



MODULE / SYLLABUS

EDUCATION CYCLE 2024-2027

Module/subject name:		HEALTH PROMOTION	
Direction:		NURSING	
Level of study*:		1st degree (bachelor's degree) II degree (master's degree)	
Education profile:		practical	
Type of studies*:		stationary/ part-time	
Type of classes*:		mandatory X complementary <input type="checkbox"/> optional <input type="checkbox"/>	
Year and semester of study*:		Year of studies*: I II X III	Semester of studies*: 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:		Polish	
PSW Department Name:		Faculty of Health Sciences	
Contact (phone/email):		tel.55 279 17 68 e-mail:dziekanat@psw.kwidzyn.edu.pl	
Type of module/subject related to vocational training*:		<ul style="list-style-type: none"> • basic science <input type="checkbox"/> • social sciences and humanities <input type="checkbox"/> • teaching the basics of nursing care X • Specialist care education <input type="checkbox"/> • practical classes X • professional practice 	
Person responsible for the module/subject:			
Person(s) in charge:		According to the study plan	
Forms of student workload		Student Load (number of teaching hours)	
<i>Contact hours with an academic teacher (according to the study plan)</i>			
Lectures (W)		24	
Seminar (S)			
Conversations			
Exercises (C)		15	
Practical classes (PK)		20	
BUNA - independent student work (according to the study plan)		20	
Student workload related to professional practice (according to the study plan)			
Total student workload- total number		79	
Number of ECTS points per subject/module		3, including 0.5 BUNA	
Teaching methods	<ul style="list-style-type: none"> • informative lecture, conversational lecture, • exercises, case studies, didactic discussion, brainstorming, project creation, • practical classes, case study, • self-education 		
Objectives and purpose of the course	Substantive and practical preparation to identify health promotion needs, plan and undertake effective actions to strengthen health in specific communities and evaluate undertaken actions.		
Teaching tools	Multimedia board and projector, boards.		
Prerequisites	Knowledge and skills acquired through the health education pathway in secondary school.		
Learning outcomes matrix for a module/subject in relation to the methods of verifying the achievement of the intended learning outcomes and the form of implementation of didactic activities			
Symbol learning effect	A student who passes a module (subject) knows/understands/is able to:	Methods of verifying the achievement of intended learning outcomes	The form of teaching activities * enter symbol
C.W16.	Presents the principles of health promotion and health prevention.	<i>Standardized written and/or oral examination, project or oral response</i>	W/C/BUNA
C.W17.	Knows the principles of constructing health promotion programs.	<i>Standardized written and/or oral examination, project or oral response</i>	W/C/BUNA

C.W18.	Discusses health promotion strategies at local, national and global level.	<i>Standardized written and/or oral examination, project or oral response</i>	W/C/BUNA
C.U29.	Recognizes the determinants of the patient's health behaviors and risk factors for lifestyle-related diseases.	<i>Implementation of the assigned task</i>	Ć/ZP
C.U30.	Selects methods and forms of disease prophylaxis and prevention and shapes health behaviors of various social groups.	<i>Implementation of the assigned task</i>	ZP
C.U31.	Teaches the patient self-monitoring of their health.	<i>Implementation of the assigned task</i>	ZP
C.U32.	Develops and implements individual health promotion programs for patients, families and social groups.	<i>Implementation of the assigned task</i>	ZP
O.K1.	Is guided by the patient's well-being, respects the dignity and autonomy of persons entrusted with care, shows understanding for ideological and cultural differences and empathy in the relationship with the patient and his family.	<i>360° evaluation (opinions from teachers, colleagues, patients, other co-workers); Self-assessment</i>	Ć/ZP
O.K2.	Respects patient rights and maintains the confidentiality of patient-related information.	<i>extended observation by the supervisor/leading teacher; 360° feedback (opinions from teachers, colleagues, patients, other co-workers); Self-assessment</i>	ZP
O.K3.	Independently and reliably performs his/her profession in accordance with the principles of ethics, including respecting moral values and obligations in patient care.	<i>360° evaluation (opinions from teachers, colleagues, patients, other co-workers); Self-assessment</i>	ZP
O.K4.	Takes responsibility for the professional activities performed.	<i>360° evaluation (opinions from teachers, colleagues, patients, other co-workers); Self-assessment</i>	ZP
O.K5.	Seek expert advice if you have difficulty solving a problem on your own.	<i>Extended observation by the supervisor/leading teacher; 360° feedback (opinions from teachers, colleagues, patients, other collaborators); Self-assessment</i>	In/ZP/BUNA
O.K6.	Anticipates and takes into account factors influencing own and patient's reactions.	<i>extended observation by the supervisor/leading teacher; 360° feedback (opinions from teachers, colleagues, patients, other co-workers); Self-assessment</i>	ZP
O.K7.	Notices and recognizes own limitations in terms of knowledge, skills and social competences and performs self-assessment of educational deficits and needs.	<i>Extended observation by the supervisor/lead teacher</i>	W/Ć/ZP/BUNA

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

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

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

in terms of skills (exercises/conversations): Practical exam; Objective Structured Clinical Examination /OSCE/; Mini-CEX (mini – clinical examination); Realization of assigned task; Project, presentation

in the field of social competences: reflective essay; extended observation by supervisor/lead teacher; 360° feedback (opinions from teachers, colleagues, patients, other collaborators); Self-assessment (including portfolio)

BUNA –the student's own work is verified by assessing the degree to which the assumed learning outcomes have been achieved: a test checking the student's knowledge of the topics specified in the syllabus, but also through term papers, projects, presentations and any other mid-semester work.

PROGRAM CONTENT TABLE

Program content	Number of hours	Relating learning outcomes to CLASSES
LECTURES, semester IV		
1. The concept of health, its determinants and assessment. Health mandala – a model of the human ecosystem. Health status measures.	2	C.W16. O.K1. O.K7.
2. The Ottawa Charter – a programmatic document for health promotion. Directions for action 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 to 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 harmful to health and health-shaping activities.	4	C.W16. O.K1. O.K7.
EXERCISES, semester IV		
1. Health problems of various populations, factors contributing to disease.	4	C.W16. C.U29. O.K1. O.K7.
2. Planning health education in primary schools. 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. Nurse participation in the implementation of health education and health promotion issues included in the educational program and the prevention program of primary and secondary schools. Implementation of the educational program in selected classes of primary and secondary schools. Development of skills in taking 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 among primary school students using the method of 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		
Methodology of teaching health - forms and methods, means in health education.	3	C.W16. C.W17. C.W18. O.K1. O.K7.
Principles of designing health education programs.	3	C.W16. C.W17. C.W18. O.K1. O.K7.
Preparation of lesson plans for the implementation of health promotion issues included in the educational and prevention programs of primary and secondary schools.	3	C.W16. C.W17. C.W18. C.U32. O.K1. O.K7.
The origins of health promotion in the world and in Poland. Health promotion documents. The role of mass media in health promotion.	3	C.W16. C.W17. C.W18. O.K1. O.K7.
Health policy in Poland: National Health Program – assumptions, tasks and implementers. National health promotion programs.	3	C.W16. C.W17. C.W18. O.K1. O.K7.
The role and tasks of the nurse in health promotion for patients with lifestyle diseases.	5	C.W16. C.W17. C.W18. O.K1. O.K7.
LITERATURE LIST		
Basic literature:		
1. Andruszkiewicz A., Banaszekiewicz M., (eds.), Health promotion for bachelor's degree students of nursing and midwifery, vol. 1 and 2, Czelej, Lublin 2020.		
Additional literature:		
1. Woynarowska B., Health education. Theoretical foundations, methodology, practice, PWN, Warsaw 2017.		
Method of passing and forms and basic assessment criteria/examination requirements		
How to pass		
— Exam - lectures		
— Graded exam – exercises		
— Graded exam – practical classes		
— Pass without grade – BUNA		
Forms and criteria for passing		
PASSING A SUBJECT - THE SUBJECT ENDS WITH AN EXAMINATION		
Lecture:		
The basis for obtaining a credit/pass is:		
— 100% attendance; confirmed by an entry on the attendance list,		
— a possible 10% absence compensated in an individual manner agreed with the teacher,		

- passing BUNA.

Exercises

The basis for obtaining credit for a grade is:

- 100% attendance; 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 assessed oral answer to 3 questions on the content relating to the learning outcomes in the field of knowledge and skills, asked to the student during the exercises,

Assessment criteria – oral response

Rate	Criterion
Very good	Correct, complete, independent answer to 3 questions asked to the student by the instructor
All right	Correct answer, requiring slight guidance from the teacher, to 3 questions asked to the student
Sufficient	Correct, incomplete, requiring significant guidance from the teacher, answer to 3 questions asked to the student
Insufficient	No answer or incorrect answer to any of the 3 questions asked to the student

BUNA assessment criteria – independent student work

Assessment criteria	Rating: pass/fail
Compatibility of the work content with the subject of education	
Content evaluation of the work	
Evaluation of the selection and use of sources	
Assessment of the formal aspect of the work (footnotes, language)	
<i>*(work recommendations)</i>	
	<i>(rate)</i>
	<i>(signature)</i>

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

Practical

The basis for obtaining credit for practical classes is:

- 100% attendance; confirmed by an entry on the attendance list or (absence excused in the event of a student's illness documented by a sick leave or other unforeseen circumstances and making up practical classes at another time),
- active participation in classes,
- completing the applicable documentation, preparing a written work - a nursing care plan/nursing process for the patient,
- correct attitude towards the patient, the therapeutic team, the profession and science and the regulations.

Attitude towards the patient:tact, culture, tolerance towards the patient and his family, understanding the individual needs of the patient and family, taking action to support the patient, being sensitive to the problems of the patient and his family, understanding, patience, respecting the patient's rights.

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

Attitude towards profession and science:commitment to nursing work (motivation to work, interest, improving the quality of services provided), improving work methods and organization (accuracy, independence of decision-making, 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 behaviors (attitude to errors, taking responsibility, self-assessment of the level of knowledge, skills and possibilities).

Student attitude towards the regulations:punctuality, avoiding absenteeism, compliance with regulations, correct uniform, aesthetic appearance.

and also:

- 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.

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

Number of points	Criteria for assessing individual elements of the activity (task/exercise performance) by the student					
	Rules	Efficiency	Effectiveness	Independence	Communication	Attitude

2	follows the rules, proper technique and the order of execution activities	performs activities confidently and energetically	procedure takes into account the situation patient, achieves the goal	plans and carries out activities independently	correct, independent, effective content selection	analyzes his behavior, works with the team therapeutic, full identification with professional role
1	he observes rules after Direction	the activities are performed not very sure, after a short while contemplation	does not always take into account health situation patient, achieves the goal after Direction	requires reminders and orientation in some activities	requires guidance, orientation in content selection	has difficulty in critical evaluation and analysis of your behavior, in cooperation with the team therapeutic and in identification with professional role
0	does not comply rules, chaotic performs actions	the activities are performed uncertainly, very slow	does not take into account individual situation patient, does not achieve the goal	requires constant guidance and reminders in every action	can't keep up verbal contact with the patient	can't critically evaluate and analyze his behavior, he does not cooperate with the therapeutic team, no identifies with professional role

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

RATING SCALE:

11-12 points - very good (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 SUBJECT EXAM

— The condition for admission to the exam is to obtain credits from lectures and practical classes as well as credits from BUNA (project)

— The exam is in the form of a written test, multiple choice test /MCQ/ with one correct answer (each correct answer is worth 1 point, no answer or incorrect answer is worth 0 points, at least 60% of correct answers qualifies for a positive grade.

Test Grading Criteria

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

and/or oral response

Assessment criteria – oral response

Rate	Criterion
Very good	Correct, complete, independent answer to 3 questions asked to the student by the instructor
All right	Correct answer, requiring slight guidance from the teacher, to 3 questions asked to the student
Sufficient	Correct, incomplete, requiring significant guidance from the teacher, answer to 3 questions asked to the student
Insufficient	No answer or incorrect answer to any of the 3 questions asked to the student

FINAL SUBJECT GRADE:

— the exam constitutes 60% of the final grade of the subject

— the remaining 40% is the average of grades from other forms of classes

The final grade is calculated according to the following criteria:

— 3.0 -3.24 – satisfactory (3.0)

— 3.25 -3.74 – satisfactory (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 due to justified reasons:

Making up missed classes is only possible in the case of a student's illness documented by a medical certificate or other unforeseen reasons. The excuse for classes and crediting the material covered by the exercises during the absence is made by the lecturer conducting the classes.

Both a student returning from dean's leave and a student repeating a year are required to attend all classes and take the exam. Only if the exam in a given year is graded at least satisfactory (3.0) can a student repeating a year due to a different subject be exempted from the obligation to attend classes and pass and pass the subject.

Approval: Vice-Chancellor for Education