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| **COURSE CARD** | | | | | | | | | | | | | | |
| **Name of the course** | | | | | | **PUBLIC HEALTH** | | | | | | | | |
| **SITUATION OF THE COURSE IN THE STUDY SYSTEM** | | | | | | | | | | | | | | |
| **Field of study** | | | | | | Cosmetology | | | | | | | | |
| **Form of studies** | | | | | | Stationary / non-stationary | | | | | | | | |
| **Study level** | | | | | | second-cycle / master's | | | | | | | | |
| **Study profile** | | | | | | practical | | | | | | | | |
| **Unit conducting the subject** | | | | | | Faculty of Medical Sciences | | | | | | | | |
| **The person responsible for the subject** | | | | | | **Mgr Agata Stachura** | | | | | | | | |
| **GENERAL CHARACTERISTICS OF THE COURSE** | | | | | | | | | | | | | | |
| **Course status** | | | | | | obligatory | | | | | | | | |
| **Language of lecture** | | | | | | Polish (or optionally in English) | | | | | | | | |
| **Semesters in which the subject is carried out** | | | | | | **first** /second /third /fourth | | | | | | | | |
| **Prerequisites** | | | | | | shortage | | | | | | | | |
| **FORMY, SPOSOBY I METODY PROWADZENIA ZAJĘĆ** | | | | | | | | | | | | | | |
| **Forms of classes / Number of hours** | | | | **lecture** | | | **project** | **exercise** | **laboratorium** | | **practical classes** | **professional practice** | | **ECTS** |
| **Stationary** | | | | 10 | | | 20 | 20 |  | |  |  | | **3** |
| Non-stationary | | | | 10 | | | 10 | 10 |  | |  |  | | **3** |
| **The method of carrying out the classes** | | | | | Classes: Practical exercises, using various forms of activating the student: teaching based on problem-solving, task planning  Project: Written study on health program development | | | | | | | | | |
| **Metody weryfikacji efektów kształcenia** | | | | | P\_W01 Open questions  P\_W02 Open questions  P\_U01 Open questions  P\_U02 Project  P\_K01 Assessment of attitude  P\_K02 Assessment of attitude | | | | | Exercise  Exercise  Exercise  Project  Exercise  Exercise | | | | |
| **Bibliography** | | | | | | | | | | | | | | |
| **Basic literature** | | | 1. Promocja zdrowia : kształtowanie przyszłości / Violetta Korporowicz. - Warszawa : Szkoła Główna Handlowa. Oficyna Wydawnicza, cop. 2008. 2. Promocja zdrowia : dla studentów studiów licencjackich kierunku pielęgniarstwo i położnictwo. T. 1, Teoretyczne podstawy promocji zdrowia / red. nauk. Anna Andruszkiewicz, Mariola Banaszkiewicz. - Lublin : Wydawnictwo "Czelej", 2008. 3. Edukacja zdrowotna : podręcznik akademicki / Barbara Woynarowska [oraz Alicja Długołęcka et al.]. - Warszawa : Wydawnictwo Naukowe PWN, 2007. | | | | | | | | | | | |
| **Supplementary literature** | | | 1. Promocja zdrowia i profilaktyka onkologiczna w działaniach organizacji pozarządowych / Małgorzata Synowiec-Piłat. - Toruń : Wydawnictwo Adam Marszałek ; Wrocław : współpr. Akademia Medyczna, 2009. 2. Promocja zdrowia w teorii i praktyce psychologicznej / pod red. Heleny Wrony-Polańskiej i Janusza Mastalskiego. - Kraków : Wydawnictwo Uniwersytetu Jagiellońskiego, cop. 2009. 3. Promocja zdrowia dziś i perspektywy jej rozwoju w Europie / Jerzy B. Karski. - Warszawa : CeDeWu, 2009. 4. Zintegrowane (holistyczne) podejście do człowieka i zdrowia : program autorski : wychowanie do zdrowia w rodzinie, szkole i świecie / Ewa Danuta Białek. - Wyd. 1 (uzup.). - Warszawa : Instytut Psychosyntezy. Centrum Wspierania Zrównoważonego Rozwoju Człowieka, 2012. 5. Kumar S., Preetha GS.. Health Promotion: An Effective Tool for Global Health. Indian J Community Med. 2012 Jan-Mar; 37(1): 5–12. 6. Kickbusch I. Health promotion 4.0, Health Promot Int, 2019 Apr 1;34(2):179-181. 7. Kathleen M Roe, Health Promotion for These Times, Health Promot Pract, 2018 Mar;19(2):165-166. | | | | | | | | | | | |
| **AIMS, CONTENTS AND LEARNING OUTCOMES** | | | | | | | | | | | | | | |
| **Cele kursu** | | | | | | | | | | | | | | |
| **C1** | To acquaint the student with the basic concepts and threats to the health of the population. | | | | | | | | | | | | | |
| **C2** | Familiarizing students with the determinants of health and the principles of health promotion and education, as well as creating, implementing and assessing the impact of social and preventive programs on the health of the society. | | | | | | | | | | | | | |
| **C3** | Acquiring by the student the ability to plan, conduct and evaluate activities in the field of health promotion and health education as well as preventive and educational activities. | | | | | | | | | | | | | |
| **Program content** | | | | | | | | | | | | | | |
| **FORM PRACTISE** | | | | | | | | | | | | | | |
| 1. Health education versus health promotion and prevention of civilization diseases. Health risk factors (lifestyle, diet, environmental quality, etc.). 2. The impact of psychological factors on health, their importance in the development of diseases and shaping the behavior of sick people. 3. Methods of intervention activities, principles of proper implementation of educational activities and health promotion. 4. Observation and interpretation of phenomena in the field of population health. 5. Mutual relations between health and social and environmental factors. 6. Creating program and non-program intervention (defining the target group, selecting forms and methods, determining the stages of action). 7. Presentation in the form of an oral group work and subjecting it to critical evaluation by students. 8. Media and local campaign in the field of health promotion, adapted to the needs of selected social groups. Principles of cooperation with the media, social marketing. 9. Prevention of civilization diseases in local communities.  Monitoring and evaluation as necessary and effective tools for supervision and modification of health promotion and health education programs and campaigns. 10. Preparation of reports, papers, publications and the use of professional literature. | | | | | | | | | | | | | | |
| **PROJECT FORM** | | | | | | | | | | | | | | |
| Development of a pro-health program tailored to a specific target group | | | | | | | | | | | | | | |
| **Learning outcomes**  **A student who passed the course is able to** | | | | | | | | | | | | | | |
| **Effect number** | | **in terms of KNOWLEDGE** | | | | | | | | | | | **A reference to directional effects** | |
| P\_W01 | | describe the main health problems of the population related to lifestyle, diet, environmental quality and | | | | | | | | | | | K\_W18 | |
| P\_W02 | | influence of psychological factors on health | | | | | | | | | | | K\_W18 | |
| **In terms of SKILLS** | | | | | | | | | | | | | | |
| P\_U01 | | apply theoretical knowledge in explaining the interrelationship between health and social - environmental factors | | | | | | | | | | | K\_U18 | |
| P\_U02 | | construct an action plan in a health program targeted at the appropriate target group | | | | | | | | | | | K\_U19 | |
| **in terms of COMPETENCE** | | | | | | | | | | | | | | |
| P\_K01 | | understands the need for continuous professional development and raising qualifications | | | | | | | | | | | K\_K01 | |
| P\_K02 | | understand the need to lead and promote a healthy lifestyle | | | | | | | | | | | K\_K09 | |
| **Criteria for evaluation of the results achieved** | | | | | | | | | | | | | | |

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| **Effect symbol** | **For the grade 2, the student is not able to** | **For the grade 3, the student is able to** | **For the grade4, the student is able to** | **For the grade 5, the student is able to** |
| P\_W01 | characterize the major health problems of the society | characterize in general  major health problems of the society | characterize in detail the main health problems of the society | characterize in detail the main health problems of the society including their prevention |
| P\_W02 | define the scope of tasks necessary for the development, implementation and evaluation of health education and promotion programs | sufficiently define the scope of tasks necessary for the development, implementation and evaluation of health education and promotion programs | define to a good degree the scope of tasks necessary for the creation, implementation and evaluation of health education and promotion programs | define the scope of tasks necessary for the development, implementation and evaluation of health education and promotion programs to a degree that is distinctive |
| P\_U01 | apply theoretical knowledge in explaining the interrelationship between health and social and environmental factors | apply theoretical knowledge in explaining  mutual relationship between health and social and environmental factors, but also making mistakes | apply theoretical knowledge in explaining the interrelationship between health and social and environmental factors by making few mistakes | apply theoretical knowledge in explaining the interrelationship between health and socio-environmental factors without making mistakes |
| P\_U02 | develop a health program aimed at a specific target group | develop an overall health program targeted at a specific target group | develop a detailed pro-health program aimed at a specific target group, giving examples from the classes | develop a detailed pro-health program addressed to a specific target group, taking into account giving own examples using various sources of information |
| P\_K01 | does not participate actively in the classes | actively participates in classes | participates actively in classes and is an active reader of the library | actively participates in classes, is an active reader of the library and participates in forms of improvement and training organized by the university |
| P\_K02 | does not understand the need to lead and promote a healthy lifestyle | understands the need to lead and promote a healthy lifestyle | understands the need to lead and promote a healthy lifestyle and puts this concept into practice | understands the need to lead and promote a healthy lifestyle, implements this concept in practice and takes part in campaigns promoting a healthy lifestyle, organized, for example by the university |

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| **Student workload - balance of ECTS points** | | |
|  | **Student workload** | |
| **stationary studies** | **Non-stationary studies** |
| *Hours with the direct participation of the academic teacher:* | | |
| Lectures | 10h | 10h |
| Exercise | 20h | 10h |
| laboratory |  |  |
| Project | 20h | 10h |
| Apprenticeships |  |  |
|  | | |
| Self-education literary studies | 5h | 15h |
| Preparation for practical classes and consultations | 15h | 35h |
| Preparation to pass the didactic classes | 5h | 5h |
| *Balance of ECTS points* | | |
| **Total workload TOTAL hours / ECTS** | **75h/3 ECTS** | **75h/ ECTS** |
| **The student's load during classes in direct contact with the teacher** | **50h/ 2 ECTS** | **30h/1,2 ECTS** |
| Student's load during practical classes | 20+20+15h/2,2 ECTS | 10+10+35h/2,2 ECTS |
| student load during classes related to practical professional preparation | 0 ECTS | 0 ECTS |