

Health Education

Code: 102595
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OT	4	2

Contact

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Use of languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Jenny Moix Queralto
Maria Álvarez Moleiro

Prerequisites

There is no prerequisite, but it is highly recommended to have reading skills in English.

Objectives and Contextualisation

The goals are:

- Delimit conceptually what is Health Education within the Psychology of Health.
- Understand the concepts of health and disease from a biopsychosocial perspective and the role of the Health Education in this conceptual framework.
- Analyze the psychological determinants that influence risk behaviors and health promoter behaviors.
- Know the subject and the applications of Health Education both individually and at the community level.
- Learning to develop a psychosocial diagnosis of health problems.
- Know and know how to apply the main planning and intervention models in Health Education.
- Learning to analyze and design different health education programs.

Skills

- Apply techniques to collect and produce information about the functioning of individuals, groups and organisations in context.
- Define objectives and develop the intervention plan based on the purpose of the (prevention, treatment, rehabilitation, integration, support).
- Dominate the strategies and techniques to include in the intervention with recipients.
- Plan the evaluation of programmes of intervention.
- Propose and negotiate priorities, goals and objectives of the intervention recipients.
- Select and apply the methods and techniques in the plan for intervention in accordance with the established objective in relevant contexts for the service requested.

Learning outcomes

1. Apply models and strategies for the health needs assessment.
2. Design ad-hoc assessment tools and plan their validation.
3. Design intervention programs in health problems.
4. Design programmes of education, prevention and health promotion.
5. Designing objectives for intervention tailored to different levels (prevention, promotion, intervention and rehabilitation).
6. Identify constraints and contraindications of the different approaches to health problems from a psychosocial perspective.
7. Relate the different techniques to enhance adhesion and motivation for change in different health problems.

Content

1) What is Health Education?

1.1.- Definition of Health and Health Education.

1.2.- Objectives of Health Education.

1.3.- Importance of Education for Health.

1.4.- Areas of action.

2) What are lifestyles and which variables influence health-risk behaviors?

2.1.- Modulating variables of risk behaviors or health promotion.

3) How to promote change?

3.1.- The PRECEDE-PROCEED model.

3.2.- The Intervention map.

3.3.- Strategies for the change in Health Education.

Methodology

Teaching methodology of master classes in group is based mainly on a theoretical introduction followed by practical exercises, autonomous work seminars, related readings and workshops by the students.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Master classes in group	24	0.96	
Seminars	12	0.48	2, 4, 3, 6
Type: Supervised			

Support to the realization of works and solution of doubts	24	0.96	5, 4, 3, 6
Type: Autonomous			
Realization and preparation of works	47	1.88	5, 6
Study and reading of texts	39	1.56	

Evaluation

The competences of this subject will be evaluated through three learning evidences.

A student who has given learning evidences with a weight equal to or greater than 4 points (40%) can not record in acts as "non-evaluable".

It will be considered that the students have passed the subject if the total of the 3 evidences obtains a score equal or superior to 5, and in the evidence 1 has removed at least a score of 2.5 on 5.

A student may opt for the recovery if (1) has previously been evaluated in a set of activities whose weight equals to a minimum of 2/3 parts of the total grade of the subject and (2) has not achieved the two established criteria to pass the subject (overall grade equal to or greater than 5, and that at least 2.5 of this 5 points have been obtained from evidence 1)

The evidence can be recovered 1. The note obtained in the Ev1 recovery will subscribe to the one originally obtained in the calculation of the subject's grade

The evaluation regulations can be found at the following link:

http://www.uab.cat/doc/DOC_avaluaciotitulacions1819

EV1	Individual written test	50%	written	individual	Week 9
EV2	Oral presentation work	25%	oral	collective	Weeks 12-16
EV3	Work report of practices	25%	written	collective	Week 17

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Evidence 1 individual written test	50	4	0.16	1, 6
Evidence 2 oral presentation work (collective)	25	0	0	1, 2, 5, 4, 6
Evidence 3 work report of practices (collective)	25	0	0	1, 2, 5, 4, 3, 6, 7

Bibliography

- Miller, William.R. i Rollnink, Stephen. (2015). La entrevista motivacional. Barcelona: Paidós.
- Balaguer, Isabel. (2002). Estilos de vida en la adolescencia. Valencia: promolibro.

- Martos-García, Raul. (2016). Fundamentos de la educación para la salud. Madrid: Alacala Grupo Editorial.