

<b>Course title:</b>	Health Pedagogy – Selected Theoretical and Practical Contexts
<b>Course title in Polish:</b>	Pedagogika zdrowia – wybrane konteksty teoretyczne i praktyczne
<b>Course for discipline:</b>	Pedagogy

<b>Semester:</b>	5	<b>Status of course:</b>	faculty	<b>Language:</b>	english
<b>Academic year:</b>	2027/28	<b>Catalog number:</b>	210/2025/26		

<b>Coordinator of course:</b>	Aleksandra Berkowska
<b>Lecturer od course:</b>	Aleksandra Berkowska
<b>Executing unit:</b>	Institute of Sociology and Pedagogy, Department of Pedagogy
<b>Ordering unit:</b>	Doctoral School SGGW

<b>Assumptions, goals and description of the course:</b>	<p>Assumptions and goals:</p> <ol style="list-style-type: none"> <li>1. Familiarisation with terminology and issues related to health pedagogy as a subdiscipline of pedagogy, including its subject matter and links with other disciplines and sciences. An overview of the history of health pedagogy in Poland.</li> <li>2. To raise awareness of the multidimensionality, complexity and interdisciplinarity of health and illness, as well as the importance of health education for individuals and society. To highlight the differences between two models of health: the biomedical model and the biopsychosocial model, which is currently preferred in the social sciences and corresponds to a holistic view of human beings.</li> <li>3. Raising awareness of the needs of students (especially those with health problems) in relation to ensuring a safe and health-friendly school environment. Highlighting the international context of health-promoting schools.</li> </ol> <p>Programme content:</p> <p>Health pedagogy as a subdiscipline of pedagogy – basic terminology; historical overview, interdisciplinarity, subject of research.</p> <p>The place health pedagogy in daily work with students. Health pedagogy as the theoretical basis of health education.</p> <p>Health perceived as a value, a resource for the individual and society as a whole. The multifaceted nature and difficulties in defining health and illness. Models and approaches to health and illness – biomedical vs. biopsychosocial model. A holistic approach to health and illness as a reflection of human functioning in biological and psychosocial terms and living in specific cultural, geographical, economic and socio-economic conditions.</p> <p>Pedagogical research in the field of health pedagogy – categorical and non-categorical approaches to exploring issues related to coping with health problems. Factors determining health, with particular emphasis on a healthy lifestyle and social support. An introduction to the principles of operation of health-promoting schools in Poland which are organised within the Schools for Health in Europe (SHE) network. The role of the educator as a person who can have a positive impact on the health of children and young people in the short and long term, including through: identifying and strengthening students' generalised resistance resources (GRRs) in the context of A. Antonovsky's concept of salutogenesis, but also by eliminating or reducing risk factors.</p>
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<b>Didactic form, number of hours:</b>	15 hours
<b>Teaching methods:</b>	Conversational lecture
<b>Limit of people in the group:</b>	10

<b>Learning outcomes</b>		
<b>KNOWLEDGE - the graduate knows and understands:</b>	<b>SKILLS - the graduate is able to:</b>	<b>COMPETENCES - the graduate is ready to:</b>
To the extent enabling to revise the existing paradigms in the field/discipline - the world achievements, gathering theoretical background as well as general and selected detailed issues	Carry out critical assessment of the scientific research findings and expert activities and their contribution to the knowledge development in the field/discipline	Critically evaluate the achievements in the field/discipline represented
Major general development trends in the field/discipline		Recognise knowledge in solving cognitive and practical problems characteristic for the area of research (field/discipline) and in an interdisciplinary aspect
		Support the ethos of scientific circles and conduct independent research
<b>The method of verification of learning outcomes:</b>	A written critical analysis of selected studies presented by the lecturer concerning issues related to the health and illness of children and young people.	
<b>Form of documentation of achieved learning outcomes:</b>	A written summary of the critical analysis carried out by students.	
<b>Elements and weights of the final grade:</b>	written work – 100	
<b>Place of the course:</b>	Warsaw University of Life Sciences campus	

**Basic and supplementary literature**

Basic literature:

1. Syrek, E. (2019). The Theoretical Basis of Contemporary Health Pedagogy as a Pedagogical Subdiscipline. *Pedagogika Społeczna*, 2(72), 25 -38.
2. Gawęł, A. (2021). Koncepcje i obszary badań pedagogiki zdrowia. *Studia z teorii wychowania*, TOM XII: 2021 nr 1(34), s.176-182.
3. Gawęł, A. (2017). Refleksje wokół tożsamości naukowej pedagogiki zdrowia. W: (red.) Zawadzka, B., Łączka, T. (2017). *Pedagogika zdrowia w teorii i praktyce* (15 - 28). Kielce: Wydawnictwo Uniwersytetu Jana Kochanowskiego.
4. Zawadzka, B. (2017). *Pedagogika zdrowia (ujęcie historyczne)*. W: (red.) Zawadzka, B., Łączka, T. (2017). *Pedagogika zdrowia w teorii i praktyce* (83 - 90). Kielce: Wydawnictwo Uniwersytetu Jana Kochanowskiego.
5. Antonovsky, A. (1996). The Salutogenic Model as a Theory to Guide Health Promotion. *Health Promotion International* 11 (1), 11–18. <https://doi.org/10.1093/heapro/11.1.11>
6. Pulimeno, M., Piscitelli, P., Colazzo, S., Colao, A., & Miani, A. (2020). School as Ideal Setting to Promote Health and Wellbeing Among Young People. *Health promotion perspectives*, 10(4), 316–324. <https://doi.org/10.34172/hpp.2020.50>
7. Woynarowska-Soldan, M. (2015). Szkoła promująca zdrowie w Europie w świetle dokumentów czterech europejskich konferencji. *Kwartalnik Pedagogiczny*, 60(1 (235)), 97-112.

Supplementary literature:

1. Demel, M. (1980), *Pedagogika zdrowia*. Warszawa: WSiP,
2. Małkowska-Szcutnik, A., Mazur, J. (2011). Funkcjonowanie w szkole uczniów z chorobą przewlekłą. *Problemy Higieny i Epidemiologii* 92(2), 232–240.
3. Mazur, J, Małkowska-Szcutnik, A. (2010). Choroby przewlekłe a postrzeganie wymagań szkolnych przez uczniów 11-15-letnich w Polsce. *Medycyna Wieku Rozwojowego*, 14(2),160-8.
4. Zadworna-Cieślak, M. (2018). Health as a Source of Happiness and Health-related Behaviour of Young People. *Health Problems of Civilization*, 12(3), 188–195. <https://doi.org/10.5114/hpc.2018.76519>

Comments:

Estimated number of hours of work of the doctoral student necessary to achieve the assumed learning outcomes:	15 hours – work during lectures; 10 hours – familiarisation with scientific articles recommended during lectures.
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Learning outcomes reference to the second degree characteristics of the National Qualification Framework (level 8) covering doctoral competences:		
Symbol:	Learning outcomes:	8 level NQF
SD1_KW01	To the extent enabling to revise the existing paradigms in the field/discipline - the world achievements, gathering theoretical background as well as general and selected detailed issues	P8S_WG
SD1_KW02	Major general development trends in the field/discipline	P8S_WG
SD1_KU05	Carry out critical assessment of the scientific research findings and expert activities and their contribution to the knowledge development in the field/discipline	P8S_UW
SD1_KK01	Critically evaluate the achievements in the field/discipline represented	P8S_KK
SD1_KK03	Recognise knowledge in solving cognitive and practical problems characteristic for the area of research (field/discipline) and in an interdisciplinary aspect	P8S_KK
SD1_KK08	Support the ethos of scientific circles and conduct independent research	P8S_KR