements, levers, axes and planes).

2. Minimum practical skills

The student must be able to:

- Locate basic osteoarticular and muscular structures on anatomical charts, models or images.
- Recognise major anatomical landmarks by palpation (e.g. olecranon, patella, iliac spines, Achilles tendon).
- Describe the main movements of the large joints (shoulder, elbow, hip, knee, ankle).
- Correlate a muscle or muscle group with its main function (e.g., biceps brachii – forearm flexion).

3. Basic clinical applications

The student must be able to:

- Associate a joint or muscle group with a common condition (e.g. knee – meniscus injuries; shoulder – dislocations).
- Explain, in simple terms, why knowledge of anatomy is essential in assessment and recovery.
-

Date of completion	Course coordinator's signature	Seminar coordinator's signature
1.09.2025	Prof. ElenaTaina Avramescu,	PhD Assoc. Prof. Denisa Enescu Bieru, PhD Assoc. Prof. Dr. Oana Neamtu

Date of approval by the department	Signature of the head of department
15.09.2025	Prof. Rusu Ligia

UNIVERSITY OF CRAIOVA-FEFS
DEPARTMENT - KINETHERAPY AND SPORTS MEDICINE (D06)

COURSE DESCRIPTION
ACADEMIC YEAR 2025 - 2026

1. PROGRAMME DETAILS

1.1 Higher education institution	**UNIVERSITY OF CRAIOVA**
1.2 Faculty	**PHYSICAL EDUCATION AND SPORT / DEPARTMENT 6**
1.3 Department	**KINETHERAPY AND SPORTS MEDICINE**
1.4 Field of study	**SPORTS SCIENCE AND PHYSICAL EDUCATION**
1.5 Cycle of studies[1]	**BACHELOR'S DEGREE CYCLE 1**
1.6 Study programme (name/code)[2] /Qualification	**KINETOTHERAPY AND SPECIAL MOTOR SKILLS/ PHYSIOKINETIC THERAPIST - COR CODE 226401; PHYSIOTHERAPIST - COR CODE 226405;**

2. INFORMATION ABOUT THE DISCIPLINE

2.1 Name of the discipline				**ETHICS AND ACADEMIC INTEGRITY**			
2.2 Course coordinator				**Lecturer Dr. Gorgan Anamaria**			
2.3 Course coordinator				**Lecturer Dr. Gorgan Anamaria**			
2.4 Year of study	**I**	2.5 Semester		2.6 Type of assessment	**V**	2.7 Course status	**DOB/ DC**

3. TOTAL ESTIMATED TIME (hours per semester of teaching activities)

3.1 Number of hours per week	**4**	3.2 Course	2	3.3 Seminar/laboratory/project	2
3.4 Total hours in the curriculum	**56**	3.5 Course	2	3.6 Seminar/laboratory/project	28

3.7 Distribution of time	hours
▪ Study using textbooks, course materials, bibliography and notes	9
▪ Additional documentation in the library, on specialised electronic platforms and in the field	3
▪ Preparation for seminars/laboratories, assignments, reports, portfolios and essays	3
▪ Tutoring	-
▪ Examinations	2
▪ Other activities: consultations, student clubs	2

Total hours of individual activities	**19**
3.8 Total hours per semester[5]	**75**
3.9 Number of credits[6]	**3**

4. PREREQUISITES (where applicable)

4.1 Curriculum	• No
4.2 Competency	• No

5. CONDITIONS (where applicable)

5.1. Course delivery	• room with technical equipment - PC, video projector, screen
5.2. for conducting the laboratory	• Classroom equipped with video projector and projection screen

6. Skills

6.1. Key skills	**CC4, CC5, CC7**
6.2. Professional skills	**CP1, CP5, CP18**
6.3. Transversal competences	**CT6, CT18**

7. Learning outcomes

7.1. Knowledge	The student/graduate explains the general concepts of the field, referring to the forms of organisation of physical education and sports activities, the principles, methods and fundamental means applicable in different forms of organisation, the concepts of motor skills and motor activity, so that they can be used in a formative and performance context.
7.2. Skills/abilities	The student/graduate: 1.1. Uses the fundamental concepts of human motor skills in various contexts. 1.2. Classify the forms of organisation and practice of physical education and sports activities.

	Uses terminology according to motor activities.
7.3. Responsibility and autonomy	The student/graduate: 1.1.1. Identifies motor acts, actions and activities. Provides advice on choosing forms of organisation and practice of activities, depending on the specific context and purposes. 1.3.1. Argues for the use of specialised terminology in debates in the field.

8. COURSE OBJECTIVES (based on the grid of specific skills acquired)

8.1 General objective of the discipline	• Opportunities to learn about the concepts of academic ethics and integrity, moral and professional conduct.
8.2 Specific objectives	• Knowledge of methods and means of assessing ethical principles and academic integrity • Knowing the methods for identifying issues with ethical implications, resolving them, understanding, respecting and implementing ethical and professional integrity requirements.

9. CONTENTS

9.1 Course (content units)	No. of hours	Teaching methods
Presentation of the concepts of academic ethics and integrity, Contemporary deontology, implications and integrative approaches.	4	Lecture, interactive approach
Professional ethics, education and professional training, factors involved in individual behaviour and deontology.	4	
Major bioethical issues and implications for professional ethics	4	
Morals, morality, ethical principles.	4	
Limiting influences of ethics and professional deontology.	4	
Ethical dilemmas: plagiarism, self-plagiarism, censorship, the right to criticise, ethical issues (social networks).	4	
Codes of ethics in public institutions.	4	

Bibliography

1. Miroiu, Mihaela, Blebea, Nicolae, Gabriela, Introduction to Professional Ethics, Ed. Trei, Bucharest, 2001.
2. Ion Ciocan, Ion Negreț, Formation of Human Personality – Significance and Meanings, Ed. Militară Bucharest, 1981.
3. Pleșu Andrei, Minima moralia, Humanitas Publishing House, Bucharest 2005.
4. Sârbu Tănase, Ethics: Moral Values and Virtues, Editura Societății Academice Matei Teiu Botez, Iași, 2005.
5. http://ro.uow.edu.au/jutlp/vol6/iss1/6
6. www.plagiarism.org, Types of plagiarism

9.2 Applied activities (topics/themes)	No. of hours	Teaching methods
Ethical principles, moral values, applicable from a professional perspective	4	Debate/presentations
Implications of bioethics in professional ethics.	4	
Professional codes of ethics.	4	
Challenge and perspective: institutionalising ethics.	4	
Vulnerability and risk in public institutions	4	

Ethical issues: plagiarism, copying, censorship, corruption, bribery, harassment, performance self-assessment.	4	
Ethical health and deontology.	4	

Bibliography

1. Miroiu, Mihaela, Blebea, Nicolae, Gabriela, Introduction to Professional Ethics, Ed. Trei, Bucharest, 2001.
2. Ion Ciocan, Ion Negreț, Formation of Human Personality – Significance and Meanings, Ed. Militară Bucharest, 1981.
3. Pleșu Andrei, Minima moralia, Humanitas Publishing House, Bucharest 2005.
4. Sârbu Tănase, Ethics: Moral Values and Virtues, Editura Societății Academice Matei Teiu Botez, Iași, 2005.
5. http://ro.uow.edu.au/jutlp/vol6/iss1/6
6. www.plagiarism.org, Types of plagiarism

10. CORRELATION OF THE CONTENT OF THE DISCIPLINE WITH THE EXPECTATIONS OF REPRESENTATIVES OF THE EPISTEMIC COMMUNITY, PROFESSIONAL ASSOCIATIONS AND REPRESENTATIVE EMPLOYERS IN THE FIELD RELATED TO THE PROGRAMME

- Collaboration with complementary disciplines, both for the purpose of optimising the applicability of programmes and monitoring the results of the programmes applied.

11. EVALUATION

Type of activity	Evaluation criteria	Evaluation methods	Weight in the final mark
Course	Preparation of 2 papers	Online exams – Google Classroom platform	70
Applied activities	Attendance, online interactivity	Online testing	30
Minimum performance standard (minimum knowledge required to pass the course and how it is assessed)			
• The acquisition by the student of the minimum basic and specific knowledge of the discipline, reflected in periodic checks and in passing the written exam (report) assessing theoretical knowledge.			

Date of completion coordinator	Signature of course coordinator	Signature of the laboratory
1.09.2025	Lecturer Dr. Gorgan Anamaria	Lecturer Dr. Gorgan Anamaria

Date of approval by the department	Signature of the head of department
15.09.2025	Prof. Rusu Ligia

UNIVERSITY OF CRAIOVA-FEFS
DEPARTMENT - KINESIOTHERAPY AND SPORTS MEDICINE (D06)

SUBJECT DESCRIPTION
2025-2026

1. Programme details

1.1 Higher education institution	University of Craiova
1.2 Faculty/Department	Physical Education and Sport/Department 6
1.3 Department	Kinesiotherapy and Sports Medicine
1.4 Field of study	Sports Science and Physical Education
1.5 Cycle of studies	Bachelor's degree - cycle I
1.6 Study programme/Qualification	Kinetotherapy and Special Motor Skills/ *Physiokinesitherapist - COR code 226401;* *Kinetotherapist - COR code 226405;*

2. Information about the discipline

2.1 Name of the discipline	**Foreign Language I**
2.2 Course coordinator	-

2.3 Seminar coordinator(s)				Assistant Professor Rusu Mihai Robert			
2.4 Year of study	1	2.5 Semester	I	2.6 Type of assessment	C	2.7 Course status	DC /DOB

3. Total estimated time (hours per semester of teaching activities)

3.1 Number of hours per week	2	of which: 3.2 lectures	-	3.3 seminar/laboratory	2
3.4 Total hours in the curriculum	28	of which: 3.5 lecture		3.6 seminar/laboratory	28
Distribution of time					
Study using textbooks, course materials, bibliography and notes					10
Additional research in the library, on specialised electronic platforms and in the field					10
Preparation for seminars/laboratories, assignments, reports, portfolios and essays					20
Tutoring					-
Examinations					4
Other activities consultations, student circles					3

3.7 Total hours of individual study	47
3.8 Total hours per semester	28
3.9. Number of credits	3

4. Prerequisites (where applicable)

4.1 Curriculum	
4.2 Competency	

5. Conditions (where applicable)

5.1 Course delivery	• technically equipped room - PC, video projector, screen
5.2 for conducting the seminar/laboratory	

6. Skills

6.1. Key skills	CC3. CC4. CC6.
6.2. Professional skills	CP2., CP3., CP9.
6.3. Transversal competences	CT2.CT3. CT4. CT5. CT6. CT7.

7. Learning outcomes

7.1. Knowledge	1. The student/graduate explains the general notions of the field, referring to the concepts of motor skills and motor activity, the structure and functions of human motor activities, their effects on development and education, so that they can be used in the rehabilitation process. 2. The student/graduate defines the general, structural (anatomical) and functional concepts of the human

	body, with a view to developing rehabilitation programmes. 3. The student/graduate identifies general and age-specific behavioural aspects, pathology and population categories before, during and after intervention, in order to maximise the effects of the rehabilitation process.
7.2. Skills/abilities	The student/graduate: 1.1. Uses the fundamental concepts of human motor skills in various contexts. 1.2. Uses terminology according to motor activities. 1.3. Distinguishes the role and place of the physiotherapist in different professional contexts The student/graduate: 2.1. Identifies the structures and functions of the human body and methods for assessing biological functions. 2.2. Presents the actions of different muscle groups and movement parameters. The student/graduate: 4.1. Explains the role of the human psyche in the rehabilitation process. 4.2. Demonstrates methods and techniques for influencing the subject's behaviour.
7.3. Responsibility and autonomy	The student/graduate: 1.1.1. Gives examples of acts, actions and motor activities. 1.2.1. Argues for the use of specialised terminology in debates in the field. 1.3.1. Identifies the duties of the physiotherapist withi ed interdisciplinary teams Provides quality functional rehabilitation services in accordance with professional standards. The student/graduate: 2.1.1. Integrates fundamental concepts regarding the structures and functions of the human body into the rehabilitation process. 2.2.1. Recognises the characteristics of movement and their parameters The student/graduate: 4.1.1. Identifies the relationship between the functioning of the psychic system and the presence of pathologies. 4.2.1. Uses professional communication techniques before, during and after intervention.

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8. Course objectives (based on the competency grid)

8.1. General objective of the discipline	- providing and requesting various information in a conversation - extracting essential information from a text and using it in various activities - using as many grammatical and language structures correctly as possible

	- acquiring basic specialised language and using it in writing various materials or in various conversational situations
8.2. Specific objectives	- acquiring basic specialised language and using it in writing various materials or in various conversational situations

9. Content

9.1. Course	Teaching methods	No. of hours

9.2.Seminar/laboratory	Teaching methods	No. of hours
1.English for Health Sciences and Sports: general features	Lectures, interactive dialogue	6
2. Specialised vocabulary: word formation		6
3. Use of Present Tenses in English for Health Sciences and Sports		5
4. Use of If Clauses in English for Health Sciences and Sports		5
5. Use of Modals in English for Health Sciences and Sports		6

Bibliography

1.Basturkmen, H. 2010. *Developing Courses in English for Specific Purposes*. London: Palgrave MacMillan.
2. Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E. 2007. *Longman Grammar of Spoken and Written English.* London: Longman.
3. Day, J., Krzanowski, M. 2011. *Teaching English for Specific Purposes. An Introduction*. Cambridge: Cambridge University Press.
4. Glendinning, E., Howard, R. 2007. *Professional English in Use*. *Medicine*. Cambridge: Cambridge University Press .
5. Plag, I. 2003. *Word-Formation in English*. Cambridge: Cambridge University Press.

10. Corroboration of the course content with the expectations of representatives of the epistemic community, professional associations and representative employers in the field related to the programme

The course content meets the need for knowledge of specific terminology.
The course content meets the need for knowledge of specific terminology.

11. Assessment

Type of activity	11.1 Assessment	11.2 Assessment methods	11.3 Weight in the final mark (%)
11.1. Course			
11.2. Seminar/laboratory	Correct use of specialised language; - Application of basic concepts; - Analytical and synthesis skills;	Presentation of translation material	- Final assessment answers – 70%; - Testing throughout the semester – 20%; - Completion of reports and essays – 10%.

	- Self-assessment skills; - Identification of new bibliographic sources, in addition to those recommended; Utilising bibliography in reports		
11.3. Minimum performance standard grade 5 sports traumatology, terminology			

Date of completion

1.09.2025 Signature of course lecturer Signature of seminar lecturer

- Assistant Professor Dr. Rusu Mihai Robert

Date of approval by the department
15.09.2025

Signature of the head of department
Prof. Dr. Rusu Ligia

UNIVERSITY OF CRAIOVA-FEFS

DEPARTMENT - KINESIOTHERAPY AND SPORTS MEDICINE (D06)

COURSE DESCRIPTION

ACADEMIC YEAR 2025 - 2026

1. PROGRAMME INFORMATION

1.1 Higher education institution	UNIVERSITY OF CRAIOVA
1.2 Faculty	PHYSICAL EDUCATION AND SPORT / DEPARTMENT 6
1.3 Department	KINETHERAPY AND SPORTS MEDICINE
1.4 Field of study	SPORTS SCIENCE AND PHYSICAL EDUCATION
1.5 Cycle of studies[1]	BACHELOR'S DEGREE CYCLE 1
1.6 Study programme (name/code)[2] /Qualification	Kinetotherapy and special motor skills/ *Physiokinesitherapist - COR code 226401;* *Kinetotherapist - COR code 226405;*

2. INFORMATION ABOUT THE DISCIPLINE

2.1 Name of the discipline				**KINESIOLOGY**			
2.2 Course coordinator				**ASSOCIATE PROFESSOR DRAGOMIR MIHAI MARIAN**			
2.3 Head of applied activities				**ASSOC. PROF. DR. DRAGOMIR MIHAI MARIAN** **LECT. UNIV. DR. GORGAN ANA-MARIA** **ASSISTANT PROFESSOR DR. ROSCA ANDREEA** **ASSISTANT PROFESSOR CHIVARAN ALEXANDRU**			
2.4 Year of study	**I**	2.5 Semester	**I**	2.6 Type of assessment	**E**	2.7 Course status	**DF /DOB**

3. TOTAL ESTIMATED TIME (hours per semester of teaching activities)

3.1 Number of hours per week	4	of which: 3.2 lectures	2	3.3 seminar/laboratory/project	2
3.4 Total hours in the curriculum	**56**	of which: 3.5 course	**28**	3.6 seminar/laboratory/project	**28**
3.7 Distribution of time					hou

	rs
▪ Study using textbooks, course materials, bibliography and notes	**5**
▪ Additional documentation in the library, on specialised electronic platforms and in the field	**4**
▪ Preparation for seminars/laboratories, assignments, reports, portfolios and essays	**4**
▪ Tutoring	**-**
▪ Examinations	**3**
▪ Other activities: consultations, student clubs	**3**

Total hours of individual activities	**4**
3.8 Total hours per semester[5]	**10**
3.9 Number of credits[6]	**4**

4. PREREQUISITES (where applicable)

4.1 Curriculum	NO
4.2 Competency	NO

5. CONDITIONS (where applicable)

5.1. Course delivery	NO
5.2. for conducting the seminar/laboratory/project	NO

6. Skills

6.1. Key competences	**CC4**

6.2. Professional competences	**CP1, CP3, CP8**
6.3. Transversal	**CT1, CT4, CT7**

7. Learning outcomes

7.1. Knowledge	The student/graduate explains the general concepts of the field, referring to the forms of organisation of physical education and sports activities, the principles, methods and fundamental means applicable in different forms of organisation, the concepts of motor skills and motor activity, so that they they can be used in a formative and performance context.
7.2. Skills/abilities	Uses the fundamental concepts of human motor skills in various contexts.
7.3. Responsibility and autonomy	Argues for the use of specialised terminology in debates in the field.

8. COURSE OBJECTIVES (based on the grid of specific skills acquired)

7.1 General objective of the discipline	Identify and explain concepts, theories and laws specific to human movement, as well as use fundamental and specialised knowledge to interpret and apply them in practice.
7.2 Specific e objectives	Identifying and explaining specific concepts, theories and models Describing and appropriately using concepts and theories related to human movement in professional communication. Making a correct assessment of the qualities of specialised programmes by using theoretical knowledge

9 CONTENTS

9.1 Course (content units)	No. of hours	Teaching methods

INTRODUCTION TO KINESIOLOGY	**2**	Lectures are interactive, mainly in the form of verbal presentations, accompanied by PowerPoint presentations. Conversation and dialogue are used.
THEORETICAL BASES OF KINESIOLOGY	**4**	
SKELETAL SYSTEM – APPLIED ANATOMY	**2**	
MUSCULAR SYSTEM – APPLIED ANATOMY	**4**	
ARTICULAR SYSTEM – APPLIED ANATOMY	**2**	
NERVOUS SYSTEM – APPLIED ANATOMY	**4**	
WALKING	**4**	
EFFORT AND FATIGUE IN MOVEMENT ACTIVITIES	**4**	
FITNESS – SYNTHESIS OF MOVEMENT CAPACITY	**2**	
TOTAL HOURS	**28**	

Bibliography [8]

SBENGHE T. - KINETOLOGY - THERAPEUTIC AND RECOVERY PREVENTION, 1987

SBENGHE T. - KINESIOLOGY – THE SCIENCE OF MOVEMENT, BUCHAREST 2002

RUSU L. - KINETIC INTERVENTION IN NEUROMYARTROKINETIC SYSTEM DISORDERS, CRAIOVA, 2007

9.2 Applied activities (subjects/topics)	No. of hours	Teaching methods
INTRODUCTION TO KINESIOLOGY	2	Conversation, dialogue and demonstration are used.
THEORETICAL BASES OF KINESIOLOGY	4	
SKELETAL SYSTEM – APPLIED ANATOMY	2	
MUSCULAR SYSTEM – APPLIED ANATOMY	4	
ARTICULAR SYSTEM – APPLIED ANATOMY	2	
NERVOUS SYSTEM – APPLIED ANATOMY	4	
WALKING	4	
EFFORT AND FATIGUE IN MOVEMENT ACTIVITIES	4	
FITNESS – SYNTHESIS OF MOVEMENT CAPACITY	2	

TOTAL HOURS	28	

Bibliography [8]

SBENGHE T. - KINETOLOGY - THERAPEUTIC AND RECOVERY PREVENTION, 1987

SBENGHE T. - KINESIOLOGY – THE SCIENCE OF MOVEMENT, BUCHAREST 2002

RUSU L. - KINETIC INTERVENTION IN NEUROMYARTROKINETIC SYSTEM DISORDERS, CRAIOVA, 2007

10. CORRELATION OF THE CONTENT OF THE DISCIPLINE WITH THE EXPECTATIONS OF REPRESENTATIVES OF THE EPISTEMIC COMMUNITY, PROFESSIONAL ASSOCIATIONS AND REPRESENTATIVE EMPLOYERS IN THE FIELD RELATED TO THE PROGRAMME

The content of the discipline is in line with the programmes of other universities in the country and abroad, while also aiming to facilitate the future graduate's entry into the labour market through good practical training.

11. ASSESSMENT

Type of activity	Assessment criteria	Assessment methods	Weight in the final grade
Course	ACCURACY AND THOROUGHNESS OF KNOWLEDGE	WRITTEN ASSESSMENT AT THE END OF THE SEMESTER	50
Applied activities	S: ABILITY TO APPLY THE KNOWLEDGE ACQUIRED	ORAL ASSESSMENT DURING THE SEMESTER	30
	L: CRITERIA RELATED TO ATTITUDINAL ASPECTS OF THE : INTEREST IN INDIVIDUAL STUDY CONSCIENTIOUSNESS	ACTIVE PARTICIPATION IN SEMINARS	20.00
o Minimum performance standard (minimum knowledge required to pass the course and how it is assessed)			
MEET THE MINIMUM ATTENDANCE REQUIREMENTS IN ACCORDANCE WITH THE REQUIREMENTS			

– ASSESSMENTS MUST INCLUDE THE APPROPRIATE ANSWERS AT THE MINIMUM LEVEL – GRADE 5 – OBTAIN A GRADE OF 5 IN THE FINAL KNOWLEDGE TEST EXAMINATION IN ACCORDANCE WITH THE SCALE

Date of completion	Signature of course holder	Signature of the laboratory holder
1.09.2025	Conf. Dr. Dragomir Mihai Marian	Lect. Dr. Gorgan Anamaria
		Assist. Univ. Dr. Rosca Andreea
		Assist. Univ. Dr. Chivaran Alexandru

Date of approval by the department — Signature of the head of department

15.09.2025 — Prof. Ligia Rusu

COURSE DESCRIPTION

1. Programme details

1.1. Higher education institution	University of Craiova
1.2. Faculty	Faculty of Physical Education and Sport/ Department 6
1.3. Department	Kinesiotherapy and Sports Medicine
1.4. Field of study	Sports Science and Physical Education
1.5. Cycle of studies	Bachelor's degree, cycle I
1.6. Study programme/Qualification	Kinetotherapy and Special Motor Skills/Physiokinetotherapist - code cor 226401; Kinetotherapist - code cor 226405

2. Information about the discipline

2.1. Name of the discipline			**NORMAL PSYCHOLOGY**				
2.2. Course coordinator			Psychologist Dr. Schenker Ramona				
2.3. Laboratory coordinator			Psychologist Dr. Schenker Ramona				
2.4. Year of study	I	2.5. Semester	2	2.6. Type of assessment	E	2.7. Course status	DS /DOB

3. Total estimated time (hours per semester of teaching activities)

3.1. Number of hours per week	4	of which: 3.2 course	2	3.3. seminar/laboratory	2
3.4. Total hours in the curriculum	56	of which: 3.5 course	28	3.6. seminar/laboratory	28
Distribution of time - hours/week					hours
Study using textbooks, course materials, bibliography and notes					8

Additional documentation in the library, on specialised electronic platforms and in the field	5
Preparation for seminars/laboratories, assignments, reports, portfolios and essays	2
Tutoring	2
Examinations	2
Other activities.....	
3.7. Total hours of individual study	19
3.8. Total hours per semester	75
3.9. Number of credits	3

4. Prerequisites (where applicable)

4.1. Curriculum	•
4.2. Competency	• Observation skills, empathy, psycho-behavioural analysis and interest in the mind-body relationship

5. Conditions (where applicable)

5.1. Course delivery	• Face to face
5.2. for conducting the seminar/laboratory	• Face-to-face

6. Course objectives - expected learning outcomes that contribute to the completion and passing of the course

Knowledge	The student/graduate: 1. Identifies general and age-specific behavioural aspects, pathology and population categories before, during and after intervention, in order to maximise the effects of the rehabilitation process.
Skills	The student/graduate: 1. Explains the role of the human psychic system in the rehabilitation process. 2. Demonstrates methods and techniques for influencing the subject's behaviour.

Responsibility and autonomy	The student/graduate: 1. Identifies the relationship between the functioning of the psychic system and the presence of pathologies. 2. Uses professional communication techniques before, during and after intervention.

7. Contents

7.1. Course	Teaching methods	Observations
1. Introduction to psychology and its role in kinesitherapy	Presentation, lecture – introduction to basic concepts, explanation of course objectives	
2. Observation and description of human behaviour	Presentation, lecture – conveying theoretical concepts with simple examples	
3. The learning process and behaviour conditioning	Presentation, lecture – explaining psychological mechanisms through frontal presentation	
4. Motivation and emotions in the context of recovery	Presentation, lecture – clarification of concepts through detailed explanations and diagrams	
5. Personality and individual differences in response to therapy	Presentation, lecture – presentation of individual differences and their application to therapy	
6. Stress and coping mechanisms of patients in recovery	Presentation, case studies – illustrating theory through clinical examples and applied discussions	
7. The mind-body relationship and the impact of the psyche on health	Presentation, interactive discussions – teacher-student dialogue, questions and answers	
8. Therapeutic communication: active listening and empathy	ecture, case studies, discussions – analysis of specific situations and exchange of opinions	

9. Psychological characteristics of children, adults and the elderly in therapy	Presentation, case studies – practical examples, integration of theory with application	
10. Techniques for motivating and positively influencing patient behaviour	Presentation, case studies, interactive discussions – working on scenarios, student involvement	
11. The role of feedback and social support in rehabilitation	Presentation, theoretical and practical discussions – explanations + debate on applicability	
12. Integration of psychological factors into the physical recovery plan	Presentation, demonstrations – presentation of techniques, practical modelling by the teacher	
13. Maintaining long-term results and post-therapy patient education	Presentation, interactive discussions – student involvement in conclusions and summaries	
14. Recap and final conclusions	Presentation, applied discussions – recap with emphasis on the practical use of knowledge	

Bibliography:

1. Zlate, M. (2009). The psychology of cognitive mechanisms. Iași: Polirom Publishing House.
2. Golu, M. (2015). Fundamentals of Psychology. Bucharest: Universitară Publishing House.
3. Papalia, D. E., Feldman, R. D., & Martorell, G. (2019). Experience Human Development. McGraw-Hill Education.
4. Atkinson, R. L., Atkinson, R. C., Smith, E. E., & Bem, D. J. (2014). Introduction to Psychology. Iași: Polirom.
5. Neisser, U. (2014). Cognitive Psychology: Classic Edition. Psychology Press.
6. Sarason, I. G., & Sarason, B. R. (2010). General Psychology. Iași: Polirom Publishing House.
7. Marks, D. F., Murray, M., Evans, B., & Estacio, E. V. (2018). Health Psychology: Theory, Research and Practice. Sage.
8. Selye, H. (2010). The Stress of Life. McGraw-Hill.

7.2. Seminar/laboratory	Teaching methods	Observations
1. Introduction and connections between psychology and	Practical exercises, group discussions,	

kinesitherapy	application of introductory concepts	
2. Practical exercise in observing behaviour	Applied exercises, practical testing – observing behaviour through simple tasks	
3. Demonstration of learning principles (conditioning and feedback)	Practical exercises, demonstrations – learning through imitation and direct feedback	
4. Case study: motivation and emotion in rehabilitation	Case study, interactive discussions – problem solving using clinical examples	
5. Debate: adapting the approach to the patient's personality	Case studies, debates – exploring personality differences and solutions	
6. Creative workshop: stress reduction techniques for patients	Applied exercises, creative workshop – stress reduction techniques and playful exercises	
7. Personal reflection: experiences regarding the mind-body connection	Personal reflections, group discussions – introspection and exchange of experiences	
8. Role play: therapeutic communication and empathy	Role play, collective feedback – simulation of therapeutic communication	
9. Self-assessment questionnaire and debate on approaching different categories of patients	Questionnaire, interactive debate – self-assessment and comparative discussion	
10. Comparative analysis of patient motivation techniques	Group discussions, comparative analysis – comparison of motivation techniques	
11. Practical exercise: the impact of positive feedback on performance	Applied exercises, reflection on effectiveness – observing the impact of feedback	
12. Debate: the importance of psychological vs. physical factors in recovery	Debates, case studies – the role of psychological factors in recovery	
13. Applied case study: post-therapy care plan	Case studies, applied discussions – designing the post-therapy plan	
14. Individual presentations and final feedback	Individual presentations, discussions and feedback – summary and final	

	assessment	

Bibliography:

Textbooks and applied guides:

1. David, D. (2018). Clinical psychology and mental health. Iași: Polirom.
2. Beck, J. S. (2011). Cognitive-Behavioural Therapy: Foundations and Applications. Bucharest: Editura Trei.
3. Ionescu, Șt. (2016). Developmental Psychology. From Childhood to Adulthood. Bucharest: Editura Polirom.
4. Hayes, S. C., & Smith, S. (2020). Get Out of Your Mind and Into Your Life. New Harbinger (practical techniques for acceptance and mindfulness, useful for reducing patient stress).

Resources for communication and the therapeutic relationship:

5. Rogers, C. (2012). On Becoming a Person. Bucharest: Trei Publishing House.
6. Egan, G. (2014). The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping. Cengage Learning.
7. Rollnick, S., Miller, W. R., & Butler, C. C. (2008). Motivational Interviewing in Health Care. Guilford Press.

Recent studies and articles (for applications in physiotherapy and rehabilitation):

8. Wade, D. T. (2020). Rehabilitation – A New Approach: Overview and Part One: The Problems. Clinical Rehabilitation, 34(1), 3–14.
9. Craig, P., Dieppe, P., Macintyre, S., Michie, S., Nazareth, I., & Petticrew, M. (2019). Developing and Evaluating Complex Interventions in Rehabilitation. BMJ.
10. Engel, G. L. (2012). The Biopsychosocial Model of Health and Disease: New Philosophical and Scientific Developments. Springer.

8. Corroboration of the discipline's content with the expectations of representatives of the epistemic community, professional associations and representative employers in the field related to the programme

The **Normal Psychology** discipline is aligned with the initial training requirements of future psychology specialists, providing students with a solid knowledge base on normal mental processes and human behaviour mechanisms, in accordance with national and international academic standards in the field. The content covered and the skills developed through this discipline meet the expectations of the professional community (e.g. the requirements of the Romanian College of Psychologists for basic training) and the needs of employers in various applied sectors of psychology, ensuring the integration of graduates into educational, organisational, clinical or research contexts.

9. Assessment

Type of activity	10.1. Assessment criteria	10.2. Assessment methods	10.3. Weight in the final mark
9.4. Course	Final assessment	Written exam	60
9.5. Seminar/laboratory	Active participation in the seminar and quality of the applied project	Case study with practical application	40
9.6. Minimum performance standard: Obtaining a grade of 5			

Date of completion Signature of course lecturer Signature of laboratory lecturer

1. 09. 2025 Psychologist Dr. Schenker Ramona Psychologist Dr. Schenker Ramona

Date of approval by the department Signature of the head of department

15.09.2025 Prof. Ligia Rusu, PhD

UNIVERSITY OF CRAIOVA-FEFS

DEPARTMENT - KINETOTHERAPY AND SPORTS MEDICINE (D06)

SUBJECT DESCRIPTION

2025-2026

1. PROGRAMME DETAILS

1.1 Higher education institution	University of Craiova
1.2 Faculty	Physical Education and Sport/Department 6
1.3 Department	Kinesiotherapy and Sports Medicine
1.4 Field of study	Sports Science and Physical Education
1.5 Cycle of studies[1]	Bachelor's degree - cycle I
1.6 Study programme (name/code)[2] /Qualification	Kinetotherapy and special motor skills/ *Physiokinesitherapist - COR code 226401;* *Kinetotherapist - COR code 226405;*

2. INFORMATION ABOUT THE DISCIPLINE

2.1 Name of the discipline				**General principles of athletics – D06KTC 110**			
2.2 Course coordinator				**Associate Professor Albină Alina Elena**			
2.3 Lecturer				**Associate Professor Albină Alina Elena**			
2.4 Year of study	**I**	2.5 Semester	**II**	2.6 Type of assessment	**E**	2.7 Course status	**DS / DOB**

3. TOTAL ESTIMATED TIME (hours per semester of teaching activities)

3.1 Number of hours per week	4	3.2 of which: lectures	2	3.3 seminar/laboratory/project	2
3.4 Total hours in the curriculum	**56**	3.5 of which: course	**28**	3.6 seminar/laboratory/project	**28**
3.7 Distribution of time					hours
▪ Study using textbooks, course materials, bibliography and notes					**10**
▪ Additional research in the library, on specialised electronic platforms and in the field					**12**
▪ Preparation for seminars/laboratories, assignments, reports, portfolios and essays					**8**
▪ Tutoring					**10**
▪ Examinations					**2**
▪ Other activities: consultations, student clubs					**2**

Total hours of individual activities	**4**
3.8 Total hours per semester[5]	**10**
3.9 Number of credits[6]	**4**

4. PREREQUISITES (where applicable)

4.1 Curriculum	Not applicable
4.2 Competences	Appropriate use of field-specific terminology Description and demonstration of field-specific operational systems and athletics teaching Design and presentation of systems of means specific to athletics

5. CONDITIONS (where applicable)

5.1. for conducting the course	Classroom equipped with video projection equipment

5.2. for conducting the seminar/ oratory/project	Athletics field and hall

6. SKILLS

Key competence	1. Personal, social and learning to learn competences; 2. Civic skills; 3. Entrepreneurial skills; 4. Cultural awareness and expression skills.
Professional skills	1. Creatively apply and adapt theoretical and practical knowledge specific to physical education and school sports 2. Apply the fundamental concepts and general principles of physical education and sport in formative and performance contexts 3. Uses fundamental knowledge of anatomy, biomechanics and physiology in the effective management of physical effort in sport 4. Utilises psychological and psychomotor knowledge in physical and sporting activities 5. Uses physical exercises as a means of instruction, adapted to motor objectives and individual characteristics 6. Applies adapted teaching methods in the motor training process
Transversal skills	1. Works in a team and collaborates effectively 2. Provides constructive feedback and supports continuous learning 3. Promotes a safe and inclusive educational environment.

7. LEARNING OUTCOMES

7.1. Knowledge /skills	The student/graduate explains the general notions of the field, referring to the concepts of motor skills and motor activity, the structure and functions of human motor activities, their effects on development and education, so that they can be used in the rehabilitation process.
7.2. Skills	The student/graduate: 1.1. Uses the fundamental concepts of human motor skills in various contexts. 1.2. Uses terminology according to motor activities. 1.3. Distinguishes the role and place of the physiotherapist in different professional contexts.
7.3. Responsibility and autonomy	The student/graduate:

	1.1.1. Exemplify motor acts, actions and activities. 1.2.1. Argues for the use of specialised terminology in debates within the field. 1.3.1. Identify the duties of the physiotherapist within interdisciplinary teams ( ).

8. COURSE OBJECTIVES (based on the specific skills grid)

8.1 General objective of the discipline	Acquiring theoretical and practical knowledge related to the practice of athletics
8.2 Specific objectives	Acquiring knowledge related to the principles of somatic development from specialist literature (for pupils in grades I-VIII) Acquiring the knowledge necessary to develop a lesson plan using athletics resources Knowledge of the theory and methodology of athletics training at beginner level Knowing the rules of occupational health and safety in specific activities Knowledge of competition rules for juniors in disciplines organised under the authority of the Romanian Athletics Federation

9. CONTENTS

9.1 Course	No. of hours	Teaching methods
1. Introduction to athletics. Brief history, athletics as a priority sport in our physical education and sports system. Current level of development of athletics nationally and internationally and within the IPC (International Paralympic Committee)	**2**	Interactive course
2. The subject and issues of athletics theory and methodology, sources and links to other sciences and disciplines (the athletics organisation system)	**2**	
3. Introduction to athletics – running school	**3**	
4. Introduction to athletics – jumping school	**3**	

5. Introduction to athletics – throwing school	**3**	
6. Stages of learning athletics exercises	**2**	
7. Typical scheme for learning running, jumping and throwing exercises	**2**	
8. Athletics in physiotherapy. The benefits of athletics for children and adults with special needs	**2**	
9. Athletics lessons for students with special educational needs (SEN)	**3**	
10. Prevention and correction of deficiencies with the help of athletic exercises	**3**	
11. Possible risks of injury in athletics	**3**	
TOTAL HOURS	**2**	

Bibliography

1. Albină, A.E., (2016) - Technique of athletics events taught in school, Ed. Sitech, Craiova.
2. Albină, A.E., Albină, C., (2016) Athletics - practical and methodological course, Ed. Sitech, Craiova.
3. Dragomir Marcela (2009) - Athletics - teaching methodology and regulations, vocational and extracurricular area, Ed. Universitaria, Craiova.
4. Dragomir Marcela, (2008) - Athletics - teaching technique, vocational and extracurricular area, Ed. Universitaria, Craiova, 2008.
5. Dragomir Marcela, Albină A., (2006) Athletics in School, Ed. Universitaria, Craiova.
6. Dragomir Marcela, (2001) - Running and Jumping Techniques, Ed. Universitaria, Craiova.
7. Dragomir, Marcela, (2001) - Throwing Exercise Techniques, Ed. Universitaria, Craiova.
8. Dragomir, Marcela, (2001) - Determining the Optimal Content of the Educational Concept Based on Teaching Technologies Suitable for Athletics and Dynamic Games, Ed. Universitaria, Craiova.
9. Dragomir M., Albina A., Albina C-tin., (2001) - Athletics competition rules, Reprography of the University of Craiova.
10. Rinderu I., Dragomir M., Dragomir Marcela, (1997) - Teaching athletics in an attractive way through the use of games and preparatory exercises, University Reprography, Craiova.
11. Tatu T., Alexandrescu D., (1983) - Athletics, EDP, Bucharest.
12. Ardeleanu, T., (1977) - Motor learning with applications in athletics, IEFS.
13. http://www.edu.ro
14. http://ipc-athletics.paralympic.org
15. http://www.specialolympics.org
16. http://www.specialolympics.ro
17. http://www.npc.org.ro
18. http://www.handisport.ro

http://www.wikipedia.orgBibliografiee:

9.2 Applied activities (topics/themes)	No. of hours	Teaching methods
1. Methodology for learning running exercises.	**4**	Explanation, demonstration, repetition
2. Methodology for teaching exercises in the jumping school.	**4**	
3. Methodology for learning throwing exercises.	**4**	
4. Methodology for learning the middle-distance running stride. Games.	**4**	
5. Methodology for learning the speed running stride. Games.	**3**	
6. Methodology for learning the long jump with squatting and 1½ steps in flight. Games.	**3**	
7. Methodology for learning the high jump with stepping. Games.	**3**	
8. Methodology for learning how to throw a ball in oina. Games.	**3**	
TOTAL HOURS	**28**	

Bibliography

1. Albină, A.E., (2016) - Technique of athletic events taught in school, Ed. Sitech, Craiova.
2. Albină, A.E., Albină, C., (2016) Athletics - practical and methodological course, Ed. Sitech, Craiova.
3. Dragomir Marcela (2009) - Athletics - teaching methodology and regulations, vocational and extracurricular area, Ed. Universitaria, Craiova.
4. Dragomir Marcela, (2008) - Athletics - teaching technique, vocational and extracurricular area, Ed. Universitaria, Craiova, 2008.
5. Dragomir Marcela, Albină A., (2006) Athletics in school, Ed. Universitaria, Craiova.
6. Dragomir Marcela, (2001) - Running and jumping techniques, Ed. Universitaria, Craiova.
7. Dragomir, Marcela, (2001) - Throwing Exercise Techniques, Ed. Universitaria, Craiova.
8. Dragomir, Marcela, (2001) - Determining the optimal content of the educational concept based on teaching technologies appropriate to athletics and dynamic games, Ed. Universitaria, Craiova.
9. Dragomir M., Albina A., Albina C-tin., (2001) - Athletics competition rules, Reprography of the University of Craiova.
10. Rinderu I., Dragomir M., Dragomir Marcela, (1997) - Teaching athletics in an attractive way through the use of games and preparatory exercises, University Reprography, Craiova.
11. Tatu T., Alexandrescu D., (1983) - Athletics, EDP, Bucharest.
12. Ardeleanu, T., (1977) - Motor learning with applications in athletics, IEFS.
13. http://www.edu.ro
14. http://ipc-athletics.paralympic.org
15. http://www.specialolympics.org
16. http://www.specialolympics.ro
17. http://www.npc.org.ro
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19. http://www.wikipedia.org

10. CORRELATION OF THE CONTENT OF THE DISCIPLINE WITH THE EXPECTATIONS OF REPRESENTATIVES OF THE EPISTEMIC COMMUNITY, PROFESSIONAL ASSOCIATIONS AND REPRESENTATIVE EMPLOYERS IN THE FIELD RELATED TO THE PROGRAMME

The content of the discipline is corroborated with the expectations of community representatives, professional associations and employers (County School Inspectorate, Sports Clubs, Romanian Athletics Federation), complying with the requirements of the Romanian Athletics Federation regulations.

11. ASSESSMENT

Type of activity	11.1 Assessment criteria	11.2 Assessment methods	11.3 Weighting in the final mark
11.4 Course	Assessment of knowledge of athletic exercise techniques and their correct application in physical education and sports lessons	Written assessment	60
11.5 Practical activities	**LP** Verification of the degree of the ability to select and demonstrate athletic exercises used in physical education and sports lessons at school	Practical assessment	40%
11.6 Minimum performance standard (minimum knowledge required to pass the subject and how it is assessed)			
Knowledge and application of the means of achieving the specific objectives of athletics in school lesson plans.			

Date of completion: Signature of course holder Signature of activity holder

1. 09. 2025

Assoc. Prof. Dr. Albină A.E. Assoc. Prof. Dr. Albină A.E.


Date of approval by the department Signature of the head of department

15.09.2025 Prof. Rusu Ligia

UNIVERSITY OF CRAIOVA-FEFS
DEPARTMENT - KINESIOTHERAPY AND SPORTS MEDICINE (D06)

COURSE DESCRIPTION
2025

1. Programme details

1.1 Higher education institution	University of Craiova
1.2 Faculty/Department	Physical Education and Sport/Department 6
1.3 Department	Kinesiotherapy and Sports Medicine
1.4 Field of study	Sports Science and Physical Education
1.5 Cycle of studies	Bachelor's degree - cycle I
1.6 Study programme/Qualification	Kinetotherapy and special motor skills / *Physiokinesitherapist - COR code 226401; Kinetotherapist - COR code 226405.*

2. Information about the discipline

2.1 Name of the discipline	**Applications of sports games in physiotherapy - football**						
2.2 Course coordinator	**Associate Professor Dr. STOICA Doru**						
2.3 Seminar lecturer(s)	**Associate Professor Dr. STOICA Doru**						
2.4 Year of study	I	2.5 Semester	II	2.6 Type of assessment	C	2.7 Course status	DS/ DOP

3. Total estimated time (hours per semester of teaching activities)

3.1 Number of hours per week	3	of which: 3.2 lectures	1	3.3 seminar/laboratory	2
3.4 Total hours in the curriculum	42	of which: 3.5 course	14	3.6 Seminar/laboratory	28
Distribution of time					hours
Study using textbooks, course materials, bibliography and notes					2
Additional documentation in the library, on specialised electronic platforms and in the field					2
Preparation for seminars/laboratories, assignments, reports, portfolios and essays					2
Tutoring					
Examinations					2
Other activities					

3.7 Total hours of individual study	8
3.8 Total hours per semester	50
3.9 Number of credits	2

4. Prerequisites (where applicable)

4.1 Curriculum	Not applicable
4.2 Competency	Not applicable

5. Conditions (where applicable)

5.1 Course delivery	Room with technical equipment: PC, video projector, screen.
5.2 for conducting the the seminar/laboratory	Synthetic turf field with specific football equipment.

6. Skills

6.1 Key skills	CC4. Personal, social and learning to learn competences. CC5. Civic competences. CC7. Cultural awareness and expression.
6.2 Professional competences	CP3. Application and adaptation of theoretical and practical concepts according to pathology for the design of kinetic programmes. CP12. Correct selection of equipment, devices and facilities specific to kinesitherapy for use in recovery programmes. CP16. Adapting and monitoring specific rehabilitation, prevention and recovery programmes for competitive athletes. CP30. Recognising and being aware of the risks posed by certain activities to the human body. CP37. Understanding and interpreting the mechanisms that govern the biological and psychological structures of the human body in motor activities. CP38. Observation, analysis and interpretation of motor activities in the context of prevention and recovery. CP39. Use and justification of physical exercise in the design of kinetoprophylaxis and kinetotherapy programmes. CP40. Ability to apply technical and tactical concepts specific to sports activities for

	prophylactic and therapeutic purposes. CP56. Ensuring the safety, comfort and dignity of the patient/client during specific professional activities. CP58. Promoting inclusion, respect for diversity, equal treatment of genders, ethnicities and minority groups within organisations to prevent discrimination and ensure inclusion.
6.3 Transversal competences	CT1. Commitment to the task. CT2. Taking responsibility. CT3. Autonomy in task completion. CT4. Creativity. CT6. Ethics and integrity. CT9. Goal/results orientation. CT13. Active learning ability. CT16. Teamwork. CT17. Community orientation.

7. Learning outcomes

7.1. Knowledge	The student/graduate explains the general notions of the field, referring to the concepts of motor skills and motor activity, the structure and functions of human motor activities, their effects on development and education, so that they can be used in the rehabilitation process.
7.2. Skills/ Skills	The student/graduate: Uses the fundamental concepts of human motor skills in various contexts. Uses terminology according to motor activities. Distinguishes the role and place of the physiotherapist in different professional contexts.
7.3. Responsibility and autonomy	The student/graduate: Exemplifies motor acts, actions and activities. Justifies the use of specialised terminology in debates within the field. Identify the duties of the physiotherapist within interdisciplinary teams.

8. Course objectives (based on the competency grid)

8.1. General objective of the discipline	To develop theoretical and practical skills regarding the application of football in physiotherapy and rehabilitation programmes, through knowledge of the fundamental concepts of motor skills, technique and sports tactics, for prophylactic and therapeutic purposes.
8.2. Specific objectives	Understanding the basic principles of football and their applicability in physiotherapy. Identifying training methods and techniques suitable for patients with musculoskeletal disorders. Developing the ability to integrate football-inspired exercises into rehabilitation programmes. Developing skills for observing, analysing and correcting the execution of movements.

9. Content

9.1. Course	**Teaching methods**	**No. of hours**
Field of study and its evolution in an interdisciplinary context. Football as a means of physiotherapy. Characteristics of football. Systematisation of football content. Rules of the game.	Lecture, explanation, description, conversation	2
Technical procedures specific to football (kicking the ball with the foot, heading the ball, throwing from the sideline, feinting, receiving, dispossessing and dribbling the ball). Technical description, static and dynamic muscle characteristics, elements of biomechanics, risk factors associated with specific injuries. Guidelines on the prospects and limitations of integrating specific methods into prevention and recovery programmes. Methodological principles for selecting and adapting methods according to programme objectives.		4
Technical procedures specific to the goalkeeper's game (fundamental position, catching, deflecting and punching the ball, diving, coming out of the goal and blocking, throwing the ball with the hand, controlling and clearing the ball) – technical description, static and dynamic muscle characteristics, biomechanical elements, risk factors associated with specific injuries. Guidelines on the prospects and limits of integrating specific means into prevention and recovery programmes. Methodological principles for selecting and adapting means according to programme objectives.		4
Typology of injuries specific to football players. Associated risk factors. Elements of primary and secondary prevention. Principles of functional recovery and rehabilitation. Adaptation of methods in segmental recovery and motor reintegration programmes.		2
Football in adapted sports competitions for people with disabilities (Paralympic Games, Special Olympics, Deaflympics). Ways of adapting and using the game in its entirety. The nature of the demand depending on the structural elements of the game. Theoretical and methodological guidelines on the use of elements of football by people with motor impairments (amputations, spinal cord injuries, cerebral palsy), dwarfism and other progressive physical disabilities (muscular dystrophy, juvenile rheumatoid arthritis, multiple sclerosis, etc.).		2

Bibliography:

1. Stoica, D., Barbu, D. (2014). *In-depth study of the sport of football*, Craiova, Edit. Sitech.
2. Stoica D., STROE C.A. (2005). *Football in school.* Craiova, Edit. Universitaria.
3. Stoica, D. (2011). *The dynamics of teaching football*, Craiova, Edit. Universitaria
4. Stoica, D., *(2016) Scientific Fundamentals of Football,* Craiova, Universitaria Publishing House.
5. Slimi, O., Souissi, M. A., Marsigliante, S., Badicu, G., Vveinhardt, J., & Muscella, A. (2025). Adapted Basketball Training Improves Fitness and Motivation in Adolescents with Moderate Obesity: A Randomised Controlled Trial. *Children*, *12*(9), 1262
6. Teodorescu, S., Bota, A., & Stănescu, M. (2003). *Physical education and adapted sport: for people with sensory, mental and social disabilities*. Semne.
7. Teodorescu, S., & Bota, A. (2007*). Physical education and adapted sport for people with motor disabilities*. Printech.

9.2.Seminar/laboratory	**Teaching methods**	**No. of hours**
Knowledge of the rules and the playing field.	Observation, practice,	2

	evaluation	
Learning the basic position and biomechanics of specific technical moves for field players: (kicking the ball, heading the ball, throwing from the sideline, feinting, receiving, dispossessing and dribbling the ball). Ways of adapting and integrating specific action systems into prevention/recovery programmes.	Description, explanation, observation, demonstration, practice, repetition, learning assessment	6
Acquisition of specific technical skills in goalkeeping: basic position, (catching, deflecting and punching the ball, diving, coming off the line and blocking, throwing the ball with the hand, dribbling and clearing the ball. Ways of adapting and integrating specific action systems into prevention/recovery programmes.		6
Practical applications of football in rehabilitation: adapting exercises according to therapeutic goals.		4
Ways of adapting means in prevention, segmental recovery and motor reintegration programmes for football players. Recognising the functional signs of injuries (ankle, knee, spine, shoulder, elbow, hand), setting objectives, means and methods of assessment.		4
Ways of adapting football to the prevention/recovery/social integration of people with hearing impairments and mental disabilities (adapting the rules, pitch, content - depending on the level of impairment). Creating a recovery programme based on specific elements of football.		4
Verification of practical and methodological knowledge regarding the ability to select and adapt specific football game means according to the programme objectives.	Observation, demonstration, learning assessment	2

Bibliography:

1. Stoica, D. (2007). *Football, Basic Course for Bachelor's Degree Studies*, Universitaria Publishing House, Craiova.
2. Stoica, D. (2006). *Football – University Textbook,* Universitaria Publishing House, Craiova.
3. Stoica, D. (2010). *Effort and the development of motor skills in modern sports training*, Universitaria Publishing House, Craiova.
4. Carbone PS, Smith PJ, Lewis C, et al. (2021). Promoting the participation of children and adolescents with disabilities in sports, recreation, and physical activity. Pediatrics. 2021;148:e2021054664
5. Diaz R, Miller EK, Kraus E, et al. (2019). Impact of adaptive sports participation on quality of life. Sports Med Arthrosc Rev. 2019;27:73-82.
6. Tabaie, Sean A et al. (2021). Adaptive Sport Participation in the Paediatric Population. Journal of the Paediatric Orthopaedic Society of North America, Volume 4, Issue 3, 474

10. Corroboration of the discipline's content with the expectations of representatives of the epistemic community, professional associations and representative employers in the field related to the programme

Through its content, the discipline contributes to the development of skills for the adaptation and methodological-scientific argumentation of physical exercises in kinetoprophylaxis and kinesitherapy programmes, as well as to the development of the ability to observe and monitor motor activities, with a view to designing and implementing programmes for the rehabilitation, prevention and recovery of competitive athletes. These skills meet the requirements of the profession, and the content is correlated with the expectations of professional associations and employers concerned with prophylaxis, recovery and adapted motor activities.

11. Assessment

Type of activity	11.1 Assessment criteria	11.2 Assessment methods	11.3 Weighting in the final mark (%)
11.1. Course	Active participation in lectures	Written assessment	50
	In order to pass the course, the final assessment mark must be at least 5.		
11.2. Seminar/laboratory	Fulfilment of attendance/recovery criteria	Periodic assessment of practical and methodological knowledge	40
	Presentation of specific football techniques in line with the programme objectives.		
	Active participation in practical work	Continuous assessment	10
11.3. Minimum performance standard			
Final assessment: knowledge of general and basic concepts of the discipline - weighting 50%. Periodic and continuous assessment: demonstration of the ability to correctly select and adapt specific football techniques in relation to the objectives of the kinesitherapy/kinesitherapy programme - 50%.			

Date of completion: Signature of course lecturer Signature of the seminar lecturer

1.09.2025 Associate Professor Dr. Stoica Doru Associate Professor Dr. Stoica Doru

Date of approval by the department: Signature of the department director

15.09.2025 Prof. Ligia Rusu

UNIVERSITY OF CRAIOVA-FEFS
DEPARTMENT - KINETHERAPY AND SPORTS MEDICINE (D06)

COURSE DESCRIPTION
2025

1. Programme details

1.1 Higher education institution	University of Craiova
1.2 Faculty/Department	Physical Education and Sport/Department 6
1.3 Department	Kinesiotherapy and Sports Medicine
1.4 Field of study	Sports Science and Physical Education
1.5 Cycle of studies	Bachelor's degree - cycle I
1.6 Study programme/Qualification	Kinetotherapy and special motor skills / *Physiokinetotherapist - COR code 226401; Kinetotherapist - COR code 226405.*

2. Information about the discipline

2.1 Name of the discipline	**Applications of sports games in physiotherapy - handball**						
2.2 Course coordinator	**Lecturer Dr. POPESCU Cătălin**						
2.3 Seminar lecturer(s)	**Lecturer Dr. POPESCU Cătălin**						
2.4 Year of study	I	2.5 Semester	II	2.6 Type of assessment	C	2.7 Discipline regime	DS/ DOP

3. Total estimated time (hours per semester of teaching activities)

3.1 Number of hours per week	3	of which: 3.2 lectures	1	3.3 seminar/laboratory	2
3.4 Total hours in the curriculum	42	of which: 3.5 lecture	14	3.6 seminar/laboratory	28

Distribution of time	hours
Study using textbooks, course materials, bibliography and notes	2
Additional documentation in the library, on specialised electronic platforms and in the field	2
Preparation for seminars/laboratories, assignments, reports, portfolios and essays	2
Tutoring	
Examinations	2
Other activities	

3.7 Total hours of individual study	8
3.8 Total hours per semester	50
3.9 Number of credits	2

4. Prerequisites (where applicable)

4.1 Curriculum	Not applicable
4.2 Competency	Not applicable

5. Conditions (where applicable)

5.1 Course delivery	Room with technical equipment: PC, video projector, screen.
5.2 for conducting the the seminar/laboratory	Multifunctional and regulation sports hall with specific equipment for handball.

6. Skills

6.1 Key skills	CC4. Personal, social and learning to learn competences. CC5. Civic competences. CC7. Cultural awareness and expression skills.
6.2 Professional competences	CP3. Application and adaptation of theoretical and practical concepts according to pathology for the design of kinetic programmes. CP12. Correct selection of equipment, devices and facilities specific to kinesitherapy for use in recovery programmes. CP16. Adapting and monitoring specific rehabilitation, prevention and recovery programmes for competitive athletes. CP30. Recognising and being aware of the risks posed by certain activities to the human body. CP37. Understanding and interpreting the mechanisms that govern the biological and psychological structures of the human body in motor activities. CP38. Observation, analysis and interpretation of motor activities in the context of prevention and recovery.

	CP39. Use and justification of physical exercise in the design of kinetoprophylaxis and kinetotherapy programmes. CP40. Ability to apply technical and tactical concepts specific to sports activities for prophylactic and therapeutic purposes. CP56. Ensuring the safety, comfort and dignity of the patient/client during specific professional activities. CP58. Promoting inclusion, respect for diversity, equal treatment of genders, ethnicities and minority groups within organisations to prevent discrimination and ensure inclusion.
6.3 Transversal competences	CT1. Commitment to the task. CT2. Taking responsibility. CT3. Autonomy in task completion. CT4. Creativity. CT6. Ethics and integrity. CT9. Goal/results orientation. CT13. Active learning ability. CT16. Teamwork. CT17. Community orientation.

7. Learning outcomes

7.1. Knowledge	The student/graduate explains the general notions of the field, referring to the concepts of motor skills and motor activity, the structure and functions of human motor activities, their effects on development and education, so that they can be used in the rehabilitation process.
7.2. Skills/ Skills	The student/graduate: Uses the fundamental concepts of human motor skills in various contexts. Uses terminology according to motor activities. Distinguishes the role and place of the physiotherapist in different professional contexts.
7.3. Responsibility and autonomy	The student/graduate: Exemplifies motor acts, actions and activities. Justifies the use of specialised terminology in debates within the field. Identifies the duties of the physiotherapist within interdisciplinary teams.

8. Course objectives (based on the competency grid)

8.1. General objective of the discipline	To develop theoretical and practical skills regarding the application of handball in physiotherapy and rehabilitation programmes, through knowledge of the fundamental concepts of motor skills, technique and sports tactics, for prophylactic and therapeutic purposes.
8.2. Specific objectives	Understanding the basic principles of handball and their applicability in physiotherapy. Identifying training methods and techniques adapted to patients with musculoskeletal disorders. Developing the ability to integrate handball-inspired exercises into rehabilitation programmes.

	Developing skills for observing, analysing and correcting the execution of movements.

9. Content

9.1. Course	**Teaching methods**	**No. of hours**
Field of study and its evolution in an interdisciplinary context. Handball as a means of physiotherapy. Characteristics of handball. Systematisation of handball content. Rules of the game.	Lecture, explanation, description, conversation	2
Technical procedures specific to handball: getting used to, holding, catching and passing the handball, dribbling, shooting at the goal, feinting movements. Technical description, static and dynamic muscle characteristics, biomechanical elements, risk factors associated with specific injuries. Guidelines on the prospects and limits of integrating specific means into prevention and recovery programmes. Methodological principles for selecting and adapting means according to programme objectives.		4
Technical procedures specific to goalkeeping (fundamental position, catching, blocking and deflecting shots on goal, launching counterattacks – technical description, static and dynamic muscle characteristics, biomechanical elements, risk factors associated with specific injuries. Guidelines on the prospects and limitations of integrating specific means into prevention and recovery programmes. Methodological principles for selecting and adapting means according to programme objectives.		4
Typology of specific injuries in handball players. Associated risk factors. Elements of primary and secondary prevention. Principles of functional recovery and re . Adaptation of methods in segmental recovery and motor reintegration programmes.		2
Handball in adapted sports competitions for people with disabilities (Paralympic Games, Special Olympics, etc.). Ways of adapting and using the game in its entirety. The nature of the demand depending on the structural elements of the game. Theoretical and methodological guidelines on the use of elements of handball by people with motor impairments (amputations, spinal cord injuries, cerebral palsy), dwarfism and other progressive physical disabilities (muscular dystrophy, juvenile rheumatoid arthritis, multiple sclerosis, etc.).		2

Bibliography:

1.Bota I., Bota, M., (1990), *Handball. 500 exercises for learning the game*, Ed., Turism, Bucharest
2.Hantău, C., (2000*), Handball,* Alpha Publishing House, Bucharest
3.Mihăilă, I., (2013), *Handball. Game theory*, Ed. University of Pitești.

4. Mihăilă, I., (2013), *Handball. Exercises for the game,* Ed. University of Pitești

5.Orţănescu,C., (2007), *Handball. Training and Competition*, Ed.Universitaria,Craiova

6. Orţănescu, C., (2006), *Handball. Basic Technical and Tactical Training*, Ed. Universitaria, Craiova
7.Orţănescu C., Popescu, C. M., (2011), Handball. Theory and Methodology of the Game, Ed.Universitaria,Craiova
8.Slimi, O., Souissi, M. A., Marsigliante, S., Badicu, G., Vveinhardt, J., & Muscella, A. (2025). Adapted Basketball Training Improves Fitness and Motivation in Adolescents with Moderate Obesity: A Randomised Controlled Trial. *Children*, *12*(9), 1262

9.Teodorescu, S., Bota, A., & Stănescu, M. (2003). *Physical education and adapted sport: for people with sensory and mental disabilities and those who are socially disadvantaged*. Semne.
10.Teodorescu, S., & Bota, A. (2007*). Physical education and adapted sport for people with motor impairments*. Printech.

9.2.Seminar/laboratory	**Teaching methods**	**No. of hours**
Knowledge of the rules and the playing field.	Observation, practice, evaluation	2
Learning the basic position and biomechanics of specific technical skills for field players: (holding, catching and passing the ball, dribbling, shooting at goal). Ways of adapting and integrating specific action systems into prevention/recovery programmes.	Description, explanation, observation, demonstration, practice, repetition, evaluation of learning	6
Acquisition of technical skills specific to goalkeeping: basic position (basic position, catching, blocking and deflecting shots on goal, launching counterattacks Methods of adapting and integrating specific action systems into prevention/recovery programmes.		6
Practical applications of handball in rehabilitation: adaptations of exercises according to therapeutic goals.		4
Ways of adapting means in prevention, segmental recovery and motor reintegration programmes for handball players. Recognising the functional signs of injuries (ankle, knee, spine, shoulder, elbow, hand, shoulder), setting objectives, means and methods of assessment.		4
Ways of adapting handball to the prevention/recovery/social integration of people with hearing impairments and mental disabilities (adapting the rules, the court, the content - depending on the level of impairment). Creating a recovery programme based on the specific elements of handball.		4
Verification of practical and methodological knowledge regarding the ability to select and adapt specific handball game means according to the programme objectives.	Observation, demonstration, learning assessment	2

Bibliography

1.Bota I., Bota, M., (1990), *Handball. 500 exercises for learning the game,* Ed., Turism, Bucharest
2.Hantău, C., (2000*), Handball*, Alpha Publishing House, Bucharest
3.Mihăilă, I., (2013), *Handball. Game theory*, Ed. University of Pitești.

4. Mihăilă, I., (2013), *Handball. Exercises for the game,* Ed. University of Pitești

5.Orţănescu,C., (2007), *Handball. Training and Competition*, Ed.Universitaria,Craiova

6. Orţănescu, C., (2006), *Handball. Basic Technical and Tactical Training*, Ed. Universitaria, Craiova
7.Orţănescu C., Popescu, C. M., (2011), Handball. Theory and Methodology of the Game, Ed.Universitaria
8.Carbone PS, Smith PJ, Lewis C, et al. (2021). Promoting the participation of children and adolescents with disabilities in sports, recreation, and physical activity. Pediatrics. 2021;148:e2021054664
9.Diaz R, Miller EK, Kraus E, et al. (2019). Impact of adaptive sports participation on quality of life. Sports Med Arthrosc Rev. 2019;27:73-82.
10.Tabaie,Sean Aetal. (2021). Adaptive Sport Participation in the Paediatric Population. Journal of the Paediatric Orthopaedic Society of North America, Volume 4, Issue 3, 474

10. Corroboration of the discipline's content with the expectations of representatives of the epistemic community, professional associations and representative employers in the field related to the programme

Through its content, the discipline contributes to the development of skills for the adaptation and methodological-scientific argumentation of physical exercises in kinetoprophylaxis and kinesitherapy programmes, as well as to the development of the ability to observe and monitor motor activities, with a view to designing and implementing programmes for the rehabilitation, prevention and recovery of competitive athletes. These skills meet the requirements of the profession, and the content is correlated with the expectations of professional associations and employers concerned with prophylaxis, recovery and adapted motor activities.

11. Assessment

Type of activity	11.1 Assessment criteria	11.2 Assessment methods	11.3 Weighting in the final mark (%)
11.1. Course	Active participation in classes	Written assessment	50
	In order to pass the course, the final assessment grade must be at least 5.		
11.2. Seminar/laboratory	Fulfilment of attendance/recovery criteria	Periodic assessment of practical and methodological knowledge	40
	Presentation of specific handball techniques in accordance with the programme objectives.		
	Active participation in practical work	Continuous assessment	10
11.3. Minimum performance standard			
Final assessment: knowledge of general and basic concepts of the discipline - weighting 50%. Periodic and continuous assessment: demonstration of the ability to correctly select and adapt specific handball techniques in relation to the objectives of the kinesitherapy/kinesitherapy programme - 50%.			

Date of completion: 1.09.2025

Signature of the course lecturer

Lecturer Dr. POPESCU Cătălin

Signature of the seminar lecturer

Lecturer Dr. POPESCU Cătălin

Date of approval by the department:

Signature of the department director

Prof. Rusu Ligia

UNIVERSITY OF CRAIOVA-FEFS
DEPARTMENT - KINETHERAPY AND SPORTS MEDICINE (D06)

COURSE DESCRIPTION
2025

1. Programme details

1.1 Higher education institution	University of Craiova
1.2 Faculty/Department	Physical Education and Sport/Department 6
1.3 Department	Kinesiotherapy and Sports Medicine
1.4 Field of study	Sports Science and Physical Education
1.5 Cycle of studies	Bachelor's degree - cycle I
1.6 Study programme/Qualification	Kinetotherapy and special motor skills / *Physiokinesitherapist - COR code 226401; Kinetotherapist - COR code 226405.*

2. Information about the discipline

2.1 Name of the discipline	**Applications of sports games in physiotherapy - basketball**						
2.2 Course coordinator	**Associate Professor Cosma Marian Alexandru Corneliu**						
2.3 Seminar lecturer(s)	**Associate Professor Cosma Marian Alexandru Corneliu**						
2.4 Year of study	I	2.5 Semester	II	2.6 Type of assessment	C	2.7 Course requirements	DOP

3. Total estimated time (hours per semester of teaching activities)

3.1 Number of hours per week	3	of which: 3.2 lectures	1	3.3 seminar/laboratory	2
3.4 Total hours in the curriculum	42	of which: 3.5 course	14	3.6 seminar/laboratory	28

Distribution of time	hours
Study using textbooks, course materials, bibliography and notes	2
Additional documentation in the library, on specialised electronic platforms and in the field	2
Preparation for seminars/laboratories, assignments, reports, portfolios and essays	2
Tutoring	
Examinations	2
Other activities	

3.7 Total hours of individual study	8
3.8 Total hours per semester	50
3.9 Number of credits	2

4. Prerequisites (where applicable)

4.1 Curriculum	Not applicable
4.2 Competency	Not applicable

5. Conditions (where applicable)

5.1 Course delivery	Room with technical equipment: PC, video projector, screen.
5.2 for conducting the the seminar/laboratory	Sports hall with specific basketball equipment.

6. Skills

6.1 Key skills	CC4. Personal, social and learning to learn competences. CC5. Civic competences. CC7. Cultural awareness and expression skills.
6.2 Professional competences	CP3. Application and adaptation of theoretical and practical concepts according to pathology for the design of kinetic programmes. CP12. Correct selection of equipment, devices and facilities specific to kinesitherapy for use in recovery programmes. CP16. Adapting and monitoring specific rehabilitation, prevention and recovery programmes for competitive athletes. CP30. Recognising and being aware of the risks posed by certain activities to the human body. CP37. Understanding and interpreting the mechanisms that govern the biological and psychological structures of the human body in motor activities. CP38. Observation, analysis and interpretation of motor activities in the context of prevention and recovery. CP39. Use and justification of physical exercise in the design of kinetoprophylaxis and

	kinetotherapy programmes. CP40. Ability to apply technical and tactical concepts specific to sports activities for prophylactic and therapeutic purposes. CP56. Ensuring the safety, comfort and dignity of the patient/client during specific professional activities. CP58. Promoting inclusion, respect for diversity, equal treatment of genders, ethnicities and minority groups within organisations to prevent discrimination and ensure inclusion.
6.3 Transversal competences	CT1. Commitment to the task. CT2. Taking responsibility. CT3. Autonomy in task completion. CT4. Creativity. CT6. Ethics and integrity. CT9. Goal/results orientation. CT13. Active learning ability. CT16. Teamwork. CT17. Community orientation.

7. Learning outcomes

7.1. Knowledge	The student/graduate explains the general notions of the field, referring to the concepts of motor skills and motor activity, the structure and functions of human motor activities, their effects on development and education, so that they can be used in the rehabilitation process in an manner.
7.2.Skills/ Skills	The student/graduate: Uses the fundamental concepts of human motor skills in various contexts. Uses terminology according to motor activities. Distinguishes the role and place of the physiotherapist in different professional contexts.
7.3. Responsibility and autonomy	The student/graduate: Exemplifies motor acts, actions and activities. Justifies the use of specialised terminology in debates within the field. Identify the duties of the physiotherapist within interdisciplinary teams.

8. Course objectives (based on the competency grid)

8.1. General objective of the discipline	To develop theoretical and practical skills regarding the application of basketball in physiotherapy and rehabilitation programmes, through knowledge of the fundamental concepts of motor skills, technique and sports tactics, for prophylactic and therapeutic purposes.
8.2. Specific objectives	Understanding the basic principles of basketball and their applicability in physiotherapy. Identifying training methods and techniques adapted to patients with musculoskeletal disorders. Developing the ability to integrate basketball-inspired exercises into rehabilitation

	programmes. Developing skills for observing, analysing and correcting movement execution

9. Content

9.1. Course	**Teaching methods**	**No. of hours**
Field of study and its evolution in an interdisciplinary context. Basketball as a means of physiotherapy. Characteristics of basketball. Systematisation of basketball content. Rules and regulations.	Lecture, explanation, description, conversation	2
Technical procedures specific to offensive play (fundamental position, holding, catching and passing the basketball, stops, pivoting) – technical description, static and dynamic muscle characteristics, elements of biomechanics, risk factors associated with specific injuries. Guidelines on the prospects and limits of integrating specific means into prevention and recovery programmes. Methodological principles for selecting and adapting means according to programme objectives.		4
Technical procedures specific to defence play (fundamental position, arm and leg work, jumping) – technical description, static and dynamic muscle characteristics, biomechanical elements, risk factors associated with specific injuries. Guidelines on the prospects and limitations of integrating specific means into prevention and recovery programmes. Methodological principles for selecting and adapting means according to programme objectives.		4
Typology of specific injuries in basketball players. Associated risk factors. Elements of primary and secondary prevention. Principles of functional recovery. Adaptation of means in segmental recovery and motor reintegration programmes.		2
Basketball in adapted sports competitions for people with disabilities (Paralympic Games, Special Olympics, Deaflympics). Ways of adapting and using the game in its entirety. The nature of the demand depending on the structural elements of the game. Theoretical and methodological guidelines on the use of certain elements of basketball by people with motor impairments (amputations, spinal cord injuries, cerebral palsy), dwarfism and other progressive physical disabilities (muscular dystrophy, juvenile rheumatoid arthritis, multiple sclerosis, etc.).		2

Bibliography:

8. Bates, L., Kearns, R., Witten, K., and Carroll, P. (2019). 'A level playing field': young people's experiences of wheelchair basketball as an enabling place. *Health Place* 60:102192
9. Gheţu R., (2016), *Scientific fundamentals of sports games—basketball*, Craiova. Sitech Publishing House
10. Ghiţescu I., Moanţă, A., (2008), *The basics of basketball*, Bucharest. Matrix Rom Publishing House
11. Slimi, O., Souissi, M. A., Marsigliante, S., Badicu, G., Vveinhardt, J., & Muscella, A. (2025). Adapted Basketball Training Improves Fitness and Motivation in Adolescents with Moderate Obesity: A Randomised Controlled Trial. *Children*, *12*(9), 1262
12. Teodorescu, S., Bota, A., & Stănescu, M. (2003). *Physical education and adapted sport: for people with sensory and mental disabilities and those who are socially disadvantaged*. Semne.

13. Teodorescu, S., & Bota, A. (2007*). Physical education and adapted sport for people with motor impairments*. Printech.

9.2.Seminar/laboratory	**Teaching methods**	**No. of hours**
Knowledge of the rules and the playing field.	Observation, practice, evaluation	2
Learning the basic position, holding, catching and passing the basketball, stopping, pivoting, dribbling, pirouetting, shooting at the basket (from a standing position, while moving, while jumping, changing direction). Ways of adapting and integrating specific action systems into prevention/recovery programmes.	Description, explanation, observation, demonstration, practice, repetition, assessment of learning	6
Acquisition of technical defence skills - basic stance, arm and leg work, jumping, changes of direction). Ways of adapting and integrating specific movement systems into prevention/recovery programmes.		6
Practical applications of basketball in rehabilitation: adaptations of exercises according to therapeutic goals.		4
Ways of adapting methods in programmes for prevention, segmental recovery and motor reintegration of basketball players. Recognising the functional signs of injuries (ankle, knee, spine, shoulder, elbow, hand), setting objectives, methods and means of assessment.		4
Ways to adapt basketball to the prevention/recovery/ nd social integration of people with hearing and mental impairments (adapting the rules, court, content - depending on the level of impairment). Creating a recovery programme based on specific elements of basketball		4
Verification of practical and methodological knowledge regarding the ability to select and adapt specific basketball game resources according to the programme's objectives.	Observation, demonstration, learning assessment	2

Bibliography:

7. Cavedon, Zancanaro & Milanese (2018).*Cavedon V, Zancanaro C, Milanese C. Anthropometry, body composition, and performance in sport-specific field test in female wheelchair basketball players. Frontiers in Physiology. 2018;9:568. doi: 10.3389/fphys.2018.00568.*
8. Carbone PS, Smith PJ, Lewis C, et al. (2021). Promoting the participation of children and adolescents with disabilities in sports, recreation, and physical activity. Pediatrics. 2021;148:e2021054664
9. Diaz R, Miller EK, Kraus E, et al. (2019). Impact of adaptive sports participation on quality of life. Sports Med Arthrosc Rev. 2019;27:73-82.
10. Ghețu, R.G., Cosma M.A. (2016), Basketball – Practical Workbook, Sitech Publishing House, Craiova.
11. Ghiţescu I., Moanţă, A., (2008), *Basics of Basketball*, Bucharest. Matrix Rom Publishing House
12. Tabaie, Sean A. et al. (2021). Adaptive Sport Participation in the Paediatric Population. Journal of the Paediatric Orthopaedic Society of North America, Volume 4, Issue 3, 474

10. Corroboration of the discipline's content with the expectations of representatives of the epistemic community, professional associations and representative employers in the field related to the programme

Through its content, the discipline contributes to the development of skills for the adaptation and methodological-scientific argumentation of physical exercises in kinetoprophylaxis and kinesitherapy programmes, as well as to the development of the ability to observe and monitor motor activities, with a view to designing and implementing programmes for the rehabilitation, prevention and recovery of competitive athletes. These skills meet the requirements of the profession, and the content is correlated with the expectations of professional associations and employers concerned with prophylaxis, recovery and adapted motor activities.

11. Assessment

Type of activity	11.1 Assessment criteria	11.2 Assessment methods	11.3 Weighting in the final mark (%)
11.1. Course	Active participation in lectures In order to pass the course, the final assessment mark must be at least 5.	Multiple-choice written assessment	50
11.2. Seminar/laboratory	Fulfilment of attendance/recovery criteria Presentation of specific basketball techniques in line with the programme objectives.	Periodic assessment of practical and methodological knowledge	40
	Active participation in practical work	Continuous assessment	10
11.3. Minimum performance standard			
Final assessment: knowledge of general and basic concepts of the discipline - weighting 50%. Periodic and continuous assessment: demonstration of the ability to correctly select and adapt specific basketball techniques in relation to the objectives of the kinesitherapy/kinesitherapy programme - 50%.			

Date of completion: 1.09.2025

Signature of the course lecturer
Assoc. Prof. Cosma Marian Alexandru

Signature of the seminar lecturer
Assoc. Prof. Cosma Marian Alexandru

Date of approval by the department:
15.09.2025

Signature of the department director
Prof. Rusu Ligia

UNIVERSITY OF CRAIOVA-FEFS
DEPARTMENT - KINESIOTHERAPY AND SPORTS MEDICINE (D06)

COURSE DESCRIPTION
2025-2026

1. Programme details

1.1 Higher education institution	University of Craiova
1.2 Faculty/Department	Physical Education and Sport/Department 6
1.3 Department	Kinesiotherapy and Sports Medicine
1.4 Field of study	Sports Science and Physical Education
1.5 Cycle of studies	Bachelor's degree - cycle I
1.6 Study programme/Qualification	Kinetotherapy and special motor skills / *Physiokinesitherapist - COR code 226401; Kinetotherapist - COR code 226405.*

2. Information about the discipline

2.1 Name of the discipline	**Applications of sports games in physiotherapy - volleyball**						
2.2 Course coordinator	**Lecturer Dr. Shaao Mirela**						
2.3 Seminar lecturer(s)	**Lecturer Dr. Shaao Mirela**						
2.4 Year of study	I	2.5 Semester	II	2.6 Type of assessment	C	2.7 Course status	DS/ DOP

3. Total estimated time (hours per semester of teaching activities)

3.1 Number of hours per week	3	of which: 3.2 lectures	1	3.3 seminar/laboratory	2
3.4 Total hours in the curriculum	42	of which: 3.5 course	14	3.6 seminar/laboratory	28
Distribution of time					hours
Study using textbooks, course materials, bibliography and notes					2
Additional documentation in the library, on specialised electronic platforms and in the field					2
Preparation for seminars/laboratories, assignments, reports, portfolios and essays					2
Tutoring					
Examinations					2
Other activities					

3.7 Total hours of individual study	8
3.8 Total hours per semester	50
3.9 Number of credits	2

4. Prerequisites (where applicable)

4.1 Curriculum	Not applicable
4.2 Competency	Not applicable

5. Conditions (where applicable)

5.1 Course delivery	Room with technical equipment: PC, video projector, screen.
5.2 for conducting the the seminar/laboratory	Sports hall with specific equipment: volleyball court, net, balls.

6. Skills

6.1 Key skills	CC4. Personal, social and learning to learn competences. CC5. Civic competences. CC7. Cultural awareness and expression skills.
6.2 Professional competences	CP3. Application and adaptation of theoretical and practical concepts according to pathology for the design of kinetic programmes. CP12. Correct selection of equipment, devices and installations specific to kinesitherapy for use in recovery programmes. CP16. Adaptation and monitoring of specific rehabilitation, prevention and recovery programmes for competitive athletes. CP30. Recognising and being aware of the risks that certain activities pose to the human body. CP37. Understanding and interpreting the mechanisms that govern the biological and psychological structures of the human body in motor activities. CP38. Observation, analysis and interpretation of motor activities in the context of prevention and recovery. CP39. Use and justification of physical exercise in the design of kinetoprophylaxis and kinetotherapy programmes. CP40. Ability to apply technical and tactical concepts specific to sports activities for

	prophylactic and therapeutic purposes. CP56. Ensuring the safety, comfort and dignity of the patient/client during specific professional activities. CP58. Promoting inclusion, respect for diversity, equal treatment of genders, ethnicities and minority groups within organisations to prevent discrimination and ensure inclusion.
6.3 Transversal competences	CT1. Commitment to the task. CT2. Taking responsibility. CT3. Autonomy in task completion. CT4. Creativity. CT6. Ethics and integrity. CT9. Goal/results orientation. CT13. Active learning ability. CT16. Teamwork. CT17. Community orientation.

7. Learning outcomes

7.1. Knowledge	The student/graduate explains the general notions of the field, referring to the concepts of motor skills and motor activity, the structure and functions of human motor activities, their effects on development and education, so that they can be used in the rehabilitation process.
7.2. Skills/ Skills	The student/graduate: Uses the fundamental concepts of human motor skills in various contexts. Uses terminology according to motor activities. Distinguishes the role and place of the physiotherapist in different professional contexts.
7.3. Responsibility and autonomy	The student/graduate: Exemplifies motor acts, actions and activities. Justifies the use of specialised terminology in debates within the field. Identify the duties of the physiotherapist within interdisciplinary teams.

8. Course objectives (based on the competency grid)

8.1. General objective of the discipline	Developing the ability to select, adapt and scientifically justify the specific means of volleyball, as a basis for their use in kinesitherapy and kinesitherapy programmes.
8.2. Specific objectives	To develop the ability to apply concepts and notions specific to the discipline in the context of integrating volleyball techniques into prevention, recovery, motor reintegration or social integration programmes, depending on the particularities of the beneficiaries. Developing the ability to select, adapt and scientifically justify the use of specific volleyball techniques in relation to the programme's objectives. Developing the ability to present and demonstrate specific volleyball techniques that can be integrated into kinesitherapy and kinesitherapy programmes. Developing skills for managing teamwork situations in conditions of safety and cooperation.

9. Content

9.1. Course	**Teaching methods**	**No. of hours**
Field of study and its evolution in an interdisciplinary context. Volleyball as	Lecture,	2

a means of physiotherapy. Characteristics of volleyball. Systematisation of volleyball content. Rules and regulations.	explanation, description, conversation	
Fundamental position, movement, two-handed overhead pass and two-handed underhand pass – technical description, static and dynamic muscle characteristics, elements of biomechanics, risk factors associated with specific injuries. Landmarks regarding the prospects and limits of integrating specific means into prevention and recovery programmes. Methodological principles for selecting and adapting means according to programme objectives.		2
Service – technical description, static and dynamic muscle characteristics, biomechanical elements, risk factors associated with specific injuries. Key points regarding the prospects and limitations of integrating specific methods into prevention and recovery programmes. Methodological principles for selecting and adapting methods according to programme objectives.		2
Attacking and blocking – technical description, static and dynamic muscle characteristics, biomechanical elements, risk factors associated with specific injuries. Guidelines on the prospects and limitations of integrating specific measures into prevention and recovery programmes. Methodological principles for selecting and adapting means according to programme objectives.		2
Typology of specific injuries in volleyball players. Associated risk factors. Elements of primary and secondary prevention. Principles of functional recovery. Adaptation of methods in segmental recovery programmes , and motor reintegration.		4
Volleyball in adapted sports competitions for people with disabilities (Paralympic Games, Special Olympics, Deaflympics). Ways of adapting and using the game in its entirety. The nature of the request depending on the structural elements of the game. Theoretical and methodological guidelines for playing volleyball "standing" (Standing Volleyball) and "sitting" (Sitting Volleyball) by persons with motor impairments (amputations, spinal cord injuries, cerebral palsy), dwarfism and other progressive physical disabilities (muscular dystrophy, juvenile rheumatoid arthritis, multiple sclerosis, etc.).		2

Bibliography:

1. Bâc, O., Szabo, M., & Szabo, P. (2002). *Volleyball in kinesitherapy*. University of Oradea Publishing House.
2. Cojocaru, A., & Ioniță, M. (2009). *Volleyball: a game adapted for physical therapy*. Published by the "România de Mâine" Foundation.
3. Croitoru, D. (2009). *Volleyball in physical therapy, 2nd edition.* Alpha MDN.
4. Shaao, M. (2013). *Volleyball. Basic course*. Universitaria.
5. Shaao, M. (2025). *Applications of sports games in physiotherapy – volleyball – course notes* [electronic format]. https://classroom.google.com
6. Teodorescu, S., Bota, A., & Stănescu, M. (2003). *Physical education and adapted sports: for people with sensory, mental and social disabilities*. Signs.
7. Teodorescu, S., & Bota, A. (2007*). Physical education and adapted sports for people with motor impairments*. Printech.

9.2.Seminar/laboratory	**Teaching methods**	**No. of hours**

Preliminary assessment of the group's potential. 6x6 game.	Observation, practice, assessment	2
Learning basic positions, specific movements, two-handed overhead pass and two-handed underhand pass. Organising the three shots in the beginner's game model. Ways of adapting and integrating specific action systems into prevention/recovery programmes.	Description, explanation, observation, demonstration, practice, repetition, learning assessment	6
Learning the front low serve and how to receive it. Organising the game with three strokes (small-sided game and 6x6 game). Ways of adapting and integrating specific action systems into prevention/recovery programmes.		2
Learning the front overhead serve and receiving the serve. Organising the three hits. Ways of adapting and integrating specific action systems into prevention/recovery programmes.		2
Learning the attack shot in the direction of the run-up and the block. Integrating the elements into the game model. Ways of adapting and integrating specific driving systems into prevention/recovery programmes.		4
Ways of adapting methods in programmes for prevention, segmental recovery and motor reintegration of volleyball players. Recognising the functional signs of injuries (ankle, knee, spine, shoulder, elbow, hand), setting objectives, methods and means of assessment.		6
Ways to adapt volleyball for the prevention/recovery/social integration of people with hearing impairments and mental disabilities (adapting the rules, court, content - depending on the level of impairment). Organisation of specific competitions - standing volleyball and sitting volleyball (Sitting Volleyball) - used for people with motor impairments (amputations, spinal cord injuries, cerebral palsy), dwarfism and other progressive physical disabilities (muscular dystrophy, juvenile rheumatoid arthritis, multiple sclerosis, etc.).		4
Verification of practical and methodological knowledge related to the ability to select and adapt specific volleyball equipment according to the programme's objectives.	Observation, demonstration, learning assessment	2

Bibliography:

1 Bâc, O., Szabo, M., & Szabo, P. (2002). *Volleyball in kinesitherapy*. University of Oradea Publishing House.

2. Cojocaru, A., & Ioniță, M. (2009). *Volleyball: a game adapted for physical therapy*. Published by the "România de Mâine" Foundation.

3. Croitoru, D. (2009). *Volleyball in physical therapy, 2nd edition*. Alpha MDN.

4. Shaao, M. (2013). *Volleyball. Basic course*. Universitaria.

5. Shaao, M. (2025). *Applications of sports games in physiotherapy – volleyball – course notes* [electronic format]. https://classroom.google.com

6. Teodorescu, S., Bota, A., & Stănescu, M. (2003). *Physical education and adapted sports: for people with sensory, mental and social disabilities.* Semne.

7. Teodorescu, S., & Bota, A. (2007). *Physical education and adapted sports for people with motor impairments.* Printech.

10. Corroboration of the discipline's content with the expectations of representatives of the epistemic community, professional associations and representative employers in the field related to the programme

Through its content, the discipline contributes to the development of skills for the adaptation and methodological-scientific argumentation of physical exercises in kinetoprophylaxis and kinesitherapy programmes, as well as to the development of the ability to observe and monitor motor activities, with a view to designing and implementing programmes for the rehabilitation, prevention and recovery of competitive athletes. These skills meet the requirements of the profession, and the content is correlated with the expectations of professional associations and employers concerned with prophylaxis, recovery and adapted motor activities.

11. Assessment

Type of activity	11.1 Assessment criteria	11.2 Assessment methods	11.3 Weighting in the final mark (%)
11.1. Course	Active participation in lectures In order to pass the course, the final assessment mark must be at least 5.	Multiple-choice written assessment	50
11.2. Seminar/laboratory	Fulfilment of attendance/recovery criteria Presentation of specific volleyball techniques in accordance with the programme objectives.	Periodic assessment of practical and methodological knowledge	40
	Active participation in practical work	Continuous assessment	10
11.3. Minimum performance standard			
Final assessment: knowledge of general and basic concepts of the discipline - weighting 50%. Periodic and continuous assessment: demonstration of the ability to select and correctly adapt the specific means of volleyball in relation to the objectives of the kinetoprofilaxis/kinetotherapy programme - weighting 50%.			

Date of completion: 1.09.2025

Signature of course instructor: Lecturer Dr Shaao Mirela

Signature of the seminar coordinator: Lecturer Dr Shaao Mirela

Date of approval by the department: 15.09.2025

Signature of the head of department: Prof. Ligia Rusu

UNIVERSITY OF CRAIOVA-FEFS
DEPARTMENT - KINESIOTHERAPY AND SPORTS MEDICINE (D06)

SUBJECT DESCRIPTION
2025-2026

1. Programme details

1.1 Higher education institution	University of Craiova
1.2 Faculty/Department	Physical Education and Sport/Department 6
1.3 Department	Kinesiotherapy and Sports Medicine
1.4 Field of study	Sports Science and Physical Education
1.5 Cycle of studies	Bachelor's degree - cycle I
1.6 Study programme/Qualification	Kinetotherapy and special motor skills/ *Physiokinesitherapist - COR code 226401;* *Kinetotherapist - COR code 226405;*

2. Information about the discipline

2.1 Name of the discipline	**Anatomy 2**
2.2 Course coordinator	Prof. Elena Taina Avramescu
2.3 Seminar coordinator(s)	Assoc. Prof. Denisa Enescu Bieru

		Associate Professor Oana Neamtu					
2.4 Year of study	1	2.5 Semester	1	2.6 Type of assessment	E	2.7 Course status	DF/ DOB

3. Total estimated time (hours per semester of teaching activities)

3.1 Number of hours per week	4	of which: 3.2 lectures	2	3.3 seminar/laboratory	2
3.4 Total hours in the curriculum	56	of which: 3.5 course	28	3.6 seminar/laboratory	28
Time allocation					
Study using textbooks, course materials, bibliography and notes					16
Additional documentation in the library, on specialised electronic platforms and in the field					16
Preparation of seminars/laboratories, assignments, reports, portfolios and essays					16
Tutoring					-
Examinations					15 min/student 12 hours
Other activities					

3.7 Total hours of individual study	60
3.8 Total hours per semester	125
3.9 Number of credits	5

4. Prerequisites (where applicable)

4.1 Curriculum	NO
4.2 Competency	NO

5. Conditions (where applicable)

5.1 Course delivery	• room with technical equipment - PC, video projector, screen
5.2 for conducting the seminar/laboratory	Anatomical models: classic heart with left ventricular hypertrophy STAN-type human skeleton on a roller stand Bone parts from human cadavers Anatomical charts Computer Interactive 3D CDs (Human Anatomy)

6. Skills

6.1. Key skills	Acquisition and use of fundamental knowledge of visceral anatomy necessary for understanding physiological processes, their application in clinical contexts and integration into the professional training of physiotherapists
6.2. Professional skills	The ability to identify visceral structures and correlate their morphology and functions with clinical manifestations, using specialised terminology in professional communication.
6.3. Transversal	Developing responsibility, autonomy and interdisciplinary collaboration skills

	through the correct application of visceral anatomy concepts in educational and practical contexts

7. Learning outcomes

7.1. Knowledge	The student describes the basic structure and functions of visceral organs and systems, correlating them with physiological processes and their clinical implications.
7.2. Skills	Students identify the main viscera on charts and models, use anatomical terminology correctly and apply the concepts in the analysis of simple clinical situations relevant to kinesitherapy
7.3 Responsibility and autonomy	Students take responsibility for the correct use of their knowledge of visceral anatomy, demonstrate autonomy in learning and collaborate effectively in a team to solve practical tasks.

8. Course objectives (based on the competency grid)

8.1. General objective of the discipline	Students acquire fundamental knowledge **of the anatomy of** visceral organs and systems as a theoretical and practical basis for the study of other fundamental and applied disciplines (physiology, pathology, semiology, kinesitherapy).
8.2. Specific objectives	**Acquiring fundamental notions of visceral anatomy** related to the respiratory, cardiovascular, digestive and urogenital organs and systems. **Knowledge** of **the morphological and functional characteristics** of the viscera and their relationships in the thoracic, abdominal and pelvic cavities. **Adapting the information conveyed to students to the specifics of the specialisation** by correlating anatomical concepts with clinical applications and situations relevant to kinesitherapy. **Acquisition of practical information** that will enable students to apply it in various situations encountered in the professional field of kinesitherapy (functional assessment, recovery programmes, prevention).

9. Content

9.1. Course	**Teaching methods**	**No. of hours**

Thoracic cavity • Limits of the thoracic cavity, diaphragm, mediastinum. • Relationships between the thoracic viscera (heart, lungs, oesophagus). • Elements of respiratory biomechanics (movements of the chest and diaphragm). • Clinical applications: scoliosis, kyphosis, thoracic deformities and their impact on breathing.	Lecture	3 hours
Respiratory system • Respiratory tract: upper and lower. • Lungs and pleura. • Mechanics of breathing: inspiratory/expiratory muscles, types of breathing. • Correlation with respiratory physiotherapy (breathing exercises, postural drainage).	Lecture	4 hours
Cardiovascular system • Heart: chambers, valves, vascularisation. • Large and small circuits (systemic and pulmonary). • Main arteries and veins (major axes: aorta, vena cava, carotid arteries, femoral arteries). • Basic haemodynamics concepts. • Relevance to kinesitherapy: adapting exercise to cardiac patients.	Lecture	4 hours
Abdominal cavity • The abdominal wall and diaphragm (importance in abdominal breathing). • Compartmentalisation of the abdominal cavity and main organs.	Lecture	4 hours
The digestive system • Digestive tract: segments and main functions. • Accessory glands (liver, pancreas). • Clinical correlation: digestive disorders and implications for physical activity and recovery	Lecture	6 hours
Urogenital system • Kidneys, urinary tract, bladder. • Male and female genital organs (general structures). • Relevance to physiotherapy: urinary incontinence, pelvic floor re-education.	Lecture	4 hours

Bibliography

1. Avramescu ET, Rusu L., Ciupeanu – Calugaru D., 2005, Human Anatomy Ed. Universitaria, ISBN 973-742-129-9; p.502, consult online library UCV
2. Blaudine, C.G. - Anatomy for Movement, 1991.
3. Dragoi Gh., co-authors: Gh. Mocanu, A. Ferschin; collaborators: M.R. Stanescu, E.T. Rinderu - General Anatomy of the Human Body Systems - Volume I; Medical Publishing House of the University of Craiova, 2003
4. Rusu L., Rinderu ET. Ciupeanu D., 2004, Human Anatomy, Volume II - course for students, University of Craiova Printing House, p. 142
5. Rinderu E. T, Rusu L., Rosulescu E., 2003, Human Anatomy - Anatomical Basis of Movement,

Volume I, Universitaria Publishing House ISBN 973-8043-318-7, p. 293
6. Course notes – FEFS website

9.2. Seminar/laboratory	Teaching methods	No. of hours
External thoracic landmarks and the boundaries of the thoracic cavity	Practical work	2
Respiratory system: lungs, pleura, trachea and bronchi. Biomechanics of breathing	Practical work	4 hours
Heart: chambers, valves and large vessels. Large and small circuits	Practical work	2 hours
Major arteries and veins of the body. Clinical landmarks for palpating the pulse	Practical work	2 hours
Abdominal cavity: boundaries, compartments, relationships	Practical work	2 hours
Digestive tract: oesophagus, stomach, small and large intestine. External landmarks	Practical work	4 hours
Liver, pancreas and spleen – location and functional role	Practical work	2 hours
Urinary system: kidneys, ureters, urinary bladder	Practical work	2 hours
Male and female reproductive organs – general anatomical concepts	Practical work	2 hours
Clinical integration: correlation of viscera with conditions frequently encountered in physiotherapy (respiratory, cardiovascular, digestive, urological pathology)	Practical work	4 hours
Review – discussion of topics from the exam grid	Practical work	2 hours

1. Bibliography
2. Rinderu ET, 2003, Anatomical bases of movement – practical course for students of physiotherapy faculties, University of Craiova Printing House, p. 324
3. Rinderu E. T, Rusu L., Rosulescu E., 2003, Human Anatomy – Anatomical Basis of Movement, vol. I, Universitaria Publishing House ISBN 973-8043-318-7, p. 293
4. Avramescu ET, Rusu L., Ciupeanu – Calugaru D., 2005, Human Anatomy Ed. Universitaria, ISBN 973-742-129-9; p.502, consult online library UCV
5. Frank H. Netter, MD - NETTER, ATLAS of HUMAN ANATOMY, 2013, CALLISTO Medical Publishing House
6. Victor Papilian – HUMAN ANATOMY, 2010 Editura ALL Publishing House
7. LP notes - FEFS website

10. Corroboration of the course content with the expectations of representatives of the epistemic community, professional associations and representative employers in the field related to the programme

In order to efficiently and effectively perform the tasks involved in organising and carrying out activities specific to kinesitherapy interventions, in-depth knowledge of the anatomy of the visceral system is required, with its application in a clinical context, in order to: understand the relationship between the viscera and the musculoskeletal system, analyse the impact of respiratory, cardiovascular, digestive and urogenital dysfunctions on exercise capacity, and integrate this information into the assessment and correct programming of therapeutic exercises
Cooperating with neuromotor recovery services in hospitals and recovery centres in order to achieve these goals

11. Assessment

Type of activity	11.1 Assessment criteria	11.2 Assessment	11.3 Weight in the final

		methods	mark (%)
11.1. Course	Attendance Correct explanation of concepts and notions specific to visceral anatomy	Written exam (multiple choice test) Oral exam	50 20
	Interdisciplinarity		
11.2. Seminar/laboratory	Attendance Identification of the main anatomical structures, -Descriptive and topographical recognition of the anatomical elements of the human body	Periodic assessments Oral exam	15 15
	Interdisciplinarity		

11.3. Minimum performance standard

1. Basic theoretical knowledge

The student must be able to:

- List the main organs in the thoracic and abdominal cavities.
- Describe, in general terms, the structure and function of the respiratory, cardiovascular, digestive and urogenital systems.
- Indicate the boundaries and compartments of the thoracic and abdominal cavities.
- Understand the basic principles of blood circulation and respiratory mechanics.

2. Minimum practical skills

The student must be able to:

- Identify the main viscera on anatomical charts, casts or images.
- Locate external anatomical landmarks for the lungs, heart, liver, stomach, and kidneys.
- Recognise the major vascular axes (aorta, vena cava, carotid, femoral) and the main points for palpating the pulse.
- Correlate an organ with its essential function (e.g., lung – gas exchange, heart – pumping blood).

3. Basic clinical applications

The student must be able to:

- Make the connection between common visceral dysfunctions (e.g. respiratory, cardiac, digestive failure, urinary incontinence) and their impact on physical activity.
- Briefly explain why knowledge of visceral anatomy is necessary in the assessment and programming of therapeutic exercises.

Date of completion	Signature of course instructor	Seminar coordinator's signature
1.09.2025	Prof. ElenaTaina Avramescu,	PhD Assoc. Prof. Denisa Enescu Bieru, PhD Assoc. Prof. Dr. Oana Neamtu

Date of approval by the department

Signature of the head of department

15.09.2025 Prof. Rusu Ligia

UNIVERSITY OF CRAIOVA-FEFS
DEPARTMENT - KINESIOTHERAPY AND SPORTS MEDICINE (D06)

SUBJECT DESCRIPTION
2025-2026

1. Programme details

1.1 Higher education institution	University of Craiova
1.2 Faculty/Department	Physical Education and Sport/Department 6
1.3 Department	Kinesiotherapy and Sports Medicine
1.4 Field of study	Sports Science and Physical Education
1.5 Cycle of studies	Bachelor's degree - cycle I
1.6 Study programme/Qualification	Kinetotherapy and special motor skills/ *Physiokinesitherapist - COR code 226401;* *Kinetotherapist - COR code 226405;*

2. Information about the discipline

2.1 Name of the discipline	**Physiology I**						
2.2 Course coordinator	**Associate Professor Gusti Alice**						
2.3 Seminar lecturer(s)	**Associate Professor Dr. Gusti Alice, Associate Professor Dr. Enescu-Bieru Denisa, Associate Professor Dr. Neamtu Oana**						
2.4 Year of study	I	2.5 Semester	II	2.6 Type of assessment	E	2.7 Course status	DF / DOB

3. Total estimated time (hours per semester of teaching activities)

3.1 Number of hours per week	4	of which: 3.2 lectures	2	3.3 seminar/laboratory	2
3.4 Total hours in the curriculum	56	of which: 3.5 course	28	3.6 seminar/laboratory	28

Distribution of time	hours
Study using textbooks, course materials, bibliography and notes	14
Additional research in the library, on specialised electronic platforms and in the field	12
Preparation for seminars/laboratories, assignments, reports, portfolios and essays	14
Tutoring	-
Examinations	2
Other activities.....	2

3.7 Total hours of individual study	44
3.8 Total hours per semester	10
3.9. Number of credits	4

4. Prerequisites (where applicable)

4.1 Curriculum	Anatomy, Biochemistry
4.2 Skills	

5. Conditions (where applicable)

5.1 Course delivery	• room with technical equipment - PC, video projector, screen
5.2 Seminar/laboratory	Conducting experiments in the anatomy and physiology laboratory, tests to

the seminar/laboratory	assess knowledge taught in the course, explanations and free discussions on various physiological situations

6. Skills

6.1. Key skills	5. CC3. Digital skills; 6. CC4. Personal, social and learning to learn skills;
6.2. Professional skills	7. CP23. Promoting health and disease prevention from a professional perspective in order to improve the health of the population 8. CP37. Understanding and interpreting the mechanisms governing the biological and psychological structures of the human body in motor activities; 9. CP37. Understanding and interpreting the mechanisms that govern the biological and psychological structures of the human body in motor activities; 10. CP55. Conducting research in the field of health and disseminating the results of research through scientific communications and publications
6.3. Transversal	11. CT2. Taking responsibility; 12. CT4. Creativity; 13. CT5. Critical and innovative thinking; 14. CT13. Active learning skills; 15. CT14. Ability to use technology and digital resources effectively.

7. Learning outcomes

7.1. Knowledge	The student/graduate defines the general, structural (anatomical) and functional concepts of the human body, with a view to developing rehabilitation programmes. The student/graduate defines the general concepts and describes the biochemical and physiopathological mechanisms of diseases, the anatomopathological bases of changes induced by pathology, with a view to implementing rehabilitation programmes .
7.2. Skills/abilities	The student/graduate: 2.1. Identifies the structures and functions of the human body and methods for assessing biological functions. 3.1. Characterises biochemical changes according to health status and level of physical exertion.
7.3. Responsibility and autonomy	The student/graduate: 2.1.1. Integrates fundamental concepts regarding the structures and functions of the human body into the

	rehabilitation ssessment process. 3.1.1. Recognises changes induced by pathology and their causes.

8. Course objectives (based on the competency grid)

8.1. General objective of the discipline	The discipline contributes to the development of general and specific skills of the physiotherapy graduate. By completing the discipline, the student will be able to use the terminology correctly and establish connections, from a physiological point of view, with the functioning of various organs and systems of the body with applicability in physiotherapy practice. Identification, quantification and evaluation of various physiological parameters of the body.
8.2. Specific objectives	To provide students with theoretical knowledge regarding the definition and content of general and specific operational concepts used in the discipline, in order to develop their general competence in using the terminology of the field. Building up a rich body of theoretical, clinical and practical knowledge on aspects of physiology in physiotherapy, necessary for the comprehensive training of future specialists, in order to develop the skills needed to correctly and effectively design and implement recovery programmes for various conditions.

9. Content

9.1. Course	Teaching methods	No. of hours
Introductory data, definitions, classification of physiological sciences. Homeostasis. Internal environment.	Interactive courses based on debates on the course notes made available to students and a discussion outline.	2
Blood. Functions of blood. Physical and chemical properties. Composition of blood. Plasma. Formed elements. Haematological changes during physical exertion. Haemostasis. Blood groups. 6 hours	Interactive courses based on debates on course notes made available to students and a discussion outline	6
Physiology of the cardiovascular system. Myocardium – structure, properties. Cardiac cycle, heart sounds, cardiac output. Electrocardiogram. Physiology of circulation. Lymphatic circulation. Regulation of the heart and blood vessels. Physiological changes during physical exertion.	Interactive lectures based on discussions of the lecture notes provided to students and a discussion outline.	8
Thermoregulation. Temperature of different regions of the body. Thermal balance. Nervous regulation of body temperature. Thermoregulation in special conditions	Interactive classes based on discussions of course notes provided to students and a discussion outline.	2

Physiology of striated muscle. Muscle fibre, motor unit. Properties of muscle fibre. Energy processes of muscle contraction. Muscle fatigue. Influence of physical effort on striated muscle.	Interactive courses based on debates on the course notes provided to students and a discussion outline	6
Physiological effects of altitude. Changes depending on altitude. Acclimatisation.	Interactive classes based on discussions of the lecture notes provided to students and a discussion outline.	2
Physiology of the renal system. Urine formation. Kidney functions. Renal functional changes during physical exertion.	Interactive courses based on debates on the course notes provided to students and a discussion outline.	2

Bibliography

Baciu, I – Physiology, Didactic and Pedagogical Publishing House, Bucharest, 1997

Boron, W.: Medical Physiology, 3rd ed., 2016

Danoiu M – Physiology – course, University of Craiova reprographics, 1999

Danoiu M – Physiology, Ed. Universitaria, Craiova, 2001

Demeter A – Physiology and Biochemistry of Physical Education and Sport, Ed. Sport-Turism, Bucharest, 1979

Groza P – Human Physiology, 2nd edition, Ed Medicală, Bucharest, 1980

Gusti A – Physiology, Ed. Universitaria Craiova, 2003

Haulica I – Human Physiology, Ed. Medicală, Bucharest, 1996

D. Enescu Bieru, M.L. Calina, A. Gusti, V. Dinu, G. Cosma, F. Romanescu, A.T. Balseanu, C. Fortan: "Study over mechanogram parameters at professional sportsmen", The 11th National Congress of the Romanian Society of Physiological Sciences, 2012, Rev. Physiology, suppl. 2012, pp. 42-43, ISSN 1223-2076.

Cristina Vasilescu, Simona Gusti, Alice Gusti: "Cardiovascular changes in job-related tiredness in workers in the field of transportation safety", Current Health Sciences Journal, vol. 40, suppl. 9, 2014, pp. 47-52, ISSN 2067-0656

9.2.Seminar/laboratory	Teaching methods	No. of hours
Physicochemical properties of plasma. Haematocrit. ESR. Peripheral blood smear – red blood cells, white blood cells, platelets. Electrophoresis. Blood groups	Experiments, explanation of biophysical-chemical processes, explanation of physiological mechanisms	8
Cardiovascular examinations:	Experiments, explanation of biophysical-chemical	8

electrocardiography – recording and equipment, normal ECG trace, interpretation. Phonocardiogram, heart sounds, murmurs.	processes, explanation of physiological mechanisms	
Temperature of different regions of the body. Thermogenesis – biochemical mechanisms. Thermolysis – physical mechanisms.	Experiments, explanation of biophysical-chemical processes, explanation of physiological mechanisms.	2
Properties of muscle fibre. Molecular mechanisms of muscle contraction. Electromyography. Electrostimulation.	Experiments, explanation of biophysical-chemical processes, explanation of physiological mechanisms	6
Physiological changes due to altitude at the level of organs and systems. Urine examination. Renal functional changes during physical exertion.	Experiments, explanation of biophysical and chemical processes, explanation of physiological mechanisms	4

Bibliography:

Baciu, I – Physiology, Didactic and Pedagogical Publishing House, Bucharest, 1997

Danoiu M – Physiology – course, University of Craiova reprographics, 1999

Danoiu M – Physiology, Ed. Universitaria, Craiova, 2001

Demeter A – Physiology and Biochemistry of Physical Education and Sport, Ed. Sport-Turism, Bucharest, 1979

Groza P – Human Physiology, 2nd edition, Medical Publishing House, Bucharest, 1980

Gusti A – Physiology, Ed. Universitaria Craiova, 2003

Haulica I – Human Physiology, Ed. Medicală, Bucharest, 1996

10. Corroboration of the discipline's content with the expectations of representatives of the epistemic community, professional associations and representative employers in the field related to the programme

11. The use of modern information and communication technologies in teaching

The content of the discipline responds to the need to understand the physiological basis, with reference to the gradual introduction of students to the scientific and practical-methodological foundations of the tools with which future specialists will work.

11. Assessment

Type of activity	11.1 Assessment criteria	11.2 Assessment methods	11.3 Weight in the final mark (%)

11.1. Course	Level of active participation in the course. Degree of assimilation of course content.	Quantitative and qualitative assessment of course participation. Written exam (multiple choice).	60
11.2. Seminar/laboratory	L: Degree of active participation in practical work. Degree of mastery of the execution of techniques and procedures specific to physiology.	Assessment of willingness to practise techniques and procedures. Assessment of the correctness of the execution of techniques and procedures specific to physiology – practical verification.	40
11.3. Minimum performance standard			
It is mandatory that, for the practical work and practical verification, the student obtains at least an average of 5 (five) in order to be admitted to the exam. Attendance at practical work is mandatory at a rate of 100%. Passing the practical assessments with a grade of 5 (five); if the practical assessments are not passed, the student cannot take the final exam. Obtaining a grade of 5 (five) in the final exam.			

Date of completion	Signature of the course lecturer	Signature of the seminar lecturer
1.09.2025	Associate Professor Gusti Alice	Associate Professor Enescu-Bieru Denisa Assoc. Prof. Neamtu Oana

Date of approval by the department	Signature of the head of department
15.09.2025	Prof. Ligia Rusu

UNIVERSITY OF CRAIOVA-FEFS
DEPARTMENT - KINESIOTHERAPY AND SPORTS MEDICINE (D06)

SUBJECT DESCRIPTION
2025

1. Programme details

1.1 Higher education institution	University of Craiova
1.2 Faculty/Department	Physical Education and Sport/Department 6
1.3 Department	Kinesiotherapy and Sports Medicine
1.4 Field of study	Sports Science and Physical Education
1.5 Cycle of studies	Bachelor's degree - cycle I
1.6 Study programme/Qualification	Kinetotherapy and special motor skills/ *Physiokinesitherapist - COR code 226401;* *Kinetotherapist - COR code 226405;*

2. Information about the discipline

2.1 Name of the discipline		Internship in special education centres					
2.2 Course coordinator							
2.3 Seminar coordinator(s)		Associate Professor Oana Maria Neamţu					
2.4 Year of study I		2.5 Semester	II	2.6 Type of assessment	V	2.7 Discipline regime	DS / DOB

3. Total estimated time (hours per semester of teaching activities)

3.1 Number of hours per week	1	of which: 3.2 course	-	3.3 seminar/laboratory	1
3.4 Total hours in the curriculum	14	of which: 3.5 course	-	3.6 seminar/laboratory	14
Time allocation					
Study using textbooks, course materials, bibliography and notes					22
Additional research in the library, on specialised electronic platforms and in the field					16
Preparation for seminars/laboratories, assignments, reports, portfolios and essays					15
Tutoring					-
Examinations					15 min/student 8
Other activities					

3.7 Total hours of individual study	61
3.8 Total hours per semester	75
3.9. Number of credits	3

4. Prerequisites (where applicable)

4.1 Curriculum	no
4.2 Competency	no

5. Conditions (where applicable)

5.1 Course delivery	
5.2 for conducting the the seminar/laboratory	Interactive lectures, explanation, debate techniques, group activities, cooperative learning, case studies, simulations, role-playing

6. Skills

6.1. Key competences	CC4, CC5
6.2. Professional skills	CP5, CP6, CP7, CP8, CP26, CP56, CP57.
6.3. Transversal	CT2, CT6, CT7

7. Learning outcomes

7.1. Knowledge	The student defines the general, structural and functional concepts of the human body, with a view to developing rehabilitation programmes for people with special needs.
7.2. Skills	Students identify the structures and functions of the human body and methods for assessing biological functions.
7.3. Responsibility and autonomy	Students integrate fundamental concepts regarding the structures and functions of the human body into the rehabilitation process. They recognise the characteristics of movement and their parameters necessary for the implementation of physical exercise programmes for kinetic recovery designed for people with special needs.

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8. Course objectives (based on the competency grid)

8.1. General objective of the discipline	Familiarisation with the terminology and topics specific to the discipline "Internship in special education centres"; Enabling the correct use of curriculum documents specific to practice in special care centres and the design of effective activities for harmonious physical development and increased motor skills at school level; Developing the ability to argue the link between the psycho-physical development of the schoolchild and the need for age-specific motor activities;
8.2. Specific objectives	Acquiring the necessary skills to design, organise and carry out remedial activities.

9. Content

9.1. Course	Teaching methods	No. of hours
Bibliography		

9.2. Seminar/laboratory	Teaching methods	No. of hours
1. Functions and roles of kinesitherapy in child development	Active and reasoned participation in debates on the topic practical training; completing the practical exercises proposed during the practical training.	1
2. The role and organisation of special education centres		1
3. The importance of kinesitherapy for schoolchildren		1
4. Implementation of the physiotherapy programme according to diagnosis		1
5. Physical impairments: influence on the development of the body		1
6. Functional and morphological assessment		1
7. Methods of correcting and preventing physical disabilities		1
8. The importance of play in children as a method of learning motor skills		1
9. The role of static and dynamic exercises in correcting physical deficiencies		1
10. The importance of kinesitherapy in correcting bad posture in children in combination with therapeutic massage		1
11. Adapting physical impairments through occupational therapy		1
12. Basic hygiene concepts		1
13. The role and importance of balanced nutrition		1
14. Significance and content of the individual record sheet for physiotherapy results		1

Bibliography

1.Mirela Lucia Călina, Massage and complementary techniques. Universitaria Publishing House, Craiova, 2009, 217 pages, ISBN 978-606-510-448-8, CNCSIS code 130.

2.Dănoiu, M., Orţănescu, D., Mirela Lucia Călina**,** Dănoiu, S., Pârvulescu, V., Sfredel, V., Introduction to Kinetology, course for students, Reprography of the University of Craiova, 1998.

3. Elena Taina Avramescu, "Kinetotherapy in Sports Activities" – Volume II – Medical-Sports Investigation. Applications of theory in practice, Ed. Didactică şi Pedagogică, Bucharest, 2005, ISBN (10) 973-30-1235-1, ISBN (13) 978- 973-30-1235-1

10. Corroboration of the discipline's content with the expectations of representatives of the epistemic community, professional associations and representative employers in the field related to the programme

In order to efficiently and effectively carry out the tasks involved in organising and conducting activities specific to physiotherapy interventions, it is necessary to have in-depth knowledge of the specific recovery programmes for the pathologies encountered during the internship for patients with special needs.
Cooperation with neuromotor recovery services in hospitals and recovery centres specifically for people with special needs in order to achieve these goals

11. Assessment

Type of activity	11.1 Evaluation criteria	11.2 Evaluation methods	11.3 Weight in the final mark (%)
11.1. Course			
11.2. Seminar/laboratory	Developing treatment plans for the case studies presented during the internship	Active and reasoned participation in debates on practical topics; Completion of the practical exercises proposed during the practical training	100
11.3. Minimum performance standard			
Knowledge and identification of the specific pathology of the practice location, knowledge of the assessment and testing of patients during the internship, ability to develop specific recovery programmes for the pathology encountered during the internship.			

Date of completion	Signature of course coordinator	Signature of the seminar holder
01.09.2025	-	Associate Professor Oana Maria Neamţu

Date of approval by the department	Signature of the head of department

15.09.2025 Prof. Rusu Ligia

UNIVERSITY OF CRAIOVA-FEFS
DEPARTMENT - KINESIOTHERAPY AND SPORTS MEDICINE (D06)

SUBJECT DESCRIPTION
2025-2026

1. Programme details

1.1 Higher education institution	University of Craiova
1.2 Faculty/Department	Physical Education and Sport/Department 6
1.3 Department	Kinesiotherapy and Sports Medicine
1.4 Field of study	Sports Science and Physical Education
1.5 Cycle of studies	Bachelor's degree - cycle I
1.6 Study programme/Qualification	Kinetotherapy and special motor skills/ *Physiokinesitherapist - COR code 226401;* *Kinetotherapist - COR code 226405;*

2. Information about the discipline

2.1 Name of the discipline	**Biomechanics**						
2.2 Course coordinator	Prof. Marin Mihnea						
2.3 Seminar coordinator(s)	Assistant Professor Piele Denisa						
2.4 Year of study	I	2.5 Semester	II	2.6 Type of assessment	E	2.7 Course status	DF / DOB

3. Total estimated time (hours per semester of teaching activities)

3.1 Number of hours per week	4	of which: 3.2 course	2	3.3 seminar/laboratory	2
3.4 Total hours in the curriculum	56	of which: 3.5 course	28	3.6 seminar/laboratory	28
Time allocation					
Study using textbooks, course materials, bibliography and notes					13
Additional documentation in the library, on specialised electronic platforms and in the field					12
Preparation of seminars/laboratories, assignments, reports, portfolios and essays					10
Tutoring					-
Examinations					4
Other activities					5

3.7 Total hours of individual study	44
3.8 Total hours per semester	
3.9. Number of credits	4

4. Prerequisites (where applicable)

4.1 Curriculum	Anatomy
4.2 Skills	

5. Conditions (where applicable)

5.1 Course delivery	• technically equipped room - PC, video projector, screen
5.2 for conducting the seminar/laboratory	

6. Skills

6.1. Key skills	CC3. CC4. CC6.
6.2. Professional skills	CP2., CP3., CP9.
6.3. Transversal competences	CT2.CT3. CT4. CT5. CT6. CT7.

7. Learning outcomes

7.1. Knowledge	1. The student/graduate explains the general notions of the field, referring to the concepts of motor skills and motor activity, the structure and functions of human motor activities, their effects on development and education, so that they can be used in the rehabilitation process. 2. The student/graduate defines the general, structural (anatomical) and functional concepts of the human body, with a view to developing rehabilitation programmes. 3. The student/graduate identifies general and age-specific behavioural aspects, pathology and population categories before, during and after intervention, in order to maximise the effects of the rehabilitation process.
7.2. Skills/abilities	The student/graduate: 1.4. Uses the fundamental concepts of human motor skills in various contexts. 1.5. Uses terminology according to motor activities. 1.6. Distinguishes the role and place of the physiotherapist in different professional contexts The student/graduate: 2.1. Identifies the structures and functions of the human body and methods for assessing biological functions. 2.2. Presents the actions of different muscle groups and movement parameters. The student/graduate: 4.1. Explains the role of the human psyche in the rehabilitation process. 4.2. Demonstrates methods and techniques for influencing

	the subject's behaviour.
7.3. Responsibility and autonomy	The student/graduate: 1.1.2. Gives examples of acts, actions and motor activities. 1.2.1. Argues for the use of specialised terminology in debates in the field. 1.3.1. Identifies the duties of the physiotherapist withi ed interdisciplinary teams Provides quality functional rehabilitation services in accordance with professional standards. The student/graduate: 2.1.1. Integrates fundamental concepts regarding the structures and functions of the human body into the rehabilitation process. 2.2.1. Recognises the characteristics of movement and their parameters The student/graduate: 4.1.1. Identifies the relationship between the functioning of the psychic system and the presence of pathologies. 4.2.1. Uses professional communication techniques before, during and after intervention.

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8. Course objectives (based on the competency grid)

8.1. General objective of the discipline	Acquiring knowledge about movement parameters, types of analytical movements and how these movements are performed at different amplitudes.
8.2. Specific objectives	-Knowledge of the main biomechanical parameters; -Knowledge of the main types of forces acting on the human body; -Knowing the principles of biomechanics; -Acquiring basic knowledge of biomechanical analysis of human body movements and experimental measurements.

9. Content

9.1. Course	Teaching methods	No. of hours
1. Introductory notions on mechanical movement	Oral presentations, presentations PowerPoint presentations, films	4
2. Elements of lower limb biomechanics. Gait phases. Biomechanics of the foot and ankle		6
3. Elements of upper limb biomechanics. Biomechanics of the shoulder. Biomechanics of the elbow. Biomechanics of the fist		4
4. Elements of spinal biomechanics.		2
5. Elements of head and neck biomechanics.		2
6. Elements of thoracic biomechanics		2
7. Elements of pelvic biomechanics		2
8. Elements of biomechanical analysis of		2

human body movements		
9. General notions about biomechanical measurement techniques		2
10. Synthesis and recapitulation of the main concepts of biomechanics		2

Bibliography

1. J. Hamill, K. Knutzen, Biomechanical Basis of Human Movement Ed. Lippincott Williams & Wilkins, Philadelphia 2009.
2. A. Chapman, Biomechanical Analysis of Fundamental Human Movement, Fd. Human Kinetics, 2008.
3. C. Baciu, Functional Anatomy and Biomechanics of the Locomotor System, Ed. Sport-turism, Bucharest, 1977.
4. R. Robacki, Functional Anatomy of Man, Ed. Scrisul românesc, Craiova 1985.

9.2. Seminar/laboratory	Teaching methods	No. of hours
1. General notions of functional anatomy	Oral presentations, PowerPoint presentations, films	4
2. Biomechanics of the lower limb		6
3. Biomechanics of the upper limb 4. Biomechanics of the spine, head and neck		6 4
5. Biomechanics of the chest and pelvis		4
6. Review of the main concepts of biomechanics		4

Bibliography

1. J. Hamill, K. Knutzen, Biomechanical Basis of Human Movement Ed. Lippincott Williams & Wilkins, Philadelphia 2009.
2. A. Chapman, Biomechanical Analysis of Fundamental Human Movement, Fd. Human Kinetics, 2008.
3. C. Baciu, Functional Anatomy and Biomechanics of the Musculoskeletal System, Ed. Sport-turism, Bucharest, 1977.
4. R. Robacki, Functional Anatomy of Man, Ed. Scrisulromânesc, Craiova 1985

10. Corroboration of the course content with the expectations of representatives of the epistemic community, professional associations and representative employers in the field related to the programme

Cooperation with neuromotor recovery services in hospitals and recovery centres, with the aim of improving the clinical-functional and biomechanical assessment of patients with neuromotor pathology, as well as monitoring recovery programmes.

11. Assessment

Type of activity	11.1 Assessment criteria	11.2 Assessment methods	11.3 Weight in the final mark (%)
11.1. Course	in line with educational objectives	Written exam	70
11.2. Seminar/laboratory	L: - in line with the educational objectives of practical work	Activity during the semester	30
11.3. Minimum performance standard grade 5			
Key messages at the end of each course: main parameters of human movement, main movements determined by the muscle groups analysed and forces exerted			

Date of completion

1.09.2025 Signature of course lecturer Signature of the laboratory coordinator

Prof. Marin Mihnea, PhD Assistant Piele Denisa

Date of approval by the department Signature of the head of department

15.09.2025 Prof. Ligia Rusu

UNIVERSITY OF CRAIOVA-FEFS
DEPARTMENT - KINESIOTHERAPY AND SPORTS MEDICINE (D06)

SUBJECT DESCRIPTION
2025

1. Programme details

1.1 Higher education institution	University of Craiova
1.2 Faculty/Department	Physical Education and Sport/Department 6
1.3 Department	Kinesiotherapy and Sports Medicine
1.4 Field of study	Sports Science and Physical Education
1.5 Cycle of studies	Bachelor's degree - cycle I
1.6 Study programme/Qualification	Kinetotherapy and special motor skills/ *Physiokinesitherapist - COR code 226401;* *Kinetotherapist - COR code 226405;*

2. Information about the discipline

2.1 Name of the discipline	**Foreign Language II**						
2.2 Course coordinator	-						
2.3 Seminar coordinator(s)	Assistant Professor Rusu Mihai Robert						
2.4 Year of study	1	2.5 Semester	II	2.6 Type of assessment	C	2.7 Course status	DC /DOB

3. Total estimated time (hours per semester of teaching activities)

3.1 Number of hours per week	2	of which: 3.2 lectures	-	3.3 seminar/laboratory	2
3.4 Total hours in the curriculum	28	of which: 3.5 lectures		3.6 seminar/laboratory	28
Distribution of time					
Study using textbooks, course materials, bibliography and notes					8
Additional documentation in the library, on specialised electronic platforms and in the field					-
Preparation for seminars/laboratories, assignments, reports, portfolios and essays					10
Tutoring					-
Examinations					3
Other activities consultations, student circles					1
3.7 Total hours of	2				

individual study	
3.8 Total hours per semester	2
3.9. Number of credits	

4. Prerequisites (where applicable)

4.1 Curriculum	
4.2 Competency	

5. Conditions (where applicable)

5.1 Course delivery	• technically equipped room - PC, video projector, screen
5.2 for conducting the seminar/laboratory	

6. Skills

6.1. Key skills	CC3. CC4. CC6.
6.2. Professional competences	CP2., CP3., CP9.
6.3. Transversal competences	CT2.CT3. CT4. CT5. CT6. CT7.

7. Learning outcomes

7.1. Knowledge	1. The student/graduate explains the general notions of the field, referring to the concepts of motor skills and motor activity, the structure and functions of human motor activities, their effects on development and education, so that they can be used in the rehabilitation process. 2. The student/graduate defines the general, structural (anatomical) and functional concepts of the human body, with a view to developing rehabilitation programmes. 3. The student/graduate identifies general and age-specific behavioural aspects, pathology and population categories before, during and after intervention, in order to maximise the effects of the rehabilitation process.
7.2. Skills/abilities	The student/graduate: 1.7. Uses the fundamental concepts of human motor skills in various contexts. 1.8. Uses terminology according to motor activities. 1.9. Distinguishes the role and place of the physiotherapist in different professional contexts The student/graduate: 2.1. Identifies the structures and functions of the human body and methods for assessing biological functions. 2.2. Presents the actions of different muscle groups and movement parameters. The student/graduate: 4.1. Explains the role of the human psyche in the rehabilitation process. 4.2. Demonstrates methods and techniques for

	influencing the subject's behaviour.
7.3. Responsibility and autonomy	The student/graduate: 1.1.3. Gives examples of acts, actions and motor activities. 1.2.1. Argues for the use of specialised terminology in debates in the field. 1.3.1. Identifies the duties of the physiotherapist within interdisciplinary teams Provides high-quality rehabilitation and function e services in accordance with professional standards. The student/graduate: 2.1.1. Integrates fundamental concepts regarding the structures and functions of the human body into the rehabilitation process. 2.2.1. Recognises the characteristics of movement and their parameters The student/graduate: 4.1.1. Identifies the relationship between the functioning of the mental system and the presence of pathologies. 4.2.1. Uses professional communication techniques before, during and after intervention.

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8. Course objectives (based on the competency grid)

8.1. General objective of the course	- providing and requesting various information in a conversation - extracting essential information from a text and using it in various activities - using as many grammatical and linguistic structures correctly as possible - acquiring basic specialised language and using it in writing various materials or in various conversational situations
8.2. Specific objectives	- acquiring basic specialised language and using it in writing various materials or in various conversational situations

9. Content

9.1. Course	Teaching methods	No. of hours
9.2. Seminar/laboratory	Teaching methods	No. of hours
1. Terminology	Lectures, interactive dialogue	6
2. Body components: terminology, describe the anatomy		6
3. Skeletal system terminology		5
4.Muscle system		5
5. Nervous system		6

Bibliography

1.Basturkmen, H. 2010. *Developing Courses in English for Specific Purposes*. London: Palgrave MacMillan.

2. Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E. 2007. *Longman Grammar of Spoken and*

Written English. London: Longman.
3. Day, J., Krzanowski, M. 2011. *Teaching English for Specific Purposes. An Introduction*. Cambridge: Cambridge University Press.
4. Glendinning, E., Howard, R. 2007. *Professional English in Use*. *Medicine*. Cambridge: Cambridge University Press.
5. Plag, I. 2003. *Word-Formation in English*. Cambridge: Cambridge University Press.

10. Corroboration of the course content with the expectations of representatives of the epistemic community, professional associations and representative employers in the field related to the programme

The course content meets the need for knowledge of specific terminology.
The course content meets the need for knowledge of specific terminology.

11. Assessment

Type of activity	11.1 Assessment criteria	11.2 Assessment methods	11.3 Weight in the final mark (%)
11.1. Course			
11.2. Seminar/laboratory	Correct use of specialised language; - Application of basic concepts; - Analytical and synthesis skills; - Self-assessment skills; - Identification of new bibliographic sources, in addition to those recommended; Utilising bibliography in reports	Presentation of translation material	- Final assessment answers – 70%; - Testing throughout the semester – 20%; - Completion of reports and essays – 10%.
11.3. Minimum performance standard grade 5 sports traumatology, terminology			

Date of completion

1.09.2025 Signature of course coordinator Signature of the laboratory coordinator

\- Assistant Professor Dr. Rusu Mihai Robert

Date of approval by the department
15.09.2025

Signature of the head of department
Prof. Ligia Rusu