



MODULE / SYLLABUS
EDUCATION CYCLE 2022-2025

Module/subject name:	HEALTH PROMOTION		
Direction:	NURSING		
Level of study*:	I degree (bachelor's) II degree (master's degree)		
Profile of education:	practical		
Type of studies*:	stationary / non-stationary		
Type of classes*:	mandatory X supplementary <input type="checkbox"/> to choose from <input type="checkbox"/>		
Year and semester of studies*:	Year of study*: I II X III	Semester*: 1 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4X 5 <input type="checkbox"/> 6 <input type="checkbox"/>	
Number of ECTS credits assigned	3		
Language of instruction:	English		
Name of the PSW Department:	Faculty of Health Sciences		
Contact (tel./email):	Tel. 55,279 17,68 e-mail: dziekanat@psw.kwidzyn.edu.pl		
Type of module/subject relating to apprenticeships*:	<ul style="list-style-type: none"> • basic sciences <input type="checkbox"/> • social sciences and humanities <input type="checkbox"/> • basic nursing care science X • specialist care <input type="checkbox"/> • practical classes X • professional practice 		
Person responsible for the module/subject:	according to the studies plan		
Presenter(s):	according to the studies plan		
Forms of student workload	Student charge (number of teaching hours)		
<i>Contact hours with an academic teacher (according to the study plan)</i>			
Lectures (W)	24		
Seminar (S)			
E-learning (e-L)			
Conversations			
Exercises (C)	15		
Practical classes (ZP)	20		
BUNA - independent student work (according to the study plan)	20		
Student's workload related to work placements (according to the study plan)			
Total student workload – total number	79		
Number of ECTS credits per subject/module	3, including 0.5 BUNA		
Didactic methods	—giving (information lecture), —didactic discussion, —brainstorming —staging method, —practical classes (case study, case study, project creation).		
Assumptions and aim of the subject	Substantive and practical preparation to identify needs in the field of health promotion, planning and taking effective actions aimed at strengthening health in specific communities and evaluating the actions taken.		
Teaching tools	Board and multimedia projector, boards.		
Prerequisites	Knowledge and skills acquired as part of the educational path in the field of health education in secondary school.		
Matrix of learning outcomes for the module / subject in relation to the methods of verifying the achievement of the intended learning outcomes and the form of implementation of didactic classes			
Symbol learning outcome	Students who pass the module (subject) know/understand/are able to:	Methods for verifying the achievement of the intended learning outcomes	Form of implementation of didactic classes * enter the symbol

C.W16.	Presents the principles of health promotion and health prevention.	<i>Standardised written and/or oral examination, project or oral answer</i>	W/Ć/BUNA
C.W17.	Knows the principles of constructing health promotion programs.	<i>Standardised written and/or oral examination, project or oral answer</i>	W/Ć/BUNA
C.W18.	Discusses local, national and global health promotion strategies.	<i>Standardised written and/or oral examination, project or oral answer</i>	W/Ć/BUNA
C.U29.	Recognizes determinants of patient's health behavior and risk factors for diseases resulting from lifestyle.	<i>Implementation of the commissioned task</i>	Ć/ZP
C.U30.	Selects methods and forms of disease prevention and prevention and shapes health behaviors of various social groups.	<i>Implementation of the commissioned task</i>	ZP
C.U31.	Teaches patient self-monitoring of health status.	<i>Commissioned implementation Implementation of the commissioned task</i>	ZP
C.U32.	Develops and implements individual health promotion programs for patients, families and social groups.	<i>Implementation of the commissioned task</i>	ZP
O.K1.	Is guided by the welfare of the patient, respects the dignity and autonomy of those entrusted to his care, shows understanding of worldview and cultural differences and empathy in his relationship with the patient and his family.	<i>360° assessment (opinions of teachers, colleagues, patients, other colleagues); Self-assessment</i>	Ć/ZP
O.K2.	Respects the rights of the patient and maintains confidentiality of patient-related information.	<i>prolonged observation by the tutor / teacher leading; 360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-assessment</i>	ZP
O.K3.	Independently and diligently performs the profession in accordance with the principles of ethics, including observing moral values and duties in patient care	<i>360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-assessment</i>	ZP
O.K4.	Takes responsibility for professional activities performed.	<i>360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-assessment</i>	ZP
O.K5.	Solicits expert opinion in case of difficulties in solving the problem on one's own.	<i>Prolonged observation by the tutor / teacher in charge; 360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-assessment</i>	W/ZP/BUNA
O.K6.	Anticipates and takes into account factors affecting own and patient's reactions.	<i>prolonged observation by the tutor / teacher leading; 360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-assessment</i>	ZP
O.K7.	Recognizes and recognizes own limitations in knowledge, skills and social competence, and performs self-assessment of deficits and learning needs.	<i>Prolonged observation by the tutor / teacher leading</i>	W/Ć/ZP/BUNA

*W-lecture; S-seminar; EL- e-learning; K -conversations; Ć-exercises; ZP-practical classes; PZ-professional internships; BUNA-independent student work

EXAMPLES OF METHODS FOR THE VERIFICATION OF LEARNING OUTCOMES

in the field of knowledge (lectures/seminars): oral exam (*non-standardized, standardized, traditional, problem*); written exam – the student generates / recognizes the answer (*essay, report; short structured questions /SSQ/; multiple-choice test /MCQ/; multiple-answer test /MRQ/; match test; T/N test; answer completion test*),

in terms of skills (exercises/seminars): Practical examination; Objective Structured Clinical Examination (OSCE); Mini-CEX (mini – clinical examination); Implementation of the commissioned task; Design, presentation

in the field of social competences: reflective essay; prolonged observation by the tutor / teacher of the teacher; 360° assessment (opinions of teachers, colleagues, patients, other colleagues); Self-assessment (including portfolio)

BUNA – the student's own work is verified by assessing the degree of implementation of the assumed learning outcomes: a test checking the student's knowledge of the subject specified in the syllabus, but also through final papers, projects, presentations and any other mid-term work.

TABLE OF PROGRAMME CONTENTS

Program content	Number of hours	Reference of the effects of learning to the CLASSES
LECTURES, semester IV		

1. The concept of health, its determinants and assessment. Mandala of health – a model of the human ecosystem. Measures of health status.	2	C.W16. O.K1. O.K7.
2. Ottawa Charter - a policy document for health promotion. Directions of activities in health promotion.	2	C.W16. O.K1. O.K7.
3. Health promotion – definition, types, areas of activity. Health promotion versus disease prevention. Professional roles in health promotion. The role of medical professionals in health promotion.	4	C.W16. O.K1. O.K7.
4. Strategies of health promotion. Habitat, local and global approaches in health promotion.	4	C.W18. O.K1. O.K7.
5. Health education - goals, features, areas. Models of health education.	4	C.W16. O.K1. O.K7.
6. Health and lifestyle. Determinants of health behavior. Risk factors of diseases resulting from lifestyle - prevention.	4	C.W16. O.K1. O.K7.
7. Factors detrimental to health versus activities that shape health.	4	C.W16. O.K1. O.K7.
EXERCISES, semester IV		
1. Health problems of different populations, factors that contribute to diseases.	4	C.W16. C.U29. O.K1. O.K7.
2. Planning health education in elementary school. Presentation of lesson plans.	3	C.W16. C.W18. O.K1. O.K7.
3. Planning health education in secondary schools. Presentation of lesson plans.	3	C.W16. C.W18. O.K1. O.K7.
4. The scope and nature of the nurse's tasks in health promotion.	5	C.W16. C.W17. C.W18. O.K1. O.K7.
PRACTICAL CLASSES, semester IV		
1. Participation of the nurse in the implementation of issues of health education and health promotion included in the educational program and prevention program of primary and secondary school. Implementation of the educational program in selected classes of primary and secondary school. Formation of skills to take care of one's health.	10	C.U29. C.U30. C.U31. C.U32. O.K1. O.K2. O.K2. O.K4. O.K5. O.K6. O.K7.
2. Conducting group tooth decay prevention in elementary school students by supervised tooth brushing with fluoride preparations.	10	C.U29. C.U30. C.U31. C.U32. O.K1. O.K2. O.K2. O.K4. O.K5. O.K6. O.K7.
BUNA - independent student work, semester IV		
1. Methodology of teaching health - forms and methods, means in health education.	5	C.W16. C.W17. C.W18. O.K1. O.K7.
2. Principles of constructing of health education programs.	5	C.W16. C.W17. C.W18. O.K1. O.K7.
3. Preparation of lesson plans for the implementation of health promotion issues included in the educational program and prevention program of primary and secondary schools.	5	C.W16. C.W17. C.W18. O.K1. O.K7. C.U32. O.K1. O.K7.
4. Genesis of health promotion in the world and in Poland. Documents of health promotion. The role of mass media in health promotion.	5	C.W16. C.W17. C.W18. O.K1. O.K7.
5. Health policy in Poland: National Health Program - assumptions, tasks and implementers. National programs of health promotion.	5	C.W16. C.W17. C.W18. O.K1. O.K7.
6. The role and tasks of the nurse in health promotion towards the patient with civilization diseases.	5	C.W16. C.W17. C.W18. O.K1. O.K7.
LIST OF LITERATURE		
Basic literature:		
1. Rowe G., Gee D., Jackson A., <i>Health Promotion for Nursing Associates</i> , SAGE Publications, cop. 2022.		

Supplementary literature:

1. Martin Gulliford, Edmund Jessop, *Healthcare Public Health Improving health services through population science*, OUP Oxford, cop. 2020.

Method of passing and forms and basic assessment criteria/examination requirements**Method of credit**

- Exam – lectures
- Exam – exercises
- Passing with grade – practical classes
- Passing without a grade – BUNA

Forms and criteria for passing**PASSING THE SUBJECT - THE SUBJECT ENDS WITH AN EXAM****Lecture:**

The basis for obtaining credit/zal is:

- Attendance 100%; confirmed by an entry on the attendance list,
- 10% absence, if any, balanced in a manner individually agreed with the class instructor,
- Passing the BUNA

Exercises/seminars

The basis for obtaining credit for the assessment is:

- attendance 100%; confirmed by an entry on the attendance list,
- active participation in exercises (joining the discussion initiated by the lecturer, showing interest in the issues discussed during the exercises,)
- Correct, positively evaluated oral answer to 3 questions from the scope of the content relating to the learning outcomes in the field of knowledge and skills, posed to the student during the exercises,

Evaluation criteria — oral answer

Assessment	Criterion
Very good	Correct, full, independent answer to 3 questions asked to the student by the lecturer
Endorsement	Correct, requiring little orientation by the teacher, answer to the 3 questions asked to the student
Sufficient	Correct, incomplete, requiring significant orientation by the teacher answer to the 3 questions asked to the student
Insufficient	No answer or incorrect answer to each of the 3 questions asked to the student

BUNA evaluation criteria - independent student work

Evaluation criteria	Assessment: zal/nzal
Compliance of the content of the work with the subject of education	
Substantive assessment of work	
Evaluation of the selection and use of sources	
Assessment of the formal side of the work (footnotes, language)	
<i>*(recommendations for work)</i>	
	<i>(rating)</i>
	<i>(signature)</i>

* if any of the criteria are not met, the work should be corrected according to the lecturer's recommendations

Practical classes

The basis for obtaining credit for the assessment of practical classes is:

- presence of 100%; confirmed by an entry on the attendance list or (absence justified in the event of the student's illness documented by sick leave or other random reasons and working off practical classes at another time),
- active participation in classes,
- completing the applicable documentation, developing a written work - a nursing care plan / nursing process for the patient,
- correct attitude towards the patient, the therapeutic team, profession and science as well as regulations.

Attitude towards the patient: tact, culture, tolerance towards the patient his family, understanding of the individual needs of the patient, family, taking action to support the patient, sensitivity to the problems of the patient, his family understanding, patience, respect for the rights of the patient.

Attitude towards the therapeutic team: student's personal culture, kindness towards colleagues, staff, ability to cooperate in the team (communicating with people and listening to others, trying to solve difficult situations).

Attitude towards the profession and learning: commitment to nursing work (motivation to work, interest, improving the quality of services provided), improvement of methods and organization of work (accuracy, independence of decisions made, adaptation to changes in the environment), level of professional aspirations (enrichment of medical knowledge, interest in the directions of development of nursing care, motivation for continuous learning), self-assessment of one's own behavior (attitude to mistakes, taking responsibility, self-assessment of the level of knowledge, skills and abilities).

Attitude of the student to the rules and regulations: punctuality, avoidance on absenteeism, observance of rules and regulations, proper uniform, aesthetic appearance.

As well as:

- passing all learning outcomes, obtaining at least 6 points from practical skills, according to the attached criteria - for learning elements.

Criteria for assessing practical skills (0-2 points for each element): principles, efficiency, effectiveness, independence, communication, attitude.

The student receives a positive grade when obtaining at least 6 points for the learning elements.

Number of points	Criteria for the evaluation of individual elements of the activity (task/exercise) by the student					
	Policy	Efficiency	Effectiveness	Self-reliance	Communicating	Attitude
2	observes the rules, the right technique and the order of execution Actions	performs activities confidently, vigorously	behavior takes into account the situation of the patient, achieves the goal	plans and performs activities independently	correct independent, effective selection of content	analyses its conduct, collaborates with the team therapeutic, full identification with a professional role
1	Adheres rules after orientation	performs activities not very confident, after a short Reflection	does not always include health situation the patient achieves the goal after orientation	Requires Reminders and targeting in some Activities	Requires Guidance Targeting in the selection of content	has difficulty in critical evaluation and analysis of their conduct, in cooperation with the team therapeutic and in identification with the professional role
0	does not comply rules, chaotically performs actions	performs activities uncertain, very slowly	does not take into account individual situation patient, does not achieve the goal	requires constant Guidance and reminders in every action	can not maintain verbal contact with the patient	cannot critically evaluate and analyze their conduct, does not cooperate with therapeutic syndrome, no identifies with a professional role

* Source: W. Ciechaniewicz: Shaping the practical skills of nursing school students. CKPPIP, Warsaw.

RATING SCALE:

- 11-12 points - bdb (5.0)
- 9-10 points - db plus (4.5)
- 8 points - db (4.0)
- 7 points - dst plus (3.5)
- 6 points - dst (3.0)
- 5 points and below -ndst (2.0)

FINAL EXAM IN THE SUBJECT

- The condition for admission to the exam is to obtain credit from lectures and practical classes and pass BUNY (project)
- The exam takes the form of a written test, a multiple-choice test /MCQ/ with one correct answer (each correct answer is 1 point, no answer or incorrect answer 0 points, a minimum of 60% of the answers qualifies for a positive assessment.

Test evaluation criteria

Assessment	Very good (5.0)	Good plus (4.5)	Good (4.0)	Sufficient plus (3.5)	Sufficient (3.0)	Insufficient (2.0)
% of correct answers	93-100%	85-92%	77-84%	69-76%	60-68%	59% and less

and/or reply orally

Evaluation criteria – oral answer

Assessment	Criterion
Very good	Correct, full, independent answer to 3 questions asked to the student by the lecturer
Endorsement	Correct, requiring little orientation by the teacher, answer to the 3 questions asked to the student
Sufficient	Correct, incomplete, requiring significant orientation by the teacher answer to the 3 questions asked to the student
Insufficient	No answer or incorrect answer to each of the 3 questions asked to the student

FINAL GRADE IN THE SUBJECT:

- the exam accounts for 60% of the final grade in the subject
- the remaining 40% is the average grade from other forms of classes

The final grade is recalculated according to the following criteria:

- 3.0 -3.24 – sufficient (3.0)
- 3.25 -3.74 – sufficient (3.5)
- 3.75 -4.24 – good (4.0)
- 4.25-4.74 – good plus (4.5)
- 4.75 -5.0 – very good (5.0)

Conditions for making up classes missed for excused reasons:

Making up for abandoned classes is possible only in the case of a student's illness documented by sick leave or Making up missed classes is possible only in the case of a student's illness documented by a medical exemption or other fortuitous reasons. Excusing classes and passing the material covered during the period of absence is done by the lecturer conducting the classes. Both a student returning from dean's leave and a student repeating a year are obliged to attend all classes and to take examinations. Only if a grade of at least "pass" (3.0) is obtained in an examination in a given year may a student repeating a year because of another subject be exempted from the obligation to attend classes and to pass the subject.

Acceptance: Vice-Chancellor for Science and Educational Quality