

WP4 Development of CPD courses	
Name of the course	Methodology of Education and Health Promotion
EQF Level	6
Place	UFAGJ- Gjakova, Medical Faculty
Structure of the course	Contact hours 3 Frequency weekly Assessment – yes
Educators	Prof. ass. Dr Antigona Ukëhaxhaj
Target group	Nursing Students
Competences Evidence Based Practice	Strategies to promote health -accepting client and the family as a partner of treatment, Facilitating shared decision making Develop communication skills, their culture and needs Understand the role of the multidisciplinary health care team in preventing illness Assessment and diagnosis Life style, diet, nutrition and physical activity in patient with diabetes Ethic and approaches to health promotion through changing behavior
Special competencies (Skills, Knowledge, Attitude)	Skills Gaining advanced skills for essential clinical health promotion (Diabetes mellitus and Diabetic foot) and nursing interventions and methods, safely administration of medications (Insulin) and assessment techniques in field of Diabetic foot. Knowledge Gaining advanced knowledge about Diabetes mellitus and Diabetic foot, signs, health food, healthy life style, taking care of those patients with diabetic foot, administering medications and involving a critical understanding of theories and principles, GAS approach and ICF approach adapted for Diabetic foot , etc Ability Personal Social Professional

Course aims	<p>This course aims to inform students broaden understanding about the planning, organization and delivery of appropriate nursing care. The students must Understand the role of the multidisciplinary health care team in preventing illness and health promotion within and outside institutions.</p> <p>This course will facilitate development of critical thinking, management of disease and nursing diagnosis.</p> <p>In part of the lecture where discussing about diabetic foot, to recognize the roles of the patient and/or family and community in health care process and their involvement as most important members of the team for getting relevant self-care and support from family and community;</p>		
Learning outcomes (According to Bloom Taxonomy (6 EQF Level))	Content (by weekly)	Learning strategies (By using new pedagogical approach)	Evaluation Methods
<p>Learning outcomes using Bloom's Taxonomy: to understand, apply, analyze, evaluate;</p> <ul style="list-style-type: none"> • <i>Critically analyze and evaluate different approaches to education and promotion health.</i> • Student is able after interviewing and observing the patient, as well as doing clinical examinations to draw conclusions from them. • <i>Develop health education and health promotion skills for individuals</i> • <i>Develop health education and health promotion skills for groups</i> • Student is able practicing safe clinical nursing care. • Student know the most common measure of glycaemia, examinations, cleaning wound 	<p>First week: History and evolution of the concepts of "health", history and evolution of concepts of "disease".</p> <p>Second week: Top models of Health, Determinants of Health; Basic principles of public health, prevention of diseases</p> <p>Third Week: Habits of life style, physical activities and diet during diabetes disease;</p> <p>Fourth Week: Diabetes mellitus, foot hygiene, health advisory, management and nursing , Evidence based practised approach;</p> <p>Fifth Week: The role of the multidisciplinary health care team in health promotion and disease prevention.</p> <p>Sixth Week: Colloquium I;</p> <p>Seventh Week: Diabetes mellitus, Behaviour change; Smoke,alcohol,obesity</p>	<ul style="list-style-type: none"> • Lectures • Seminars • Evidence based Practices approach • Presentations • Case Study, • Case Presentation • Individual work; Group work • Laboratory practice • Clinical practice • Consulting • Mentoring Multimedia Internet Co-creation • Evidence based learning • Simulation learning • Problem based learning • Role Play, • Quiz, • Journal Club. 	<p>The assessment decision in accordance with the learning objectives of the module based on Bloom Taxonomy levels. Systematic, as an integral part of each stage.</p> <p><u>The final evaluation:</u></p> <p>Participation and engagement in lectures 5%</p> <p>Participant and engagement seminars and exercises 15%</p> <p>Colloquium I 20%</p> <p>Colloquium II 20%</p> <p>Final exam 40%</p> <p><u>Methods for Assessment:</u></p> <p>Participation (On-Line, face –to face, we have data base from SMU (University Management System)</p> <p>Participation and Engagement in Seminars, Case Study, Case presentation, Clinical and laboratory practice, Evidence based and Problem based Learning, Simulation Learning, research literature</p> <p>Colloquiums: Face-to-face; On-line</p>

<p>and therapy (insulin) of Diabetic foot client.</p> <ul style="list-style-type: none"> • Student plans, implements and evaluates care and interprets patient's vital signs and examination results with the help of mentor. • Student is able to planning programmes of health education and promotion activities according to priorities. • The student acts in empowering partnership with clients and families. • Student is able to give family centred and rehabilitative patient education in collaboration with families. • Student know the most common examinations and procedures in the nursing treatment of Diabetic foot client. 	<p>Eighth Week: The use of mass media in health promotion. Communication skills applied in health education</p> <p>Ninth Week: Health promotion in the workplace.</p> <p>Tenth Week: The role of the nurse as health educator.</p> <p>Eleventh Week: Promoting health in schools.</p> <p>Twelfth week: Promoting health in primary care and in hospitals</p> <p>Thirteenth week: Planning of health promotion interventions</p> <p>Fourteenth week: Planning and Interventions in Health promotion;</p> <p>Fifteenth week: Evaluation in health promotion.</p> <p>Colloquium II</p>		<p>quizzes; written samples-questions (like exams) .</p> <p>Exam form: Different exams written samples (Multi choice question (MCQ); True/False; The Short Answer Question (SAQ) is an open ended, semi-structured question format- The questions can incorporate clinical scenarios;</p> <p><u>Methods for Assessment for Diabetic foot (included in final examination):</u></p> <p>observation check list (student for client);</p> <p>peer evaluation;</p> <p>check list evaluation (Tutor, Teacher for student)</p>
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