SYLLABUS

On course Health education and Health promotion inSpring semester 2025-2026 a.y.
for students 7M10102 specialty "Public Health"

ID and name of course	Independent work of the student (SIW)	Number of credits			General number of credits	Independent work of the student under the guidance of a teacher (SIWT)
		Lectures (L)	Practical classes (PC)	Lab. classes (LC)		
HE&HP	4	15	90	-	5	6.

ACADEMIC INFORMATION ABOUT THE COURSE				
Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platform final control
Offline		yes		IC Univer, written
Lecturer - (s)	Farida Iskakova			
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Assistant - (s)				
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ACADEMIC COURSE PRESENTATION		
To form scientific and practical views among master students on health education and health promotion in public health preservation.	1. To analyze and critique the role and integration of health education within comprehensive public health systems.	1.1. Identifies the types of health education work. 1.2. Defines the role of health education work in health promotion.
	2. To analyze the impact of social determinants of health and design equitable health education strategies to address these factors.	2.1. Assesses the impact of the social, economic, and cultural environment on public health. 2.2. Assesses the influence of social and behavioral aspects on health. 2.3. Defines the role of health education work in changing behaviors and social norms.
	3. To select, justify, and apply appropriate health education methods and models for effective health promotion in diverse communities.	3.1 Defines visual, audiovisual, and textual methods. 3.2. Identifies principles for using modern technologies in health education: the internet, mobile applications, and social media publishing.
	4. To develop and evaluate health education interventions for the prevention and control of infectious diseases.	4.1. Defines the importance of health education in the directions of infectious disease prevention. 4.2. Identifies infection control programs within the context of public health preservation.
	5. to integrate evidence-based hygiene principles into the planning and evaluation of health promotion and education programs.	5.1. Defines the importance of health education in complying with sanitary-epidemiological requirements in public and residential settings. 5.2. Defines the impact of hygienic knowledge on public health.

Prerequisites	Global health and public health systems [85024]
Postrequisites	Global health and development [104421]

Learning Resources	Literature: main and additional.
	1. Kemm, John. Health Promotion [Текст] : ideology, discipline, and specialism / J. Kemm, 2015. - 230 p.
	2. Introduction to Health Promotion. Second Edition. A. Snelling.-Hoboken, New Jersey : Jossey-Bass, 2024.-321p.
	3. Principles of Health Education and Health Promotion by J. Thomas Butler.-2001.-385 p.
	4. Health Education and Promotion: A Skills-based Approach Diana Karczmarczyk, Sara T. Pappa, Sara Pappa.2024.- Year 2024.-eBook ISBN 9781040111673
	Research infrastructure
	1. Kaznu
	auditorium
	Internet resources
	1. Kaznu Library
	2. MOOC / video lectures, etc.
	3. www.who.org
	4. www.cdc.gov
	5. https://pubmed.ncbi.nlm.nih.gov/
	Software (optionally)
	1. IBM SPSS – 26 version
	2. Excel program

Academic course policy	**Academic values: Integration of science and education.** The research work of students, undergraduates, and doctoral students is a deepening of the educational process. It is organized directly at the university's laboratories, scientific and design departments, and student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes, and the tasks of the SSWT and SSW, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments.
	Attendance. The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course—failure to meet deadlines results in loss of points.
	Academic honesty. Practical/laboratory classes, SSW, develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, cheat sheets, and cheating at all stages of completing tasks are unacceptable.
	Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by "Regulations on checking students' text documents for borrowings".
	Documents are available on the main page of IS Univer.
	Basic principles of inclusive education. The university's educational environment is conceived as a safe place where there is always support and an equal attitude from the teacher to all students and students to each other, regardless of gender, race/ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.
	All students, especially those with disabilities, can receive counseling assistance by phone/e- mail *iskakovaf@gmail.com* or via WhatsApp via video link in MS Teams, *enter a permanent link to the meeting.*
	Integration MOOC (massive open online course). In the case of integrating MOOCs into the course, all students need to register for the MOOC. The deadlines for passing MOOC modules must be strictly observed by the course study schedule.

	ATTENTION! The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points.

INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT				
Score-rating letter system of assessment of accounting for educational achievements				**Assessment Methods**
Grade	Digital equivalent points	points, % content	Assessment according to the traditional system	**Criteria-based assessment** is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.
A	4.0	95-100	Great	**Formative assessment is** a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to
A-	3.67	90-94		

Grade	GPA	%	Descriptor	Assessment	Points
B+	3.33	85-89	Fine	determine the capabilities of the student, identify difficulties, help achieve the best results, and timely correct the educational process for the teacher. The performance of tasks, and the activity of work in the classroom during lectures, seminars, and practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed. **Summative assessment - a** type of assessment, which is carried out upon completion of the study of the section by the program of the course. Conducted 3-4 times per semester when performing SIW. This is the assessment of mastering the expected learning outcomes of the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated.	
B	3.0	80-84		**Formative and summative assessment** Points % content 1. Activity in discussions of topic in classes **1. 10** 2. Work in practical classes **2. 10** 3. Independent work **3. 10** 4. Design and creative activity **4. 30** 5. Final control (exam) **5. 40**	
B-	2.67	75-79		Activity in discussions of topics in classes	10
C+	2.33	70-74		Work in practical classes	10
C	2.0	65-69	Satisfactorily	Independent work	10
C-	1.67	60-64		Design and creative activity	30
D+	1.33	55-59	Unsatisfactory	Final control (exam)	40
D	1.0	50-54		TOTAL	100

Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.

A week	Topic name	Number of hours	Max. ball
	MODULE 1 INTRODUCTION TO MEDICAL ECOLOGY		
1	L.1.Organization of health education work in departments (administrations, committees) of sanitary-epidemiological surveillance.	1	
	PC 1. Development of a media plan and operational plan for organizing health education work in sanitary-epidemiological surveillance organizations.	2	0
2	L.2 Social determinants of health and their influence on health education.	1	
	PC 2. Ethics and principles of health education.	2	8
3	L.3. Methods and types of health education work.	1	
	PC 3. Use of information technologies in health education.	2	7
	IWST 1. Consultations on the implementation of SIW 1.		
4	L.4. The role of health education in the prevention of infectious diseases.	1	
	PC 4. Development of a program to inform the public about disease prevention approaches.	2	7
	IWST2.Consultation on the completion of IWS 1 on 1-4 seminar topics.		
5	L.5. Prevention of chronic diseases and health education..	1	
	PC 5. The role of the family in health promotion: developing a program for parents.	2	7
	IWS 1 on 1-3 seminar topics completion.		
	MODULE 2 ENVIRONMENTAL FACTORS		
6	L 6. The role of health education in preserving the health of children and adolescents.	1	
	PC6. Development of a health education program for parents on effective child-rearing.	2	**7**
	IWST 3. Consultation on the implementation of ISW 2		
7	L.7. Fundamentals of hygiene and their role in health promotion.	1	
	PC 7. Problems of implementing health promotion programs in socio-economic groups.	2	**7**
	IWS 4. Consultation on the implementation of SIW 2.		**25**
8	L.8. Hygienic training program for workers involved in the production, storage, transportation, sale, use, and disposal of food products; sanitary treatment and repair of equipment in contact with them; and their transport by all modes of transportation.	1	
	PC 8. Conducting health education work on food safety issues.	2	**7**
	IWS 2 on 6-8 seminar topics completion.		25
Midterm 1			100
9	L. 9. Hygienic training for workers on preventive measures for food poisoning.	1	
	PC 9. Conducting health education work on the prevention of foodborne infectious diseases.	2	**7**
	IWST 5. Consultation on the implementation of IWS 3.		
10	L 10. Hygienic training for workers on preventive measures for food poisoning.	1	
	PC 10. Conducting health education work on the prevention of foodborne infectious diseases.	2	**7**
11	L.11. Hygienic training program for staff of educational institutions, various types and kinds of preschool organizations, and orphanages.	1	

	PC 11. Conducting preventive health education work on child safety with the staff of educational institutions.	2	7
	IWS 3 on 9-11 seminar topics completion.		25
12	L.12. Hygienic training program for staff of children's recreational and sanatorium-resort organizations.	1	
	PC 12. Conducting preventive health education work on child safety with the staff of children's recreational organizations.	2	7
	IWS 6. Consultation on the implementation of IWS 4.		
13	L.13. Hygienic training program for healthcare and medical-social rehabilitation workers.		
	PC 13. Conducting health education work with healthcare and medical-social rehabilitation workers.		7
14	L.14. Hygienic training program for passenger service sector workers.	1	
	PC 14. Conducting health education work with passenger service sector workers.	2	7
	IWST 6. Consultation on the completion of IWS 4.		
15	L.15. Hygienic training program for water supply facility workers directly involved in drinking water preparation and water supply network maintenance.	1	
	PC 15. Conducting health education work with water supply facility workers directly involved in drinking water preparation and water supply network maintenance.	2	8
	ISW 4 on 12-15 seminar topics completion.		25
Midterm control 2 (tests)			**100**
Final control (exam)			**100**
TOTAL for course			**100**

Dean _____**S.B. Kalmahanov**

**Chairman of the Academic Committee
on the quality of teaching and learning**_____**G.M.Kurmanova**

Head of Department _____**A.E.Ualiyeva**

Lecturer _____**F.A. Iskakova**

List of tasks for Master's Level Independent Study in Public Health.
1. Evaluation of a Diabetes Prevention Program in Primary Care.
2. A Parent Education Program on Early Childhood Care (0-5 years).
3. A Prevention Program for Children's Digital Addiction.
4. Barriers and Motivators to Physical Activity in Older Adults: A Co-Design Foundation.

RUBRICATOR OF THE SUMMATIVE ASSESSMENT CRITERIA. EVALUATION OF LEARNING OUTCOMES

Criterion	"Excellent" Max. weight in %	"Good" Max. weight in %	"Satisfactory" Max. weight in %	"Unsatisfactory" Max. weight in %
	95- 100 %	80-94%	50-79%	<50%

RUBRICATOR OF THE SUMMATIVE ASSESSMENT CRITERIA. EVALUATION OF LEARNING OUTCOMES

Criterion	«Excellent» (A) 90-100%	«Good» (B) 75-89%	«Satisfactory» (C,D) 69-74%	«Unsatisfactory» (F)<50%
1. Understanding & Application of Theory (25%) *Demonstrates knowledge of epidemiological concepts (study designs, measures of association) and biostatistical principles appropriate to the*	Shows **mastery** of relevant theories. Accurately selects and expertly justifies the choice of study design and statistical approach for the given problem.	Shows **proficient** understanding. Selects appropriate study design and statistical methods with a reasonable justification.	Shows a **basic** or **partial** understanding. Selection of methods is generally appropriate but justification may be weak or contain inaccuracies.	Shows **major misunderstandings**. Inappropriate methods are selected, or justification is missing/incorrect.
2. Data Analysis & Methodology (30%) *Executes a correct and complete statistical analysis (descriptive & inferential) using appropriate software/tools.*	Analysis is **flawless and insightful**. Correctly calculates all relevant statistics, creates optimal visualizations (tables/graphs), and thoroughly checks assumptions.	Analysis is **correct and complete**. Performs all necessary calculations and creates clear visualizations. Minor errors in presentation or assumption checking may be present.	Analysis is **partially complete or contains errors**. Key steps may be missing, visualizations are unclear, or significant methodological errors are present.	Analysis is **seriously flawed or incomplete**. Major errors in calculations, or fails to perform core analytical tasks.
3. Interpretation & Critical Thinking (25%) *Interprets results in context, links findings to public health, and demonstrates critical reasoning.*	Interpretation is **critical, nuanced, and evidence-based**. Clearly links results to study aims, discusses limitations, public health implications, and alternative explanations.	Interpretation is **clear and logical**. Correctly explains what results mean and connects them to the research question. May lack depth in discussing limitations or implications.	Interpretation is **superficial or partially incorrect**. Struggles to move beyond describing numbers to explaining meaning. May contain misinterpretations.	Interpretation is **missing, irrelevant, or severely incorrect**. Fails to explain results or makes fundamentally wrong conclusions.
4. Report Structure & Academic Integrity (20%) *Presents work in a well-structured, clear scientific report (IMRaD format) and adheres to academic standards.*	Report is **professional, clear, and perfectly structured**. Follows scientific format rigorously, integrates visual aids effectively, and cites all sources correctly in APA style. **No plagiarism.**	Report is **well-structured and clear**. Format is mostly correct, visual aids are included, and citations are largely consistent. **No plagiarism.**	Report is **disorganized or unclear**. Deviates from standard format, visual aids are poorly formatted, or contains citation errors.	Report is **unstructured and incoherent**. Lacks standard sections, visual aids are missing or irrelevant, or contains **plagiarism or major citation failures**.