



Akademia Wychowania Fizycznego
im. Eugeniusza Piaseckiego w Poznaniu

FACULTY OF PHYSICAL EDUCATION AND SPORT

The list of subjects for Erasmus+ incoming students

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OBLIGATIONS FOR ERASMUS+ INCOMING STUDENTS

I. Administrative & Enrollment Procedures

1. **Learning Agreements:** Students must update their Learning Agreements as soon as possible, but no later than one month after arrival at the Poznań University of Physical Education.
2. **Course Availability:** Subjects are offered in English based on demand. A minimum of 50% of incoming students must select a specific subject for it to be conducted in English.
3. **Subject Limits:** For organizational and financial reasons, each faculty offers a maximum of 10 subjects per semester (limited to 5 subjects for Physiotherapy students).

II. Attendance & Classroom Conduct

4. **Mandatory Attendance:** Attendance is compulsory for all chosen classes and lectures. The maximum absence limit is 10% (one meeting per semester).
5. **Punctuality:** Students are required to arrive at all classes on time.
6. **Withdrawal Policy:** If a student decides to resign from a subject, they must inform the Institutional Coordinator, the Faculty Coordinator, and the teacher in writing and in advance. Failure to provide written notice will result in a failing grade due to absence.

III. Credits & Documentation

7. **Earning Credits:** To receive course credits, students must participate in all classes and successfully complete the required exam or project.
8. **Transcript of Records (ToR):** Official transcripts including all awarded grades will be sent directly to the partner institution's coordinator within one month of the semester's end.
9. **Confirmation of Stay:** In accordance with bilateral agreements, the International Office will confirm only the study period that corresponds to the actual first and last day of the student's stay at the University.

IV. Support

10. **Problem Resolution:** In the event of any academic or administrative issues, students should contact their Institutional Coordinator immediately.



DEPARTMENT OF PSYCHOLOGY



COURSE CATALOGUE: PSYCHOLOGY

1. PSYCHOLOGY OF SKILL ACQUISITION

SUBJECT PSYCHOLOGY OF SKILL ACQUISITION (Psychologia nabywania umiejętności)

Unit of AWF Department of Sports Psychology (Zakład Psychologii Sportu)

Teacher's name Jakub Malik

ECTS points 4

Number of hours 15

Assessment methods Practical juggling test (basic 3-ball cascade), active participation in classes, and a short written reflection on the individual learning progress and error patterns.

Learning Outcomes Student understands the stages of motor skill acquisition (Fitts & Posner model).

Student can identify psychological factors like focus, frustration, and flow in the learning process.

Student is able to design a basic training session for complex coordination skills.

Topics of the classes

- Introduction to motor learning theories.
- Cognitive aspects of complex motor tasks – why juggling is a good model for brain plasticity.
- The mathematics of rhythm – introduction to siteswap notation.
- The „Quiet Eye” and visual tracking – how the brain predicts parabolic trajectories.
- How the brain processes mistakes and adjusts movement patterns.
- The transition to „muscle memory” and fluid execution.
- The Flow state – achieving optimal focus and relaxation through rhythmic coordination.
- Evaluation of individual progress and the learning process.

Recommended literature

1. Schmidt R.A. & Lee T.D. (2011) „Motor Control and Learning”. Human Kinetics.
2. Csikszentmihalyi M. (1990) „Flow: The Psychology of Optimal Experience”. Harper & Row.

3. Vickers J.N. (2007) „Perception, Cognition, and Decision Training: The Quiet Eye in Action”. Human Kinetics.
4. Beek P.J. & Lewbel A. (1995) „The Science of Juggling”. Scientific American.
5. Polster B. (2003) „The Mathematics of Juggling”. Springer.
6. Malik J., Stemplewski R., Maciaszek J. (2022) „The Effect of Juggling as Dual-Task Activity on Human Neuroplasticity: A Systematic Review”.
7. Malik J., Maciaszek J. (2022) „Effect of the Juggling-Based Motor Learning Physical Activity on Well-Being in Elderly: A Pre-Post Study with a Special Training Protocol”. IJERPH / Healthcare.
8. Malik J., Głowska N. (2026) „From stiffness to automaticity: visuomotor training alerts postural control strategies in older adults”. GeroScience.

2. HEALTH PSYCHOLOGY

SUBJECT HEALTH PSYCHOLOGY (Psychologia zdrowia)

Unit of AWF Department of Health and Rehabilitation Psychology (Zakład Psychologii Zdrowia i Rehabilitacji)

Teacher's name Maciej Wilski

ECTS points 4

Number of hours 15

Assessment methods Active participation in classes, written test.

Learning Outcomes Student understands major theoretical models of health and illness.

Student knows psychological mechanisms related to chronic disease and adaptation.

Student is able to communicate effectively in health-related professional contexts.

Topics of the classes

- Introduction to health psychology – definitions and concepts.
- Models of health: biomedical, socio-ecological, salutogenic.
- Health behaviours and prevention.
- Psychological determinants of health and illness.
- Diagnosis and intervention in health psychology.
- Psychological aspects of chronic diseases.
- Health promotion and education.
- Ethical issues in health psychology.

Recommended literature

1. Bishop G.D. (2000). Health Psychology.
2. Taylor, S. E. (2018). Health Psychology (10th ed.). McGraw-Hill.

3. PLACEBO EFFECT IN REHABILITATION AND SPORT

SUBJECT PLACEBO EFFECT IN REHABILITATION AND SPORT (Efekt placebo w rehabilitacji i sporcie)

Unit of AWF Department of Health and Rehabilitation Psychology (Zakład Psychologii Zdrowia i Rehabilitacji)

Teacher's name Maciej Wilski

ECTS points 4

Number of hours 15

Assessment methods Active participation in classes, written test.

Learning Outcomes Student understands psychological and neurobiological mechanisms of the placebo and nocebo effects.

Student knows the methodological principles of placebo research.

Student is aware of ethical aspects of using placebo in clinical and sport settings.

Topics of the classes

- Introduction to placebo and nocebo effects – definitions and history.
- Neurobiological mechanisms of placebo.
- Psychological mechanisms: expectations, conditioning, context.
- Placebo and nocebo in medical rehabilitation.
- Placebo effects in sport performance.
- Research methodology in placebo studies.
- Ethical aspects of placebo use.
- Practical applications and future research directions.

Recommended literature

1. Benedetti F. (2021). Placebo Effects. Oxford University Press.
2. Hurst P., Beedie C. (2024). Placebo Effects in Sport and Exercise. Routledge.
3. Colloca L. (2014). The many facets of the placebo effect.

4. THE PSYCHOLOGY OF EATING

SUBJECT THE PSYCHOLOGY OF EATING (Psychologia odżywiania)

Unit of AWF Department of Sport Psychology (Zakład Psychologii Sportu)

Teacher's name Paula Szcześniewska

ECTS points 4

Number of hours 15

Assessment methods Active participation in classes, written test.

Learning Outcomes Student understands the basic concepts of the psychology of eating.

Student can identify psychological mechanisms underlying healthy and disordered eating.

Student is prepared to apply knowledge of psychological processes underlying eating behaviour when working with clients in nutrition counselling and behavioural health practice.

Topics of the classes

- Introduction to the psychology of eating: key concepts and theoretical models.
- Biological and psychological mechanisms regulating eating behaviour.
- Emotional, cognitive, and environmental determinants of food intake.
- Mechanisms and characteristics of disordered eating behaviours.
- Application of psychology of eating in nutrition counselling and behavioural health practice.

Recommended literature

1. Ogden, J. (2011). The psychology of eating: From healthy to disordered behavior (2nd ed.). Wiley-Blackwell.
2. Fairburn, C. G., Cooper, Z., & Shafran, R. (2003). Cognitive behaviour therapy for eating disorders: A transdiagnostic theory and treatment. Behaviour Research and Therapy, 41(5), 509–528. [https://doi.org/10.1016/s0005-7967\(02\)00088-8](https://doi.org/10.1016/s0005-7967(02)00088-8)
3. Macht, M. (2008). How emotions affect eating: A five-way model. Appetite, 50(1), 1–11. <https://doi.org/10.1016/j.appet.2007.07.002>
4. Cogodi, E., Ranieri, J., Martelli, A., & Di Giacomo, D. (2024). Emotional dysregulation in anorexia nervosa: Scoping review of psychological treatments. Healthcare, 12(14), 1388. <https://doi.org/10.3390/healthcare12141388>

5. PSYCHOLOGY OF SPORT ACTIVITY

SUBJECT PSYCHOLOGY OF SPORT ACTIVITY (Psychologia aktywności sportowej)

Unit of AWF Faculty of Physical Education (Wydział Wychowania Fizycznego)

Teacher's name Łukasz Bojkowski

ECTS points 4

Number of hours 15

Assessment methods Evaluation of participation in group work and presentations, assessment of engagement in practical exercises, case study analysis.

Learning Outcomes Knowledge: the student understands key psychological concepts in sport, including interpersonal communication, attention and concentration, motivation (including Self-Determination Theory), emotional intelligence, and group processes influencing the effectiveness of a sports team.

Skills: the student is able to apply psychological techniques in practice, such as improving communication in coaching and teaching, developing athletes' concentration and self-confidence, shaping a positive motivational climate, and using exercises that enhance team cohesion and cooperation.

Competences: the student demonstrates readiness to build effective relationships in sport, supports athletes' psychological development, manages emotions (their own and others'), and consciously creates a supportive and motivating sport environment.

Topics of the classes

- Interpersonal communication in the work of a teacher and coach. Communication in the teaching and training process.
- Sport team as an effective group – shaping group processes through psychological exercises that support cooperation, communication, and team cohesion.
- Attention and concentration in sport. Types of attention (direction and width). The specificity of sports disciplines and its relation to concentration. Concentration exercises and case study analysis.
- Self-confidence in sport. Developing athletes' self-confidence.
- The importance of motivation in sport activity. Self-Determination Theory. Motivational Climate. Maintaining motivation in sport.
- Emotional intelligence in sports. Emotional intelligence training.

Recommended literature

1. Williams, J. M., & Krane, V. (2021). Applied sport psychology: Personal growth to peak performance (8th ed.). McGraw-Hill.
2. Weinberg, R. S., & Gould, D. (2019). Foundations of sport and exercise psychology (7th ed.). Human Kinetics.
3. Goleman, D. (2006). Social intelligence: The new science of human relationships. Bantam.

6. HEALTH PROMOTION

SUBJECT HEALTH PROMOTION (Promocja zdrowia)

Unit of AWF Department of Physical Activity and Health Promotion Science / Zakład Nauk o Aktywności Fizycznej i Promocji Zdrowia

Teacher's name prof. AWF dr hab. Ida Laudańska-Krzemińska

ECTS points 4

Number of hours 15

Assessment methods Assessment

Learning outcomes This course introduces psychology students to the principles of health promotion, prevention, and behaviour change, with a particular focus on lifestyle-based prevention and physical activity as a health strategy. Students will learn how to understand, analyse, and design simple health interventions using psychological models and evidence-informed approaches.

Topics of the classes

- Theoretical foundation and aspects of application of health promotion and prevention.
- Health behaviour and behaviour change models: characteristics of the main important behaviours (physical activity, nutrition, smoking cigarettes, drinking alcohol, self-control); concepts, definitions, and techniques for behaviour change (e.g., Health Belief Model, Transtheoretical Model, HAPA, and practical techniques such as WOOP) and their application in different settings.
- Lifestyle-related health risks and physical activity as a prevention tool: physical activity as prevention (evidence-based perspective), sedentary behaviour and its consequences, prevention in cardiovascular diseases, obesity, and mental health, as well as barriers to behaviour change (psychological and environmental).
- Health literacy and critically evaluating health information: definition of health literacy, the “Dr Google” problem and misinformation, and an introduction to simple evidence-based thinking.
- Designing a simple behaviour change or prevention intervention including simple self-regulation techniques (e.g., WOOP).

Recommended literature

1. Glanz, K., Rimer, B. K., & Viswanath, K. (2015). Health Behavior and Health Education: Theory, Research, and Practice (5th ed.). Jossey-Bass.
2. Green, L. W., et al. (2022). Health Program Planning, Implementation, and Evaluation: Creating Behavioral, Environmental and Policy Change. Johns Hopkins University Press.
3. Michie, S., Atkins, L., & West, R. (2014). The Behaviour Change Wheel: A Guide to Designing Interventions.

4. Bartholomew Eldredge, L. K., et al. (2016). Planning Health Promotion Programs: An Intervention Mapping Approach.
5. World Health Organization & UNESCO. (2021). Making Every School a Health-Promoting School: Global Standards and Indicators for Health-Promoting Schools and Systems. Geneva: WHO & UNESCO.
6. NHS Knowledge for Healthcare. (2023). Health Literacy Toolkit (2nd ed.).
7. Borges do Nascimento, I. J., Pizarro, A. B., Almeida, J. M., Azzopardi-Muscat, N., Gonçalves, M. A., Björklund, M., & Novillo-Ortiz, D. (2022). Infodemics and health misinformation: a systematic review of reviews. *Bulletin of the World Health Organization*, 100(9), 544–561.
8. Page, R. M., & Page, T. S. (2015). Promoting Health and Emotional Well-Being in Your Classroom. Jones & Bartlett Learning.
9. Morse, L. L., & Allensworth, D. D. (2015). Placing Students at the Center: The Whole School, Whole Community, Whole Child Model. *Journal of School Health*, 85(11), 785–794.
10. World Health Organization (2020). WHO Guidelines on Physical Activity and Sedentary Behaviour.
11. Journals: Health Education Research, Health Promotion International, Global Health Promotion, Psychology & Health, British Journal of Health Psychology, Health Psychology.

7. PSYCHO-ONCOLOGY

SUBJECT Psycho-oncology (Psychoonkologia)

Unit of AWF Department of Health and Rehabilitation Psychology / Zakład Psychologii Zdrowia i Rehabilitacji

Teacher's name Joanna Matuszczak-Świgoń

ECTS points 2

Number of hours 15

Assessment Active participation in classes

Written test

Learning outcomes The student understands major theoretical models of psychological aspects of cancer; knows methods of psychological and neuropsychological assessment; is able to communicate effectively with patients and their families.

Topics of the classes

- Somatic illness as a crisis situation – psychological mechanisms of adaptation to illness and treatment
- Psychosocial aspects of cancer, cancer as a process and illness representations.
- Cancer in a family: family resilience model, parenting during cancer treatment, communication with children.
- Clinical communication with somatically ill patients and their families.
- Psychological and neuropsychological assessment of a patient during cancer treatment
- Chemotherapy-related cognitive impairment (CRCI): symptoms, risk factors and recommendations.
- Selected psychotherapeutic methods used in working with patients during cancer treatment
- Psychoeducation: pain, sleep disorders

Recommeneded literature

1. Breitbart, W. et al. (2021). Psycho-oncology, Oxford University Press.
2. Moorey, S., Greer, S. (2011). Oxford guide to CBT for people with cancer, Oxford University Press.
3. Otis, J. (2007). Managing chronic pain, Oxford University Press.
4. Yin Ting Cheung et al. Assessment and Management of Cancer-Related Cognitive Impairment. Am Soc Clin Oncol Educ Book 46, e517676(2026).DOI:10.1200/EDBK-26-517676