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|  | | | **UNIVERSITY OF EAST SARAJEVO**  **Faculty of Medicine Foča** | | | | | | | |  | |
| ***Study program: Nursing*** | | | | | | | |
| I study cycle | | | | III study year | | | |
| **Full subject title** | | | HEALTH EDUCATION | | | | | | | | | |
| **Department** | | | Department of Primary Healthcare and Public Health - Faculty of Medicine Foča | | | | | | | | | |
| **Subject code** | | | | | **Subject status** | | | | **Semester** | | **ECTS** | |
| NU-05-1-033-5 | | | | | оbligatory | | | | V | | 5 | |
| **Professor/ -s** | | Full professor Dragan Ivanović, associate professor Svjetlana Janković, associate professor Bojana Davidović, assosciate professor Jelena Pavlović, assistant professor Sandra Matović, assistant professor Natalija Hadživuković | | | | | | | | | | |
| **Associate/ - s** | | Senior assistant Srđan Živanović | | | | | | | | | | |
| **Number of lectures/ teaching workload (per week)** | | | | | | **Individual student workload (in hours per semester)** | | | | | | **Coefficient of student workload S** [**1**](#_bookmark0)  **o** |
| **L** | **E** | | | **SP** | | **L** | | **E** | | **SP** | | **So** |
| 2 | 2 | | | 0 | | 45 | | 0 | | 45 | | 1,5 |
| total teaching workload (in hours, per semester) 30+30+0=60 | | | | | | | total student workload (in hours, per semester) 45 + 45+0=90 | | | | | |
| Total subject workload (teaching + student): 60+ 90= 150 hours per semester | | | | | | | | | | | | |
| **Learning outcomes** | | After attending and passing the exam, the student will be trained:   1. As a professional expert in health promotion and education for individuals, families, and communities in primary, secondary, and tertiary healthcare, 2. To independently and within a healthcare team implement health education interventions aimed at promoting and improving health, as well as preventing diseases. 3. The student will be able to make professional decisions through health education work, either independently or as part of a team, to promote and protect the health of individuals or groups. 4. To implement general and specific programs, recognize and apply the best methods for working with people, and suggest practical daily alternatives for a healthy lifestyle, through a knowledge transfer model aligned with set goals. 5. To motivate the patient to take care of their oral health. To recommend the appropriate toothpaste for the patient and explain the effect of fluoride-containing toothpaste on the prevention of cavities. To correctly use interdental floss and a water jet device for cleaning the proximal surfaces of teeth and interdental spaces.   To correctly use other tools for performing oral hygiene. To prevent and reduce fear and anxiety in the patient by applying appropriate procedures (behavioral techniques) and using preventive dental measures. | | | | | | | | | | |
| **Preconditions** | | The subject is conditioned by the passed exam ЗЊ-04-1-032-5 | | | | | | | | | | |
| **Teaching methods** | | Lectures, exercises, seminars, colloquim | | | | | | | | | | |
| **Subject content per week** | | **Lectures:**   1. Introduction to the subject, health, health resources, the health education system, cooperation with health institutions both domestically and internationally, health education, and health care. 2. Health education as a process: information, learning, knowledge, skills, and healthy lifestyle. Ethical principles in health education. 3. Health education – a scientific discipline, health culture, changes, resistance, emotions, motivations, needs, empathy, attitudes, customs, habits. 4. Health education terms, learning, goals of health education, health promotion (World Health Day), humane ecosystem and health education,   Principles of health education; methodology of health education, surveys and interviewing, health education programs. | | | | | | | | | | |

11Coefficient of student workload Sois calculated as follows:

а) for study programs not going thorugh the licensing process: So = (total workload in semester for all the subjects 900 h – total teaching workload L+E in semester for all subjects hrs/ total teaching workload L+E in semester for all subjects hrs = . Consult form content and its explanation..

b) for the study programs going through the licencing process, it is necessary to use form content and its explanation.

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1. Methods in Health Education – concept, significance, types, application; Communication, educational, and organizational methods.
2. Seven principles of education by the WHO; Health education cabinet, community in health education, social influence in health education.
3. Communication methods – interview, lecture, informational and therapeutic communication, media techniques.
4. Educational methods – small group work, life demonstration method, etc
5. Health Education Tools – types, application, and alignment with methods. Preschool institutions, Special health education programs, and health education for children. Health education in schools, organization, health education for adolescents and their lifestyle.
6. Family health education, primary health care (Health Centre), and health education for all population groups. Human Relations between genders, health education for addiction diseases, health education in the prevention of chronic diseases, health education for the elderly, Malignant diseases.
7. Health education in the prevention of infectious diseases and addiction diseases; Reproductive health. Prevention of disability, Physical activity, Proper nutrition.
8. Basic conditions for performing oral hygiene and prevention of oral diseases (oral hygiene tools, regularity in maintaining oral hygiene, and frequency of oral hygiene during the day). Plaque and dental biofilm. Methods for detecting and removing dental plaque. Methods for teaching tooth brushing.
9. Oral hygiene tools – basic tools (toothbrushes, interdental floss, interdental stimulators, toothpicks, water jet devices). Oral hygiene tools – auxiliary tools (toothpastes: pastes with special purposes, preventive pastes, medical pastes, composition of toothpastes; the role of fluoride toothpastes in preventing dental caries). Tooth brushing techniques (vibratory techniques: Bass, Charters, Stillman; rotational brushing techniques by Fones; sliding tooth brushing method; physiological method)
10. Chemical control of dental plaque (chemoprophylactic agents in preventing dental plaque accumulation; types of chemoprophylactic agents; mechanism of action). Oral hygiene in pregnant women, high-risk patients, and patients with special needs. Oral hygiene indices (objective assessment of oral hygiene condition using appropriate indices).

**Exercises:**

1. Health, "Perspectives on Health"; "What Does It Mean to Be Healthy"; Workshops, Simulative

exercises.

1. Discussion methods, planning and achieving goals in health education, Application of principles in health education.
2. Healthy Lifestyles - Preparation and implementation of health education programs, Case presentation (Physical activity, Nutrition)
3. Key elements for writing papers, reports, announcements. Preparation for staying and working in

health and educational institutions.

1. Stay and work in preschool institutions.
2. Stay and work in a Health Centre.
3. Life demonstration method and patient education, stay and work in a hospital-type institution.
4. Counselling, organization of work in counselling centres.

Behavioral changes"; "Individual action plan"; "Be a health educator**"** Implementation of the lesson in primary school, evaluation of the implemented program

1. Organisational methods in the community – Campaigns, Health Festivals, Working with self-help groups.
2. Evaluation of the seminar paper with users, international cooperation, campaigns, forums, camps, organization and simulation. Evaluation in health education
3. Informing and advising patients; participation in promotional activities according to WHO.
4. Motivating patients to regularly and correctly maintain oral hygiene (reducing fear and anxiety through the application of preventive dentistry methods and behavioural techniques). Providing advice on the prevention of oral diseases, promoting and preserving oral health.

Basic tools for oral hygiene: water jet device, interdental stimulators, dental polishing strips. Auxiliary tools for oral hygiene.

1. Practicing different tooth brushing techniques: Bass, Charters, Stillman, Fones,, Sliding, etc. Correcting mistakes – first on models, then students practice in their own mouths.

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|  | 14. Practicing the technique of using basic and auxiliary tools as well as demonstrating different tooth brushing techniques. Objective assessment of oral hygiene status using various indices. (Students determine the values of the Green-Vermillion index among themselves, then compare the obtained values and assess the condition of oral hygiene). | | | | |
| **Compulsory literature** | | | | | |
| **Author/ s** | | **Publication title, Publisher** | **Year** | **Pages (from-to)** | |
| Randall R. | | [Principles of Health Education and Promotion](https://www.amazon.com/Principles-Education-Promotion-Randall-Cottrell/dp/1284231259/ref=sr_1_11?dib=eyJ2IjoiMSJ9.UZW27W0DpPPn8CoCzt0tnYQaUpgAnL9ueSER9nyfJ3OUCAcQvO2n0kHzs8zPsUQ3r-Lv3YKCC0JhuL3EDwkgytoFCupRXzYV9SesmAfK2y-lu9Ef2IBLwiguVBpVpK3Pryl_FX49mUPQQM6bkFuhDy0xV1SkzHJ0DsX9YiSDCNft4w9VZc5jDnwWHRio3vJzDw9YgPpG3b7HS9KnP6qaafp97Xl8e78BV822DWHZXF8.HAjsCjvSs-LoGn1vHBDmENW4hlj8pF-xiaLQo9Wjyaw&dib_tag=se&qid=1733588233&refinements=p_28%3AHealth+Education&s=books&sr=1-11) | 2021. |  | |
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| **Additional literature** | | | | | |
| Author/ s | | **Publication title, Publisher** | **Year** | **Pages (from-to)** | |
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| **Обавезе, облици провјере знања и оцјењивање** | **Grading policy** | | **Points** | | **Percentage** |
| Pre-exam activities | | | | |
| lecture/exercise attendance | | 20 | 20% | |
| Seminar paper | | 10 | 10% | |
| colloquium | | 10 | 10% | |
| Practical work | | 10 | 10% | |
| Final exam | | | | |
| Final test | | 50 | 50% | |
| TOTAL | | 100 | 100 % | |
| **Certification Date** | December 2024. | | | | |