

	<b>UČNI NAČRT PREDMETA/COURSE SYLLABUS</b>
<b>Predmet</b>	<b>Vzgoja za zdravje</b>
<b>Course title</b>	<b>Education for Health</b>

<b>Študijski program in stopnja</b> <b>Study programme and level</b>	<b>Študijska smer</b> <b>Study field</b>	<b>Letnik</b> <b>Academic year</b>	<b>Semester</b> <b>Semester</b>
Zdravstvena nega / 2. stopnja	Ni smeri študija	1. / 2. letnik	2. / 3.
Nursing Care / 2 <sup>nd</sup> Cycle	No study field	1 <sup>st</sup> / 2 <sup>nd</sup> year	2 <sup>nd</sup> / 3 <sup>rd</sup>

**Vrsta predmeta/Course type** izbirni/elective

**Univerzitetna koda predmeta/University course code** 2ZN I\_2 IPI

<b>Predavanja</b> <b>Lectures</b>	<b>Sem. vaje</b> <b>Tutorial</b>	<b>Kab. vaje</b> <b>Cabinet tutorial</b>	<b>Lab. vaje</b> <b>Laboratory work</b>	<b>Teren. vaje</b> <b>Field work</b>	<b>Samost. delo</b> <b>Individ. work</b>	<b>ECTS</b>
25	30				125	6

**Nosilec predmeta/Lecturer:** prof. dr. (Republika Finska)  
Danica Železnik

**Jeziki/ Languages:** **Predavanja/Lectures:** slovenski/Slovenian  
**Vaje/Tutorial:** slovenski/Slovenian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:** **Prerequisites:**

Vpis v prvi ali drugi letnik študijskega programa.	The prerequisite for inclusion is enrolment in the first or second year of study.
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**Vsebina:** **Content (Syllabus outline):**

<ul style="list-style-type: none"> <li>• Definicija zdravja (telesna, duševna in duhovna dimenzija).</li> <li>• Zdravje kot vrednota.</li> <li>• Dinamika v odnosu zdravje – bolezen.</li> <li>• Osebna odgovornost pri skrbi za zdravje.</li> <li>• Zdrav način življenja in dejavniki tveganja.</li> <li>• Vzgoja za družino – dinamika odnosov znotraj družine.</li> <li>• Duševni in socialni vplivi na zdravje.</li> <li>• Promocija zdravja v vrtcih in šolah.</li> </ul>	<ul style="list-style-type: none"> <li>• The definition of health (physical, mental and spiritual dimension).</li> <li>• Health as a value.</li> <li>• Dynamics in the relationship health-illness.</li> <li>• Personal responsibility in taking care of health.</li> <li>• Healthy lifestyle and risk factors.</li> <li>• Education for the family – dynamics of the relationships within the family.</li> <li>• Mental and social influences on health.</li> </ul>
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<ul style="list-style-type: none"> <li>• Stopnje osebne razvoja in rasti.</li> <li>• Duševne motnje sodobnega časa.</li> <li>• Oblike in metode svetovalnih tehnik in psihoterapij.</li> </ul>	<ul style="list-style-type: none"> <li>• Health promotion in kindergartens and schools.</li> <li>• Levels of personal development and growth.</li> <li>• Mental disorders of the modern era.</li> <li>• Forms and methods of counselling techniques and psychotherapies.</li> </ul>
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### Temeljna literatura in viri/Readings:

#### Temeljna literatura/Basic literature

- Edelman, C. in Mandle, C. (2006). *Health promotion through the life span*. St. Louis: Mosby Elsevier.
- Green, J. et al. (2015). *Health promotion: planning and strategies*. 3rd ed. Los Angeles [etc.]: SAGE, str. 612.
- Hoyer, S. (2005). *Pristopi in metode v zdravstveni vzgoji*. Ljubljana: Visoka šola za zdravstvo.
- Maville, J. A., Huerta, C. G. (2013). *Health promotion in nursing - 3rd ed., international ed.* Australia [etc.]: Delmar, Cengage Learning, XIX, str. 506.
- Sharma, M. in Romas, J. A. (2012). *Theoretical foundations of health education and health promotion - 2nd ed.* Udbury (MA): Jones & Bartlett Learning, XIII, str. 302.
- Wills, J. (2014). *Fundamentals of health promotion for nurses*. 2nd ed. Chichester (West Sussex, UK): Wiley Blackwell, XXI, [7], str. 346.

#### Cilji in kompetence:

*Učna enota prispeva predvsem k razvoju naslednjih splošnih in specifičnih kompetenc:*

- sposobnost izobraževati, vzgajati za ohranjanje zdravja ter dobrega počutja zdrave in bolne populacije, družbene skupnosti, skupin in posameznikov,
- prevzemanje odgovornosti za profesionalni razvoj in uporaba evalvacije kot načina za refleksijo in izpopolnjevanje lastnega dela ter povečanje uslug na delovnem mestu,
- usposobljenost aktivno promovirati zdravje, oceniti tveganje in skrbeti za varnost vseh ljudi v delovnem okolju,
- sposobnost vsestranskega in sistematičnega prilagajanja obravnave pacienta glede na relevantne fizikalne, psihične, socialne, kulturne, duhovne in družbene dejavnike,
- sposobnost za uporabo komunikacijskih in svetovalnih tehnik,
- sposobnost informirati, izobraževati, vzgajati in nadzorovati paciente in njihove družine.

#### Objectives and competences:

*The learning unit mainly contributes to the development of the following general and specific competences:*

- the ability to educate for the preservation of health and welfare of healthy and ill population, social community, groups and individuals,
- taking responsibility for professional development and the use of evaluation as a means of reflection on and improvement of one's own work as well as for increasing workplace skills,
- being qualified to actively promote health, to assess risks and to provide for the safety of all people in the work environment,
- the ability of a comprehensive and systematic treatment of the patient in relation to the relevant physical, psychological, social, cultural, spiritual and societal factors,
- the ability to use communication and counselling techniques,

	<ul style="list-style-type: none"> <li>the ability to inform, educate and supervise the patients and their families.</li> </ul>
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**Predvideni študijski rezultati:**

**Intended learning outcomes:**

<p><b>Študent/študentka:</b></p> <ul style="list-style-type: none"> <li>usvoji temeljno znanje in njegov pomen za preventivo in ohranjanje zdravja,</li> <li>se usposobi za aktivno promocijo zdravja v ožjem in širšem okolju,</li> <li>se usposobi za pomoč družinam in posameznikom pri vzpodbujanju in ohranitvi njihovega zdravega načina življenja,</li> <li>usvoji znanje za kontinuirano izobraževanje, ki je predpogoj osebne zrelosti,</li> <li>usvoji temeljno znanje in metode o medosebnih odnosih,</li> <li>reflektira lastne izkušnje in jih povezuje s teoretičnimi koncepti,</li> <li>kritično analizira in ovrednoti opazovano dogajanje,</li> <li>usvoji znanje, ki pripelje do sprememb v stališčih ter vedenju posameznika in skupin.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>acquire fundamental knowledge and its significance for prevention and maintaining health,</li> <li>are qualified for the active health promotion in the local and broader environment,</li> <li>are qualified to help families and individuals in encouraging and maintaining their healthy lifestyle,</li> <li>acquire knowledge for continuous education, which is a prerequisite of the personal maturity,</li> <li>acquire fundamental knowledge and methods of interpersonal relations,</li> <li>reflect their own experiences and link them with the theoretical concepts,</li> <li>critically analyse and evaluate the observed events,</li> <li>acquire the knowledge leading to changes in the attitudes and behaviour of individuals and groups.</li> </ul>
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**Metode poučevanja in učenja:**

**Learning and teaching methods:**

<ul style="list-style-type: none"> <li><i>predavanja</i> z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov),</li> <li><i>seminarske vaje</i>: priprava, predstavitev in uspešen zagovor projektne/raziskovalne naloge, portfolio (reševanje problemov, študije primera, kritično presojanje, diskusija, refleksija izkušenj, vrednotenje, projektno delo, timsko delo).</li> </ul>	<ul style="list-style-type: none"> <li><i>lectures</i> with active student participation (explanation, discussion, questions, examples, problem solving),</li> <li><i>seminar tutorial</i>: preparation, presentation and a successful defence of a project/research paper, portfolio (problem solving, case studies, methods of critical thinking, discussion, reflection of experience, evaluation, project work, teamwork).</li> </ul>
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**Načini ocenjevanja:**

Delež (v %)

Weight (in %)

**Assessment:**

<p>Načini:</p> <ul style="list-style-type: none"> <li>100 % udeležba na predavanjih in vajah: priprava, predstavitev in zagovor raziskovalne naloge – 100 % ocene;</li> </ul>	<p>100 %</p> <p>ali / or</p>	<p>Types:</p> <ul style="list-style-type: none"> <li>100% attendance at lectures and tutorials: preparation, presentation and defence of the</li> </ul>
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<ul style="list-style-type: none"> <li>• če študent ni 100 % udeležen na predavanjih in vajah: <ul style="list-style-type: none"> <li>- izpit – 70 % ocene,</li> <li>- priprava, predstavitev in zagovor raziskovalne naloge – 30 % ocene.</li> </ul> </li> </ul> <p>Ocenjevalna lestvica: ECTS.</p>	70 % 30 %	<p>research paper – 100% of the grade;</p> <ul style="list-style-type: none"> <li>• if the students' attendance at lectures and tutorials is not 100%: <ul style="list-style-type: none"> <li>- exam - 70% of the grade,</li> <li>- preparation, presentation and defense of the research paper – 30% of the grade.</li> </ul> </li> </ul> <p>Grading scheme: ECTS.</p>
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