

UNIVERSITY "ISMAIL QEMALI" – VLORE
FACULTY OF PUBLIC HEALTH
DEPARTMENT OF NURSING

THE SUBJECT PROGRAMME: Health Promoting in Nursing								
Subject pedagogue:		Enkelejd Mehilli Prof.asoc _____						
Hours:	ECTS	Teaching hours in the auditorium					Individual study	Total
		Lecture	Seminar	Lab	Practice	Course Project		
	5	30	15	0	10	5	65	125
Typology of the subject		Interdisciplinary / integrative subjects						
Academic year /term when the subject is followed		Year I, Term I						
Type of the subject		Mandatory						
Study programme		Scientific Master in Nursing Sciences , Professional Master in Pathology , Professional Master in Cirurgy						
Subject code		INF 442						
E-mail of the pedagogue of the subject		mehili@univlora.edu.al mehili@uoc.gr						

SUMMARY AND LEARNING RESULTS	
Summary	Health Promotion addresses information on vocational training in the area of health prevention and strengthening, the primary healthcare provision system to the individual and community, the basics of community-wide community health promotion promotional education, environmental monitoring, and evidences the risk factors of their health on the community. The themes are focused on the role of the nurse in the community, the challenges she has to face when working with heterogeneous populations.
Objectives of the subject	<ul style="list-style-type: none"> ☞ To know the concepts of health, its determining factors ☞ To recognize the healthy behaviors and strategies needed to cultivate them in the community. ☞ To know the art of prevention and education and promotion strategies to ensure the health of everyone.

Learning Outcomes	<p>At the end of the program the student is able to:</p> <ul style="list-style-type: none"> ☞ Know the concepts of health, its determining factors ☞ Recognize the healthy behaviors and strategies needed to cultivate them in the community. ☞ Know the art of prevention and education and promotion strategies to ensure the health of everyone.
--------------------------	---

<p>BASIC CONCEPTS</p> <ol style="list-style-type: none"> 1. Definition of promotion, health, dimensions and determinant factors. 2. Group of the population that will be focusing on education, and health promotion. 3. Promotional environments . 4. Evaluation in Health Promotion.

Week	SUBJECT TOPICS	Literature	Form of Teaching
I.	<p>Topic 1 - Health and well-being. Health patterns. <i>WHO Health Definition, Health Models.</i></p> <p>Topic 2 – Health determinants . <i>Concepts on genetic issues, lifestyle, social, psychological factors and factors related to health service.</i></p> <p>Seminar 1: Health, Factors Affecting Health</p>	<p>¹pg. 7-19</p> <p>¹pg.22-30</p>	<p>Lecture 1 hour</p> <p>Lecture 1 hour</p> <p>Seminar 1 hour</p>
II.	<p>Topic 3 – Public Health, Principles, Areas of Action, Its Functions. <i>The difference between public health and medicine; basic principles and principles of public health; their characteristics; public health functions; areas of action; the challenges of public health.</i></p> <p>Topic 4 –Prevention Levels of Public health. <i>Primary, secondary, tertiary preventions.</i></p> <p>Seminar 2: Principles of Public Health. Levels of disease prevention.</p> <p>Practice 1 - 2: Examples of Public Health Action Areas.</p>	<p>¹pg.34 – 49</p> <p>¹pg. 54 -64</p>	<p>Lecture 1 hour</p> <p>Lecture 1 hour</p> <p>Seminar 1 hour</p> <p>Practice 2 hours</p>
III.	<p>Topic 5 - 6 - Health Education and Promotion <i>Definition of health education; Definition of health promotion; facilities for education and health promotion; audiences for education and health promotion.</i></p> <p>Seminar 3: Education and health promotion .</p> <p>Practice 3 - 4: Building an Education Model with the Ages of the 9-Year School.</p>	<p>¹pg.66 - 83</p>	<p>Lecture 2 hours</p> <p>Seminar 1 hour</p> <p>Practice 2 hours</p>
IV.	<p>Topic 7 – Prevention of morbidity through education and health promotion . <i>Prevention against health promotion; the economic and human values of prevention and promotions .</i></p> <p>Topic 8 – Vaccination. Side effects of vaccination.</p>	<p>¹pg. 83 - 88</p> <p>¹pg. 88- 93</p>	<p>Lecture 1 hour</p> <p>Lecture 1 hour</p>

Week	SUBJECT TOPICS	Literature	Form of Teaching
	<p><i>Vaccination calendar; the role in protecting the health of the community.</i></p> <p>Seminar 4: Prevention of morbidity and role in health protection. Practice 5 - 6: Building an education plan with young high school students.</p>		<p>Seminar 1 hour</p> <p>Practice 2 hours</p>
V.	<p>Topic 9 – Models and approaches to health promotion . <i>Medical approach; change of behavior; educational approach; strengthening; social change; health promotion models.</i></p> <p>Topic 10 – Changing behavior. <i>Model of health belief; the theory of reasoned action; planned behavior theory; the model of change stages.</i></p> <p>Seminar 5: Models and Approach to Health Promotion .</p>	<p>¹pg.100 -111</p> <p>¹pg.115 - 123</p>	<p>Lecture 1 hour</p> <p>Lecture 1 hour</p> <p>Seminar 1 hour</p>
VI.	<p>Topic 11- 12 – Use of Mass Media in Health Promotion. <i>Effective nature of mass media; the role of mass media; means of communication.</i></p> <p>Seminar 6: Building and moderating a TV talk about fighting tobacco products.</p> <p>Practice 7 - 8: Introducing Unhealthy Behaviors. Building a plan and strategy.</p>	¹ pg. 131 - 139	<p>Lecture 2 hours</p> <p>Seminar 1 hour</p> <p>Practice 2 hours</p>
VII.	<p>Topic 13 – Health promotion in primary and secondary health care services <i>Health promotion in primary and secondary care; the importance of each; difference.</i></p> <p>Topic 14 – Health promotion in schools. <i>The relationship between school, education and health; barriers to the application of health epromotion.</i></p> <p>Seminar 7: Building promotional promotional plans in schools.</p>	<p>¹pg. 165 - 170</p> <p>¹pg.153 - 158</p>	<p>Lecture 1 hour</p> <p>Lecture 1 hour</p> <p>Seminar 1 hour</p>
VIII.	<p>Topic 15 - 16 – Health promotion at the workplace. <i>Relationship between work and health; health promotion ..</i></p> <p>Seminar 8: Health promotion at the workplace. Presentation of conversation about the use of protective workplaces with exposure to infections.</p> <p>Practice 9 - 10: Implementation of aseptic measures in primary and secondary health care institutions</p>	¹ pg. 143 - 147	<p>Lecture 2 hours</p> <p>Seminar 1 hour</p> <p>Practice 2 hours</p>
IX.	<p>Topic 17 - 18 – Planning of interventions in health promotion. <i>Rational planning; strategic planning; project - plan; planning patterns</i></p> <p>Seminar 9: Building an education and health promotion plan for diabetic patients.</p>	¹ pg. 176 - 194	<p>Lecture 2 hours</p> <p>Seminar 1 hour</p>
X.	<p>Tema 19 - 20 – Evaluation in health promotion. <i>Evaluation of evidence-based practice; assessment of process, impact and outcomes; cost effectiveness.</i></p>	¹ pg.195 - 206	Lecture 2 hours

Week	SUBJECT TOPICS	Literature	Form of Teaching
	Seminar 10: Evaluation in Health Promotion. Evaluation of promotional activity		Seminar 1 hour
XI.	Topic 21 - 22 – Promotion of a healthy diet and physical activity. <i>The relationship between diet, physical activity and health; cardiovascular pathologies and non-prevention; tumor pathologies and prevention of osteoporosis and prevention; obesity and prevention; areas of action.</i> Seminar 11: Areas of Action for Promoting a Healthy Style for Young People.	² pg. 211 - 224	Lecture 2 hours Seminar 1 hour
XII.	Topic 23 - 24 – Prevention and control of tobacco, alcohol and drugs <i>Vulnerable groups, the connection to health; preventative measures.</i> Seminar 12: Areas of Action to Promote a Healthy Style for Young People.	² pg. 225 - 249	Lecture 2 hours Seminar 1 hour
XIII.	Topic 25 - 26 – Prevention and control of sexually transmitted infections. <i>Factors that influence the dissemination of STI; vulnerable groups; the consequences of non-treatment; prevention and control.</i> Seminar 13: Action Areas for Promoting a Healthy Style for Young People.	pg. 582 - 587	Lecture 2 hours Seminar 1 hour
XIV.	Topic 27 - 28 – Road accidents, Public health concern. <i>Risk factors; exposure factors; preventative measures.</i> Seminar 13: Areas of action to promote a healthy style in young People and not just .	² pg. 263 - 280	Lecture 2 hours Seminar 1 hour
XV.	Topic 29 - 30 – Promotion of Mental Health. <i>The prevalence; factors affecting mental health; groups at risk of stigma and discrimination and the prevention of mental disorders.</i> Seminar 15: Preventing Mental Disorders.	² pg. 281 - 294	Lecture 2 hours Seminar 1 hour

FORMS OF KNOWLEDGE EVALUATION						
ATTENDANCE:		It is required active participation in the class. Lesson hours are mandatory at 75%. Laboratory hours are 100% mandatory in case of justified absences the lab hour will be repeated in agreement with the lecturer. All students must be present in the laboratory hours at the designated time and equipped with a lab coat and hair on a pony tail (respecting the ethical code of nursing). Absences are allowed to be repeated up to 25% of the hours if they are justified. Otherwise, the student is deprived of the right to be admitted in the final exam. Absences are personal responsibility of the student, as well as missed assignments or tests.				
The method of evaluation	Type of evaluation	Time of evaluation	Themes being evaluated	Maximal points	Forms of knowledge testing	Testing contents
	Final exam	End of the term	Lectures 1 – 30	90 points	Written exam	Quizzes and explanation questions

Continued evaluation*	Week 14/15	Course project	10 points	Presentation	Oral presentation
Continued evaluation* -Will be realized by the lecture for the whole semester. Students will present their projects (oral).					
Conversion of the points in the final grade will be as follows:					
40- 49 points	50-59 points	60-69 points	70-79 points	80-89 points	90-100 points
5	6	7	8	9	10

LITERATURE	
Mandatory literature	<ol style="list-style-type: none"> 1. "Promocioni Shendetesor" Gentiana Qirjako, E. Roshi, G. Burazeri 2010 ISBN 978 99956 48 42 8 2. Shendeteti Publik Gentjana Qirjako, Enver Roshi, Genc Burazeri, Vitori Hasani 2010 ISBN 978 99956 48 46 6
Recommended literature	<ol style="list-style-type: none"> 1. Davis A.M Health copmpaigns. Health Education Journal Department of Health and Social Security (DHSS) 2. Tones K, Tilford S, "Health Education Effectiveness efficiency and equity

FINAL REMARKS FROM THE SUBJECT PEDAGOGUE	
Dispositions:	Students are expected to develop values and ethics that show their interests and behavior in a professional perspective. These expectations relate to the appearance at the University premises, accountability during the teaching process, their honesty and social justice issues. Students should respect individual differences, be collaborative, evaluate the abilities and qualities of themselves and others, to evaluate the different forms of expression of thought and individual choices. In accordance to the ethical rules, students should respect ethnic differences and assist with integrating and supporting attitudes of persons with disabilities.
Lateness	Being late in lectures and seminars will not be tolerated. After the pedagogue enters the classroom no student is allowed to enter after.
The professional behavior of the student	Students are considered adults and this requires a higher level of responsibility and self-awareness about their behavior, goals and interests for which they have chosen to attend the university. Bearing in mind that the university infrastructure and ecology of the environment where knowledge is provided is not perfect, we must set some mandatory rules for everyone. That is, attention during the process of teaching, mobile phones should be turned off, no messages and no use of other digital entertainment devices (MP3s), no games, no make ups on the desks, suitable clothing to attend the lesson, acceptable vocabulary (strictly forbidden vulgarity) and communication within and outside the classroom. For any deviation from these rules, there will be penalties, as written in the University Regulations and the Faculty of Public Health.
The academic integrity and the rights of the author	Each test or written work should be entirely individual and original. This means that the students write only based on argument concepts, in lectures, abstracts and original analyses and always state the source of their information. Copying and mixtures of information, stealing of other's work will not be tolerated.