



Faculty of Physical
Culture

FINAL STATE EXAM

(Master's degree study program)

Part of the final state exam: **Oral examination**

Study program: Physical Activity and Active Living

The aim and processing of the final state exam:

The main purpose of the final state exam is to prove required level of professional competencies (the analysis and synthesis of acquired knowledge, problem solving, professional communication, overall professional presentation). Student should demonstrate overall insight and orientation in given area in appropriate relations and multidisciplinary associations. The most important attribute of final state exam is the level of understanding of particular topics/areas in the context and mutual relations.

Oral examination consists of dialogue with the examination board/committee about drawn topic (1 out of 10 topics; drawn number is valid for each area, i.e. physical activity and active living, adapted physical activity, sport pedagogy). Student should demonstrate extensive knowledge within the area of physical activity, healthy lifestyle, health and active living.

Recommendation for the work with scientific literature:

The important part of the final state exam is not only the work/usage of recommended literature, but also the ability to work independently and on high standard with relevant scientific resources, as well as critical thinking. Students should be able to use scientific databases and journals within given area, e.g. The Lancet; Preventive Medicine; American Journal of Preventive Medicine; Health and Place; European Journal of Public Health; International Journal of Public Health; Pediatrics; Acta Gymnica; Obesity Reviews; Journal of Adolescent Health; Journal of Physical Activity and Health; International Journal of Behavioral Nutrition and Physical Activity; Psychology of Sport and Exercise; International Review of Sport and Exercise Psychology; Journal of Aging and Physical Activity; Medicine and Science in Sports and Exercise etc.

Part A – Physical Activity and Active Living

- 1. History of physical activity measurement in epidemiology**
 - a) Cardiac epidemic
 - a) Occupational epidemiology
 - b) Population studies

- 2. Subjective methods and measures of PA monitoring**
 - a) Overall characteristic (FITT assessment)
 - b) Use in research
 - c) Strengths and limits

- 3. Objective measures of PA monitoring**
 - a) Overall characteristic (measures of steps, intensity, heart rate etc.)
 - b) Use in research
 - c) Strengths and limits
 - d) behavior

- 4. Outputs available from objective PA monitors**
 - a) Types of data received from the devices
 - b) Data processing
 - c) Rules for data treatment

- 5. Feedback in PA monitoring**
 - a) Types of feedback
 - b) Delivering the feedback
 - c) Preparation of feedback from research

Part B – Physical Education and Sport

- 1. Health behavior in lifestyle**
 - a) PA recommendations
 - b) Behavioral response to PA
 - c) Obesity and other non-communicable diseases

- 2. Biomedical aspects of PA and prescription**
 - a) Energy expenditure estimates
 - b) MVPA definition and use
 - c) PA prescription

- 3. Sedentary behavior**
 - a) Definition and structure
 - b) Correlates and measures of sedentary behavior
 - c) Recommendations to limit sedentary

- 4. The role of environment in PA and lifestyle**
 - a) Socio-ecological model of health behavior
 - b) IPEN research

- 5. Research and policy in PA monitoring**
 - a) WHO initiatives
 - b) International research authorities (ISPAH, ISBNPA)
 - c) Intervention strategies

Literature:

- Bauman, A., Phongsavan, P., Schoeppe, S., & Owen, N. (2006). Physical activity measurement--a primer for health promotion. *Promotion & Education, 13*(2), 92–103. <https://doi.org/10.1177/10253823060130020103>
- Frank, L. D., Winters, M., Patterson, B., Craig, C. L., & Foundation, V. (2009). Promoting Physical Activity through Healthy Community Design through. Vancouver: University of British Columbia.
- Shephard, R. J., & Tudor-Locke, C. (2016). *The Objective Monitoring of Physical Activity: Contributions of Accelerometry to Epidemiology, Exercise Science and Rehabilitation*. (R. J. Shephard & C. Tudor-Locke, Eds.). Geneva: Springer International Publishing. <https://doi.org/10.1007/978-3-319-29577-0>
- World Health Organization. (2007). *Implementation of the WHO Global Strategy on Diet, Physical Activity and Health. A Guide for population-based approaches to increasing levels of physical activity*. (T. Armstrong, A. Bauman, F. Bull, V. Candelas, M. Lewicka, C. Magnussen, ... S. Schoeppe, Eds.), *Strategy*. Geneva: WHO Press. Retrieved from <http://www.who.int/dietphysicalactivity/PA-promotionguide-2007.pdf>
- World Health Organization. (2015). Physical activity strategy for the WHO European Region 2016-2025. *Organización Mundial de La Salud*. Copenhagen: WHO Regional Office for Europe. <https://doi.org/10.1177/1039856213506502>
- World Health Organization. (2017a). Towards More Physical Activity in Cities. *Towards More Physical Activity in Cities*. Copenhagen: WHO Regional Office for Europe.
- World Health Organization. (2017b). Urban green spaces: a brief for action. *Regional Office For Europe*. Copenhagen: WHO Regional Office for Europe. <https://doi.org/10.1590/S1516-89132004000200018>
- World Health Organization. (2018). Global action plan on physical activity 2018-2030: More active people for a healthier world. *World Health Organization 2018*. Geneva: WHO Press. <https://doi.org/10.1016/j.jpolmod.2006.06.007>

Part C – Optional Module – Adapted Physical Activity

- 1. Adapted physical activity for persons with physical disability**
 - a) Special needs of persons with physical disabilities
 - b) Sports for persons with physical disabilities
 - c) Lifestyle of persons with physical disabilities
- 2. Adapted physical activity for persons with intellectual disability**
 - a) Special needs of persons with intellectual disabilities
 - b) Sports for persons with intellectual disabilities
 - c) Lifestyle of persons with intellectual disabilities
- 3. Adapted physical activity for persons with visual impairment**
 - a) Special needs of persons with visual impairment
 - b) Sports for persons with visual impairment
 - c) Lifestyle of persons with visual impairment
- 4. Adapted physical activity for persons with hearing impairment**
 - a) Special needs of persons with hearing impairment
 - b) Sports for persons with hearing impairment
 - c) Lifestyle of persons with hearing impairment
- 5. Inclusive physical education for students with physical disability**
 - a) Special needs of students with physical disabilities
 - b) Adaptations in inclusive PE /LRE
 - c) Support of inclusive PE + Individual education plan
- 6. Inclusive physical education for students with intellectual disability**
 - a) Special needs of students with intellectual disabilities
 - b) Adaptations in inclusive PE/ LRE
 - c) Support of inclusive PE + Individual education plan
- 7. Inclusive physical education for students with visual impairment**
 - a) Special needs of students with visual impairment
 - b) Adaptations in inclusive PE/ LRE
 - c) Support of inclusive PE + Individual education plan
- 8. Assessment in adapted physical activity**
 - a) PAPTECA model
 - b) Individual education plan
 - c) Authentic assessment in inclusive PE
- 9. Disability sport**
 - a) History and current trends in Paralympic Sport
 - b) History and current trends in Special Olympic Sport
 - c) History and current trends in Deaflympic Sport
- 10. Lifestyle of persons with disability**
 - a) Leisure time of persons with disabilities
 - b) Conditions for healthy lifestyle
 - c) Adapted equipment and support for active lifestyle

Literature:

- Block, M.E. (2016). *A teachers' guide to including children with disabilities into general physical education (4th ed.)*. Baltimore: Paul H. Brookes.
- Downs, P. (2011). *Where opportunity knocks*. Inclusion Club special report.
- Goosey-Tolfrey, V. Ed. (2010). *Wheelchair Sport: A complete guide for athletes, coaches, and teachers*. Champaign, IL: Human Kinetics.
- Hassan, D. et al. (2013). *Sports Coaching and Intellectual Disabilities*. Ulster: University of Ulster.
- Horvat, M., Kelly, L.E., Block, M. and Croce, R. (2018). *Developmental and Adapted Physical Activity Assessment*. Human Kinetics, Champaign: IL.
- Kudláček, M. et al. (2010). *European Standards in Adapted Physical Activities*. Olomouc: Palacky University.
- Lieberman, L. et al. (2012). *Essentials of Teaching Adapted Physical Education: Diversity, Culture, and Inclusion*. New York, USA: Routledge
- Morgulec-Adamowicz, N., & Ferreira, J.P. (2010). Adapted Physical Activities in the Sport Area (pp. 37-45). In M.Kudlacek, N. Morgulec-Adamowicz and J.Verellen (Eds.). *European Standards in Adapted Physical Activities*. Olomouc: Palacky University.
- Roth, C., Zittel, L., Pyfer, J. and Auxter, D. (2016). Jones & Bartlett Learning (12th ed.). *Principles and Methods of Adapted Physical Education & Recreation*
- Taggart, L. & Cousins, W. (2013). *Health promotion for people with intellectual and developmental disabilities*. Ulster: University of Ulster.

Articles from peer reviewed journals (primary Adapted Physical Activity Quarterly and European Journal of Adapted Physical Activity)

Part C – Optional Module – Sport Pedagogy

1. Physical literacy

- a) Brief description of the concept
- b) Various attributes
- c) Physical literacy in different life stages

2. Olympic charter

- a) Olympism – ideas, mission, movement
- b) Olympic symbols
- c) Celebration of the Olympic games

3. Biomedical aspects of PA and prescription

- a) Energy expenditure estimates
- b) MVPA definition and use
- c) PA prescription

4. Learner, pupil, athlete

- a) Factors of personal development
- b) Periods of development
- c) Sensitive periods

5. Motor learning theory

- a) Definition of motor learning
- b) Classification of physical skills
- c) Types of motor learning, motor learning curves

6. Conditions for teaching and coaching

- a) External condition for education process
- b) Legal conditions, documentation
- c) Safety prevention

7. Structure and content of PE lesson

- a) Physical education lesson
- b) Specification of each part (warm up, main part, cool down)
- c) Other organizational forms in school and sport

8. Teaching principles

- a) Main factors of education process
- b) General teaching principles
- c) Specific teaching principles

9. Acquisition of movement skills and development of motor abilities

- a) Phases of motor learning, demonstration of concrete skill
- b) Methods of training physical abilities
- c) Interrupted methods x Continuous methods

10. Various didactic / teaching instruments

- a) Didactic methods (motivation, demonstration, repetition, diagnostics, upbringing)
- b) Didactic forms (basic, specific)
- c) Teaching styles (directive, nondirective)

Literature:

- Armour, K. (2011). *Sport pedagogy: An introduction for coaching and teaching*. Pearson: Prentice Hall.
- Tinning, R. (2010). *Pedagogy and human movement: theory, practice, research*. London: Routledge.
- Schmidt, R. A. & Wrisberg, C. A. (2000). *Motor learning and performance* (2nd ed.). Champaign, Il: Human Kinetics.