



MODULE / SYLLABUS
EDUCATION CYCLE 2022-2025

Module/subject name:	PEDAGOGY		
Direction:	NURSING		
Level of study*:	I degree (bachelor's) II degree (master's degree)		
Profile of education:	practical		
Type of studies*:	stationary		
Type of classes*:	obligatory <input checked="" type="checkbox"/> supplementary <input type="checkbox"/> to choose from <input type="checkbox"/>		
Year and semester of studies*:	Year of study*: I <input checked="" type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/>	Semester*: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	
Number of ECTS credits assigned	2		
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 checked="" type="checkbox"/> • science in the basics of nursing care <input type="checkbox"/> • specialist care <input type="checkbox"/> 		
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)			
Conversatories			
Exercises (C)		15	
Practical classes (ZP)			
BUNA - independent student work (according to the study plan)		10	
Student's workload related to work placements (according to the study plan)			
Total student workload – total number		49	
Number of ECTS credits per subject/module		2, including 0.5 BUNA	
Didactic methods	<ul style="list-style-type: none"> • giving (lecture, talk), • programmatic (using audiovisual tools, boards), • activating (case method, situational method, • staging method, didactic discussion, project method), • analysis of clinical cases. 		
Assumptions and aim of the subject	— Students mastery of basic issues in the field of general pedagogy, theory of upbringing and didactics necessary to conduct educational and didactic work with patients and their families — Preparing the student to fulfill educational, caring and advisory tasks.		
Teaching tools	Board and multimedia projector, boards.		
Prerequisites:	Basics of knowledge in the field of social sciences.		
Matrix of learning outcomes for the module/subject with regard to methods of verifying the achievement of the intended learning outcomes and the form of delivery of learning activities			
Symbol learning effect	Students who pass the module (subject) will know/understand/be able to:	Methods for verifying the achievement of the intended learning outcomes	Form of implementation of didactic classes * enter the symbol

B.W12.	Defines the basic concepts and issues of pedagogy as an applied science and the educational process in terms of social phenomena (illness, recovery, hospitalization, dying).	<i>Written and/or oral colloquium</i>	W
B.W13.	Presents the problematic nature of the learning process in terms of health education.	<i>Written and/or oral colloquium, draft or oral reply</i>	W/Ć/BUNA
B.W14.	Knows the methodology of health education for children, adolescents and adults.	<i>Written and/or oral colloquium, draft or oral reply</i>	W/Ć/BUNA
B.U10.	Recognises educational needs in nursing service user groups.	<i>Written and/or oral colloquium, draft or oral reply</i>	W/Ć/BUNA
B.U11.	Develops educational programmes on health promotion activities for different audiences.	<i>Written and/or oral colloquium, draft or oral reply</i>	W/Ć/BUNA
O.K3.	Independently and diligently practises the profession in accordance with ethical principles, including observing moral values and duties in patient care.	<i>Written and/or oral colloquium, draft or oral reply</i>	W/Ć/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 learning outcomes to CLASSES
LECTURES, semester I		
1. Pedagogy as a science, genesis, structure, paradigm.	2	B.W12. B.W14.
2. Basic categories of pedagogy /education, culture, education, upbringing.	2	B.W12. B.W14.
3. Upbringing as a social phenomenon.	2	B.W12.
4. The educational environment and its formation.	2	B.W13. B.U10.
5. Object and tasks of didactics as a science of teaching - learning.	2	B.W13. B.W14.
6. Objectives of general and professional education - operationalisation and taxonomy of objectives.	2	B.W13.
7. Professional and non-professional educators and educational errors.	2	B.W13.
8. Difficulties in upbringing.	2	B.W13.
9. Authority in the process of upbringing.	2	B.W13.
10. Health education of children, adolescents and adults.	2	B.W13. B.W14. B.U10. B.U11.
11. Family and school as educational institutions.	2	B.W13. B.U10.
12. The nurse and her role in social support.	2	B.W13. B.U10. B.U11. O.K3.
EXERCISES, semester I		
1. Selected issues in health education methodology. Scenario of educational classes in health promotion and health education, simulation of classes.	4	B.W12. B.W14. B.U10. O.K3.
2. Constructive communication of the nurse with the patient and medical staff. Creating appropriate	4	B.W13. B.U10. O.K3.

conditions, active listening, control of errors and barriers in communication.		
3. Constructing educational programmes for different age groups and different settings - nurse participation.	3	B.W13. B.W14. B.U10. B.U11. O.K3.
4. Development of projects for health promotion and health education classes Prevention and prevention of diseases - participation of a nurse.	4	B.W13. B.U10. B.U11. O.K3.
BUNA - independent student work, semester I		
1. Directions in contemporary pedagogy. Pedagogical concepts of selection of educational content used in health education implemented by the nurse.	2	B.W13. B.W14. B.U10. O.K3.
2. Pedagogical and social work with persons with disabilities	2	B.W13. B.U10. O.K3.
3. Pedagogical activities of the nurse.	3	B.W13. B.W14. B.U10. B.U11. O.K3.
4. Pedagogy and nursing/relationships, the essence of the profession.	2	B.W13. B.U10. B.U11. O.K3.
5. Socio-educational tasks of the family, school and other social circles.	2	B.W13. B.U10. O.K3.

LIST OF LITERATURE

Basic literature:

1. *How to Teach Anything: Break Down Complex Topics and Explain with Clarity, While Keeping Engagement and Motivation* - By Peter Hollins, Lightning Source Inc, 2021
2. *The New Nurse Educator: Mastering Academe* 2nd Edition by Deborah Dolan Hunt PhD RN 3. Teaching Strategies for Nurse Educator, New York : Springer Publishing Company, cop. 2018

Supplementary literature:

1. *Creative Teaching Strategies for the Nurse Educator* Third Edition by Judith W. Herrman RN PhD ANEF FAAN (Author), Philadelphia : F.A. Davis, cop. 2020
2. Bastable S.B., *Nurse as Educator: Principles of Teaching and Learning for Nursing Practice*, Jones and Bartlett Publishers, Inc, cop. 2020
3. Bradshaw M.J., Hultquist B.L, Hagler D., *Innovative Teaching Strategies in Nursing and Related Health Professions*, Jones & Bartlett Learning, 2019

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

Method of credit

- Passing with grade – lectures
- Passing with grade – exercises
- Passing without a grade – BUNA

Forms and criteria for passing

Lecture:

The basis for obtaining credit is:

- 100% attendance; confirmed by an entry on the attendance register,
- possible 10% absence compensated in a way individually established with the lecturer,
- active participation in lectures (joining the discussion initiated by the lecturer, showing interest in the issues discussed during the lecture),
- Passing of the BUNA

Written colloquium:

- 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 correct answers qualify 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

Exercises/seminars

The basis for obtaining credit for the assessment is:

- presence of 100%; confirmed by an entry on the attendance list,
- active participation in the exercises (joining the discussion initiated by the lecturer, showing interest in the

- issues discussed during the exercises,)
- correct, positively assessed oral answer to 3 questions in the field of content related to learning outcomes in the field of knowledge and skills, asked 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

Project

BUNA evaluation criteria – independent student work

Evaluation criteria		Assessment: passed/failed	
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)			
*(recommendations for work)			
		(rating)	(signature)

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

FINAL GRADE IN THE SUBJECT:

arithmetic mean of grades from the colloquium of lectures and exercises

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