**SYLABUS**

**applies to the** 2023-2026 **education cycle**

(extreme dates)

2023/2024 academic year

1. Basic information about the subject

|  |  |
| --- | --- |
| Subject | Health Promotion |
| Subject code\* |  |
| Faculty name | Medical Faculty |
| Department name | Institute of Physical Education |
| Field of study | Physical Education |
| Level of education |  |
| Profile | General academic |
| Form of study | Full-time |
| Year and semester |  |
| Type of course |  |
| Course language | English |
| Coordinator | Dr n. biol. Maria Zadarko-Domaradzka |
| First and Last Name of the Teacher/Teachers | Dr n. biol. Maria Zadarko-Domaradzka,  Dr Renata Grzywacz,  Dr Hab. Prof. UR Emilian Zadarko |

\* *- optional, According to the resolutions of the Faculty of Medicine*

1.1. Forms of classes, number of hours and ECTS

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester  (nr) | Lect. | Exercise | Convers. | Lab. | Sem. | ZP | Pract. | Other | **Number**  **of points**  **ECTS** |
| winter |  | 10 |  |  |  |  |  |  | 2 |
| summer |  | 10 |  |  |  |  |  |  | 2 |
| Total |  | 20 |  |  |  |  |  |  | 4 |

1.2. .The form of class activities.

☐ Classes are in the traditional form.

☐ Classes are implemented using methods and techniques of distance learning

1.3 Examination forms/module (exam, credit with grade or credit without grade)

Exercises - credit with grade

2. prerequisites

|  |
| --- |
|  |

3. OBJECTIVES, OUTCOMES, AND PROGRAM CONTENT USED IN TEACHING METHODS

3.1 Objectives of this course/

|  |  |
| --- | --- |
| C1 | Familiarizing students with the concept of health, factors determining human health and development, role of prevention in everyday life. |
| C2 | Familiarizing students with the development of the idea of health promotion and the possibility of implementing health assumptions in practice |
| C3 | Promotion of a healthy lifestyle |
| C4 | Developing the ability to use knowledge in everyday life. |

**3.2 OUTCOMES FOR THE COURSE**

|  |  |  |
| --- | --- | --- |
| EK (the effect  of education) | The content of the learning effect defined for the subject | Reference to directional  effects |
| EK­\_01 | Student describes the ideas and directions of health promotion activities. Lists determinants of health. The Health Field Concept – Marc Lalonde. Student lists and explains the rules of a healthy lifestyle.  He or She gives the definition of health (acc. WHO) and explains it. Distinguishes between pro-health and anti-health behaviour and lists principles of healthy eating. Student lists the WHO recommendations in the field of physical activity for children and adolescents and adults. Describes the main health problems of modern societies and lists risk factors. |  |
| EK\_02 | Student searches for information on health in reliable sources and present it to the group using modern technologies |  |
| EK\_03 | Student is aware that the health of an individual as well as the general public is a valuable resource and should be promoted. |  |

**3.3 CONTENT CURRICULUM**

1. Lectures

|  |
| --- |
| Course contents |
|  |
|  |
|  |

1. auditorium exercises, seminars, laboratory practical classes

|  |
| --- |
| Course contents |
| Winter Semester |
| Health promotion – development, idea, directions of activities. Health Promoting School, Workplace Health Promotion. |
| The definition of health according to WHO. Healthy lifestyle. What is lifestyle and why is it so important for health? The Health Field Concept **–** Marc Lalonde. |
| Physical activity and health. WHO guidelines on physical activity and sedentary behaviour. Health benefits of physical activity and the risk of insufficient physical activity. Physical inactivity and health. Hypokinesia |
| Nutrition and health. Health consequences of improper eating habits (overweight, obesity, diabetes, hypertension, CVD, cancer). Folic acid in dietary. |
| Summer Semester |
| Noncommunicable diseases. Risk factors modifiable and nonmodifiable. Prevent and treat NCDs and mental health conditions. Health effects of cigarette smoking and drinking alcohol. Behavioural addictions. Life skills. |
| Prevention. The European Code Against Cancer . HPV vaccines and screening in the prevention of cervical cancer. The difference between health promotion and prevention |
| Popular Types of Social Media and How They Can Promote Health. Healthy Lifestyle campaigns. |

3.4 Teaching Methods

E.g.:

*Lecture: problem lecture/lecture with a multimedia presentation*, *distance learning methods*

*Seminars: Analysis of texts with discussion, projects (research project, implementive, practical), work in groups (solving problems, discussion),* *didactic games, distance learning methods*

*Laboratory: carrying out experiments, designing experiments*

4. METHODS AND EVALUATION CRITERIA

4.1 Methods of verification of learning outcomes

|  |  |  |
| --- | --- | --- |
| Symbol of effect | Methods of assessment of learning outcomes (Eg.:tests, oral exams, written exams, project reports,  observations during classes). | Form of classes  (lecture, exercise, …) |
| ek\_ 01 | project | Ex. |
| Ek\_ 02 | pp presentation, observation during classes | Ex. |
| Ek\_ 03 | observation during classes | Ex. |

4.2 Conditions for completing the course (evaluation criteria)

|  |
| --- |
| **Exercise**: credit with grade  **Project (presentation) evaluation criteria:**  3.0 - the student has mastered the basic concepts of theoretical knowledge; speaks in a chaotic manner; has limited ability to work independently, has problems with analyzing, creative thinking, interpretation and correct reasoning; uses the literature on the subject to a minimal extent.  4.0 - the student has mastered most of the terms in the field of theoretical knowledge, commits slight errors; expresses himself in a factual and clear manner, is creative, can analyze, identify and solve problems on his own; makes mistakes in interpreting in more difficult contexts; uses the relevant literature on the subject.  5.0 - the student has mastered most of the terms in the field of theoretical knowledge; can express himself precisely, to the point and logically; is able to independently identify and solve problems, is very creative; interprets and concludes flawlessly; uses the rich literature on the subject. |

**5. TOTAL STUDENT WORKLOAD REQUIRED TO ACHIEVE THE DESIRED RESULT IN HOURS AND ECTS CREDITS**

|  |  |
| --- | --- |
| **Form of activity** | **Average number of hours to complete the activity** |
| Hours of classes according to plan with the teacher | 20 |
| Other with the participation of an academic teacher  (participation in consultations, examination) | 4 |
| student's own work (preparation for classes, examinations, writing a paper, etc.) | 76 |
| Number of hours | 100 |
| **TOTAL NUMBER OF ECTS** | 4 |

*\* It should be taken into account that 1 ECTS point corresponds to 25-30 hours of total student workload.*

6. TRAINING PRACTICES IN THE SUBJECT

|  |  |
| --- | --- |
| Numer of hours | --------- |
| Rules and forms of apprenticeship | --------- |

7. LITERATURE

|  |
| --- |
| 1. Bull, F. C., Al-Ansari, S. S., Biddle, S., Borodulin, K., Buman, M. P., Cardon, G., ... & Willumsen, J. F. (2020). World Health Organization 2020 guidelines on physical activity and sedentary behaviour. British journal of sports medicine, 54(24), 1451-1462 http://dx.doi.org/10.1136/bjsports-2020-102955. 2. Zadarko-Domaradzka M., Kruszyńska E., Zadarko E. Effectiveness of Folic Acid Supplementation Recommendations among Polish Female Students from the Podkarpackie Region. *Nutrients*. 2021; 13(3):1001. <https://doi.org/10.3390/nu13031001> 3. Tulchinsky TH. Marc Lalonde, the Health Field Concept and Health Promotion. Case Studies in Public Health. 2018:523–41. doi: 10.1016/B978-0-12-804571-8.00028-7. Epub 2018 Mar 30. PMCID: PMC7150308. 4. Zadarko-Domaradzka, M., Barabasz, Z., Sobolewski, M., Nizioł-Babiarz, E., Penar-Zadarko, B., Szybisty, A., & Zadarko, E. (2018). Alcohol consumption and risky drinking patterns among college students from selected countries of the Carpathian Euroregion. *BioMed research international*, *2018*.   <https://www.hindawi.com/journals/bmri/2018/6084541/>   1. Shain M, Kramer DM. HEALTH PROMOTION IN THE WORKPLACE: FRAMING THE CONCEPT; Reviewing The Evidence Occupational and Environmental Medicine 2004;61:643-648. <https://oem.bmj.com/content/61/7/643> 2. Websites:  * <https://www.who.int/westernpacific/about/how-we-work/programmes/health-promotion> * <https://www.who.int/health-topics/health-promotion#tab=tab_1> * <https://www.who.int/teams/health-promotion> * Health Promotion and Disease Prevention Knowledge Gateway   [https://knowledge4policy.ec.europa.eu/health-promotion-knowledge-gateway\_en#](https://knowledge4policy.ec.europa.eu/health-promotion-knowledge-gateway_en)   * WHO, Physical Activity <https://www.who.int/health-topics/physical-activity#tab=tab_1> * <https://health.ec.europa.eu/funding/eu4health-programme-2021-2027-vision-healthier-european-union_pl> * <https://sport.ec.europa.eu/european-week-of-sport/about-european-week-of-sport> * WHO Tabacco <https://www.who.int/news-room/fact-sheets/detail/tobacco> * <https://www.cdc.gov/tobacco/data_statistics/fact_sheets/health_effects/effects_cig_smoking/index.htm> * WHO Cancer <https://cancer-code-europe.iarc.fr/index.php/en/> * <https://www.cancer.eu/cancer-prevention-the-european-code-against-cancer/> |
|  |

Acceptance Unit Manager or authorised person