

## DESCRIPTION OF THE COURSE OF STUDY

<b>Course code</b>		
<b>Name of the course in</b>	Polish	<b>Promocja zdrowia</b>
	English	<b>Health promotion</b>

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

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

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

<b>2.1. Language of instruction</b>	English
<b>2.2. Prerequisites*</b>	pedagogy, psychology, basic nursing skills

### 3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

<b>3.1. Form of classes</b>	Lectures (L) classes (C), practical classes (Pc)	
<b>3.2. Place of classes</b>	Lecture halls at UJK Didactic rooms at UJK Practical classes - hospital placements	
<b>3.3. Form of assessment</b>	Graded credit	
<b>3.4. Teaching methods</b>	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	
<b>3.5. Bibliography</b>	<b>Required reading</b>	<ol style="list-style-type: none"> <li>Andruszkiewicz A., Banaszekiewicz M.: Promocja zdrowia. Tom 1: Teoretyczne podstawy promocji zdrowia dla studentów studiów licencjackich kierunku pielęgniarstwo i położnictwo. Czelej, Lublin 2008; Tom 2 -Promocja zdrowia w praktyce pielęgniarstwa i położnictwa. PZWL, Warszawa 2010.</li> <li>Wojnarowska B.: Edukacja zdrowotna. PWN, Warszawa 2017.</li> <li>Śliz D., Mamcarz A. Medycyna stylu życia. PZWL, Warszawa 2018</li> <li>Cianciara D. Zarys współczesnej promocji zdrowia. PZWL, Warszawa 2010</li> </ol>
	<b>Further reading</b>	<ol style="list-style-type: none"> <li>Wróńska I., Sierakowska M. Edukacja zdrowotna w praktyce pielęgniarstwa. 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</li> <li>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)



				a social group)									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 <sub>c</sub>	L	C	P <sub>c</sub>	L	C	P <sub>c</sub>	L	C	P <sub>c</sub>	L	C	P <sub>c</sub>	L	C	P <sub>c</sub>
W01				+														
W02				+	+					+								
W03					+					+				+				
U01													+	+				
U02													+					
U03							+			+			+					
U04													+					
U05							+			+			+					
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* - <b>3,0 - 3,25</b>	
	3,5	Test - 69%-76%; Presence -70% Final Grade* - <b>3,26 - 3,75</b>	
	4	Test - 77%-84%; Presence -80% Final Grade* - <b>3,76 - 4,25</b>	
	4,5	Test - 85%-92%; Presence -90% Final Grade* - <b>4,26 - 4,5</b>	
	5	Test - 93% and more Presence -1000% Final Grade* - <b>4,6 - 5,0</b>	
		* 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	<b>Test</b> - 61%-68%; <b>Task*</b> - Task done superficially; not all guidelines have been followed <b>Project**</b> - 61%-68%; <b>Presence</b> - 60%	
	3,5	<b>Test</b> - 69%-76%; <b>Task*</b> - performed correctly, not all guidelines were followed <b>Project**</b> - 69%-76%; <b>Presence</b> - 70%	
	4	<b>Test</b> - 77%-84%; <b>Task*</b> - done correctly; minor deviations allowed <b>Project**</b> - 77%-84%; <b>Presence</b> - 80%	
	4,5	<b>Test</b> - 85%-92%; <b>Task*</b> - Task done correctly, but not very carefully <b>Project**</b> - 85%-92%; <b>Presence</b> - 90%	
	5	<b>Test</b> - 93%-100%; <b>Task*</b> - Task done correctly, accurately and neatly <b>Project**</b> - 93%-100%; <b>Presence</b> - 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	<b>3,0 - 3,25</b>	
	3,5	<b>3,26-3,75</b>	
	4	<b>3,76-4,25</b>	
4,5	<b>4,26-4,5</b>		
5	<b>4,51-5,0</b>		
	* 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
<b>Practical classes</b>	<b>3</b>	<b>Project*</b> – 61%-68% points; <b>Presence-</b> 100%;
	<b>3,5</b>	<b>Project</b> – 69%-76% points; <b>Presence -</b> 100%;
	<b>4</b>	<b>Project</b> – 77%-84% points; <b>Presence -</b> 100%;
	<b>4,5</b>	<b>Project</b> – 85%-92% points; <b>Presence-</b> 100%;
	<b>5</b>	<b>Project</b> – 93%-100% points; <b>Presence-</b> 100%;
		<p><b>* Assessment criteria for the project of an individual program (0-60 points):</b></p> <p><b>1. Recognition of the health situation and health needs of the individual</b></p> <ul style="list-style-type: none"> <li>-The price versatility of the health condition of an individual / family - 0-5 points</li> <li>-Level of identification of health behaviors and risk factors related to lifestyle - 0-5 points</li> <li>-Identification of deficits in the field of self-control of health - 0-5 points</li> <li>-Assessment of readiness to undertake / change health behaviors - 0-5 points</li> </ul> <p><b>2. Development of an individual program</b></p> <ul style="list-style-type: none"> <li>- Correctness of the formulated goals of the program - 0-5 points</li> <li>- Substantive correctness of the methodological plan - 0-5 points</li> <li>-Relationship of the methodological plan with the health needs of the patient - 0-5 points</li> <li>-Range of the proposed teaching methods and means - 0-5 points</li> </ul> <p><b>3. Implementation / implementation of the program</b></p> <ul style="list-style-type: none"> <li>-The level of implementation of the assumed educational goals in the field of lifestyle and health self-control- 0-10 points</li> <li>-Motivation to change behavior and conduct self-monitoring of health- 0-5 points</li> <li>-Quality of the used evaluation methods and its results- 0-5 points</li> </ul>

### 5. BALANCE OF ECTS CREDITS – STUDENT’S WORK INPUT

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

*\*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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