

BASIC INFORMATION:

Organizational unit	01.07.400.	College of Health Sciences
Abbreviation	FZN-HCN	
Department		
Subject/module		Pedagogy, didactics and methodology of health education

TYPE OF SUBJECT:

Functional area	Core
Level of abstraction	Advanced
Type of course-obligation	Mandatory

COURSE REGISTER:

Scientific area		
Scientific field		
Narrow scientific area		

COURSE DESCRIPTION:

Educational and professional goals	<p>Mastering basic knowledge in the field of pedagogy, developing pedagogical opinions, attitudes and values, encouraging research attitude towards pedagogical theory and practice. Acquisition of basic didactic knowledge. Training for curricular design of content, educational outcomes, creative use of teaching methods, forms, didactic media, strategies in the process of planning, implementation and evolution of the teaching process.</p> <p>The aim of this course is to acquaint students with the basics of health education, health promotion and individual and group methods of health education. Also, the student will master the skills of health promotion in the health care system with practical examples of health education work in the community, clinic and inpatient facilities.</p>
Competences/educational outcomes	<p>After attending the lectures, the student will be able to:</p> <ul style="list-style-type: none"> - Distinguish between education, health education and upbringing and health promotion - Distinguish the processes of counseling and psychotherapy and identify resistance in counseling - Identify the characteristics and skills of good counseling in the field of nursing - Describe the main characteristics of working with an individual, in a group and in a community - Compile programs of work with the group and the community - Design health promotion actions for different user groups
Mastered skills:	<p>Knowledge of basic health and social legislation, principles of medical ethics and application of basic medical documentation in practice.</p>

Course content:	<p>1. SUBJECT, GOAL AND TASKS OF PEDAGOGY AND DIDACTICS AS TEACHING THEORY</p> <p>2. TRENDS OF PEDAGOGY AND COMPETENCE FOR LIFE IN THE XXI CENTURY</p> <p>3. ORGANIZATIONAL FORMS OF TEACHING, NEW ROLES OF TEACHERS AND STUDENTS, INTERACTIVE LEARNING</p> <p>4. EDUCATIONAL TECHNOLOGIES, EDUCATIONAL CLIMATE, CONFLICT RESOLUTION THROUGH PEDAGOGICAL COMMUNICATION</p> <p>5. RELATIONSHIP BETWEEN VERSATILITY, SPECIALTY AND INDIVIDUALITY, CULTURE OF VALUES AND EDUCATION</p> <p>6. INTENTIONAL AND NON-INTENTIONAL INFLUENCES ON PERSONAL DEVELOPMENT</p> <p>7. STRUCTURAL COMPONENTS IN EDUCATION (INTELLECTUAL, MORAL, WORK, PHYSICAL, AND AESTHETIC EDUCATION)</p> <p>8. ASSESSMENT AND MEASUREMENT OF STUDENTS 'KNOWLEDGE AND ABILITIES, MEDIA IN EDUCATION</p> <p>9. SYSTEM OF EDUCATION IN OUR COUNTRY AND IN THE WORLD</p> <p>10. FACTORS AFFECTING PERSONALITY DEVELOPMENT</p> <p>11. DIDACTIC PRINCIPLES AND PRINCIPLES OF MODERN PEDAGOGY, TYPES OF TEACHING AND CLASSES, TEACHING METHODS</p> <p>12. THE MOST MODERN PEDAGOGICAL-DIDACTIC FLOWS (E-learning didactics, dual education, debate teaching...) SOUTH KOREA, SINGAPORE, HONG-KONG, JAPAN AND FINLAND AS EXAMPLES OF QUALITY LEARNING</p> <p>13. Health education, education and health promotion-definitions and mutual relations</p> <p>14. Individual methods of health education work</p> <p>15. Group methods of health education work</p> <p>16. Health education tools</p> <p>17. Health education in primary health care</p> <p>18. Health education in the hospital</p> <p>19. Health Behavior: Needs, Attitudes, Values, Beliefs, Cultures, and Customs.</p> <p>Counseling as a model of health promotion - goals and outcomes of counseling, preconditions for successful counseling, general principles of counseling.</p>
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COURSE METRIC:

ECTS	Teaching activities (classes)					Individual work		TOTAL working
	Contact	Exercise					Research	

	lessons		trainings	Seminar and stud. papers	Pedagogical workshops	Prof. and clin. practice	Individual and group study		hours
	R	E							
6	24	12	24			42	72	6	180

Lecture languages	Languages of the people of BiH			
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PREREQUISITES FOR ACCESS

Code	Course/module title	Grade	Description of conditions (additional)

COURSE METHODOLOGY

During the course, the following activities are envisaged

- 36 contact hours of interactive lectures;
- 24 hours of exercise;
- 42 hours of professional and clinical practice;
- 6 hours of research.

Lectures according to the established schedule with the use of modern presentation and demonstration tools and techniques with the application of interactive methods of working with students, which provides insight into their prior knowledge and specific experiences based on the issues, but also insight into the continuity of mastering the material.

Use of didactic and **educational content in electronic and digital form** (which includes recorded lectures and mentoring exercises) on various video presentation media (video tapes, interactive multimedia optical media).

Application of **information and communication technologies (ICT)** that enable students through Computer Assisted Learning & Research to achieve an active relationship in the process of acquiring knowledge with the help of computer and communication technology, to achieve deeper interaction with teaching content and application of research techniques the very process of acquiring knowledge.

Performing exercises intended for acquiring practical skills and elaborating practical aspects of basic topics. As specific forms of exercises, **repeaters** are used where assistants/demonstrators prepare students for the exam by offering them a concise overview of the main points of a particular subject.

Professional/clinical practice is performed in clinical laboratories or in authorized independent laboratories for a total of 42 hours. For the processing of the subject and professional and clinical practice, it is planned that the student will spend 6 hours on researching the source.

During the internship, students prepare professional reports that are evaluated by the internship leader. The task of the internship leader and the student within this course is to ensure the mastery and application as a whole, i.e. mastering and applying a number of specific methods and techniques.

STUDENT EVALUATION

No.	Evaluation type	Partial/ Final	Optional/ Mandatory	Perc. of part.
01	Participation in contact work - interaction in lectures	Pre-exam obligation	Mandatory	50 %
02	Exam activities - final (oral exam)	Final	Mandatory	50 %

03				
04				

LITERATURE/RESOURCES (listed in order of importance)

Author (name and surname)	Publication title	Publ. seat	Publisher	Issue year	Type of publ.*
a/ Basic literature					
	Compendium-script				
b/ Additional literature					
Želimir Jakšić, Luka Kovačić	Socijalna medicina	Zagreb	Medicinska Naklada, Zagreb	2000	
Vlasta Vizek Vidović	Psihologija obrazovanja	Zagreb	IEP Vern	2003	
Trnavac, N.	Pedagogija	Belgrade	Naučna knjiga	2000	
Vukoje, J.	Razvoj vaspitanja i pedagogije	Banja Luka	NUBL	2012	
Vilotijević, M.	Didaktika	Belgrade	Faculty of Education	2002	
	Journal title	Publ. seat	Publisher	Issue year	Type of journal
Whitehead Dean	Health education, behavioral change and social psychology: nursing contribution to health promotion	UK	Journal of advanced nursing	2001	Scientific
Johansson Peter; Magnus Oleni, Fridlung Bengt	Patient satisfaction with nursing care in the context of health care: a literature study	Sweden, Nordic College of Caring Sciences	Scandinavian Journal Caring Scientific	2002	
d/ Other resources – Internet (WEB) resources					
Website	Webpage	Paper title/hyperlink		Read	
WHO	http://www.who.int/hrh/nursing_midwifery/hrh_global_standards_education.pdf	Global standards for the initial education of professional nurses and midwives		2015	
American Academy of pediatrics.	http://pediatrics.aappublications.org/content/121/5/1052.full.pdf	Role of the School Nurse in providing school health services		2015	
National Advisory Council on Nurse Education and Practice	http://www.hrsa.gov/advisorycommittees/bhpradvisory/nacnep/reports/eighthreport.pdf	Addressing New Challenges Facing Nursing Education: Solutions for transforming Health Care Environment		2015	
Report of the Willis Commission on Nursing Education. UK, 2012	http://www.nursingtimes.net/Journals/2012/11/02/j/c/c/Willis-Commission-report-2012.pdf	Quality with Compassion: Future of nursing education		2015	
(*)Type of publication (coursebook, script, compendium, multimedia)					