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Health Pedagogy at the University of Silesia (Katowice, Poland) Diagnosis and evaluation

Abstract

In our article we outline the development of the specialized Health Pedagogy programme at the University of Silesia, and students' perceptions of the effectiveness of educational experience. Our presentation employs quantitative and qualitative research approaches. Using the institution monograph method we present quantitative data on the content of the learning programme and learning outcomes in Health Pedagogy. Document analysis covers 12 years, beginning with 2001 when the specialization was introduced in the University of Silesia. Using content analysis we present the learning outcomes, including knowledge, skills and competencies acquired by graduates in the first and second cycle degree programmes, according to the Bologna process. To complete these findings we present individual cases, based on interviews, as examples of the occupational path of our graduates.

Keywords: professional development, health pedagogy, academic education, academic standards, qualifications framework

Introduction

Some people stay healthy despite the influence of a high number of stressors, and when ill, they recover from illness much faster. Antonovsky argued that this results from the "sense of coherence" (SOC) of a human being. In the case of disease, some people are able to identify health resources available to them, and