

Concept for a YUFE Minor

Planning of a 30 ECTS minor offer within YUFE

Minor Title	Urban Health & Wellbeing
Minor Coordinator (Name, Position)	Marta Podhorecka, PhD, PT, Vice dean for student affairs Faculty of Health Sciences at NCU Collegium Medicum
Responsible YUFE University	Maastricht University <input type="checkbox"/> University of Antwerp <input type="checkbox"/> University of Bremen <input type="checkbox"/> University Carlos III of Madrid <input type="checkbox"/> University of Cyprus <input type="checkbox"/> University of Essex <input type="checkbox"/> University of Eastern Finland <input type="checkbox"/> University of Rijeka <input type="checkbox"/> Nicolaus Copernicus University in Torun <input checked="" type="checkbox"/>
Participating YUFE Universities	Maastricht University <input type="checkbox"/> University of Antwerp <input type="checkbox"/> University of Bremen <input type="checkbox"/> University Carlos III of Madrid <input type="checkbox"/> University of Cyprus <input type="checkbox"/> University of Essex <input type="checkbox"/> University of Eastern Finland <input checked="" type="checkbox"/> University of Rijeka <input type="checkbox"/> Nicolaus Copernicus University in Torun <input checked="" type="checkbox"/> Other partners
Planned start date	Spring semester - academic year 2022/2023
Frequency of the offer	Annual <input type="checkbox"/> every semester <input type="checkbox"/> other fall semester <input type="checkbox"/> spring semester <input checked="" type="checkbox"/>
Planned number of students	10
Minor Language(s)	English
Minimum language requirements in the program language	B2 level
Other admission requirements	none
Type of offer	Combined offer <input checked="" type="checkbox"/> Online offer <input type="checkbox"/> other
Brief, summary presentation of the minor: <ul style="list-style-type: none"> • Qualification goal • Study content • How are the YUFE profile characteristics fulfilled? 	YUFE Minor URBAN HEALTH & WELLBEING is a program aimed at the broad academic community interested in urban health and the broadly understood wellbeing approach. The uniqueness of the presented project is based on a comprehensive view of the concept of health and well-being. The multifaceted point of view is the greatest asset of YUFE Minor URBAN HEALTH & WELLBEING, where students of various fields of study can broaden their knowledge and skills with competencies of interest to them. YUFE Minor URBAN HEALTH & WELLBEING includes three modules: the mandatory courses module (3 subjects), the elective courses,

	<p>and a Challenge team (a team task for the whole group). The presented program fits perfectly into the "Health for All in the 21st Century" strategy proposed by the World Health Declaration.</p> <p>The detailed YUFE Minor URBAN HEALTH & WELLBEING program is based on considering all Lalonde's health determinants. The presented offer covers the following areas: lifestyle, environmental factors (including socioeconomic factors, including the living and working environment), biological conditions and health protection.</p> <p>YUFE Minor URBAN HEALTH & WELLBEING consists of three independent elements. The first - basic module (obligatory) - consists of 3 subjects: Public Health and Vulnerable Groups, Modern Sport and Selected issues of Polish culture or Toruń. The second is Medical-health science & Interdisciplinary wellbeing (elective courses). Our proposal includes issues covering epidemiology, dietetics, addictions, anthropology, art therapy and many others. The common element linking the above topics is the ability to identify and learn about different ways to achieve wellbeing and health.</p> <p>The last element of the YUFE Minor URBAN HEALTH & WELLBEING program is the Challenge team. It is a team task for the whole group, where the student uses the knowledge and skills gained in the previous modules to meet the challenge. At YUFE Minor URBAN HEALTH & WELLBEING, the subject of the Challenge team is "The elderly chronically ill patient in a healthcare institution and ensuring well-being". The task is performed under the care of a mentor who supports the entire group during the various stages of implementation, i.e. literature/documents analysis, diagnosis of needs, project preparation and presentation. We hope that as part of the presented challenge, we will be able to learn exciting and inspiring solutions that we will be able to implement in everyday life to improve our well-being of us all.</p>
Challenge Type	<p>Service Learning <input type="checkbox"/> Internship <input type="checkbox"/> Research project participation <input type="checkbox"/> Organization and implementation of a conference <input type="checkbox"/></p> <p>Other: <u>implementation project</u></p>
Possible entry requirements (previous technical knowledge and skills)	None
Description of the benefits of the participants in terms of further studies, personal development and the labour market.	<ul style="list-style-type: none"> • Getting to know the subject of interdisciplinary health • Gaining work experience in an international group • Gaining experience on the implementation of the implementation project • Interdepartmental minor, covering health and wellbeing issues from the perspective of various disciplines
Intended Learning Outcomes	<p>A) Students develop fundamental and generic academic skills</p> <ul style="list-style-type: none"> • Accurately processes scientific knowledge • Apply appropriate research methods to analyse problems • Demonstrate logical reasoning, analytical thinking and argumentation <p>B) Students acquire domain specific knowledge in their chosen field of interest</p> <p>Knowledge:</p>

	<ol style="list-style-type: none"> 1. The student presents in-depth knowledge in the field of recognition of basic population health risks related to environment quality and wellbeing and other health risk factors. 2. The student acquires knowledge on social order, value and norm systems, folkways, mores and other regulations of social life. 3. The student has basic knowledge of the main problems of spiritual care and its terminology used in social sciences disciplines. 4. The student has a basic knowledge of cultural and scientific institutions dealing with the history and cultural heritage of Toruń. <p>Skills:</p> <ol style="list-style-type: none"> 1. The has basic skills in the use and integrate theoretical knowledge in the field of social science disciplines. 2. The student uses theoretical knowledge, perceives, observes and interprets phenomena in the field of population health deepened and enriched by explaining interrelations between health, wellbeing and socio-economic factors. 3. The student has the ability to diagnose social problems in the context of health and wellbeing 4. The student analyses the main health strategies of selected European countries and public health strategies. 5. The student is able to identify and interpret social phenomena using his/her sociological knowledge 6. The student can use basic terminology in English in the field of city history and art history, especially in relation to Toruń <p>Competences:</p> <ol style="list-style-type: none"> 1. The student is open to new ideas and new ways of thinking about contemporary social, health and wellbeing reality 2. The student has a sense of responsibility for the quality of his/her professional tasks, is ready to use expert advice and to cooperate in an interdisciplinary team. 3. The student is eager to constantly broad his/her knowledge 4. The student is able to work in a group on the strategy of a selected problem concerning urban health and wellbeing. 5. The student is aware of his/her professional and social role. 6. The student is aware of the responsibility for the preservation of cultural heritage <p>C) Students acquire transferable competences</p> <ul style="list-style-type: none"> • Recognize and respond to the need to learn new vocabularies to gain a broad understanding of sustainability-related topics • Assess the implications of one's beliefs and actions on the larger community • Act in a respectful and appropriate manner in an intercultural context • Demonstrate openness and tolerance towards different beliefs on sustainability-related problems • Formulate and defend his opinion based on the acquired knowledge
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Course descriptions (ILO and content)

<p>History and Cultural Heritage (NCU Toruń, physical), 4 ECTS – obligatory</p>	<p>Description: Course in a form of a lecture including visual presentations and lessons held within the area of the historical centre of Toruń, with main focus on the following issues: 1. Beginnings of Toruń and its spatial development 2. Economy, society and organization of Torun 13-18th centuries. 3. Political history of Toruń in 13-18th cc. 4. Toruń - a town in a borderland. History of Torun in time of partitions of Poland. 5. Toruń and its population after 1920. 6. Nicolaus Copernicus University - history and tradition. 7. Important people of Torun. 8. Objects of cultural heritage within Toruń Unesco area 9. Objects of cultural heritage outside Toruń Unesco area 10. Treasures of museums and libraries in Toruń The lecture will compensate foreign students for a lack of professional English literature about history of Toruń. Students may treat lessons as a chance to acquire English terminology used for describing history and cultural heritage of Toruń and other urban settlements.</p> <p>Course ILOs: Students: - have systematized and detailed knowledge about history of Torun and its cultural heritage - have knowledge about cultural and scientific organizations devoted to history and cultural heritage of Toruń - are able to use basic professional English terminology referring to urban history (with focus on Torun) and history of art - are able to broaden knowledge about history of Toruń by using objects of material culture and other elements of cultural heritage - are aware of being responsible for preservation of the cultural heritage of Toruń as a town important for history of Poland and whole Europe</p>
<p>Public Health and Vulnerable Groups (University of Eastern Finland, online), 4 ECTS - obligatory</p>	<p>Description: This web course is designed to introduce the students to the causes and other underlying factors that contribute to the diminished capacities of a population subgroup, thus making it vulnerable. The course aims to illuminate the specific needs of these groups from health care and societal point of view. Specifically, students are expected to learn approaches and interventions that are relevant for public health.</p> <p>Course ILOs: Students should be able to: • understand the principles of cultural and social segregation or discrimination that underline severe inequalities in contemporary societies • study the factors that make certain groups more vulnerable to various hazards such as poor health, disabilities, risk of early death etc. • evaluate the short term and long term needs of vulnerable populations</p>

	<ul style="list-style-type: none"> • learn strategies and best practices to get vulnerable groups empowered and thus alleviate disproportional risks
<p>Modern Sport (NCU Toruń, physical), 4 ECTS – obligatory</p>	<p>Description: The main purpose of the course is to discover true nature of a modern phenomenon of sport. Through classroom discussions and readings students will obtain a sociological insight into challenges of today's sport. The course will be particularly focused on political, economic and social dimensions of sport and by using a wide range of different case studies it aims to combine sociological theories with practical issues. During the course students will be given an opportunity to develop their analytical skills, enrich knowledge and get better understating of developments in modern sport.</p> <p>Course ILOs: Student:</p> <ul style="list-style-type: none"> - has basic knowledge of the ancient history, modern history and contemporary developments of sport; - is familiar with various functions of sport with particular focus on its social and political dimension; - is acquainted with names of sport heroes, most spectacular events and most dramatic moments that revolutionized sport; - is able to/ has the ability to identify the consequences of social, political and economic process that have a strong impact on sport; - is able to analyze the consequences of social, economic and political developments on sport on system-level but also consequences for communities and individuals; - can identify a wide range of various spectators that attend sporting events, understand their (sometimes even hostile) forms of behavior; - is able to identify various forms of danger on/off the ground during mass sport events. - understands the significance of the traditional meaning of sport and fair play. - understands the need for respect for other competitors regardless their ethnicity, gender and religion. - is sensitive to numerous policy-related issues in sport such as nationalism, racism or sexism - is aware of various negative aspects of modern sport such as doping or gambling.
<p>Epidemiological threats over the centuries (NCU Toruń, online), 2 ECTS</p>	<p>Description: The lectures will present the greatest struggles of humanity with infectious agents over the centuries and in the perspective of current challenges in this field of medicine along with the prospects of new therapeutic solutions. What is more, during the course, an overview of the latest reports on the therapeutic solutions used and their effectiveness in COVID-19 patients will be presented.</p> <p>Course ILOs: Student</p> <ul style="list-style-type: none"> - knows the fundamental principles of pharmacotherapy C.W38 - epidemiology of infectious and chronic diseases, methods of their prevention at different stages of the natural history of disease, and the role of epidemiological supervision G.W3

	<ul style="list-style-type: none"> - history of early medicine, medicine of the primitive society and ancient civilizations, and major aspects of mediaeval medicine D.W20 - assess the epidemiological situation of diseases commonly occurring in Poland and worldwide G.U4 - interpret the measures of frequency of occurrence of diseases and disabilities G.U3 - ability to use objective sources of information; K_K01 - ability to formulate opinions based on own assessment and observation; K_K.10
<p>Neurodegeneration: The Role of Diabetes, Genetics, Hormones and Lifestyle (NCU Toruń, online), 3 ECTS</p>	<p>Description: Review of neurodegenerative diseases, particularly Alzheimer's disease. The lecture focuses on explaining the means by which glycemic control and lipid metabolism – and associated nutritional and lifestyle variables – may factor into such disorders' prevention and treatment. Lectures are an overview of the latest research into current and developing methods of treatment and diagnosis, as well as differential diagnostics. The topics will include the following:</p> <ul style="list-style-type: none"> • detailed analysis focusing on glucose metabolism, insulin resistance, lipid metabolism, and high intake of refined carbohydrates is linked to Alzheimer's disease • presentation of how genetic processes can impact the risk of Alzheimer's and Parkinson's disease • the role of cognitive changes in neurodegeneration, • discussion on potential advantages of increasing antioxidant and micronutrient intake • review of hormonal influence on neurodegeneration • examination of the links between protein intake and Alzheimer's disease. <p>Course ILOs:</p> <ul style="list-style-type: none"> - has basic/ advanced knowledge of ageing theories. - can explain hazards in lifestyle which influence on dynamics of neurodegeneration - is aware of its own limitations and knows when to seek help from experts - can cooperate with other specialists
<p>Wild living plants in the traditional human diet (NCU Toruń, online), 2 ECTS</p>	<p>Description: The course covers wild plant species that were used in the human diet in the past and may be used at present. Both native and non-native species are discussed. The description of the morphology, occurrence, biology, properties of plants and traditional use is supplemented with the presentation of individual species, specific recipes and tasting.</p> <p>Course ILOs: Student</p> <ul style="list-style-type: none"> - explains the limitations of the wild living plants in the diet - indicates the active substances in wild living plants profitable to humans - describes examples of wild living plants and their applications - is able to use knowledge of wild living plants drawing conclusions based on the results of the study - has advanced skills in presentation in public the results of team work - apply specialist terminology in English - has ability to combine information from various sources to present certain problem related to the wild living plants in the human diet

	<ul style="list-style-type: none"> - is aware of the need for constant updating of knowledge concerning the application of wild living plants in the diet and improve his professional skills - is aware of the need for a systematic review of scientific journals on the topic - is willing to update knowledge in the field of botany, recognizes its practical application - is willing to cooperate and work in a team and follow the defined rules
<p>Lifestyle diseases - how to prevent them? (NCU Toruń, online), 2 ECTS</p>	<p>Description: Lifestyle Medicine is the science and application of healthy lifestyles as interventions for the prevention and treatment of lifestyle-related diseases such as heart disease, diabetes, stroke, obesity, some neurological conditions, and some cancers. It is the evidence-based specialty bridging the science of physical activity, nutrition, stress management, and resilience; sleep hygiene and other healthy habits to individuals through clinical practice in healthcare. Lifestyle interventions include exercise prescriptions, nutrition prescriptions, stress management, and resilience, smoking cessation programs, sleep evaluations, identifying and encouraging social connections, harnessing individuals' strengths, and using positive emotions such as gratitude and laughter as medicine to empower individuals to reach their optimal state of health and well-being. Starting with Hippocrates and ending with modern medicine, we will explore how trends and guidelines in lifestyle choices by individuals and clinicians have shaped and altered the health of the population. This course brings evidence-based knowledge and practical strategies to those professionals aspiring to instill healthful lifestyle behaviors in themselves as well as in their patients, clients, family, and friends.</p> <p>Course ILOs: Student:</p> <ul style="list-style-type: none"> - has basic/ advanced knowledge of terminology related to anatomy, histology and embryology in Polish and in English - knows/ possesses knowledge of structure of the human body in terms of topography (upper and lower limb, chest, abdomen, pelvis, back, neck, head) and function (osteoarticular, muscular, cardiovascular, respiratory, gastrointestinal, genitourinary systems, nervous system and sense organs, common integument) - is familiar with topographic relationships between individual organs - is acquainted with basic cell structures and their functional specialisations - metabolic profiles of basic organs and systems - use terminology related to anatomy, histology and embryology in speech and writing - select a form of treatment which minimises the social consequences for the patient - ability to use objective sources of information
<p>Autonomic dysfunction and chronic disease (NCU Toruń, online), 3 ECTS</p>	<p>Description: The majority of chronic diseases are accompanied by symptoms of more or less pronounced dysautonomia, which frequently and noticeably deteriorate the quality of patients' life. In this lecture students will be introduced to the central and peripheral nervous systems. They will learn about basic neuroanatomy and role of autonomic nervous system in pathophysiology of various chronic disease. The course includes illustrated lecture presentation and quizzes to help students expand and test your knowledge of the nervous system. By the end of this course, students will have a better understanding of how the entire body influences, and is influenced, by the nervous system.</p>

	<p>Course ILOs: Student:</p> <ul style="list-style-type: none"> - has basic/ advanced knowledge of neuroanatomy - knows/ possesses knowledge of autonomic dysfunction in chronic disease - is familiar with functional disorders in the autonomic nervous system - can analyse clinical classification of autonomic disorders. - can define the most common symptoms of autonomic dysfunction - can explain the nature of dysautonomia symptoms - is aware of its own limitations and knows when to seek help from experts - can cooperate with other specialists
<p>Food science and nutrition (NCU Toruń, combined online and on-site), 3 ECTS</p>	<p>Description: The subject of the course is to learn and understand methods of studying the influence of food and nutrition on human health and the mechanism of food-drug interactions. The aim of this programme is to promote the development of a healthy eating habits among the students.</p> <p>Course ILOs: Student:</p> <ul style="list-style-type: none"> - knows the basic nutrients, system expenditure, its meaning, physiological availability and metabolism and nutrition sources. K_D.W30. (pharmacy) - knows methods used in the assessment of nutritional value of food. K_D.W31. (pharmacy) - knows the problems of substances added do food, food contamination and inappropriate quality of goods intended for contact with food. K_D.W32. (pharmacy) - is familiar with the problems of enriched foods, dietary supplements and special purpose foods. K_D.W33. (pharmacy) - knows the methods used to assess the diet of a healthy and sick person. K_D.W34. (pharmacy) - is familiar with the basics of drug-food interaction. K_D.W35. (pharmacy) - is able to characterize food products in terms of their composition and nutritional value. K_D.U23. (pharmacy) - is able to assess the nutritional value of food by calculation and analytical methods (including gas and liquid chromatography and atomic absorption spectrometry). K_D.U24. (pharmacy) - has the ability to assess the diet in terms of covering energy needs and essential nutrients in health and illness. K_D.U25. (pharmacy) - has the ability to explain the principles and role of proper nutrition in the prevention and course of diseases. K_D.U26. (pharmacy) - is able to exposure of the human body to contaminants present in food. K_D.U27. (pharmacy) - can predict the effects of changes in the concentration of the active substance in the blood as a result of eating certain food products. K_D.U28. (pharmacy) - is able to provide information on the use of nutritional preparations and dietary supplements. K_D.U31. (pharmacy) - is able to assess the quality of products containing herbal medicinal raw materials. K_D.U32. (pharmacy) - is ready to see and recognize their own limitations, make a self-assessment of deficits and educational needs. K2. (pharmacy) - has a habit of using of promoting health-oriented behaviours. K6. (pharmacy)

	<p>- has a habit of using objective sources of information. K7. (pharmacy) - draws and phrases conclusions from own measurements or observation. K8. (pharmacy)</p>
<p>Anthropological Perspective on Everyday Life (NCU Toruń, online), 2 ECTS</p>	<p>Description: The course has two major purposes. First, the course is designed to introduce university students to the field of social and cultural anthropology by drawing upon the rich ethnographic examples. With its comparative approach to the study of cultural diversity anthropology invites us to learn about and understand the cultural otherness. Second, the course goes beyond the basic outline of introductory knowledge and shows how anthropologists explore the complexities of everyday human life. Anthropologists do travel to different parts of the world to study variety of cultures but they also study culturally distinct groups within their own cultures. In an anthropological perspective each of us is the product of a specific social setting and associated cultural tradition: people are pursuing a multitude of different interests and holding very different views about the nature of things. Anthropology can be seen as a way of getting to know ourselves through finding out about the others.</p> <p>Course ILOs: Student acquires knowledge on social order, value and norm systems, folkways, mores and other regulations of social life. He/she also acquires proficiency in genesis, functions and evolution of norms and values, and the issues of conformity and adjusting to both formal and informal social rules. Student is able to identify and interpret social phenomena using his/her sociological knowledge. He/she learns how to use sociological imagination, including (1) recognition of different effects of actions of social actors (both intended and unintended, immediate and cumulated, direct and indirect), (2) awareness of hidden resources, structural and cultural barriers,(3) appreciation of legacy and tradition in social phenomena, changeability of structures and institutions, (4) acceptance of variety of social life. Student is prepared to participate in an open discussion, express and accept criticism</p>
<p>Technoscience in a Risk Society. A Workshop (NCU Toruń, online), 2 ECTS</p>	<p>Description: The main topics of the workshop are: the dynamics of technological, scientific and environmental controversies, the political role of laboratories, unintended consequences of technological innovations, non-human agency shaping the future of the civilization. The course is planned as a practical introduction to selected problems of STS (science and technology studies). We will discuss its philosophical and ethical aspects.</p> <p>Course ILOs: Student knows and understands the given basic trends and positions of the contemporary reflection on science-technology-society relations, knows how to use it while interpreting the texts of the subject matter. Student knows the scope of knowledge and skills, understands the need of constant learning and professional development. Student reconstructs and constructs arguments from the perspectives of different theoretical positions which student can detect from various lectures and video materials devoted to the problem of the conditions of the contemporary world and contemporary knowledge. Theoretical background of the class is constituted by: Science and Technology Studies (STS), scientific controversies studies,</p>

	<p>Public Understanding of Science (PUS), Actor-Network Theory (ANT), sociology of technology, philosophy of technology, sociology of risk.</p> <p>Student takes into account specific different modes of making arguments and notice the differences and similarities among them.</p> <p>Students carry out simple research tasks – interpretative and heuristic assignments (preparing summaries of a given movie or a Tedx lecture). They are required to attend and participate actively in the classes. Unexplained poor attendance and failure to participate actively in classes will affect the overall grade on the course.</p> <p>Student is deeply aware that humanistic reflection is extremely important for social bonds building.</p>
<p>Art Therapy through Workshops (NCU Toruń, online), 2 ECTS</p>	<p>Description:</p> <p>The subject Art Therapy through Workshops Method allows to learn the methods of art therapy and practice selected structures. The subject consists of seven practical art therapy sessions. No previous experience in visual language (drawing and painting practice) is necessary. Participants may not be able to paint or have art skills. Each session, however, will contain an expression and an artistic part. During the session, each participant should have basic art materials: sheets of paper or painting bases, paints or crayons.</p> <p>Course ILOs:</p> <p>The graduate has detailed knowledge of Media Art, Visual Arts, Art Therapy and knows the place of Visual Education in the system of sciences.</p> <p>The graduate has in-depth knowledge of Humanities and Social Sciences, particularly in philosophy, psychology and education.</p> <p>The graduate knows and understands methods of analysis, evaluation and problematization of artefacts in Visual Arts and Art Therapy.</p> <p>The graduate has developed artistic personality enabling the creation, realisation and expression of their own artistic concepts using the knowledge and reflection within widely understood fields of visual arts.</p> <p>The graduate is able to take autonomous decisions in the process of designing and creating artworks, using relevant techniques and technologies.</p> <p>The graduate is able to anticipate the effects of artworks in the aesthetic, social and legal contexts.</p> <p>The graduate is able to cooperate with other persons in working teams and is able to assume the role of the leader in those teams, including being the leader while working on interdisciplinary group projects.</p> <p>The graduate is sensitive to the social context of art, and consciously uses this context in their professional work. The graduate is able to be critical in their assessment.</p> <p>The graduate is able to create their image through competent combination of various means and media in artistic expression.</p> <p>The graduate is able to work individually and in a team, and to negotiate.</p> <p>The graduate is able to integrate the knowledge acquired on their own and undertake new and complex activities in an organised manner in artistic environments as well as in selected public, social and non-artistic spaces.</p>

<p>I know what I eat - food toxicology and chemistry (NCU Toruń, on-site), 3 ECTS</p>	<p>Description: The subject will focus on the compounds present in food that can affect human health. The basis of scientific evaluation of xenobiotics in food will be presented. Different classes of xenobiotics in food will be discussed in terms of their toxicological characterization and relevance to human health. Students will critically interpret the data from scientific and popular media sources.</p> <p>Course ILOs: Student:</p> <ul style="list-style-type: none"> - has basic knowledge of the methods of risk assessment in food toxicology - knows different classes of xenobiotics in food - is able to critically assess the risks of xenobiotics in food. - is able to interpret media reports on food safety. - understands the significance of risk communication related to food. - recognizes reliable sources of information on food safety
<p>Take a look at your city - urban sublime (NCU Toruń, on-site), 2 ECTS</p>	<p>Description: The course is a set of study cases of the elements of a city life seen through the category of the urban sublime. The urban sublime is an aesthetic category which can be effectively used to describe/analyze industrialization, “technologization”, changes of mentality, and the social life of contemporary cities. However, the category reveals also history (past, politics, ideology) of a city “recorded” in the urban tissue, topography, architecture, monuments, and public institutions of a city. Each issue will be analyzed on chosen examples: New York, Moscow, Paris, Nancy (+region), Budapest, Warsaw, Toruń (+region), Amsterdam, Tokyo, Kobe, Toronto. Analyses of the cities proposed by students are welcomed.</p> <p>Course ILOs: Student:</p> <ul style="list-style-type: none"> - has a deep, detailed as well as systematized knowledge of significant authors, texts, and phenomena in the history of the Polish language and literature. - has an advanced and systematized knowledge of literary and extra-literary (i.e. historical, philosophical, social, ideological, cultural) contexts of the European (English, French, Russian, Polish) literature that have contributed to its creation and reception. - has a broad knowledge of methods for analyzing and interpreting literary texts from different historical periods. - knows the characteristic features of oral and written texts as well as the mechanisms of text production; they know the procedures of text analysis and the principles behind the creation of texts of diverse functions. - searches for, analyzes, evaluates, selects, and consolidates information from electronic and written sources. - is capable of observing and interpreting literary phenomena thoroughly as well as of analyzing their relationships with various spheres of culture. - possesses advanced skills of literary analysis and interpretation; they are capable of referring to appropriate literary and extra-literary contexts in their analyses and interpretations.

	<ul style="list-style-type: none"> - is able to thoroughly evaluate a literary text on their own; they point to its cognitive and artistic merit, being able to support their opinions with relevant arguments. - can acquire knowledge on their own and develop their professional skills, making use of diverse sources (in their mother tongue as well as in foreign languages) and new technologies (ICT). - can research into their fields of study as well as put into practice the knowledge and methodological tools they have familiarized themselves with. - is deeply aware of the importance of the Polish literature and of its role in the Polish and European culture. - understands cultural pluralism. - is aware of their responsibility for protecting the cultural heritage of Europe and the world; they take action in this respect.
<p>Disability Phenomena in Generational and Procreative Families (NCU Toruń, online), 4 ECTS</p>	<p>Description: The lecture covers issues of disabilities phenomena in generational and procreative families. Core attention is dedicated to the families having members with congenital or acquired disabilities during a lifetime. Problems will be discussed in the context of main theoretical models of disability (moral, medical, social, cultural) and by using the research-based learning method. Students will also prepare their own cases. The content covers a discussion of case studies related to home-based care and support given within families to members with disabilities.</p> <p>Course ILOs: The graduate has psychological and pedagogical knowledge about a family having members with disabilities and understanding the processes of congenital and acquired disability in families within the life cycle and processes of family socialization, upbringing, and learning in the family The graduate has knowledge of the concept of home-based support people with disabilities and understands the various conditions of these processes The graduate has knowledge of contemporary social approaches to the problems of families and people with disabilities (subjectivity, autonomy, self-determination, hate ableism, empowerment) and the forms of inclusion or exclusion The graduate has the ability to understand family-based ways of coping with disabilities, and individual ways of living with congenital or acquired disabilities The graduate has the ability to understand and cooperate with members of families with disabilities; The graduate is aware of the need for constant self-improvement; -K_K03 The graduate is aware of the ethical dimension of a family-based and home-based approach to support;</p>
<p>Food studies (NCU Toruń, on-site), 4 ECTS</p>	<p>Description: Do you wonder what brings together Gordon Ramsey’s Hell’s Kitchen, Trade Related Intellectual Properties Rights, World Trade Organization and anti-system social movements? It is all about food. Food which decides about the economic potential of whole continents, environmental hazards which impact both: native Indians and wealthy New Yorkers in “Sex and the City”, local development schemes in rural China. Food understood as a mirror in which we can observe the social and cultural context of modern societies. During the semester we will look through lenses of sociology, cultural anthropology, political economy on footprint, impacts which the food has got on the structure of individuals, communities, nations, societies and global structures.</p>

Course ILOs:

Student:

- has knowledge of the cultural, social and economic meaning of food.
- knows/ possesses knowledge about the impact of food on local and global economies.
- is familiar with Global and Common Agricultural Policies and its impact on food economies in the world system and European Union.
- has basic knowledge about correlations between world economies and poverty and malnutrition.
- knows about social movements build around food issues.
- can recognize importance and meaning of anti-consumer movements and quality turn in consumption patterns in developed countries.
- is capable of interpreting social and cultural meaning which stays behind food issues.
- is capable of interpreting the economic context of food production, distribution and consumption/
- has basic skills in the deconstruction of different policy impacts on food systems.
- can analyze power context in food systems.
- can demonstrate cultural differentiation of food meaning in different cultures.
- can translate sociological knowledge into real-world observation.
- understands the significance of joint work
- understands the need for cultural and political differentiation in the contemporary world.
- is sensitive to cultural context.
- is aware of taboos interlinked with food.
- can cooperate with students with a different cultural background.

Fatigue and overtraining in athletes (NCU Toruń, online), 2 ECTS

Description:

Fatigue and underperformance are common in athletes. Understanding overtraining syndrome (OTS) is helpful in the evaluation, management, and education of athletes. In this lectures students will be introduced to definition, symptoms and treatment methods of fatigue and overtraining in athletes. In this lecture students will be introduced to the fatigue pathophysiology. They will learn about diagnostic and treatment methods in fatigue and overtraining syndrome management. The course includes illustrated lecture presentation and quizzes to help students expand and test your knowledge of the fatigue and overtraining in athletes.

Course ILOs:

Student

- has basic knowledge of fatigue management
- knows the nature of overtraining syndrome in athletes
- is familiar with diagnosis, treatment and prevention methods of fatigue and overtraining syndrome in athletes
- can analyse pathophysiology of fatigue and overtraining syndrome in athletes
- can define common hypotheses of overtraining syndrome etiology
- can explain potential triggers of overtraining syndrome
- is aware of its own limitations and knows when to seek help from experts
- can cooperate with other specialists

<p>Men, Masculinities and Difference (NCU Toruń, on-site), 4 ECTS</p>	<p>Description: The aim of the course is to introduce the university student to the field of critical studies on men and masculinities (CSMM). CSMM should be seen as a part of broader field of gender studies, in which the main research subject are men as gendered human beings and changing masculinities models. During the course we will try to answer the questions: what it means that men have gender, how men's gender is constructed and reconstructed in the social processes, what kinds of models of masculinities dominate today and what consequences different models of masculinity have for men in the contemporary social reality.</p> <p>Course ILOs: Student</p> <ul style="list-style-type: none"> - has basic knowledge of terms and concepts used in critical studies on men and masculinities - - has a basic knowledge about the relations between micro-, mezzo- and macrostructures in the context of gender relations, relations between different models of masculinities and other social dimensions such as: class, race, age, ethnicity, sexuality - - is acquainted with different types of social bond characteristic for men of different social class, race, age, ethnicity, sexuality - - possesses knowledge about gender order characteristic for the contemporary Western societies, knows about sources and functioning of dominant models of masculinity - - is able to identify and interpret men's behaviours and how they are connected with prevailing masculinity models and gender order - - is capable of indicating the links between different social processes and phenomena in the context of hierarchies of masculinity models and changing gender order - - has a skill of diagnosing social problems in the context of theories about men and masculinities and can formulate recommendations for changing patriarchal order- - is open to new ideas and new ways of thinking about contemporary social reality - - is eager to constantly broad his/her knowledge
<p>Geohazards in the World (NCU Toruń, online), 2 ECTS</p>	<p>Description: Introduction to geohazards. Tectonic hazards: plate tectonics. Tectonic hazards: earthquakes. Tectonic hazards: volcanoes. Sediment hazards: landslides. Sediment hazards: coasts. Long term hazards: Magnetic field and asteroid impacts. Tsunami. Impact of geohazards on society. Methods of prediction, monitoring, risk assessment and mitigation of geohazards.</p> <p>Course ILOs: Student:</p> <ul style="list-style-type: none"> - can describe the theory of plate tectonics and structure of the Earth's crust and interior - student can explain the nature of earthquakes, volcanic eruptions, landslides, tsunami, etc. - student understand how natural processes as described above impact humans and society - student will be able to interpret the landscape to identify potential geohazards which could impact society and cause danger to human population - student will be able to analyse the complexity of geohazards operating within complex natural and human systems - student learns open attitudes

	- student learns how to cooperate in group
YUFE Challenge: <i>The elderly chronically ill patient in healthcare institution and ensuring well-being</i> (NCU Toruń, on-site), 7 ECTS - obligatory	<p>Challenge Coordinator - Marta Podhorecka, PhD</p> <p>Description: the subject of the Challenge team is “ <i>The elderly chronically ill patient in a healthcare institution and ensuring well-being</i>”. The task is performed under the care of a mentor who supports the entire group during the various stages of implementation, i.e. literature/documents analysis, diagnosis of needs, project preparation and presentation. We hope that as part of the presented challenge, we will be able to learn exciting and inspiring solutions that we will be able to implement in everyday life to improve our well-being of us all.</p> <ul style="list-style-type: none"> * Literature analysis * Diagnosis of needs * Project preparation * Presentation