



MODULE / SYLLABUS
EDUCATION CYCLE 2023-2026

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 <input type="checkbox"/> II X <input checked="" type="checkbox"/> III <input type="checkbox"/>	Semester*: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4X <input checked="" type="checkbox"/> 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)	
Contact hours with an academic teacher (according to the study plan)			
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	The graduate: knows and understands / is able to / is ready to	Methods for verifying the achievement of the intended learning outcomes	Form of implementation of didactic classes * enter the symbol
C.W16.	principles of health promotion and preventive healthcare;	Standardised written and/or oral examination, draft or oral answer	W/Ć/BUNA

C.W17.	principles of designing health promotion programs	<i>Standardised written and/or oral examination, draft or oral answer</i>	W/Ć/BUNA
C.W18.	health promotion strategies adoptable on a local, national and international scale	<i>Standardised written and/or oral examination, draft or oral answer</i>	W/Ć/BUNA
C.U29.	identify determinants of an individual's health behaviours and risk factors for lifestyle-related diseases	<i>Implementation of the commissioned task</i>	Ć/ZP
C.U30.	select methods and forms of preventive healthcare and promote positive health behaviours in different social groups;	<i>Implementation of the commissioned task</i>	ZP
C.U31.	instruct patients in self-monitoring of health;	<i>Commissioned implementation Implementation of the commissioned task</i>	ZP
C.U32.	develop and implement health promotion programs for individuals, families and social groups;	<i>Implementation of the commissioned task</i>	ZP
O.K1.	be guided by the best interests of the patient, respect the dignity and autonomy of the persons entrusted to their care, show understanding for world-view and cultural differences and show empathy towards the patient and their family;	<i>360° assessment (opinions of teachers, colleagues, patients, other colleagues); Self-esteem</i>	Ć/ZP
O.K2.	respect patients' rights;	<i>prolonged observation by the tutor / teacher leading; 360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-esteem</i>	ZP
O.K3.	exercise the profession autonomously and with integrity in accordance with ethical principles, including adherence to moral values and obligations in patient care;	<i>360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-esteem</i>	ZP
O.K4.	take responsibility for their professional activities;	<i>360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-esteem</i>	ZP
O.K5.	to seek expert advice when having difficulty solving the problem independently;	<i>Prolonged observation by the tutor / teacher in charge; 360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-esteem</i>	W/ZP/BUNA
O.K6.	anticipate and take into account factors influencing their own and the patient's reactions;	<i>prolonged observation by the tutor / teacher leading; 360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-esteem</i>	ZP
O.K7.	perceive and recognise their own limitations in terms of knowledge, skills and social competences and carry out a self-assessment of their educational deficits and 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. Health measures.	2	C.W16. O.K1. O.K7.
2. The Ottawa Charter is a health promotion policy document. Directions of activities in health promotion.	2	C.W16. O.K1. O.K7.
3. Health promotion – definition, types, areas of activity. Health promotion and disease prevention. Professional roles in health promotion. The role of medical professionals in health promotion.	4	C.W16. O.K1. O.K7.
4. Health promotion strategies. Habitat, local and global approaches in health promotion.	4	C.W18. O.K1. O.K7.
5. Health education - goals, characteristics, areas. Models of health education.	4	C.W16. O.K1. O.K7.
6. Health and lifestyle. Determinants of health behavior. Risk factors for diseases resulting from lifestyle - prevention.	4	C.W16. O.K1. O.K7.
7. Factors harmful to health and actions shaping health.	4	C.W16. O.K1. O.K7.
EXERCISES, semester IV		
1. Health problems of different populations, factors that favor diseases.	4	C.W16. C.U29. O.K1. O.K7.
2. Planning of health education in primary schools. Presentation of lesson plans.	3	C.W16. C.W18. O.K1. O.K7.
3. Planning of 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 a nurse in the implementation of issues in the field 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 grades of primary and secondary school. Shaping the ability to take care of your 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 prophylaxis of tooth decay in primary 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 health education programs.	5	C.W16. C.W17. C.W18. O.K1. O.K7.
3. Preparation of a scenario of classes for the implementation of issues in the field of health promotion included in the educational program and the program of prevention of primary and secondary schools.	5	C.W16. C.W17. C.W18. O.K1. O.K7. C.U32. O.K1. O.K7.
4. The genesis of health promotion in the world and in Poland. Health promotion documents. The role of the mass media in health promotion.	5	C.W16. C.W17. C.W18. O.K1. O.K7.
5. Health policy in Poland: National Health Programme – assumptions, tasks and implementers. National health promotion programs.	5	C.W16. C.W17. C.W18. O.K1. O.K7.
6. The role and tasks of the nurse in the promotion of health towards a 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, <i>Healthcare Public Health Improving health services through population science</i> , 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:

- presence of 100%; confirmed by an entry on the attendance list,
- possible 10% absence balanced in a manner individually agreed with the lecturer,
- BUNY passing.

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

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)		
*(recommendations for work)		
	(rating)	(signature)

* 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 sick person's family, understanding the individual needs of the patient, family, taking actions to support the patient, sensitivity to the patient's problems, understanding of his family, patience, respect for the patient's rights.

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

Attitude towards the profession and science: 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 capabilities).

The student's attitude towards the regulations: punctuality, avoidance of absenteeism, compliance with regulations, correct uniforms, aesthetic appearance.

And:

- passing all learning outcomes, obtaining at least 6 points in 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)

Earnings of homework abandoned for justified reasons:

Making up for abandoned classes is possible only in the case of a student's illness documented by sick leave or other random reasons. Justification of classes and passing of the material being the subject of exercises during the period of absence is made by the lecturer conducting the classes.

Both a student returning from dean's leave and a student repeating the year is obliged to attend all classes and take the exam. Only if the exam in a given year has been obtained with at least a sufficient grade (3.0), a student repeating the year due to another subject may be exempted from the need to attend classes and pass and pass the subject.

Acceptance: Vice-Rector for Teaching and Student Affairs