

DESCRIPTION OF THE COURSE OF STUDY

Course code	0913.7.POL1.C4.3PZ	
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	Midwifery
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

3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

3.1. Form of classes	Lectures (L) classes (C), practical classes (Pc)
3.2. Place of classes	Lecture halls at UJK Didactic rooms at UJK Practical classes - hospital placements
3.3. Form of assessment	Graded credit
3.4. Teaching methods	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
	Further reading

1. Andruszkiewicz A., Banaszekiewicz M.: Promocja zdrowia. Tom 2 - Promocja zdrowia w praktyce pielęgniarki i położnej. PZWL, Warszawa 2010.
2. Wrońska I., Sierakowska M. Edukacja zdrowotna w praktyce pielęgniarskiej. PZWL, Warszawa 2014
3. Michalak J. Zagrożenia zdrowia publicznego, cz. 3. Naukowe podstawy promocji zdrowia. Wolter Kluwer Polska, Kraków 2016
1. Woynarowska B.: Edukacja zdrowotna. PWN, Warszawa 2017.
2. Śliz D., Mamcarz A. Medycyna stylu życia. PZWL, Warszawa 2018
3. Tokarski Z., Denys A. Zagrożenia zdrowia publicznego, cz. 5. Vademecum promotora zdrowia. Wolter Kluwer Polska, Kraków 2018
4. Karski J.: Praktyka i teoria promocji zdrowia. Wyd. Fachowe CeDeWu, Warszawa 20011.

4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

4.1. Course objectives (including form of classes)
<p>C1. Acquainting with the theoretical foundations of health promotion and health education and their meaning in shaping the health of individuals and populations (lecture)</p> <p>C2. Acquainting with the scope and nature of the midwife's tasks in health promotion in relation to the woman, her family and the community (exercises)</p> <p>C3. Preparation for promoting healthy lifestyle patterns and pro-health behaviors through educational activities and health promotion programs (exercises and hands-on activities)</p> <p>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)</p>
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. Health education as a tool for health promotion / 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 policies/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 midwife'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 midwife 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. / W02, U02, K01, K02

Practical classes

1. Recognition of the health situation of a woman and her family for the purposes of health promotion and self-monitoring of health - assessment of health potential, identification of health behaviors and risk factors for lifestyle-related diseases. / U01, K01, K02
2. Designing and implementing individual health promotion programs and health education based on the assessment of the health condition and analysis of the identified health needs of a woman and her family / social groups / U02, K01, K02

4.3 Intended learning outcomes

Code	A student, who passed the course	Relation to learning outcomes
within the scope of KNOWLEDGE: Student knows:		
W01	the principles of health promotion and health prophylaxis;	POŁ1P_W75
W02	the tasks of a midwife in health promotion and the principles of constructing health promotion programs	POŁ1P_W76
W03	the strategies of health promotion at local, national and global level;	POŁ1P_W77
within the scope of ABILITIES: Student:		
U01	Assesses the health potential of a woman and her family, recognizing risk factors for lifestyle-related diseases, and teaches a woman self-monitoring of her health;	POŁ1P_U59
U02	Develops and implements individual health promotion programs for individuals, families and social groups;	POŁ1P_U60
within the scope of SOCIAL COMPETENCE:		
K01	Perform the profession independently and reliably in accordance with the principles of ethics, including observing moral values and obligations in patient care	POŁ1P_K3
K02	Be responsible for the professional activities performed	POŁ1P_K4

4.4. Methods of assessment of the intended learning outcomes

Teaching outcomes (code)	Method of assessment (+/-)																				
	Exam oral/written*			Test*			Project (Educational program for a social group)			Effort in class*			Projekt (individual program)			Group work*			Others* e.g. standardized test used in e-learning		
	Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes					
	L	C	P _c	L	C	P _c	L	C	P _c	L	C	P _c	L	C	P _c	L	C	P _c	L	C	P _c
W01				+																	
W02				+	+			+							+						
W03					+						+						+				
U01								+			+				+		+				
U02								+			+				+						

K01								+				+							
.K02								+				+							

*delete as appropriate

4.5. Criteria of assessment of the intended learning outcomes

Form of classes	Grade	Criterion of assessment	
lecture (L) (including e-learning)	3	Test -61%-68%; Presence -60% Final Grade* - 3,0 - 3,25	
	3,5	Test - 69%-76%; Presence -70% Final Grade* - 3,26 - 3,75	
	4	Test - 77%-84%; Presence -80% Final Grade* - 3,76 - 4,25	
	4,5	Test - 85%-92%; Presence -90% Final Grade* - 4,26 - 4,5	
	5	Test - 93% and more Presence -1000% Final Grade* - 4,6 - 5,0	
		* 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	
classes (C)* (including e-learning)	3	Test - 61%-68%; Task* - Task done superficially; not all guidelines have been followed Project** - 61%-68%; Presence - 60%	
	3,5	Test - 69%-76%; Task* - performed correctly, not all guidelines were followed Project** - 69%-76%; Presence - 70%	
	4	Test - 77%-84%; Task* – done correctly; minor deviations allowed Project** - 77%-84%; Presence - 80%	
	4,5	Test - 85%-92%; Task* - Task done correctly, but not very carefully Project** - 85%-92%; Presence - 90%	
	5	Test - 93%-100%; Task* - Task done correctly, accurately and neatly Project** - 93%-100%; Presence - 100%	
		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.	
		* in the case of submitting the task after the set deadline - the grade reduced by 0.5 is counted to the average.	
		** Assessment criteria for a multimedia project of a health promotion program for a selected social group (0-40 points). 1. Comprehensive development of the topic (0-10 points), 2. Originality and quality of the multimedia study (0-5 points), 3. Relationship of the study with the educational role of the midwife (0-5 points) 4. The quality of the message and the interest in the subject of the audience (0-5 points) 5. Supporting the study with the literature (0-5 points) 6. Ability to use the presented knowledge (0-5 points) 7. Additional teaching resources used (leaflets, brochures) (0-5 points)	
		Final grade*	
		3	3,0 - 3,25
	3,5	3,26-3,75	
	4	3,76-4,25	
	4,5	4,26-4,5	
	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	
Practical classes	3	Project* – 61%-68% points; Presence - 100%;	
	3,5	Project – 69%-76% points; Presence - 100%;	
	4	Project – 77%-84% points; Presence - 100%;	
	4,5	Project – 85%-92% points; Presence - 100%;	
	5	Project – 93%-100% points; Presence - 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 -The price versatility of the health condition of an individual / family - 0-5 points -Level of identification of health behaviors and risk factors related to lifestyle - 0-5 points -Identification of deficits in the field of self-control of health - 0-5 points -Assessment of readiness to undertake / change health behaviors - 0-5 points 2. Development of an individual program - Correctness of the formulated goals of the program - 0-5 points - 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
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5. BALANCE OF ECTS CREDITS – STUDENT’S WORK INPUT

Category	Student's workload	
	Full-time studies	Extramural studies
<i>NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/</i>	45	
<i>Participation in lectures*</i>	10	
<i>Participation in classes</i>	15	
<i>Participation in practical classes</i>	20	
<i>Preparation in the exam/ final test*</i>		
<i>Others (please specify e.g. e-learning)*</i>		
<i>INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/</i>	5	
<i>Preparation for the lecture*</i>	5	
<i>Preparation for the classes, seminars, laboratories*</i>		
<i>Preparation for the exam/test*</i>		
<i>Gathering materials for the project/Internet query*</i>		
<i>Preparation of multimedia presentation</i>		
<i>Others *</i>		
TOTAL NUMBER OF HOURS	50	
ECTS credits for the course of study	2	

**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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