



**Akademia Wychowania Fizycznego**  
*im. Eugeniusza Piaseckiego w Poznaniu*

## **FACULTY OF HEALTH SCIENCES**

**The list of subjects for ERASMUS+ incoming students**

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## OBLIGATIONS

### Classes for ERASMUS Incoming Students

All Incoming Students are obliged to respect the following rules:

1. **Students should establish/update** the list of classes/lectures to attend (learning agreements) as soon as possible (within one month of their arrival to Poznań). Student must not make changes in this document during the semester or shortly before the exams because it is the basis for preparation of an Exam Card.
2. Student must not stop attending **classes/lectures during the course. Institutional and Departmental Coordinator and teacher responsible for it should be informed earlier.**
3. Students should come to classes run by Polish teachers **on time.**
4. Within every chosen course an Erasmus Student has the maximum of 15 class-hours of **lectures** (in English) and, besides that, participates in some practical classes together with the Polish students. We offer a **module of subjects in English** with our academic teachers who are responsible for the subject and are obliged to do their best to help students. The module is based on proposals from incoming students (their Learning Agreements). Whether a course will be offered in English is subject to student demand (min. 50% of incoming students). For financial reasons **we can offer a MAXIMUM of 10 subjects per semester from each faculty and 5 subject for physiotherapy students (no more).**
5. The teacher enters points for Erasmus student courses into the USOS system, to which the student has access. The Transcript of Records which **will be sent directly to the coordinator at the partner institution not earlier than one month after the end of semester.**
6. In case of **any problems** an Erasmus Student should immediately contact his/her Polish partner-student, the Institutional or Departmental Coordinator.
7. According to the Bilateral Agreement signed with your university, the IRO will confirm the real time of your study only.



## DEPARTMENT : PHYSIOTHERAPY

The list of subjects for ERASMUS+ incoming students



**FIELD OF STUDY: PHYSIOTHERAPY**

**LIST OF SUBJECTS 2026/2027**

**LIST OF SUBJECTS ONLY FOR PHYSIOTHERAPY STUDENTS**

| No.  | SUBJECT   | HOURS/<br>ECTS | FORM OF<br>PASSING |
|--|---|----------------|--------------------|
| <b>Practical subjects – winter and summer semester</b> |   |                |                    |
| 02-FT-1-ER-17  | Clinical Practices in Physiotherapy I<br>(Praktyki kliniczne z zakresu fizjoterapii)  | 15-20/1        | Pass               |
| 02-FT-1-ER-18  | Clinical Practice II - Medical Care and<br>Rehabilitation Centre<br>(Praktyki kliniczne z zakresu fizjoterapii)   | 15-20/1        | Pass               |
| 02-FT-1-ER-22  | Clinical Practices in Physiotherapy III<br>(Praktyki kliniczne z zakresu fizjoterapii)  | 15-20/1        | Pass               |
| <b>Theoretical subjects – summer semester ONLY!</b>    |   |                |                    |
| 02-FT-1-ER-24  | Kinesiotaping in Physiotherapy and Sport<br>(Kinesiotaping w fizjoterapii i sporcie)  | 15/4           | Practical<br>exam  |
| 02-FT-1-ER-03  | The Basics of McKenzie Method and Diagnostics<br>of Gross and Fine Motor Skills with Functional<br>Movement Screen (FMS™) (Podstawowe<br>zagadnienia dotyczące terapii metodą McKenzie)     | 20/5           | Exam               |
| 02-FT-1-ER-04  | Neurological Rehabilitation<br>(Rehabilitacja neurologiczna)  | 20/5           | Pass               |
|  | Osteopathic Approach to Temporomandibular<br>Joint Therapy (Osteopatyczne podejście do terapii<br>stawów skroniowo-żuchwowych)  | 15/4           | Practical<br>exam  |
| 02-FT-1-ER-06  | Dysfunction of Children Body Posture (Zaburzenia<br>i dysfunkcje postawy ciała u dzieci)  | 20/5           | Pass               |
| 02-FT-1-ER-19  | Diagnostic and Therapeutic Methods for Upper<br>Extremity Dysfunctions in Neurological Conditions<br>(Badanie i rehabilitacja dysfunkcji kończyn<br>górných w schorzeniach neurologicznych) | 15/4           | Practical<br>exam  |
|  | Modern Technologies and Clinical Simulation in<br>Physiotherapy (Nowoczesne Technologie i<br>Symulacja Kliniczna w Fizjoterapii)  | 15/4           | Pass               |
| 02-FT-1-ER-09  | Adapted Physical Activity of Disabled<br>(Aktywność fizyczna osób niepełnosprawnych)  | 15/4           | Pass               |
| 02-FT-1-ER-11  | Sports Medicine and Traumatology with first aid<br>(Medycyna sportu i traumatologia z elementami  | 15/4           | Exam               |

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|  | <b>pierwszej pomocy)</b>   |      |                |
| <b>01-WF-1-ER-21</b>   | <b>Methodology of Teaching Basic Swimming for Children with Elements of Halliwick Method (Metodyka Nauczania Pływania Podstawowego z Elementami Terapii Wodnej Halliwick)</b>  | 15/4 | Pass           |
|  | <b>Physical Activity in Musculoskeletal Health (Aktywność fizyczna a zdrowie układu mięśniowo-szkieletowego)</b>   | 15/4 | Pass           |
| <b>01-WF-1-ER-29</b>   | <b>Physical Activity of Pregnant Women (Aktywność Fizyczna Kobiet w Cięży)</b>   | 15/4 | Pass           |
| <b>02-FT-1-ER-23</b>   | <b>Cognicise: cognition &amp; exercise (Cognicise: ćwicz i myśl)</b>   | 15/4 | Practical exam |
| <b>01-WF-1-ER-26</b>   | <b>Health Education (Edukacja zdrowotna)</b>   | 15/4 | Exam           |
| <b>01-T-1-ER-13</b>  | <b>Yoga (Joga)</b>   | 15/4 | Pass           |
| <b>Hybrid Exchange Module –<br/>/ English-friendly course -classes for incoming students integrated with local students/</b> |  |      |                |
|  | <b>Functional Diagnostics in Musculoskeletal Dysfunctions (Diagnostyka funkcjonalna w dysfunkcjach narządu ruchu)</b>  | 35/9 | Practical exam |
|  | <b>Clinical Physiotherapy in Musculoskeletal Dysfunctions in Neurology and Neurosurgery (Fizjoterapia kliniczna w dysfunkcjach układu ruchu w neurologii i neurochirurgii)</b> | 28/7 | Practical exam |
|  | <b>Halliwick and Watsu water therapies (Terapie wodne Halliwick i Watsu)</b>   | 20/5 | Pass           |

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| <b>Subject</b>                      | PRAKTYKI KLINICZNE Z ZAKRESU FIZJOTERAPII I<br>CLINICAL PRACTICES IN PHYSIOTHERAPY I  |
| <b>Unit of AWF</b>                  | Poznańskie Centrum Fizjoterapii Funkcjonalnej sp. z o.o.,<br>Mostowa 6 Street, floor 4, Poznań  |
| <b>Teacher's name</b>               | Magdalena Goliwås, PT, PhD  |
| <b>ECTS points</b>                  | In accordance with your Learning Agreement, 1 ECTS credit is equivalent to 25–30 workload hours.  |
| <b>Number of hours</b>              | In accordance with your Learning Agreement  |
| <b>Methods of estimation</b>        | <ul style="list-style-type: none"> <li>•Active participation in the classes (one absence allowed)</li> <li>•Preparation for classes (doing home tasks)</li> <li>•Preparation of a patient treatment plan</li> </ul>   |
| <b>Effects/results of education</b> | <p><i>This course is designed for physiotherapy students.<br/>Basic knowledge of human anatomy and biomechanics is required.<br/>The course will cover basic orthopaedic conditions and various conditions of musculoskeletal system and neurological patient like:</i></p> <ul style="list-style-type: none"> <li>•Degenerative changes in various joints</li> <li>•Disorders of bones and soft tissues (fractures, sprains, strains, inflammations)</li> <li>•Tendons and ligamentous injuries (raptures)</li> <li>•Low back pain</li> <li>•Open and close fractures</li> <li>•Various joints replacements</li> <li>•Reconstructive surgery</li> <li>•Other orthopaedic conditions</li> <li>•Functional assessment of patient after stroke</li> </ul> <p><i>Practical classes will be held at the rehabilitation room, where students will be able to observe physiotherapists during their work with the patient, perform some basic procedures / evaluations and carry out exercises with the patient.</i></p> <ul style="list-style-type: none"> <li>•Presentation and supervision of exercises performed by patients recommended by the leading physiotherapist</li> <li>•Operation of equipment and selected measuring devices</li> <li>•Learning to perform basic functional assessment tests</li> <li>•Analysing test results and proper clinical reasoning</li> <li>•Learning techniques to reduce muscle tension</li> </ul> <p><i>Participation in the development of a patient treatment plan</i></p> |

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**Topics of the classes**

- *Nonoperative treatment of acute and overuse injuries of lower and upper extremities.*
  - *Rehabilitation of the upper extremity (shoulder, elbow, wrist) after common arthroscopic procedures.*
  - *Rehabilitation of the lower extremity (hip, knee, ankle) after common arthroscopic procedures.*
  - *Practical approach to rehabilitation (demonstration of exercises, justification for selection of exercises and sequence of their execution).*
  - *Differences in rehabilitation of the professional athletes. Biomechanical evaluation and return to sport criteria after injury / surgery.*
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**Recommended literature**

- *Bobath B.: Adult Hemiplegia: Evolution and Treatment, Oxford 1990*
- *Peter Brukner, Karim Khan "Clinical Sports Medicine" McGraw-Hill Education / Australia 2012, 4<sup>th</sup> Edition*
- *S. Brent Brotzman, Kevin E. Wilk "Clinical Orthopaedic Rehabilitation" Mosby 2003, 2<sup>nd</sup> Edition (or new edition: Charles E. Giangarra, Robert C. Manske "Clinical Orthopaedic Rehabilitation: A Team Approach" Elsevier 2017, 4<sup>th</sup> Edition)*

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| <b>Subject</b>                      | <p>PRAKTYKI KLINICZNE II</p> <hr/> <p><b>CLINICAL PLACEMENT II- MEDICAL CARE AND REHABILITATION</b></p>   |
| <b>Unit of AWF</b>                  | <b>Zakład Opiekuńczo - Leczniczy i Rehabilitacji Medycznej, (Medical Care and Rehabilitation Center), Mogileńska 42 Street, 61-044 Poznań</b>   |
| <b>Teacher's name</b>               | <b>Jakub Urbanowicz PT , MSc, Martyna Reinholz, PT, MSc</b>   |
| <b>ECTS points</b>                  | <b>In accordance with your Learning Agreement, 1 ECTS credit is equivalent to 25–30 workload hours.</b>   |
| <b>Number of hours</b>              | <b>In accordance with your Learning Agreement</b>   |
| <b>Methods of estimation</b>        | <p>- <i>Active participation in the classes</i></p> <p>- <i>Preparation of a patient treatment plan, adequate to the type of injury / surgery and rehabilitation period</i></p>   |
| <b>Effects/results of education</b> | <p><i>Students can:</i></p> <p>- <i>examine the functional patient after injury and in the course of neurological diseases</i></p> <p>- <i>plan and carry rehabilitation procedures</i></p>   |
| <b>Topics of the classes</b>        | <ul style="list-style-type: none"> <li>- <i>Rehabilitation in neurology: Encephalitis, Meningitis, Stroke, Cerebral Palsy, Brain Injuries, Multiple Sclerosis, Parkinson's and Alzheimer's Diseases, SLA</i></li> <li>- <i>Pathological Manifestation of aging, Musculoskeletal and Neurological disorders and disease, Cognitive disorders, Cardiovascular, Pulmonary, Skin conditions and diseases, Metabolic pathologies</i></li> <li>- <i>Various condition of Musculoskeletal System: Arthritic conditions, disorders of bones and soft tissues (fractures, sprains, strains, inflammations), upper and lower limb, spinal deformities and disorders, musculoskeletal pain management</i></li> </ul> |
| <b>Recommended literature</b>       |   |

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| <b>Subject</b>                      | <b>PRAKTYKI KLINICZNE Z ZAKRESU FIZJOTERAPII III</b><br><b>CLINICAL PRACTICES IN PHYSIOTHERAPY III</b>   |
| <b>Unit of AWF</b>                  | <b>Unit/Department of Sports Medicine and Traumatology,<br/>CORE clinic , Droga Dębińska 10c Street, 61-555 Poznań</b>   |
| <b>Teacher's name</b>               | <b>Przemysław Lutomski, PT, PhD</b>  |
| <b>ECTS points</b>                  | <b>In accordance with your Learning Agreement, 1 ECTS credit is<br/>equivalent to 25–30 workload hours.</b>  |
| <b>Number of hours</b>              | <b>In accordance with your Learning Agreement</b>  |
| <b>Methods of estimation</b>        | <ul style="list-style-type: none"> <li>- Active participation in the classes (one absence allowed)</li> <li>- Preparation for classes (doing home tasks)</li> <li>- Preparation of a patient treatment plan, adequate to the type of injury / surgery and rehabilitation period</li> </ul>   |
| <b>Effects/results of education</b> | <p>Knowledge about common injuries in sport and the way of evaluation/examination and treatment;<br/>Manual Therapy – diagnosis/evaluation and treatment<br/>Orthopedic rehabilitation after knee and feet surgery</p>   |
| <b>Topics of the classes</b>        | <p>Definitions: Trauma/injuries/overuse syndromes<br/>Manual Techniques in Practice<br/>Diagnosis, first aid and treatment in traumatology and manual medicine/physiotherapy<br/>Principles of injury prevention<br/>Aqua therapy<br/>Children posture defects</p>   |
| <b>Recommended literature</b>       | <p>Peter Brukner, Karim Khan "Clinical Sports Medicine" McGraw-Hill Education / Australia 2012, 4<sup>th</sup> Edition<br/>S. Brent Brotzman, Kevin E. Wilk "Clinical Orthopaedic Rehabilitation" Mosby 2003, 2<sup>nd</sup> Edition (or new edition: Charles E. Giangarra, Robert C. Manske "Clinical Orthopaedic Rehabilitation: A Team Approach" Elsevier 2017, 4<sup>th</sup> Edition)</p> |

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| <b>Subject</b>                      | KINESIOTAPING W FIZJOTERAPII I SPORCIE   |
|                                     | KINESIOTAPING IN PHYSIOTHERAPY AND SPORT   |
| <b>Unit of AWF</b>                  | Department of Kinesiotherapy Developmental Physiotherapy<br>(Zakład Kinezyterapii i Fizjoterapii wieku Rozwojowego)  |
| <b>Teacher's name</b>               | Łukasz Michałowski , PT, PhD   |
| <b>ECTS points</b>                  | 4  |
| <b>Number of hours</b>              | 15   |
| <b>Methods of estimation</b>        | <ol style="list-style-type: none"> <li>1. <i>Practical classes, workshop.</i></li> <li>2. <i>The evaluation process consist of preparation to the classes and practical test.</i></li> </ol>   |
| <b>Effects/results of education</b> | <ol style="list-style-type: none"> <li>1. <i>The aim of the classes is acquiring knowledge in the theory of the Kinesiotaping method</i></li> <li>2. <i>Acquiring the ability to effectively apply the tape in specific clinical cases</i></li> <li>3. <i>Student after classes has knowledge of the principles of using the Kinesiotaping method, including indications and contraindications</i></li> <li>4. <i>Independently performs all types of applications learned on the classes</i></li> <li>5. <i>Is able to select the appropriate type of application for a clinical unit.</i></li> </ol>     |
| <b>Topics of the classes</b>        | <ol style="list-style-type: none"> <li>1. <i>Introduction to the concept of the Kinesiotaping method: history, application, properties of Kinesio tape.</i></li> <li>2. <i>The impact of Kinesio tape on the skin and superficial and deep fascia.</i></li> <li>3. <i>Tape application rules.</i></li> <li>4. <i>Tape removal methods.</i></li> <li>5. <i>Contraindications, precautions and guidelines for the use of the Kinesio Taping Method</i></li> <li>6. <i>Sample applications using kinesio tape for muscle relaxation, muscle stimulation, analgesic, stabilizing and lymphatic.</i></li> </ol> |
| <b>Recommended literature</b>       | <i>Clinical Therapeutic Applications of the Kinesio Taping Method by Kenzo Kase, Jim Wallis, Tsuyoshi Kase.</i>  |

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| <b>Subject</b>                      | PODSTAWOWE ZAGADNIENIA DOTYCZĄCE TERAPII METODĄ MCKENZIE ORAZ METODA FUNCTIONAL MOVEMENT SCREEN (FMS™) JAKO PRZYKŁAD GLOBALNEJ DIAGNOSTYKI FUNKCJONALNEJ<br><b>THE BASICS OF MCKENZIE METHOD AND DIAGNOSTICS OF GROSS AND FINE MOTOR SKILLS WITH FUNCTIONAL MOVEMENT SCREEN (FMS™)</b>   |
| <b>Unit of AWF</b>                  | <b>Department of Kinesiotherapy Developmental Physiotherapy<br/>         (Zakład Kinezyterapii i Fizjoterapii wieku Rozwojowego)</b>   |
| <b>Teacher's name</b>               | <b>Łukasz Michałowski, PT, PhD</b>   |
| <b>ECTS points</b>                  | <b>5</b>   |
| <b>Number of hours</b>              | <b>20</b>  |
| <b>Methods of estimation</b>        | <i>Practical classes, workshop. The evaluation process consist of preparation to the classes and practical and written tests.</i>  |
| <b>Effects/results of education</b> | <p><i>McKenzie Method is a concept based on knowledge of symptoms and the analysis of behavior of complaints and joint mechanics (motion segment), in an interview and physical examination. Examination of the McKenzie Method allows to determine the direction of movement of the damaged tissue so the therapist can determine which body movement can push those tissues back on the right place. McKenzie treatment uniquely emphasizes education and active patient involvement in the management of their treatment in order to decrease pain quickly, and restore function and independence, minimizing the number of visits to the clinic.</i></p> <p><i>The Functional Movement Screen (FMS™) is an assessment technique, which attempts to identify imbalances in mobility and stability during fundamental movement patterns. This assessment tool is thought to exacerbate the individual's compensatory movement problems, allowing for easy identification. It is these movement flaws that may lead to breakdown in the kinetic linking system, causing inefficiency and microtrauma during activity. In many cases, muscle flexibility and strength imbalances along with previous injuries may not be identified. These problems, which have been acknowledged as significant risk factors for injury, will be identified using the FMS™.</i></p> |
| <b>Topics of the classes</b>        | <ol style="list-style-type: none"> <li>1. <i>The principles of McKenzie Method and Functional Movement Screen (FMS™).</i></li> <li>2. <i>Definitions and terms used in the McKenzie Method and Functional Movement Screen (FMS™).</i></li> <li>3. <i>Forms and documents used in the McKenzie Method and</i></li> </ol>  |

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- Functional Movement Screen (FMS™); The ranking and grading system.*
4. *The epidemiology of body disorders; Injury prevention.*
  5. *Pain patterns and mechanism of pain production.*
  6. *The McKenzie classification of spinal pain; Treatment of the anatomical disruption or displacement within the motion segment (Derangement Syndrome). Treatment of the end-range stress of normal structures (Postural Syndrome) and end-range stress of shortened structures (Dysfunction Syndrome).*
  7. *Biomechanics and movement patterns; Limitations of strength, balance and range of motion.*
  8. *Functional Movement Screen (FMS™) - tool for analysing the stability of body segments during movement; Part of the comprehensive physiotherapeutic and biomechanical assessment of physically active persons as an element of primary prevention of sport injuries.*
  9. *Physical examination and assessment in McKenzie Method and Functional Movement Screen (FMS™)*
  10. *The mechanical therapy procedures; education of the patient and patient involvement in the treatment; Corrective exercise to restore movement patterns.*
  11. *Proper movement and building strength on it.*
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**Recommended  
literature**

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| <b>Subject</b>                      | REHABILITACJA NEUROLOGICZNA<br><b>NEUROLOGICAL REHABILITATION</b>  |
| <b>Unit of AWF</b>                  | <b>Department of Musculoskeletal Physiotherapy<br/>(Zakład Rehabilitacji Narządu Ruchu)<br/>Department of Neuromuscular Physiotherapy<br/>(Zakład Fizjoterapii Nerwowo-mięśniowej)</b>   |
| <b>Teacher's name</b>               | <b>Magdalena Goliwąg, PT, PhD<br/>Joanna Małecka, PT, PhD</b>  |
| <b>ECTS points</b>                  | <b>5</b>   |
| <b>Number of hours</b>              | <b>20</b>  |
| <b>Methods of estimation</b>        | <i>Active participation in the classes. Practical classes, workshop.</i>   |
| <b>Effects/results of education</b> | <p><i>After completing this course, the student:</i></p> <ul style="list-style-type: none"> <li>- <i>Has the ability to carry out a structural and functional assessment of a patient after a stroke</i></li> <li>- <i>Understands the differences between patients with acute and chronic stroke</i></li> <li>- <i>Knows the techniques applied to increased muscle tension</i></li> <li>- <i>Knows therapeutic strategies in patients after a stroke</i></li> </ul>  |
| <b>Topics of the classes</b>        | <ol style="list-style-type: none"> <li><i>1. Basic assessment of neurological patient (after stroke, cranio-cerebral trauma)</i></li> <li><i>2. Test used for functional assessment: Time up and Go, Berg Balance Scale, Fugl-Meyer Test, Stroke Rehabilitation Assessment of Movement</i></li> <li><i>3. Techniques to reduce muscle tension</i></li> <li><i>4. Differences in management of acute and chronic phase after stroke and cranio-cerebral trauma</i></li> <li><i>5. Practical training with the patient on the mat</i></li> </ol> |
| <b>Recommended literature</b>       | <ol style="list-style-type: none"> <li><i>1. Rain S., Meadows L., Lynch-Ellerington M.: Bobath Concept Theory and Clinical Practice I Neurological Rehabilitation. Wiley-Blackwell; 2009</i></li> <li><i>2. Bobath B.: Adult Hemiplegia: Evolution and Treatment, 3rd end. Butterworth-Heinemann; Oxford 1990</i></li> </ol>   |

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| <b>Subject</b>                      | OSTEOPATYCZNE PODEJŚCIE DO TERAPII STAWÓW SKRONIOWO-<br>ŻUCHWOWYCH  |
|                                     | <b>OSTEOPATHIC APPROACH TO TEMPOROMANDIBULAR JOINT<br/>THERAPY</b>  |
| <b>Unit of AWF</b>                  | <b>Department of Neuromuscular Physiotherapy<br/>(Zakład Fizjoterapii Nerwowo-mięśniowej)</b>   |
| <b>Teacher's name</b>               | <b>Katarzyna Adamczewska, PT, PhD</b>   |
| <b>ECTS points</b>                  | <b>4</b>  |
| <b>Number of hours</b>              | <b>15</b>   |
| <b>Methods of estimation</b>        | <i>The evaluation consists of practical examination</i>   |
| <b>Effects/results of education</b> | <p><i>The aim of this course is to present osteopathic concept of diagnosing and treating the temporomandibular joint (TMJ) and to provide them with practical skills for clinical application.</i></p> <p><i>Objectives of the subject:</i></p> <ul style="list-style-type: none"> <li>● <i>Student should be able to present patterns and techniques of osteopathic TMD therapy.</i></li> <li>● <i>Student should be able to perform a comprehensive osteopathic assessment of the stomatognathic system.</i></li> <li>● <i>Student should be able to apply manual techniques (myofascial, articular, and cranial) to treat TMJ dysfunctions in clinical practice.</i></li> </ul> |
| <b>Topics of the classes</b>        | <ol style="list-style-type: none"> <li><i>1. Basic assessment of neurological patient (after stroke, cranio-cerebral trauma)</i></li> <li><i>2. Test used for functional assessment: Time up and Go, Berg Balance Scale, Fugl-Meyer Test, Stroke Rehabilitation Assessment of Movement</i></li> <li><i>3. Techniques to reduce muscle tension</i></li> <li><i>4. Differences in management of acute and chronic phase after stroke and cranio-cerebral trauma</i></li> <li><i>5. Practical training with the patient on the mat</i></li> </ol>  |
| <b>Recommended literature</b>       | <ol style="list-style-type: none"> <li><i>1. Rain S., Meadows L., Lynch-Ellerington M.: Bobath Concept Theory and Clinical Practice I Neurological Rehabilitation. Wiley-Blackwell; 2009</i></li> <li><i>2. Bobath B.: Adult Hemiplegia: Evolution and Treatment, 3rd end. Butterworth-Heinemann; Oxford 1990</i></li> </ol>  |

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| <b>Subject</b>                      | ZABURZENIA I DYSFUNKCJE POSTAWY CIAŁA U DZIECI<br><b>DYSFUNCTION OF CHILDREN BODY POSTURE</b>   |
| <b>Unit of AWF</b>                  | <b>Department of Kinesiotherapy Developmental Physiotherapy<br/>(Zakład Kinezyterapii i Fizjoterapii wieku Rozwojowego)</b>   |
| <b>Teacher's name</b>               | <b>Marta Flis-Masłowska, PT, PhD (NMT, European Neuromuscular Therapist)</b>  |
| <b>ECTS points</b>                  | <b>5</b>  |
| <b>Number of hours</b>              | <b>20</b>   |
| <b>Methods of estimation</b>        | <i>Practical classes, workshop. The evaluation consists on practical tests and power point presentation.</i>  |
| <b>Effects/results of education</b> | <p><i>The objective of this course is to provide students with knowledge on the types of body dysfunctions, use of functional assessment of children posture, physical examination and education of the patient. Moreover, students are able to practical use of Thera-Band exercise bands and basic myofascial therapeutic techniques.</i></p> <p><b>Objectives of the subject:</b></p> <ul style="list-style-type: none"> <li>- <i>diagnosis with shaping body posture and postural control in ontogenesis.</i></li> <li>- <i>learning individual and team preventive and corrective actions, adequate to postural disorders and various rehabilitation method.</i></li> </ul>  |
| <b>Topics of the classes</b>        | <ol style="list-style-type: none"> <li>1. <i>Analysis of the formation and changes within the body posture and anatomic-physiological conditions.</i></li> <li>2. <i>The mechanism of shaping the body posture - biomechanical interpretation.</i></li> <li>3. <i>Characteristics of the correct posture.</i></li> <li>4. <i>Muscle balance and disbalance in the pelvic, thoracic, dorsal, abdominal and knee areas.</i></li> <li>5. <i>Diagnostic various methods used in the assessment of postural disorders.</i></li> <li>6. <i>Disfunction of the posture in the sagittal plane: the concave back, the round one, the back round - concave, flat back.</i></li> <li>7. <i>Individual and team corrective procedures. Use of Thera-Band tapes in posture defects therapy.</i></li> </ol> |
| <b>Recommended literature</b>       | <i>Articles in scientific body posture journals are recommended.</i>  |

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| <b>Subject</b>                      | BADANIE I REHABILITACJA DYSFUNKCJI KOŃCZYN GÓRNYCH<br>W SCHORZENIACH NEUROLOGICZNYCH<br><b>DIAGNOSTIC AND THERAPEUTIC METHODS FOR UPPER<br/>EXTREMITY DYSFUNCTIONS IN NEUROLOGICAL CONDITIONS</b>   |
| <b>Unit of AWF</b>                  | <b>Department of Neuromuscular Physiotherapy<br/>(Zakład Fizjoterapii Nerwowo-mięśniowej)</b>   |
| <b>Teacher's name</b>               | <b>Joanna Małecka, PT, PhD</b>  |
| <b>ECTS points</b>                  | <b>4</b>  |
| <b>Number of hours</b>              | <b>15</b>   |
| <b>Methods of estimation</b>        | <i>The evaluation consists of a practical examination</i>   |
| <b>Effects/results of education</b> | <p><i>The aim of this course is to familiarize students with neurological examination of the upper extremity and to equip them with the skills to create rehabilitation programs for such conditions.</i></p> <p><i>Objectives of the subject:</i></p> <ul style="list-style-type: none"> <li>• <i>The student will be able to find and use proper evidence-based outcome measures to assess upper extremity dysfunctions in neurological patients.</i></li> <li>• <i>The student will learn how to treat upper extremity dysfunctions using neurodevelopmental treatment methods.</i></li> </ul> |
| <b>Topics of the classes</b>        | <ol style="list-style-type: none"> <li>1. <i>Evidence-based diagnostic tools for upper extremity assessment.</i></li> <li>2. <i>Characteristics of upper extremity dysfunctions in neurological conditions.</i></li> <li>3. <i>Cognitive Therapeutic Exercises in upper extremity rehabilitation.</i></li> <li>4. <i>Elements of the NDT-Bobath concept for adults in upper extremity neurorehabilitation.</i></li> <li>5. <i>Elements of the PNF method in upper extremity rehabilitation.</i></li> </ol>  |
| <b>Recommended literature</b>       | <p><i>Bobath Concept: Theory and Clinical Practice in Neurological Rehabilitation; Raine, Meadows, Lynch–Ellerington; Wiley-Blackwell, 2009</i></p> <p><i>PNF in Practice; Adler, Susan S.; Beckers, Dominiek; Buck, Math; Springer-Verlag GmbH, 2021</i></p> <p><i>Physical Rehabilitation, O'Sullivan, Schmitz, Fulk; F.A.Davis Company, 2014</i></p> <p><i>Articles on neurological rehabilitation topics.</i><br/><i>neuropt.org, sralab.org</i></p>  |

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| <b>Subject</b>                      | NOWOCZESNE TECHNOLOGIE I SYMULACJA KLINICZNA<br>W FIZJOTERAPII<br><b>MODERN TECHNOLOGIES AND CLINICAL SIMULATION IN<br/>         PHYSIOTHERAPY</b>   |
| <b>Unit of AWF</b>                  | <b>Department of Neuromuscular Physiotherapy<br/>         (Zakład Fizjoterapii Nerwowo-mięśniowej)<br/>         Department of Kinesiotherapy Developmental Physiotherapy<br/>         (Zakład Kinezyterapii i Fizjoterapii wieku Rozwojowego)</b>  |
| <b>Teacher's name</b>               | <b>Joanna Małecka, PT, PhD<br/>         Katarzyna Adamczewska, PT, PhD<br/>         Łukasz Michałowski, PT, PhD</b>  |
| <b>ECTS points</b>                  | <b>4</b>   |
| <b>Number of hours</b>              | <b>15</b>  |
| <b>Methods of estimation</b>        | <i>Active participation in the classes.</i>  |
| <b>Effects/results of education</b> | <i>The aim of this course is to provide students with advanced practical skills in using modern technologies within a high-fidelity clinical simulation environment. By bridging theory and practice, the subject enables hands-on training with robotic-assisted systems and VR, focusing on developing clinical reasoning for patients with complex neurological and musculoskeletal conditions.</i>   |
| <b>Topics of the classes</b>        | <ol style="list-style-type: none"> <li>1. <i>Hands-on experience with robotic-assisted rehabilitation systems (Armeo Power, Bertec, Huber 360, Diers...).</i></li> <li>2. <i>Practical use of advanced diagnostic tools and biofeedback systems.</i></li> <li>3. <i>Integration of virtual reality (VR) and motion sensors in therapeutic protocols.</i></li> <li>4. <i>Analysis of kinetic and kinematic parameters using modern assessment instrumentation.</i></li> </ol> |
| <b>Recommended literature</b>       |  |

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| <b>Subject</b>                      | AKTYWNOŚĆ FIZYCZNA OSÓB NIEPEŁNOSPRAWNYCH<br><b>ADAPTED PHYSICAL ACTIVITY OF DISABLED</b>  |
| <b>Unit of AWF</b>                  | <b>Department of Adapted Physical Activity<br/>(Zakład Adaptowanej Aktywności Fizycznej)</b>   |
| <b>Teacher's name</b>               | <b>Maciej Wilski, PT, PhD</b>  |
| <b>ECTS points</b>                  | <b>4</b>   |
| <b>Number of hours</b>              | <b>15</b>  |
| <b>Methods of estimation</b>        | <i>Student's presentation. Practical classes, workshop.</i>  |
| <b>Effects/results of education</b> | <i>After completing this course, the student:</i><br><ul style="list-style-type: none"> <li>- develops the competences necessary to work with disabled athletes</li> <li>- develops teaching, training, and coaching skills, needed for a well-balanced approach in educational and sports environment</li> <li>- develops knowledge of Paralympic sports and adaptive activities.</li> </ul>  |
| <b>Topics of the classes</b>        | <p><i>A. Foundational topics in APA (Adapted Physical Activity), history, purposes, aims, goals, and objectives of sports for disabled persons, disability based sport organizations, disability sport terminology.</i></p> <p><i>B. Winter and summer Paralympic sports, team sports for disabled persons. Practical training:</i></p> <ul style="list-style-type: none"> <li>- Goalball</li> <li>- Wheelchair Rugby</li> <li>- Boccia</li> </ul> <p><i>C. Active rehabilitation – history, purposes, aims, goals, organizations and practical training.</i></p> <p><i>D. Social and psychological advantages of sports of the disabled</i></p> |
| <b>Recommended literature</b>       | <p><i>Sherill C.: Adapted physical activity, recreation and sport. The McGraw-Hill Companies, 1998</i></p> <p><i>Winnick, J., &amp; Porretta, D. (Eds.). (2016). Adapted Physical Education and Sport, 6E. Human Kinetics.</i></p>   |

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| <b>Subject</b>                      | MEDYCYNĄ SPORTU I TRAUMATOLOGIA Z ELEMENTAMI PIERWSZEJ POMOCY<br><b>SPORTS MEDICINE AND TRAUMATOLOGY WITH FIRST AID</b>   |
| <b>Unit of AWF</b>                  | <b>Department of Sports Medicine and Traumatology/<br/>Zakład Medycyny Sportu i Traumatologii</b>   |
| <b>Teacher's name</b>               | <b>Maciej Jurasz, PT, PhD, OMT, FDM IC</b>  |
| <b>ECTS points</b>                  | <b>4</b>  |
| <b>Number of hours</b>              | <b>15</b>   |
| <b>Methods of estimation</b>        | <i>Written test/student's presentation the topic of choice</i>  |
| <b>Effects/results of education</b> | <i>Knowledge about common injuries in sport and the way of evaluation/examination and treatment.<br/>Manual Therapy – diagnosis/evaluation and treatment<br/>Knowledge and skills in BLS field (first aid in both posttraumatic and non-traumatic situations)</i>   |
| <b>Topics of the classes</b>        | <i>Definitions:<br/>Trauma/injuries/overuse syndromes<br/>Classifications of most common injuries<br/>Manual Techniques in Practice<br/>Diagnosis, first aid and treatment in traumatology and manual medicine/physiotherapy<br/>[BLS/ (Basic Life Support) according to ERC (Europe. Resuscitation Council)]</i> |
| <b>Recommended literature</b>       | <i>ed. Bahr Roald, The IOC Manual of Sports Injuries, Wiley-Blackwell, 2012</i>   |

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| <b>Subject</b>                      | METODYKA NAUCZANIA PŁYWANIA PODSTAWOWEGO Z ELEMENTAMI TERAPII WODNEJ HALLIWICK<br><b>METHODOLOGY OF TEACHING BASIC SWIMMING FOR CHILDREN WITH ELEMENTS OF HALLIWICK METHOD</b>   |
| <b>Unit of AWF</b>                  | <b>Department of Swimming and Water Lifesaving<br/>(Zakład Pływania i Ratownictwa Wodnego)</b>   |
| <b>Teacher's name</b>               | <b>Krystian Wochna, PhD</b>  |
| <b>ECTS</b>                         | <b>4</b>   |
| <b>Number of hours</b>              | <b>15</b>  |
| <b>Methods of estimation</b>        | <i>Pass practical classes<br/>Prepare lesson plans</i>   |
| <b>Effects/results of education</b> | <ol style="list-style-type: none"> <li><i>1. The aim of the subject is to educate students in methodology of teaching basic swimming for children.</i></li> <li><i>2. Staging the process of teaching swimming.</i></li> <li><i>3. Describing of using the Halliwick method.</i></li> </ol>  |
| <b>Topics of the classes</b>        | <p><i>3 classes – lectures:<br/>Water environmental features<br/>Educational aspects of the swimming teaching process<br/>Assumptions of the Halliwick Method</i></p> <p><i>8 classes – exercises:<br/>Methods, forms and principles of teaching children swimming,<br/>practical use of a play form, stroke mechanics, The Halliwick Ten Point Programme, Plans preparation</i></p> <p><i>8 classes – exercises:<br/>Conducting classes by students according to their plans</i></p>  |
| <b>Recommended literature</b>       | <ol style="list-style-type: none"> <li><i>1. Peden, A.E.; Franklin, R.C. Learning to Swim: An Exploration of Negative Prior Aquatic Experiences Among Children. Int. J. Environ. Res. Public Health 2020, 17:3557</i></li> <li><i>2. Jerszyński, D.; Antosiak-Cyrak, K.; Habiera, M.; Wochna, K.; Rostkowska, E.Changes in selected parameters of swimming technique in the back crawl and the front crawl in young novice swimmers. Journal of Human Kinetics 2013, 37:161-171.</i></li> <li><i>3. Tripp, F.; Krakow, K. Effects of an aquatic therapy approach (Halliwick-Therapy) on functional mobility in subacute stroke patients: a randomized controlled trial. Clin Rehabil 2014, 28(5):432-9.</i></li> </ol> |

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| <b>Subject</b>                      | <p style="text-align: center;">AKTYWNOŚĆ FIZYCZNA A ZDROWIE UKŁADU<br/>MIĘŚNIOWO-SZKIELETOWEGO</p> <hr/> <p style="text-align: center;"><b>PHYSICAL ACTIVITY IN MUSCULOSKELETAL HEALTH</b></p>  |
| <b>Unit of AWF</b>                  | <p style="text-align: center;"><b>Department of Swimming and Water Lifesaving<br/>(Zakład Pływania i Ratownictwa Wodnego)</b></p>   |
| <b>Teacher's name</b>               | <p style="text-align: center;"><b>Krystian Wochna, PhD</b></p>  |
| <b>ECTS</b>                         | <p style="text-align: center;"><b>4</b></p>   |
| <b>Number of hours</b>              | <p style="text-align: center;"><b>15</b></p>  |
| <b>Methods of estimation</b>        | <p><i>Active participation in the classes (worksheets)</i><br/><i>Student's presentation</i></p>  |
| <b>Effects/results of education</b> | <p><i>Students will gain knowledge in the field of supporting physical activity planning in light of bone metabolism and strength, as well as the characteristics of skeletal muscles.</i></p>  |
| <b>Topics of the classes</b>        | <p><i>Bone tissue metabolism and physical activity</i></p> <ul style="list-style-type: none"> <li>• <i>bone cells - mechanical stimulation</i></li> <li>• <i>areal bone mineral density</i></li> <li>• <i>femur strength index</i></li> <li>• <i>dual X-ray absorptiometry measurements</i></li> </ul> <p><i>Analysis of skeletal muscle characteristics</i></p> <ul style="list-style-type: none"> <li>• <i>the peak torques</i></li> <li>• <i>muscle stiffness and elasticity</i></li> <li>• <i>muscle–bone crosstalk</i></li> </ul> <p><i>The role of carbohydrate metabolic indices</i></p> <ul style="list-style-type: none"> <li>• <i>insulin resistance index</i></li> <li>• <i>glucose, insulin</i></li> </ul>  |
| <b>Recommended literature</b>       | <ol style="list-style-type: none"> <li>1. <i>Morseth, B. Emaus, N. Jørgensen, L. (2011) Physical activity and bone: The importance of the various mechanical stimuli for bone mineral density. Norsk Epidemiologi, 20, 173–178.</i></li> <li>2. <i>Wochna, K., Stemplewski, R., Leszczyński, P. et al. (2026) Relationships of bone mineral density and femur strength index with aerobic capacity, body composition and carbohydrate metabolic indices in postmenopausal women. Applied Sciences, 16(5), 2338.</i></li> <li>3. <i>Wochna, K., Ogurkowska, M., Leszczyński, et al. (2022) Nordic walking with an integrated resistance shock absorber affects the femur strength and muscles torques in postmenopausal women. Scientific Reports, 12(1), 20089.</i></li> <li>4. <i>Faulkner, K. G., Wacker, W. K., Barden, H. S. et al. (2006) Femur strength index predicts hip fracture independent of bone density and hip axis length. Osteoporosis International, 17(4), 593–599.</i></li> </ol> |

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| <b>Subject</b>                      | AKTYWNOŚĆ FIZYCZNA KOBIET W CIAŻY<br><b>PHYSICAL ACTIVITY OF PREGNANT WOMEN</b>  |
| <b>Unit of AWF</b>                  | <b>Department of Physical Activity Sciences and Health Promotion (Zakład Nauk o Aktywności Fizycznej i Promocji Zdrowia)</b>   |
| <b>Teacher's name</b>               | <b>Ida Laudańska-Krzemińska, Ass. Professor, Aneta Worska, MSc</b>   |
| <b>ECTS points</b>                  | <b>4</b>   |
| <b>Number of hours</b>              | <b>15</b>  |
| <b>Methods of estimation</b>        | <b>Test of practical and theoretical skills<br/>Participating in the course actively</b>   |
| <b>Effects/results of education</b> | <ul style="list-style-type: none"> <li>- <i>The student will know the recommendations for physical activity in pregnancy and the correct structure of physical activities for each trimester of pregnancy.</i></li> <li>- <i>The student will be able to select and adjust the recommended forms of physical activity for pregnant women and indicate the non-recommended as well as contraindications to their use.</i></li> <li>- <i>The student will demonstrate an attitude of interest in lifelong care of the body and health, including at special moments in life like pregnancy.</i></li> </ul>   |
| <b>Topics of the classes</b>        | <ul style="list-style-type: none"> <li>- <i>Pregnancy as a unique moment in a woman's life - changes in the body relevant to women's physical activity. Selected health measures of quality of life and activity of pregnant women.</i></li> <li>- <i>Recommendations of various organizations and societies on physical activity of pregnant and post-pregnant women - a critical analysis.</i></li> <li>- <i>Indications and contraindications, self-assessment and self-observation of warning signs related to activity during pregnancy and postpartum.</i></li> <li>- <i>New technologies related to physical activity of pregnant women - where to look for reliable information? The "Instastory" phenomenon - dangers and pitfalls of social media.</i></li> <li>- <i>Structure of physical activities for pregnant women. Duration, frequency, intensity, type of exercise, exercise positions, childbirth preparation exercises – practical classes.</i></li> <li>- <i>Physical activity with infants – examples of exercises for postpartum women and their babies – practical classes.</i></li> </ul> |
| <b>Recommended literature</b>       | <ol style="list-style-type: none"> <li>1. (WHO), W. H. O. WHO guidelines on physical activity and sedentary behavior. World Health Organization: Geneva, 2020</li> <li>2. Physical Activity and Exercise During Pregnancy and the Postpartum Period: ACOG Committee Opinion, Number 804. Obstet Gynecol 2020, 135 (4), e178-e188. DOI: 10.1097/aog.0000000000003772 From NLM.</li> <li>3. Evenson, K. R.; Hesketh, K. R. Monitoring Physical Activity Intensity</li> </ol>   |

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*During Pregnancy. American Journal of Lifestyle Medicine* 2023, 17 (1), 18-31. DOI: 10.1177/15598276211052277.

4. Bo, K.; Artal, R.; Barakat, R.; Brown, W.; Davies, G. A. L.; Dooley, M.; Evenson, K. R.; Haakstad, L. A. H.; Henriksson-Larsen, K.; Kayser, B.; et al. *Exercise and pregnancy in recreational and elite athletes: 2016 evidence summary from the IOC expert group meeting, Lausanne. Part 1-exercise in women planning pregnancy and those who are pregnant.; Part 2-the effect of exercise on the fetus, labour and birth; Part 5.*

*Recommendations for health professionals and active women; British Journal of Sports Medicine* 2016, 50 (10), 571-589. DOI: 10.1136/bjsports-2016-096218.

5. Worska A, Laudańska-Krzemińska I, Ciężyńska J, Józwiak B, Maciaszek J. *New Public Health and Sport Medicine Institutions Guidelines of Physical Activity Intensity for Pregnancy—A Scoping Review. Journal of Clinical Medicine.* 2024; 13(6):1738.

<https://doi.org/10.3390/jcm13061738>

6. Santos-Rocha, Rita & Szumilewicz, Anna & Wegrzyk, Jennifer & Hyvärinen, Mathilde & Silva, Maria-Raquel G. & Jorge, Rui & Oviedo Caro, Miguel. (2023). *ACTIVE PREGNANCY GUIDE -Physical activity, nutrition, and sleep.*

*Other references provided by a teacher.*

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| <b>Subject</b>                      | COGNICISE: ĆWICZ I MYŚL<br><b>COGNICISE: COGNITION &amp; EXERCISE</b>   |
| <b>Unit of AWF</b>                  | <b>Department of Gymnastics (Pracownia Gimnastyki)</b>  |
| <b>Teacher's name</b>               | <b>Jan Adamczyk PhD, Roman Celka PhD</b>  |
| <b>ECTS points</b>                  | <b>4</b>  |
| <b>Number of hours</b>              | <b>15</b>   |
| <b>Methods of estimation</b>        | <ol style="list-style-type: none"> <li>1. <i>Formative assessment:</i> <ol style="list-style-type: none"> <li>a) <i>practical skills test,</i></li> <li>b) <i>observation during classes, activity.</i></li> </ol> </li> <li>2. <i>Summative assessment: summary of learning outcomes achieved - evaluation of students' abilities based on the results of the examination carried out in the form of a presentation.</i></li> </ol>  |
| <b>Effects/results of education</b> | <ul style="list-style-type: none"> <li>- <i>The graduate understands the nature and purpose of the exercises in the cognicise model.</i></li> <li>- <i>The graduate is proficient in a wide range of exercises in the cognicise model</i></li> <li>- <i>The graduate is able to design and implement exercises in the cognicise model according to the training group.</i></li> </ul>   |
| <b>Topics of the classes</b>        | <ul style="list-style-type: none"> <li>- <i>Introduction to the nature and purpose of the cognicise model of exercises.</i></li> <li>- <i>Working with musical accompaniment.</i></li> <li>- <i>Applying dual-tasking in auditory-motor, visual-motor and verbal-motor forms.</i></li> <li>- <i>Using of electronic equipment.</i></li> <li>- <i>Demonstration of a wide range of cognicise exercises in both dual and multi-tasking models.</i></li> <li>- <i>Self-presentation (by students) of prepared exercises.</i></li> </ul>  |
| <b>Recommended literature</b>       | <p><i>Gronek P., Adamczyk J., Celka R., Gronek J. Cognicise – a new model of exercise. Trends in Sport Sciences. 2021;28(1), p5 6p.</i></p> <p><i>Suzuki T., et al. Community-based intervention for prevention of dementia in Japan. Journal of Prevention Alzheimer Disease. 2015;2(1):71-76</i></p> <p><i>Shatil E. Dose combined cognitive training and physical activity training enhance cognitive abilities more than either alone? A four-condition randomized controlled trial among healthy older adults. Frontiers in Aging Neuroscience. 2013;5:8</i></p> <p><i>Shimada H. Cognicise and anti-aging of cognitive function. Scientific</i></p> |

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*Meeting of Japanese Society of Anti-Aging Medicine. 2016;12:315-320*  
*Shimada H., Makizako H., Doi T., Park H., Tsutsumimoto K., Verghese J.,*  
*Suzuki T. Effects of Combined Physical and Cognitive Exercises on*  
*Cognition and Mobility in Patients With Mild Cognitive Impairment: A*  
*Randomized Clinical Trial. J Am Med Dir Assoc. 2018;19(7):584–91.*  
*Kozaki K. Exercise and prevention of dementia. Neurological*  
*Therapeutics. 2015;32:923-926*

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| <b>Subject</b>                      | EDUKACJA ZDROWOTNA<br>HEALTH EDUCATION   |
| <b>Unit of AWF</b>                  | Department of Physical Activity Sciences and Health Promotion<br>(Zakład Nauk o Aktywności Fizycznej i Promocji Zdrowia)   |
| <b>Teacher's name</b>               | Ida Laudańska-Krzemińska, Ass. Professor   |
| <b>ECTS points</b>                  | 4  |
| <b>Number of hours</b>              | 15   |
| <b>Methods of estimation</b>        | assessment   |
| <b>Effects/results of education</b> | <i>The course aims to develop students' theoretical and practical understanding of health education and health promotion in movement-based professions. In particular, the course addresses: major models and methods of health education and their potential application in physical activity, sport, physiotherapy, and physical education; foundations of health didactics in the professional practice of physical educators, coaches, and physiotherapists</i>  |
| <b>Topics of the classes</b>        | <ol style="list-style-type: none"> <li>1. <i>Theoretical foundation and aspects of application of health promotion and health education</i></li> <li>2. <i>Health education and movement-based professions – associations and dependences, terminology, basic, concepts, models</i></li> <li>3. <i>Health behavior</i> <ol style="list-style-type: none"> <li>a. <i>Concepts and definitions, models for changing (Health Belief Model, HAPA, Transtheoretical Model), practical application</i></li> <li>b. <i>Characteristic of the main important behavior: physical activity, nutrition, smoking cigarettes, drinking alcohol</i></li> </ol> </li> <li>4. <i>Interactive teaching and experiential approaches to health</i></li> </ol> |

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education

- a. Active learning
- b. Experiencing teaching – principle, Kolb' cycle
- c. Teaching and learning techniques

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5. Design and implementation of a health education session

**Recommended  
literature**

1. Puza R.F. *Health education. Ideas and activities. Human Kinetics. 2008*
2. Page R.M, Page T.S. *Promoting health and emotional well-being in your classroom. Jones and Barlett Learning 2015*
3. *Physical education and health education – common didactic goals and interdependencies. Eds. Bronikowski M., Krawański A., Osiński W. AWF Poznań, 2011*
4. *A guide for incorporating health & wellness into school improvement plans. CDC, 2016*
5. MORSE L.L., ALLENSWORTH, F.D *Placing Students at the Center: The Whole School, Whole Community, Whole Child Model. Journal of School Health, November 2015, Vol.85, No.11p. 785*
6. *Laudańska-Krzemińska I. Health education as a challenge for physical education teachers - a Polish perspective. [W:] Fachdl.ktik "Bewegung und Sport" im Kontext (pod red.) Kleiner K. Purkersdorf: Verlag Brüder Hollinek, 2012, 237-247*
7. *Krawański A. Intellectual challenges of physical education Studies in Physical Culture and Tourism 2009 t. 16 nr 3 s. 281-290*
8. *Krawański A. Pedagogical challenges of physical education Studies in Physical Culture and Tourism 2009 t. 16 nr 4 s. 401-412*
9. *JOURNALS:*
  - a. *European Journal of Physical and Health Education*
  - b. *Education for Health: Change in Training & Practice*
  - c. *Health Education Research*
  - d. *Physical & Health Education Journal*
  - e. *Global Health Promotion*
  - f. *Health Promotion International*
10. *Health behavior and health education: theory, research, and practice / Karen Glanz, Barbara K. Rimer, Frances Marcus Lewis, editors ; foreword by Noreen M. Clark.*
11. *Health Promotion Planning. An Educational and Environmental Approach/ LW Green, MW Kreuter*

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| <b>Subject</b>                      | JOGA<br><b>THE BREATH IN CONNECTION WITH PERFORMED ASANAS</b>  |
| <b>Unit of AWF</b>                  | <b>Department of Dance and Fitness (Zakład Tańca i Fitnessu)</b>   |
| <b>Teacher's name</b>               | <b>Andrzej Adamczak</b>  |
| <b>ECTS points</b>                  | <b>4</b>   |
| <b>Number of hours</b>              | <b>15</b>  |
| <b>Methods of estimation</b>        | <ol style="list-style-type: none"> <li>1. <i>Introduction to yoga</i></li> <li>2. <i>Concentration on the breath in connection with performed asanas</i></li> <li>3. <i>How to use muscles in yoga positions</i></li> </ol>  |
| <b>Effects/results of education</b> | <ol style="list-style-type: none"> <li>1. <i>Student knows the basics of yoga's asana</i></li> <li>2. <i>Student knows how to use the breath when correctly performing asanas</i></li> <li>3. <i>Student can perform strengthening and stretching exercises</i></li> </ol> |
| <b>Topics of the classes</b>        | <ol style="list-style-type: none"> <li>1. <i>Teaching selected asanas</i></li> <li>2. <i>Using the breath correctly</i></li> <li>3. <i>Teaching the exact exercise of individual asanas</i></li> </ol>   |
| <b>Recommended literature</b>       |  |

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| <b>Subject</b>                      | FIZJOTERAPIA KLINICZNA W DYSFUNKCJACH UKŁADU RUCHU W NEUROLOGII I NEUROCHIRURGII<br><b>CLINICAL PHYSIOTHERAPY IN MUSCULOSKELETAL DYSFUNCTIONS IN NEUROLOGY AND NEUROSURGERY</b>   |
| <b>Unit of AWF</b>                  | <b>Department of Neuromuscular Physiotherapy (Zakład Fizjoterapii Nerwowo-mięśniowej)</b>   |
| <b>Teacher's name</b>               | <b>Assoc. Prof. Dawid Łochyński, PT, PhD<br/>Lech Furmaniuk, PT, PhD<br/>Edyta Wdowiak, PT, PhD<br/>Joanna Małecka, PT, PhD</b>   |
| <b>ECTS points</b>                  | <b>7</b>  |
| <b>Number of hours</b>              | <b>28</b>   |
| <b>Methods of estimation</b>        | <i>Multimedia presentation with elements of discussion<br/>Demonstration, instruction, and practical exercises<br/>Practical exam</i>   |
| <b>Effects/results of education</b> | <i>To acquire the fundamental knowledge and skills necessary to perform functional assessment in various disorders of the peripheral and central nervous systems.<br/>To acquire basic knowledge and skills in performing specialized procedures, applying therapeutic methods, planning physiotherapy interventions, and evaluating their outcomes in the field of peripheral and central nervous system rehabilitation.</i> |
| <b>Topics of the classes</b>        | <i>The course focuses on advanced functional assessment and the implementation of evidence-based physiotherapy strategies for central and peripheral nervous system disorders, including Parkinson's disease, MS, ALS, vestibular disorders, and traumatic spinal cord or brain injuries</i>  |
| <b>Recommended literature</b>       | <ol style="list-style-type: none"> <li>1. O'Sullivan S.B., Schmitz T.J., Fulk G. <i>Physical Rehabilitation</i>. Wydawnictwo F.A.Davis</li> <li>2. Carolyn Kisner, Lynn Allen Colby. <i>Therapeutic Exercise: Foundations and Techniques</i>. F.A. Davis Company.</li> </ol>  |

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| <b>Subject</b>                      | FIZJOTERAPIA KLINICZNA W DYSFUNKCJACH UKŁADU RUCHU W NEUROLOGII I NEUROCHIRURGII<br><b>CLINICAL PHYSIOTHERAPY IN MUSCULOSKELETAL DYSFUNCTIONS IN NEUROLOGY AND NEUROSURGERY</b>   |
| <b>Unit of AWF</b>                  | <b>Department of Neuromuscular Physiotherapy (Zakład Fizjoterapii Nerwowo-mięśniowej)</b>   |
| <b>Teacher's name</b>               | <b>Katarzyna Adamczewska, PT, PhD<br/>Joanna Małecka, PT, PhD</b>   |
| <b>ECTS points</b>                  | <b>9</b>  |
| <b>Number of hours</b>              | <b>35</b>   |
| <b>Methods of estimation</b>        | <i>Multimedia presentation with elements of discussion.<br/>Demonstration, instruction, and practical exercises.<br/>Practical exam.</i>  |
| <b>Effects/results of education</b> | <i>The course aims to provide students with comprehensive knowledge of the principles, reliability, and documentation of clinical diagnostics in musculoskeletal and neurological dysfunctions, while developing practical skills in performing specialized physiotherapy examinations with strict adherence to safety protocols.</i>   |
| <b>Topics of the classes</b>        | <i>Program Content:</i><br><ol style="list-style-type: none"> <li>1. <i>Clinical interview and patient history.</i></li> <li>2. <i>Cranial nerve assessment and interpretation.</i></li> <li>3. <i>Perception and sensory testing.</i></li> <li>4. <i>Cervical-shoulder complex diagnostics.</i></li> <li>5. <i>Orthopedic tests: head, neck, and upper extremity.</i></li> <li>6. <i>Upper and lower limb: neurological exam and dermatomes.</i></li> </ol>  |
| <b>Recommended literature</b>       | <ol style="list-style-type: none"> <li>1. <i>Shirley Sahrmann and Associates. Movement system impairment syndromes. Elsevier</i></li> <li>2. <i>O'Sullivan S.B., Schmitz T.J., Fulk G. Physical Rehabilitation. F.A.Davis</i></li> <li>3. <i>Cleland J., Koppenhaver S., Su J. Netter's Orthopaedic Clinical Examination: An Evidence-Based Approach. Elsevier</i></li> <li>4. <i>Laver Fawcett A.J. Principles of Assessment and Outcome Measurement for Occupational Therapists and Physiotherapists. Theory, Skills and Application. John Wiley &amp; Sons Ltd.</i></li> </ol> |

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|                                     | TERAPIE WODNE HALLIWICK I WATSU   |
| <b>Subject</b>                      | <b>HALLIWICK AND WATSU WATER THERAPIES</b>  |
| <b>Unit of AWF</b>                  | <b>Department of Swimming and Water Lifesaving<br/>(Zakład Pływania i Ratownictwa Wodnego)</b>  |
| <b>Teacher's name</b>               | <b>Krystian Wochna, PhD<br/>Katarzyna Antosiak-Cyrak, PhD</b>   |
| <b>ECTS points</b>                  | <b>5</b>  |
| <b>Number of hours</b>              | <b>20</b>   |
| <b>Methods of estimation</b>        | <i>Pass practical classes<br/>Prepare lesson plans</i>  |
| <b>Effects/results of education</b> | <ol style="list-style-type: none"> <li><i>1. The aim of the subject is to educate students in methodology of teaching basic swimming for children.</i></li> <li><i>2. Staging the process of teaching swimming.</i></li> <li><i>3. Description of water therapy applications - Halliwick and Watsu.</i></li> </ol>  |
| <b>Topics of the classes</b>        | <p><i>2 classes – lectures:<br/>Water environmental features<br/>Educational aspects of the swimming teaching process<br/>Assumptions of the Halliwick and Watsu Methods</i></p> <p><i>6 classes – exercises:</i></p> <ol style="list-style-type: none"> <li><i>1. Methods, forms and principles of teaching children swimming, practical use of a play form, strokemechanics, The Halliwick Ten Point Programme, Plans preparation</i></li> <li><i>2. 6 classes – exercises:</i></li> <li><i>3. Conducting classes by students according to their plans</i></li> <li><i>4. 6 classes – exercises:</i></li> <li><i>5. Conducting individual sessions based on the Watsu method</i></li> </ol>                           |
| <b>Recommended literature</b>       | <ol style="list-style-type: none"> <li><i>1. Peden, A.E.; Franklin, R.C. Learning to Swim: An Exploration of Negative Prior Aquatic Experiences Among Children. Int. J. Environ. Res. Public Health 2020, 17:3557</i></li> <li><i>2. Jerszyński, D.; Antosiak-Cyrak, K.; Habiera, M.; Wochna, K.; Rostkowska, E. Changes in selected parameters of swimming technique in the back crawl and the front crawl in young novice swimmers. Journal of Human Kinetics 2013, 37:161-171.</i></li> <li><i>3. Tripp, F.; Krakow, K. Effects of an aquatic therapy approach (Halliwick-Therapy) on functional mobility in subacute stroke patients: a randomized controlled trial. Clin Rehabil 2014, 28(5):432-9.</i></li> </ol> |



## DEPARTMENT : DIETETICS

The list of subjects for ERASMUS+ incoming students



**FIELD OF STUDY: DIETETICS**  
**LIST OF SUBJECTS FOR 2026/2027**

| No.   | SUBJECT  | HOURS/<br>ECTS | Form of<br>passing |
|---|--|----------------|--------------------|
| <b>Winter semester</b>  |  |                |                    |
| 02-DT-1-ER-07   | Basics of Dietetics (Podstawy Dietetyki)   | 15/4           | Exam/raports       |
| 01-WF-1-ER-15   | Clinical Nutrition (Żywienie Kliniczne)  | 20/5           | Exam/raports       |
| 02-DT-1-ER-01   | Sports Dietetics and Supplementation (Dietetyka Sportowa i Suplementacja)  | 20/5           | Exam               |
| 02-DT-1-ER-11   | Histology of the Digestive System (Histologia Układu Pokarmowego)  | 15/4           | Pass               |
| 01-WF-1-ER-08   | Nutrition in the Life Cycle (Żywienie w Różnych Okresach Życia)  | 20/5           | Exam/raports       |
| 01-T-1-ER-11  | Allowed and Prohibited Methods of Performance Support In Sport (Dozwolone i Zabronione Metody Wspomagania Wysiłku w Sporcie)   | 20/5           | Exam/raports       |
| 01-T-1-ER-12  | Immunodietetics (Immunodietetyka)  | 20/5           | Exam/raports       |
| <b>Summer semester</b>  |  |                |                    |
| 02-DT-1-ER-10   | Food and Waterborne Parasitology (Parazytologia w Żywieniu)  | 15/4           | Pass               |
| 01-WF-1-ER-16   | Nutrition in Extreme Sports, Qualified Tourism and Different Climatic Conditions (Żywienie w Sportach Ekstremalnych, Turystyce Kwalifikowanej i Różnych Warunkach Klimatycznych) | 20/5           | Exam/raports       |
| 01-WF-1-ER-17   | Methodological and Ethical Aspects of Conducting Human Studies (Metodologiczne i Etyczne Zagadnienia w Badaniach z Udziałem Ludzi)   | 10/2           | Project            |
| 01-WF-1-ER-19   | Nutritional Support for Fertility and Reproductive Health (Żywieniowe Wspomaganie Płodności i Zdrowia Prokreacyjnego)  | 15/4           | Exam/raports       |
| <b>Hybrid Exchange Module –<br/>/ English-friendly course - classes for incoming students integrated with local students/</b> |  |                |                    |
|   | Physiotherapy in the practice of a dietician (Fizjoterapia w praktyce dietetyka)   | 20/5           | Oral exam          |

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| <b>Subject</b>                      | PODSTAWY DIETETYKI<br><b>BASICS OF DIETETICS</b>   |
| <b>Unit of AWF</b>                  | <b>Department of Sports Dietetics /Zakład Dietetyki Sportowej</b>  |
| <b>Teacher's name</b>               | <b>Paulina Nowaczyk, PhD</b>   |
| <b>ECTS points</b>                  | <b>4</b>   |
| <b>Number of hours</b>              | <b>15</b>  |
| <b>Methods of estimation</b>        | <b>Exam/raports</b>  |
| <b>Effects/results of education</b> | <p><i>This course provides students with a basic knowledge and practical skills in diet planning for health prophylaxis in various population groups, as well as basics in nutritional support and treatment of selected health conditions.</i></p> <p><i>The aims of the course are:</i></p> <p><i>familiarizing students with the basic rules of estimating energy-, macronutrients-, vitamins- and minerals requirements in various population groups,</i></p> <p><i>familiarizing students with the basic rules of diet planning and evaluation for various population groups,</i></p> <p><i>familiarizing students with basics of etiopathology, risk factors and nutritional treatment in selected health conditions and diseases.</i></p> |
| <b>Topics of the classes</b>        | <ol style="list-style-type: none"> <li><i>1. Estimating energy and macronutrients needs for various population groups. Nutritional recommendations on vitamins and minerals intake in various population groups – various levels of dietary guidelines.</i></li> <li><i>2. Basic rules of diet planning and evaluation.</i></li> <li><i>3. Diet planning in prevention of diet-related diseases in various population groups.</i></li> <li><i>4. Diet planning in prevention and treatment of overweight and obesity.</i></li> <li><i>5. Diet planning in prevention and treatment carbohydrate metabolism disorders.</i></li> <li><i>6. Diet planning in prevention and treatment lipid metabolism disorders.</i></li> </ol>                    |
| <b>Recommended literature</b>       | <ol style="list-style-type: none"> <li><i>1. Gandy J. Manual of Dietetic Practice. 6th Edition. Athenaeum Uitgeverij 2019.</i></li> <li><i>2. Webster-Gandy J., Madden A., Holdsworth M. Oxford Handbook of Nutrition and Dietetic. Oxford University Press 2020.</i></li> <li><i>3. Scientific papers publish in high-impacted journals recommended by teacher.</i></li> </ol>  |

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| <b>Subject</b>                      | ŻYWIENIE KLINICZNE<br><b>CLINICAL NUTRITION</b>  |
| <b>Unit of AWF</b>                  | <b>Department of Sports Dietetics /Zakład Dietetyki Sportowej</b>  |
| <b>Teacher's name</b>               | <b>Krzysztof Durkalec-Michalski, Ass. Prof.</b>  |
| <b>ECTS points</b>                  | <b>5</b>   |
| <b>Number of hours</b>              | <b>20</b>  |
| <b>Methods of estimation</b>        | <b>Exam/raports</b>  |
| <b>Effects/results of education</b> | <p><i>This course provides students with the detailed knowledge and practical skills in the field of nutritional prophylaxis and treatment of selected health conditions and diseases.</i></p> <p><i>The aims of the course are:</i></p> <ul style="list-style-type: none"> <li>– <i>familiarizing students with etiopathology, risk factors, treatment methods – with special emphasis of nutrition, in selected diseases,</i></li> <li>– <i>gaining the ability of nutritional education and rationalization of nutrition in selected health conditions,</i></li> <li>– <i>gaining the abilities of practical implementation of diet planning in selected diseases and health conditions.</i></li> </ul>   |
| <b>Topics of the classes</b>        | <ol style="list-style-type: none"> <li>1. <i>Nutrition and diet planning in hypertension and selected components of metabolic syndrome.</i></li> <li>2. <i>Nutrition in prophylaxis and treatment of osteoporosis and skeletal disorders.</i></li> <li>3. <i>Nutritional considerations for injury prevention and recovery.</i></li> <li>4. <i>Nutrition in selected neurological diseases - Alzheimer's disease, Parkinson's disease, multiple sclerosis, lateral sclerosis, strokes, brain aging, epilepsy.</i></li> <li>5. <i>Nutrition in selected autoimmune and inflammatory diseases - rheumatoid arthritis, psoriasis, alopecia areata.</i></li> <li>6. <i>Nutrition in prophylaxis, treatment and recovery in various types of cancer.</i></li> </ol> |
| <b>Recommended literature</b>       | <ol style="list-style-type: none"> <li>1. <i>Katz D., Levitt J., Essel KF., Yeh M-Ch., Summer R., Friedman C. Nutrition in Clinical Practice. Wolters Kluwer Health 2022.</i></li> <li>2. <i>Marinos E., Ljungqvist O., Stratton R.J., Lanham-New S.A. Clinical Nutrition 2<sup>nd</sup> Edition. Wiley-Blackwell 2013.</i></li> <li>3. <i>Sobotka L. Basics in Clinical Nutrition. <a href="#">Galén, spol. s r.o.</a> 2019.</i></li> <li>4. <i>Antia F.P., Abraham P. Clinical Dietetics and Nutrition 4<sup>th</sup> Edition. Oxford University Press 2002.</i></li> <li>5. <i>Scientific papers publish in high-impacted journals recommended by teacher.</i></li> </ol>   |

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| <b>Subject</b>                      | DIETETYKA SPORTOWA I SUPLEMENTACJA<br><b>SPORTS DIETETICS AND SUPPLEMENTATION</b>   |
| <b>Unit of AWF</b>                  | Department of Sports Dietetics /Zakład Dietetyki Sportowej  |
| <b>Teacher's name</b>               | Krzysztof Durkalec-Michalski, Ass. Prof.  |
| <b>ECTS points</b>                  | 5   |
| <b>Number of hours</b>              | 20  |
| <b>Methods of estimation</b>        | Exam  |
| <b>Effects/results of education</b> | <p><i>This course provides students with the detailed knowledge and practical skills in the field of nutritional and supplementary support for exercise performance and physical capacity enhancement, body composition regulation:</i></p> <ol style="list-style-type: none"> <li><i>1. Understanding and applying the detailed aspects of sports dietetics and supplementation.</i></li> <li><i>2. Understanding the role of energy balance and availability, nutrients and fluids intake, and possibilities of their regulation in the diet of athletes in various sport disciplines.</i></li> <li><i>3. Recognizing and implementation of evidence-based nutritional strategies to support athletic training and exercise performance.</i></li> <li><i>4. Understanding of the practice and science background and when to refer out to other experts.</i></li> </ol> |
| <b>Topics of the classes</b>        | <ol style="list-style-type: none"> <li><i>1. Diet planning, practical use of recommendation for nutrients intake, energy balance and RDA in sport practices.</i></li> <li><i>2. Diet management in strength sports.</i></li> <li><i>3. Diet management in endurance disciplines.</i></li> <li><i>4. Diet management in mixed sports disciplines.</i></li> <li><i>5. Supplementation in sport.</i></li> <li><i>6. Substances and methods which are permitted, prohibited or banned in sport.</i></li> </ol>  |
| <b>Recommended literature</b>       | <ol style="list-style-type: none"> <li><i>1. Burke L., Deakin V. Clinical Sports Nutrition 5th ed. McGraw-Hill 2015.</i></li> <li><i>2. Kerksick, C.M.; Wilborn, C.; Roberts, M.D.; et al. ISSN exercise and sports nutrition review update: Research and recommendations. J. Int. Soc. Sports Nutr. 2018, 15: 38.</i></li> <li><i>3. Kreider R.B. Essentials of Exercise &amp; Sport Nutrition: Science to Practice. Lulu Publishing Services 2019.</i></li> <li><i>4. Jeukendrup A.E. Sport Nutrition 3rd Edition. Human Kinetics Publishers 2018.</i></li> <li><i>5. Thomas D.T., Erdman K.A., Burke L.M. American College of Sports Medicine Joint Position Statement. Nutrition and Athletic</i></li> </ol>  |

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- Performance. Med Sci Sports Exerc. 2016, 48(3): 543-568.*
6. *Vitale K, Getzin A. Nutrition and Supplement Update for the Endurance Athlete: Review and Recommendations. Nutrients 2019, 11(6): 1289.*
  7. *Spriet, L.L. Sports Nutrition for Optimal Athletic Performance and Health: Old, New and Future Perspectives. Sports Med. 2019, 49: 99–101.*
  8. *Maughan RJ, Burke LM, Dvorak J, et al. IOC consensus statement: dietary supplements and the high-performance athlete. Br J Sports Med. 2018, 52(7): 439-455.*
  9. *Dunford M., Doyle J.A. Nutrition for Sport Exercise. Cengage Learning, Inc 2021.*
  10. *Mottram D., Chester N. Drugs in Sport. Routledge 2022.*

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| <b>Subject</b>                      | HISTOLOGIA UKŁADU POKARMOWEGO<br><b>HISTOLOGY OF THE DIGESTIVE SYSTEM</b>  |
| <b>Unit of AWF</b>                  | <b>Department of Biology and Anatomy/Zakład Biologii i Anatomii</b>  |
| <b>Teacher's name</b>               | <b>Wojciech Jarosz, PhD</b>  |
| <b>ECTS points</b>                  | <b>4</b>   |
| <b>Number of hours</b>              | <b>15</b>  |
| <b>Methods of estimation</b>        | <b>Pass</b> (The test with some multiple choice, and matching)   |
| <b>Effects/results of education</b> | <p><i>This course provides students with the detailed knowledge in the field of human histology focused on the digestive system.</i></p> <p><i>At the end of the course student will be able to:</i></p> <ol style="list-style-type: none"> <li><i>1. Describe the microscopic structure of human tissues –their morphological differentiation in relation to the function and location.</i></li> <li><i>2. Describe the possibility of regeneration of individual tissues.</i></li> <li><i>3. Describe the role of different types of tissues in structural and functional integrity of human body especially in relation to the role of digestive system.</i></li> </ol>   |
| <b>Topics of the classes</b>        | <ol style="list-style-type: none"> <li><i>1. Introduction to histology, methods used in histology.</i></li> <li><i>2. Microscopy – practical operations on light microscope.</i></li> <li><i>3. The structure, functions and regeneration of different types of epithelial tissues. Types of intercellular connections.</i></li> <li><i>4. The structure, functions and regeneration of different types of connective tissues, specific structure and role of adipose tissue.</i></li> <li><i>5. Blood and lymph: characteristic of plasma and morphological elements: number and structure of erythrocytes – the role of hemoglobin in transport of oxygen, number and structure and functions of leucocytes (lymphocytes, monocytes and granulocytes), immunological role of lymphocytes, number structure and functions thrombocytes. The role of blood and lymph.</i></li> <li><i>6. The structure, functions and regeneration smooth, striated muscle, myocardial fibre</i></li> <li><i>7. The structure, functions and regeneration of nerves tissue in different part of nervous system; reflexes – conditioned and unconditioned, bisynaptic reflex arc.</i></li> <li><i>8. Detailed histology of selected parts of digestive system.</i></li> </ol> <p><i>During individual work with microscope in lab students will analyze the structure of selected human tissues and organ</i></p> |

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**Recommended  
literature**

1. *Netter's Essential Histology. Ovalle WK and Nahirney PC. Saunders, Elsevier.*
2. *Inderbir Singh's Textbook of Human Histology With Colour Atlas and Practical Guide. Neelam Vasudeva , Sabita Mishra. Jaypee B.M.P. New Delhi.*

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| <b>Subject</b>                      | <p>ŻYWIENIE W RÓŻNYCH OKRESACH ŻYCIA</p> <hr/> <p><b>NUTRITION IN THE LIFE CYCLE</b></p>  |
| <b>Unit of AWF</b>                  | <b>Department of Sports Dietetics /Zakład Dietetyki Sportowej</b>   |
| <b>Teacher's name</b>               | <b>Paulina Nowaczyk, PhD</b>  |
| <b>ECTS points</b>                  | <b>5</b>  |
| <b>Number of hours</b>              | <b>20</b>   |
| <b>Methods of estimation</b>        | <b>Exam/raports</b>   |
| <b>Effects/results of education</b> | <p><i>This course provides students with a basic knowledge and practical skills in diet planning and management at different stages of life.</i></p> <p><i>The aims of the course are to:</i></p> <ul style="list-style-type: none"> <li>– <i>have understanding on the major nutrition-related concerns at particular stages of life cycle,</i></li> <li>– <i>gain skills in nutritional status evaluation at different stages of life,</i></li> <li>– <i>get familiar with foods particularly useful in meeting nutritional needs at different stages of life,</i></li> <li>– <i>gain skills in dietary plans elaboration.</i></li> </ul>   |
| <b>Topics of the classes</b>        | <ol style="list-style-type: none"> <li>1. <i>Nutritional recommendations for general population. Normal diet and its modifications. Overview of changes in nutritional needs throughout a life cycle. Basic rules of diet planning and evaluation.</i></li> <li>2. <i>Preconception nutrition and nutrition during pregnancy.</i></li> <li>3. <i>Nutrition during the first year of life. Breastfeeding and nutritional needs of mother and of infant.</i></li> <li>4. <i>Toddlers, preschoolers and school-aged children nutrition</i></li> <li>5. <i>Adolescents and adults nutrition. Aging and changes in nutritional needs.</i></li> </ol>   |
| <b>Recommended literature</b>       | <ol style="list-style-type: none"> <li>1. <a href="#">Rattan S.I. S.,</a> <a href="#">Kaur G.</a> <i>Nutrition, Food and Diet in Ageing and Longevity.</i> Springer 2022.</li> <li>2. <a href="#">Lammi-Keefe C.J.,</a> <a href="#">Couch S.C.,</a> <a href="#">Philipson E.,</a> <a href="#">Reese E.A.</a> <i>Handbook of Nutrition and Pregnancy.</i> Humana Press Inc. 2010.</li> <li>3. <i>Gandy J. Manual of Dietetic Practice. 6<sup>th</sup> Edition.</i> Athenaeum Uitgeverij 2019.</li> <li>4. <i>Webster-Gandy J., Madden A., Holdsworth M. Oxford Handbook of Nutrition and Dietetic.</i> Oxford University Press 2020.</li> <li>5. <i>Scientific papers publish in high-impacted journals recommended by teacher.</i></li> </ol> |

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| <b>Subject</b>                      | DOZWOLONE I ZABRONIONE METODY WSPOMAGANIA WYSIŁKU W SPORCIE<br><b>ALLOWED AND PROHIBITED METHODS OF ATHLETIC SUPPORT IN SPORT</b>   |
| <b>Unit of AWF</b>                  | <b>Department of Sports Dietetics /Zakład Dietetyki Sportowej</b>   |
| <b>Teacher's name</b>               | <b>Krzysztof Durkalec-Michalski, Ass. Prof.</b>   |
| <b>ECTS points</b>                  | <b>5</b>  |
| <b>Number of hours</b>              | <b>20</b>   |
| <b>Methods of estimation</b>        | <b>Exam/raports</b>   |
| <b>Effects/results of education</b> | <p><i>This course introduce students with international institutions involved in shaping regulations on substances and methods prohibited/allowed to use in sport, as well as provide them with an up-to-date knowledge of legitimate and safe substances/methods to support physical performance in sport:</i></p> <ol style="list-style-type: none"> <li><i>1. Getting familiar with current and up-to-date lists of substances and methods prohibited in sport.</i></li> <li><i>2. Acquiring the knowledge and practical skills of searching reliable information on substances and methods prohibited in sport.</i></li> <li><i>3. Familiarizing with an adverse health consequences of using various types of prohibited substances and methods in sport.</i></li> <li><i>4. Recognizing and implementation of evidence-based supplementation strategies to support athletic training and exercise performance.</i></li> </ol> |
| <b>Topics of the classes</b>        | <ol style="list-style-type: none"> <li><i>1. Substances and methods prohibited to use in sport.</i></li> <li><i>2. Biomedical side-effects of doping in sport.</i></li> <li><i>3. Therapeutic Use Exemptions (TUEs).</i></li> <li><i>4. The most famous and discussed doping scandals in sport.</i></li> <li><i>5. Allowed pharmacological and supplementation support in sport.</i></li> </ol>   |
| <b>Recommended literature</b>       | <ol style="list-style-type: none"> <li><i>1. World Anti-Doping Code International Standard Prohibited List 2023 and its annual updates.</i></li> <li><i>2. Australian Institute of Sport position statement supplements and sports foods in high performance sport August 2022 and its annual update.</i></li> <li><i>3. Vitale K, Getzin A. Nutrition and Supplement Update for the Endurance Athlete: Review and Recommendations. Nutrients 2019, 11(6): 1289.</i></li> <li><i>4. Maughan RJ, Burke LM, Dvorak J, et al. IOC consensus statement: dietary supplements and the high-performance athlete. Br J Sports Med. 2018, 52(7): 439-455.</i></li> <li><i>5. Mottram D., Chester N. Drugs in Sport. Routledge 2022.</i></li> </ol>   |

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| <b>Subject</b>                      | IMMUNODIETETYKA<br>IMMUNODIETETICS  |
| <b>Unit of AWF</b>                  | Department of Sports Dietetics /Zakład Dietetyki Sportowej  |
| <b>Teacher's name</b>               | Krzysztof Durkalec-Michalski, Ass. Prof.  |
| <b>ECTS points</b>                  | 5   |
| <b>Number of hours</b>              | 20  |
| <b>Methods of estimation</b>        | Exam/raports  |
| <b>Effects/results of education</b> | <p><i>This course provides students with the theoretical foundations of the immunonutrition, including the knowledge of the impact of nutritional status, diet, and physical activity on functioning of immune system and body homeostasis.</i></p> <ol style="list-style-type: none"> <li><i>1. Familiarizing with the possibilities to modulate the activity and potential of the immune system through interventions with specific nutrients and non-nutritive biologically active ingredients.</i></li> <li><i>2. Understanding the impact of the alternated supply of nutrients on modifying the inflammatory or immune response of the body.</i></li> </ol> |
| <b>Topics of the classes</b>        | <ol style="list-style-type: none"> <li><i>1. Nutritional status &amp; nutrition and functioning of the immune system.</i></li> <li><i>2. 'Immunosenescence' – 'aging' of the immune system.</i></li> <li><i>3. Immunological background of obesity and metabolic syndrome.</i></li> <li><i>4. An overview of supplements possessing an immunomodulatory effect.</i></li> <li><i>5. Nutrition in the prevention and treatment of upper respiratory tract infections.</i></li> <li><i>6. Exercise immunology. Immunonutrition in sport.</i></li> </ol>  |
| <b>Recommended literature</b>       | <ol style="list-style-type: none"> <li><i>1. Rich R.R., Fleisher T.A., Schroeder Jr. H. W., Weyand C.M., Corry D.B., Puck J. M. Clinical Immunology. Principles and Practice. Elsevier 2022.</i></li> <li><i>2. Gleeson M., Bishop N., Walsh N. Exercise Immunology. Taylor &amp; Francis Ltd 2013</i></li> <li><i>3. Scientific papers published in high-impacted journals recommended by teacher.Mottram D., Chester N. Drugs in Sport. Routledge 2022.</i></li> </ol>  |

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| <b>Subject</b>                      | PARAZYTOLOGIA W ŻYWIENIU<br><b>FOOD AND WATERBORNE PARASITOLOGY</b>  |
| <b>Unit of AWF</b>                  | <b>Department of Biology and Anatomy/Zakład Biologii i Anatomii</b>  |
| <b>Teacher's name</b>               | <b>Wojciech Jarosz, PhD</b>  |
| <b>ECTS points</b>                  | <b>4</b>   |
| <b>Number of hours</b>              | <b>20</b>  |
| <b>Methods of estimation</b>        | <b>Pass</b> (The test with some multiple choice, and matching)   |
| <b>Effects/results of education</b> | <p><i>This course provides students with the detailed knowledge in the field of parasitology with focus on food and waterborne parasites. At the end of the course student will be able to:</i></p> <ol style="list-style-type: none"> <li><i>1. Describe the taxonomy, morphology, life cycle and symptomatology of water, soil and plant food transmitted parasites.</i></li> <li><i>2. Describe the taxonomy, morphology, life cycle and symptomatology of meat transmitted parasites.</i></li> <li><i>3. Describe most commonly used diagnostics procedures in parasitology.</i></li> <li><i>4. Recognize parasites on microscopic slides.</i></li> </ol>  |
| <b>Topics of the classes</b>        | <ol style="list-style-type: none"> <li><i>1. Introduction to Parasitology. Definition. Effects of the parasite on the host. Host reaction against the parasite.</i></li> <li><i>2. Main parasites transmitted by water, soil and plants. Relationship between fecal contamination, water and plant food. Species of parasites: Entamoeba histolytica, Giardia intestinalis, Cryptosporidium sp, Fasciola hepatica, Echinococcus sp, Enterobius vermicularis, Ascaris lumbricoides. Taxonomy. Morphology. Life cycle. Clinics. Epidemiology. Routes of contamination of food. Prevention and control..</i></li> <li><i>3. Main parasites transmitted by meat and fish. Toxoplasma gondii, Taenia sp., Trichinella spiralis, Anisakis sp. Life cycle. Clinics. Epidemiology. Routes of contamination of food. Prevention and control.</i></li> <li><i>4. Zoonoses and zoonotic parasites of public concern. Toxocara canis and Toxocara cati. Taxonomy. Morphology. Life cycle. Clinics.</i></li> <li><i>5. Diagnostics in parasitology – practice class in laboratory.</i></li> </ol> |

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**Recommended  
literature**

1. *Parasitic Diseases*, Despommier, DD, Griffin, DO, Gwadz, RW, Hotez, PJ, and Knirsch, CA. *Parasites Without Borders*, 2017. <https://parasiteswithoutborders.com/wp-content/uploads/2020/02/PD7thEditionHighResVersion5-11-2019.pdf>

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| <b>Subject</b>                      | ŻYWIENIE W SPORTACH EKSTREMALNYCH, TURYSTYCE KWALIFIKOWANEJ I RÓŻNYCH WARUNKACH KLIMATYCZNYCH<br><b>NUTRITION IN EXTREME SPORTS, QUALIFIED TOURISM AND DIFFERENT CLIMATIC</b>  |
| <b>Unit of AWF</b>                  | <b>Department of Sports Dietetics /Zakład Dietetyki Sportowej</b>  |
| <b>Teacher's name</b>               | <b>Krzysztof Durkalec-Michalski, Ass. Prof.</b>  |
| <b>ECTS points</b>                  | <b>5</b>   |
| <b>Number of hours</b>              | <b>20</b>  |
| <b>Methods of estimation</b>        | <b>Exam/raports</b>  |
| <b>Effects/results of education</b> | <p><i>The course will provide students with knowledge about the basic concerns related to the nutrition in qualified tourism, agritourism and various climatic conditions. Active participation in the classes will:</i></p> <ol style="list-style-type: none"> <li><i>1. give the students understanding of health-related risks associated with various forms of tourism;</i></li> <li><i>2. provide students with theoretical background and practical abilities to implement nutritional and supplementation strategies to reduce risks connected with various types of tourism, as well as to prevent and minimize its health-adverse effects.</i></li> </ol>   |
| <b>Topics of the classes</b>        | <ol style="list-style-type: none"> <li><i>1. Nutrition in hiking and polar tourism.</i></li> <li><i>2. Planning nutrition in hypoxic conditions and high-mountain tourism.</i></li> <li><i>3. Nutrition in water tourism and deep-sea diving.</i></li> <li><i>4. Nutrition management in tropical climate.</i></li> <li><i>5. Analysis of culinary tourism in Poland and selected locations in the world.</i></li> <li><i>6. Nutrition management during military missions and space flights</i></li> </ol>  |
| <b>Recommended literature</b>       | <ol style="list-style-type: none"> <li><i>1. <a href="#">Oktadiana H.</a>, <a href="#">Rahmanita M.</a>, <a href="#">Suprina R.</a>, <a href="#">Junyang P.</a> Current Issues in Tourism, Gastronomy, and Tourist Destination Research. <a href="#">Taylor &amp; Francis Ltd</a> 2022.</i></li> <li><i>2. Long L.M. Culinary Tourism. <a href="#">The University Press of Kentucky</a> 2003.</i></li> <li><i>3. Mair M., Wagner D. Culinary Tourism. Products. Regions. Tourists. Philosophy. <a href="#">Verlag Österreich</a>, 2012.</i></li> <li><i>4. Viscor G., Corominas J., Carceller A. Nutrition and Hydration for High-Altitude Alpinism: A Narrative Review. Int. J. Environ. Res. Public Health 2023, 20(4), 3186; <a href="https://doi.org/10.3390/ijerph20043186">https://doi.org/10.3390/ijerph20043186</a>.</i></li> <li><i>5. Scientific papers published in high-impacted journals recommended by the teacher.</i></li> </ol> |

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| <b>Subject</b>                      | METODOLOGICZNE I ETYCZNE ZAGADNIENIA W BADANIACH Z UDZIAŁEM LUDZI<br><b>METHODOLOGICAL AND ETHICAL ASPECTS OF CONDUCTING HUMAN STUDIES</b>  |
| <b>Unit of AWF</b>                  | <b>Department of Sports Dietetics /Zakład Dietetyki Sportowej</b>   |
| <b>Teacher's name</b>               | <b>Paulina Nowaczyk, PhD</b>  |
| <b>ECTS points</b>                  | <b>2</b>  |
| <b>Number of hours</b>              | <b>10</b>   |
| <b>Methods of estimation</b>        | <b>Project</b>  |
| <b>Effects/results of education</b> | <p><i>This course provides students with theoretical introduction and basic practical skills in planning and conducting controlled human studies with special emphasis on dietary and supplementation studies in physically active individuals and athletes.</i></p> <p><i>The aims of the course are familiarizing students with:</i></p> <ul style="list-style-type: none"> <li>– <i>theoretical background on planning and conducting human studies, e.g., types of study designs, rules and methods of study sample calculation and selection, tools for dietary evaluation, tools for physical capacity and performance evaluation, etc.</i></li> <li>– <i>bioethical standards in conducting human studies,</i></li> <li>– <i>registry databases for observational and interventional protocols.</i></li> </ul> |
| <b>Topics of the classes</b>        | <ol style="list-style-type: none"> <li>1. <i>The strategy of epidemiological and interventional studies.</i></li> <li>2. <i>Methods and tools in epidemiological research. Basic principles for designing epidemiological studies.</i></li> <li>3. <i>Dietary assessment methods in epidemiological studies: strengths and limitations.</i></li> <li>4. <i>Basics in evaluation of physical capacity and performance in human studies.</i></li> <li>5. <i>Bioethical standards in conducting human studies.</i></li> </ol>  |
| <b>Recommended literature</b>       | <ol style="list-style-type: none"> <li>1. <i>Willet W. Nutritional Epidemiology. <a href="#">Oxford University Press Inc, 2012.</a></i></li> <li>2. <i>Thomas G. Research Methodology and Scientific Writing. <a href="#">Springer Nature Switzerland AG 2022.</a></i></li> <li>3. <i>The Declaration of Helsinki.</i></li> <li>4. <i>Oviedo Convention and its Protocols.</i></li> <li>5. <i>Scientific papers published in high-impacted journals recommended by teacher.</i></li> </ol>  |

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| <b>Subject</b>                      | ŻYWIENIOWE WSPOMAGANIE PŁODNOŚCI I ZDROWIA<br>PROKREACYJNEGO<br><b>NUTRITIONAL SUPPORT FOR FERTILITY AND REPRODUCTIVE<br/>         HEALTH</b>   |
| <b>Unit of AWF</b>                  | <b>Department of Sports Dietetics /Zakład Dietetyki Sportowej</b>   |
| <b>Teacher's name</b>               | <b>Paulina Nowaczyk, PhD</b>  |
| <b>ECTS points</b>                  | <b>4</b>  |
| <b>Number of hours</b>              | <b>15</b>   |
| <b>Methods of estimation</b>        | <b>Exam/raports</b>   |
| <b>Effects/results of education</b> | <p><i>The aim of the course is to comprehensively familiarize students with lifestyle factors, including, above all, the role of diet, nutritional status and physical activity in shaping the reproductive health of females and males.</i></p> <p><i>Within the course students will:</i></p> <ul style="list-style-type: none"> <li>– <i>learn about the role of nutritional deficiencies and excessive supply of energy and certain nutrients at various stages of ontogenetic development on nutritional status and health, and consequently on determination of the procreative potential of the organism,</i></li> <li>– <i>get the knowledge on the role of early metabolic programming and epigenetic mechanisms on reproductive health in future years,</i></li> <li>– <i>gain the practical ability to plan comprehensive nutritional and supplementation support for improvement of fertility and reproductive health for females and males during the preconception period, as well as for females during physiological pregnancy and with co-occurring diseases.</i></li> </ul> |
| <b>Topics of the classes</b>        | <ol style="list-style-type: none"> <li>1. <i>Overweight &amp; obesity during various stages of life and their impact on reproductive health.</i></li> <li>2. <i>The influence of nutrients, non-nutritive biologically active ingredients, supplementation and physical activity on the process of spermatogenesis and oogenesis.</i></li> <li>3. <i>The role of nutrition &amp; nutritional status in functioning of hypothalamic-pituitary-ovarian axis.</i></li> <li>4. <i>Nutritional support in endometriosis, polycystic ovarian syndrome, insulin resistance, thyroid diseases and hyperprolactinemia.</i></li> <li>5. <i>Nutrition in pregnancy. Nutritional support treatment in selected pathologies during pregnancy i.e., gestational diabetes mellitus, hypertension, constipations and persistent vomiting.</i></li> </ol>  |

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**Recommended  
literature**

1. [Lammi-Keefe](#) C.J., [Couch](#) S.C., [Philipson](#) E., [Reese](#) E.A. *Handbook of Nutrition and Pregnancy*. Humana Press Inc. 2010.
2. *Scientific papers publish in high-impacted journals recommended by teacher.*

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| <b>Subject</b>                      | FIZJOTERAPIA W PRAKTYCE DIETETYKA<br>PHYSIOTHERAPY IN THE PRACTICE OF A DIETICIAN  |
| <b>Unit of AWF</b>                  | Department of Kinesiotherapy Developmental Physiotherapy<br>(Zakład Kinezyterapii i Fizjoterapii wieku Rozwojowego)  |
| <b>Teacher's name</b>               | Łukasz Michałowski, PT, PhD  |
| <b>ECTS points</b>                  | 5  |
| <b>Number of hours</b>              | 20   |
| <b>Methods of estimation</b>        | <b>Methods of education: workshops, method of evaluation: practical and oral exam</b>  |
| <b>Effects/results of education</b> | <p><i>DIERS formetric 4D is a light-optical scanning method based on Video-Raster-Stereography (VRS). Accordingly, the system consists of a light projector which projects a line grid on the back of the patient which is recorded by an imaging unit. A computer software analyzes the line curvature and generates from it – by means of the method of the Photogrammetrie – a three-dimensional model of the surface, comparable to a plaster cast. In opposition to x-ray, the DIERS formetric provides comprehensive information about the whole body statics and posture in only one measuring process, e.g. spine curvature (lateral and frontal), vertebral rotation, and pelvic position. Even muscular dysbalances can be detected based on the curvature image of the back surface.</i></p> <p><i>The Functional Movement Screen (FMS™) is an assessment technique, which attempts to identify imbalances in mobility and stability during fundamental movement patterns. This assessment tool is thought to exacerbate the individual's compensatory movement problems, allowing for easy identification. It is these movement flaws that may lead to breakdown in the kinetic linking system, causing inefficiency and microtrauma during activity. In many cases, muscle flexibility and strength imbalances along with previous injuries may not be identified. These problems, which have been acknowledged as significant risk factors for injury, will be identified using the FMS™.</i></p> <p><i>The aim of the classes is acquiring knowledge in the theory of the Kinesiotaping method</i></p> <p><i>Acquiring the ability to effectively apply the tape in specific clinical cases</i></p> <p><i>Student after classes has knowledge of the principles of using the Kinesiotaping method, including indications and contraindications</i></p> <p><i>Independently performs all types of applications learned on the classes</i></p> <p><i>Is able to select the appropriate type of application for a clinical unit.</i></p> |

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**Topics of the classes**

1. *Diagnostics of body posture and spine, which include the use of the DIERS Formetric 4D system.*
2. *Functional Movement Screen (FMS™) - tool for analysing the stability of body segments during movement; Part of the comprehensive physiotherapeutic and biomechanical assessment of physically active persons as an element of primary prevention of sport injuries.*
3. *Physical examination and assessment in McKenzie Method and Functional Movement Screen (FMS™)*
4. *The mechanical therapy procedures; education of the patient and patient involvement in the treatment; Corrective exercise to restore movement patterns.*
5. *Proper movement and building strength on it.*
6. *Introduction to the concept of the Kinesiotaping method: history, application, properties of Kinesio tape.*
7. *The impact of Kinesio tape on the skin and superficial and deep fascia.*
8. *Tape application rules.*
9. *Tape removal methods.*
10. *Contraindications, precautions and guidelines for the use of the Kinesio Taping Method*  
*Sample applications using kinesio tape for muscle relaxation, muscle stimulation, analgesic, stabilizing and lymphatic*

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**Recommended literature**

1. *Movement Functional Movement Systems by [Gray Cook Lee](#) [Burton Kyle Kiesel Greg Rose Milo F Bryant](#)*
2. *Clinical Therapeutic Applications of the Kinesio Taping Method by Kenzo Kase, Jim Wallis, Tsuyoshi Kase.*