

**Health Education**

Code: 101804  
ECTS Credits: 6

Degree	Type	Year	Semester
2500891 Nursing	OB	2	2

**Contact**

Name: Mariela Patricia Aguayo Gonzalez  
Email: MarielaPatricia.Aguayo@uab.cat

**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**

Sabiniana San Rafael Gutiérrez  
Andrea Moreu Valls  
Daniel Gomez Garcia

**Prerequisites**

None

It is recommended to have passed all the subjects of the first year and those of the first semester of the second:

- Basic methodologies of Nursing
- Farmacology
- Nursing Careers in Adult I
- Salud Public
- Nursing Care in the Aging Process

**Objectives and Contextualisation**

**Objectives**

The purpose of nursing care is to promote health and enhance the self-care of each person and those that form the unity of coexistence and the community. With this frame of reference, this subject intends that the students be able to:

- To select the relevant theoretical health education frameworks to promote self-care for people and groups.
- To plan health education programs by selecting the relevant methodology according to each situation / problem that is presented and the effectiveness demonstrated.

- To learn the role of the nurse to determine the educational needs and facilitate the learning processes of people of all ages, at any stage of the life and health situation that they find to self-guess.

- To promote gender equality and empower all women and girls in access and opportunity to Education for Health programs.

This subject offers the necessary theoretical bases, in order to be able to determine the different educational needs of the community.

## Competences

- "Demonstrate an understanding of people without prejudice: consider physical, psychological and social aspects, as independent individuals; ensure that their opinions, values and beliefs are respected and guarantee their right to privacy, through trust and professional secrecy."
- Acquire and use the necessary instruments for developing a critical and reflective attitude.
- Analyse and synthesise complex phenomena.
- Apply the main foundations and theoretical and methodological principles of nursing.
- Demonstrate knowledge of health information systems.
- Demonstrate knowledge of the principles of health financing and social health and proper use of available resources.
- Design systems for curing aimed at people, families or groups and evaluate their impact, making any necessary changes.
- Develop critical thinking and reasoning and communicate ideas effectively, both in the mother tongue and in other languages.
- Develop independent learning strategies.
- Establish efficient communication with patients, family members, social groups and friends, and promote education for health.
- Establish evaluation mechanisms considering the different scientific, technical and quality aspects.
- Express in a fluent, coherent and appropriate manner the established rules, both orally and in writing.
- Form part of and work with groups and teams.
- Offer technical and professional health care and that this adequate for the health needs of the person being attended, in accordance with the current state of scientific knowledge at any time and levels of quality and safety established under the applicable legal and deontological rules.
- Promote and respect the right to participation, information, autonomy and informed consent in decision-making by the patient, in accordance with the way they are experiencing the health-illness process.
- Promote healthy life styles, self-treatment, giving support to the maintenance of preventative and therapeutic conducts.
- Respect diversity in ideas, people and situations.

## Learning Outcomes

1. Acquire and use the necessary instruments for developing a critical and reflective attitude.
2. Analyse and synthesise complex phenomena.
3. Analyse the determinants of health and illness considering the different social and cultural contexts.
4. Argue with scientific evidence selecting those most suitable nursing care for adequate professional attention to the health needs of people.
5. Compare the characteristics of the main health information systems.
6. Describe the most adequate evaluation systems for the programmes designed.
7. Describe the processes for promoting participation and autonomy of the patient in taking decisions during their process of health and illness.
8. Design education strategies for the health of people, families and groups.
9. Design health education plans according to the need of people, families or groups and the sociocultural context, considering the available resources and the current scientific evidence.
10. Develop independent learning strategies.

11. Evaluate the state of health of the individual, family and community, and identify problems and internal and external factors affecting health.
12. Express in a fluent, coherent and appropriate manner the established rules, both orally and in writing.
13. Form part of and work with groups and teams.
14. Identify the different models of human behaviour.
15. Identify the ethical values, principles and dilemmas involved in different situations.
16. Identify the principles of health and social health funding in the Spanish and Catalan health systems.
17. Indicate healthy lifestyles and preventive and therapeutic.
18. Number and explain the characteristics that demonstrate the existence of efficient and effective communication which promotes education for health.
19. Plan and carry out the necessary nursing care for each individual case.
20. Plan specific aspects for promoting and maintaining good health and preventing illness.
21. Respect diversity in ideas, people and situations.
22. Review and periodically re-evaluate health situations and the nursing actions carried out.
23. Select the ICT available in the area of health to obtain, produce, manage, analyse, plan and generate reports.
24. Use the therapeutic relationship, based on trust, communication and interpersonal relations to solve the health problems of the person and the family.

## **Content**

### Contents

The contents will be developed in 8 themed blocks.

#### I Health promotion

- Jakarta Charter
- Ottawa Letter

#### II Adherence to treatment:

- Factors that influence the Learning of a biological, psychological, social and cultural nature.
- The role of knowledge, emotions, attitudes, skills, the social and institutional context in the learning processes to self-guess.

#### III Educational project

- Assessment of educational needs. Prioritization of problems.
- Definition and consensus of fates and objectives according to context and culture.
- The organization of the Contents.
- Methods of education. Direct education methods: the talk, the interview and the group. Methods of indirect education: visual, sound, mixed media, media campaigns and plastic arts. Resources. Time Action
- Evaluation of the analysis of needs, of the Program Process, Results, Satisfaction and participation.

#### IV Models of health

#### V Coaching in health

#### VI Learning and service

#### VII Tailoring

#### VIII Decision making in health

## **Methodology**

A student-centered methodology that is active in the learning process is applied. The Teaching staff will propose different teaching activities, considering the combination of several methodologies: theoretical, seminars, tutorials and individual activities.

#### Activities

Autonomous. Search information in different documentary backgrounds, select it to study it to apply it to the health education program. This synthesized information is shared in the group in order to agree on the most pertinent information for the program.

Theory lecture. On the theoretical and methodological contents of the subject and the work of the student related to the theoretical content.

Specialized Seminars The role of the student is active Because he is responsible for his learning. The activities are carried out in groups of 4-5 students and at the end of the session, they are presented to the other groups. The role of the teacher is a facilitator and guide of this Learning Process.

The seminars are organized by blocks, depending on whether the student decides to do a traditional Educational Project or a Service Learning project. In each seminar, a part of the project is elaborated and discussed.

The seminars are obligatory. Any absence must be PROPERLY JUSTIFIED

Tutorials The tutorials are to clarify doubts about the theoretical contents.

### Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
SPECIALIZED SEMINARS	19	0.76	1, 3, 2, 4, 13, 5, 7, 6, 10, 8, 9, 18, 12, 17, 20, 19, 21, 24
THEORY LECTURE	34	1.36	7, 6, 8, 18, 16, 15, 17, 20, 19, 21, 23, 24, 11
Type: Autonomous			
READING OF PAPERS / INTEREST REPORTS / WORK PREPARATION / PERSONAL STUDY	89	3.56	1, 2, 4, 6, 10, 8, 20, 23

### Assessment

The evaluation system is formative throughout the learning period. This evaluation is continued to assess the level of achievement of the learning outcomes and adapt the program according to the learning needs of the students.

The assessment criteria are explained to the student on the first day of class. The document for evaluating written and oral defense work is published on the virtual campus.

There are two types of assessment tests:

1. Oral written and defense work Represents 40% of the final grade. It consists of the oral and written presentation of the results of the group work: health education program. At the time of the oral evaluation, the same work will be presented in writing and the presentation in ppt.

This evaluation consists of 2 parts:

- The first is the written work and oral defense the first part. At the time of the presentation, the work will be delivered via e-mail.
- The second is the written work and the final oral defense. At the time of the oral presentation the work will be delivered via e-mail.
- It is imperative to obtain a mark equal to or greater than 5 in each of these assessments (1st part and 2nd part) to be able to calculate the average mark of the written work and oral defense. That is to say, a student does not approve the written work and the oral defense if in any of these parts it has a note inferior to 5.

2. Final evaluation Represents 50% of the final mark. There will be a test of evaluation of the theoretical part with questions of type test with 4 options of answer, and brief questions of development. Minimum required mark to make the Weighted average = 5.

3. Assistance and assessment Seminars. It represents 10 % and will be considered attendance, participation, and coordination with the working group.

#### Final Assessment

To pass the subject, oral written and defense work must be presented and submitted to the intermediate and final assessment.

The final assessment is the weighted result of the written work and oral defense mark (40%) and final (60%). To pass the subject it is mandatory to present to all the assessment parties.

The weighting will be carried out whenever the mark obtained from the assessments: each of the 2 parts of written and oral defense work is at least 5 and both final and intermediate evaluations are at least 5. By final assesment The current Regulations for the evaluation of UAB studies are applied.

The date of the review of the test will be specified in the Virtual Campus.

It is considered Non-Appraising in one of these situations:

- The student missed more than 30% of the planned seminars. The lack of the seminar must be PROPERLY JUSTIFIED. If it is more than 30%, or is not justified will be discounted 0,5 points of the final qualification.
- The student has not submitted a part of the written and oral defense work.
- The student has not been submitted to the intermediate and final evaluations

#### Special Situations

Only students who have not passed the subject by means of the continuous assessment can submit to a recovery test.

### Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
written assessment:objective tests	50%	1.5	0.06	3, 4, 7, 6, 8, 9, 18, 14, 16, 17, 20, 24, 11
Attendance and assessment -Seminars	10%	0.5	0.02	13, 18, 12, 15, 23
Written works	40%	6	0.24	1, 3, 2, 4, 13, 5, 7, 6, 10, 8, 9, 18, 12, 15, 17, 20, 19, 21, 22, 23, 24, 11

## **Bibliography**

- Díaz, F. Estrategias Docentes para un aprendizaje significativo. Mc Graw Hill. 2004
- García, M., Alfonso, M., Cancillo, J., Castejón J. Planificación educativa en Ciencias de la Salud. Barcelona. Masson. 1995.
- Perea P. Promoción y educación para la salud. Tendencias innovadoras. España. Ediciones Díaz de Santos. 2009.
- Serrano, M. La Educación para la salud del siglo XX. Madrid, España. Ediciones Díaz de Santos. 2002.