# **DESCRIPTION OF THE COURSE OF STUDY**

Course code		
Name of the course in	Polish	Promocja zdrowia
	English	Health promotion

#### 1. LOCATION OF THE COURSE OF STUDY WITHIN THE SYSTEM OF STUDIES

1.1. Field of study	Nursing
1.2. Mode of study	Full-time study
1.3. Level of study	Bachelor's degree
1.4. Profile of study*	Practical
1.5. Person/s preparing the course description	Grażyna Wiraszka PhD; Translation: Sylwia Głowala,
	PhD
1.6. Contact	sylwia.glowala@ujk.edu.pl

### 2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

2.1. Language of instruction	English
2.2. Prerequisites*	pedagogy, psychology, basic nursing skills

## 3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

3.1. Form of classes		Lectures (L) classes (C), practical classes (Pc)					
<b>3.2.</b> Place of classes		Lecture halls at UJK					
		Didactic rooms at UJK					
		Practical classes - hospital placements					
3.3. Form of assessn	nent	Graded credit					
3.4. Teaching metho	ods	Lecture: information lecture, seminar lecture					
		Exercises: talk, work with a printed source, multimedia presentation,					
		multiple discussion, work in groups, paper					
		Practical classes: case study, measurement, practical classes					
3.5. Bibliography	Required reading	<ol> <li>Andruszkiewicz A., Banaszkiewicz M.: Promocja zdrowia. Tom 1: Teore- tyczne podstawy promocji zdrowia dla studentów studiów licencjackich kie- runku pielęgniarstwo i położnictwo. Czelej, Lublin 2008; Tom 2 -Promocja zdrowia w praktyce pielęgniarki i położnej. PZWL, Warszawa 2010.</li> <li>Woynarowska B.: Edukacja zdrowotna. PWN, Warszawa 2017.</li> <li>Śliz D., Mamcarz A. Medycyna stylu życia. PZWL, Warszawa 2018 Cianciara D. Zarys współczesnej promocji zdrowia. PZWL, Warszawa 2010</li> </ol>					
Further reading		<ol> <li>Wrońska I., Sierakowska M. Edukacja zdrowotna w praktyce pielęgniarskiej. PZWL, Warszawa 2014</li> <li>Michalak J. Zagrożenia zdrowia publicznego, cz. 3. Naukowe podstawy promocji zdrowia. Wolter Kluwer Polska, Kraków 2016</li> <li>Tokarski Z., Denys A. Zagrożenia zdrowia publicznego, cz. 5. Vademecum promotora zdrowia. Wolter Kluwer Polska, Kraków 2018 Karski J.: Praktyka i teoria promocji zdrowia. Wyd. Fachowe CeDeWu, Warszawa 20011.</li> </ol>					

## 4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

## 4.1. Course objectives (including form of classes)

C1. Acquainting with the theoretical foundations of health promotion and health education and their meaning in shaping the health of individuals and populations (lecture)

C2. Acquainting with the strategies of health promotion and promotion and specialization of academics of the academy of health promotion and education in the field of the right to the individual, family and community (exercises)

C3. Preparation for promoting healthy lifestyle patterns and pro-health behaviors through educational activities and health promotion programs (exercises and hands-on activities)

C4. Shaping the attitude of independence, reliability and responsibility in taking up and implementing professional activities for the promotion of the health of a woman, her family and community (lecture, exercises and practical classes)

# 4.2. Detailed syllabus (including form of classes)

## Lectures

- 1. Development of the idea and concept of health promotion. Definition arrangements. Assumptions, directions of activities and strategies in health promotion. Differentiating the concepts of health promotion and prevention. / W01
- 2. Paradigms and concepts of health. The socioecological model of health and health promotion. Determinants and factors shaping the state of health / W01
- 3. Behavioral determinants of health lifestyle and health behaviors, health behaviors as disease risk factors. The importance of the family in shaping health behaviors. / W01
- 4. Methods and scope of health assessment for the purposes of health promotion positive and negative measures of health./W01
- 5. Health promotion programs and their types. Principles of constructing health promotion programs / W02

## Classes

- 1. Strategies for health promotion at local, national and global level. The importance of NHP in creating health promotion police/W03
- 2. Habitat health programs (healthy city, health promoting school, health promoting hospital, health promoting workplace). / W03
- 3. Health promotion in the structure of health care. The scope and nature of the nurse's tasks in relation to the individual, family and community. / W02, K01, K02
- 4. Assessment of human health potential with the use of scales, grids and measurements as the basis for recognizing health needs and planning a health promotion program - work based on the diagnostic sheet / W02, U01, K01, K02
- 5. The role of a nurse in shaping and modifying behaviors related to health (physical activity, eating habits, smoking, alcohol consumption) and counteracting the main threats to health (obesity, cardiovascular diseases, cancer), taking into account current health promotion and disease prevention programs. /K01, K02, U05

## **Practical classes**

- 1. Recognition of the health situation of a healthy / at risk / sick person for the purposes of health promotion assessment of health potential, identification of health behaviors and risk factors for lifestyle-related diseases, assessment of the level of knowledge and skills as well as motivation to change health behaviors. / U01, U02, K01, K02
- 2. Preparation of charges for self-monitoring of health / U04, K01, K02
- 3. Design and implementation of individual health promotion programs and health education based on the assessment of health condition and analysis of the identified health needs in a healthy person / at risk of disease / sick person. / U03, U04, U05, K01, K02

4.3 Int	ended learning outcomes	1							
Code	A student, who passed the course	Relation to learning outcomes							
	within the scope of <b>KNOWLEDGE: Student knows:</b>								
W01	the principles of health promotion and health prophylaxis;	PIEL1P_W68							
W02	the tasks of a nurse in health promotion and the principles of constructing health promotion programs	PIEL1P_W69							
W03	the strategies of health promotion at local, national and global level;	PIEL1P_W70							
	within the scope of <b>ABILITIES: Student:</b>	·							
U01	Assesses the health potential of the patient and his family with the use of scales, grids and measurements;	PIEL1P_U56							
U02	Recognizes the determinants of the patient's health behavior and risk factors for diseases result- ing from lifestyle;	PIEL1P_U57							
U03	Selects methods and forms of disease prevention and prevention and shape health behaviors of various social groups;	PIEL1P_U58							
U04	Teaches the patient self-monitoring of the health condition;	PIEL1P_U59							
U05	Develops and implements individual health promotion programs for patients, families and social groups;	PIEL1P_U60							
	within the scope of <b>SOCIAL COMPETENCE</b> :								
K01	Perform the profession independently and reliably in accordance with the principles of ethics, including observing moral values and obligations in patient care	PIEL1P_K3							
K02	Be responsible for the professional activities performed	PIEL1P_K4							

4.4. Methods of assessment of the intended learning outcomes											
Teaching	Method of assessment (+/-)										
outcomes (code)	Exam oral/written*	Test*	Project (Ed- ucational program for	Effort in class*	Projekt (in- dividual program)	Group work*	Others* e.g. standard- ized test				

								ı socia group												ed in ( arning	
		Form c classe:		Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes		
	L	С	Р с	L	С	Р с	L	С	Р с	L	С	Р с	L	С	Р с	L	С	Р с	L	С	Р с
W01				+																	
W02				+	+						+										
W03					+						+						+				
U01															+		+				
U02															+						
U03								+			+				+						
U04															+						
U05								+			+				+						
K01								+			+				+						
.K02								+			+				+						

\*delete as appropriate

Form of classes	Grade	Criterion of assessment										
	3	Test -61%-68%; Presence -60% Final Grade* - <b>3,0 - 3,25</b>										
-pm	3,5	Test - 69%-76%;         Presence -70%         Final Grade* - 3,26 - 3,75										
incl ing	4	Test - 77%-84%; Presence -80% Final Grade* - <b>3,76 - 4,25</b>										
L) (J	4,5	Test - 85%-92%; Presence -90% Final Grade* - <b>4,26 - 4,5</b>										
e-le	5	Test - 93% and more Presence -1000% Final Grade* - <b>4,6 - 5,0</b>										
lecture (L) (includ- ing e-learning)		* weighted average (sum of the products of marks for each evaluation criterion and the weight of this evaluation) / sum of weights (test grade x 5) + (presence grade x 2) / 5 + 2										
	3	Test - 61%-68%;Task* - Task done superficially; not all guidelines have been followedProject** - 61%-68%;Presence - 60%										
	3,5	Test - 69%-76%;Task* - performed correctly, not all guidelines were followedProject** - 69%-76%;Presence - 70%										
	4	Test - 77%-84%;Task* - done correctly; minor deviations allowedProject** - 77%-84%;Presence - 80%										
	4,5	Test - 85%-92%;Task* - Task done correctly, but not very carefullyProject** - 85%-92%;Presence- 90%										
	5	Test - 93%-100%;Task* - Task done correctly, accurately and neatlyProject** - 93%-100%;Presence - 100%										
ing)		Activity during exercises: correct answer, problem solving, execution and discussion of a short task. For one activity, the student obtains a "+"; 3 pluses are converted into very good grade.										
arn		* in the case of submitting the task after the set deadline - the grade reduced by 0.5 is counted to the average.										
classes (C)* (including e-learning)		<ul> <li>** Assessment criteria for a multimedia project of a health promotion program for a selected social group (0-40 points).</li> <li>1. Comprehensive development of the topic (0-10 points),</li> <li>2. Originality and quality of the multimedia study (0-5 points),</li> <li>3. Relationship of the study with the educational role of the midwife (0-5 points)</li> <li>4. The quality of the message and the interest in the subject of the audience (0-5 points)</li> <li>5. Supporting the study with the literature (0-5 points)</li> <li>6. Ability to use the presented knowledge (0-5 points)</li> <li>7. Additional teaching resources used (leaflets, brochures) (0-5 points)</li> </ul>										
	2	<b>3,0 - 3,25</b>										
	3 3,5	3,0-3,25										
	3,5 4	3,76-4,25										
	4,5	4,26-4,5										
	<del>-,</del> ,5 5	4,51-5,0										
		* weighted average (sum of the products of scores for each evaluation criterion and the weight of this evaluation) / sum of weights (test mark x 5) + (task mark 1 x 3) + (task mark 2 x 4) + (project mark x 5) + (activity mark x 3) + (presence)										

		mark x 3 ) / 5 + 3 + 4 + 5 + 3 + 3								
	3	<b>Project*</b> – 61%-68% points; <b>Presence</b> - 100%;								
	3,5	<b>Project</b> – 69%-76% points; <b>Presence</b> - 100%;								
	4	<b>Project</b> – 77%-84% points; <b>Presence</b> - 100%;								
	4,5	<b>Project</b> – 85%-92% points; <b>Presence</b> - 100%;								
	5	<b>Project</b> – 93%-100% points; <b>Presence</b> - 100%;								
		* Assessment criteria for the project of an individual program (0-60 points):								
		1. Recognition of the health situation and health needs of the individual								
ses		-The price versatility of the health condition of an individual / family - 0-5 points								
ass		-Level of identification of health behaviors and risk factors related to lifestyle - 0-5 points								
cl		-Identification of deficits in the field of self-control of health - 0-5 points								
cal		-Assessment of readiness to undertake / change health behaviors - 0-5 points								
Practical classes		2. Development of an individual program								
ra		- Correctness of the formulated goals of the program - 0-5 points								
à		- Substantive correctness of the methodological plan - 0-5 points								
		-Relationship of the methodological plan with the health needs of the patient - 0-5 points								
		-Range of the proposed teaching methods and means - 0-5 points								
		3. Implementation / implementation of the program								
		-The level of implementation of the assumed educational goals in the field of lifestyle and health self-control-								
		0-10 points								
		-Motivation to change behavior and conduct self-monitoring of health- 0-5 points								
		-Quality of the used evaluation methods and its results- 0-5 points								

# 5. BALANCE OF ECTS CREDITS - STUDENT'S WORK INPUT

	Student's workload					
Category	Full-time studies	Extramural studies				
NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER	50					
/CONTACT HOURS/						
Participation in lectures*	15					
Participation in classes	15					
Participation in practical classes	20					
Preparation in the exam/ final test*						
Others (please specify e.g. e-learning)*						
INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/	20					
Preparation for the lecture*	5					
Preparation for the classes, seminars, laboratories*	15					
Preparation for the exam/test*						
Gathering materials for the project/Internet query*						
Preparation of multimedia presentation						
Others *						
TOTAL NUMBER OF HOURS	70					
ECTS credits for the course of study	3					
TOTAL NUMBER OF HOURS						

\*delete as appropriate

Accepted for execution (date and legible signatures of the teachers running the course in the given academic year)

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