

Health Education

Code: 101664
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OT	3	2
2500260 Social Education	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Ingrid Agud Morell
Email: Ingrid.Agud@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

Francesc Cuxart Fina

Prerequisites

This subject has no specific prerequisites, although could be interesting have knowledge about the following subjects:

- Biopsychological aspect of the person.
- Disseny, monitoring and evaluation of plans and programs.
- Socio-pedagogical bases of social education.
- Fundamentals of Socio-Community Education.
- Developmental and educational psychology.

Objectives and Contextualisation

The aims of the course are:

- Understand and analyze the main characteristics of health that are likely to be approached from the field of social education.
- To know the explanatory models of learning and health education.
- To know the main psychological disorders and health system organisation in order to refer to services of reference.

Competences

Social Education

- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- Develop strategies for autonomous learning.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.

Learning Outcomes

1. Apply systemic thinking to analysis of environmental problems and issues.
2. Being able to establish links between environmental knowledge and actions and sustainable consumption.
3. Deliver proposed activities on time and in the right way.
4. Design health education programs.
5. Know the main lines of intervention in health education.
6. Organising the work in a structured way in terms of the demands.
7. Recognising the different sustainability models in educational proposals.
8. Understand the factors that affect drug addiction and prevention and harm reduction programs.
9. Understand the main features of mental illness.
10. Understand the theoretical and methodological foundations of health education.

Content

- Health and quality of life from the perspective of social education.
- Models and programs for health promotion planning, educational strategies and techniques applied to health education.
- Major health problems affecting the population: drug addiction, sexuality, dietary habits and violence.
- Mental health.

Methodology

The methodology will be participatory. The student is the main protagonist of the process of teaching-learning. The lectures will be complemented with case studies, discussions and exercises in the classroom.

The subject is divided into two connected blocks. A first block dedicated to specific topics of social education in health, contextualization and prioritized social problems. The second block focuses on issues related to mental health.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes by professors of basic and complementary issues, presentation and discussion of the work produced by the students, shared knowledge creation.	35	1.4	1, 8, 10, 9, 5, 4, 3, 6, 7, 2
Practical case studies, deepening specific issues, classroom debates and discussions.	10	0.4	1, 8, 10, 9, 5, 4, 3,

Type: Supervised			
Individual and group tutoring.	30	1.2	10, 5
Type: Autonomous			
Text reading, search and analysis of information, class works, practical case studies, assessment activities.	75	3	1, 8, 10, 9, 5, 4, 3, 6, 7, 2

Assessment

The course will have a continuous evaluation from evaluated activities of individual and group type. Each block of the course has specific evaluations that, as a whole, add up to 100% of the final grade of the subject. The definitive evaluation calendar will be informed at the beginning of the subject.

The time dedicated to the evaluation activities and the autonomous work time are summative, given that many of the training activities that will be proposed to students as autonomous work, will be part of the evaluation of the student.

The return of the marks of the works and of the written test (examination) will be maximum 15 days after the delivery.

Class attendance is mandatory: students must attend a minimum of 80% of the classes. Otherwise, it will be considered non-evaluable.

In case of not passing the subject in the official call, a recovery exam will be taken at the end of the course. The plagiarism or copy of any of the evaluative activities is reason for the suspension of the subject.

There will be 3 evaluations during the subject:

- Group work (block 1): 35% of the total of the final grade.
- Individual written work (block 1): 15% of the total of the final grade.
- Exam (block 2): 50% of the total of the final grade.

The content and format of each evaluation will be informed during the beginning of each block of the subject.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam	50	0	0	1, 8, 10, 9, 5, 7
Group work	35	0	0	1, 8, 10, 5, 4, 3, 6, 7, 2
Individual written work	15	0	0	1, 8, 10, 9, 5, 4, 3, 6, 7, 2

Bibliography

Bibliography

- Álvarez Alva, R. (2005). *Educación para la salud*. México: Manual Moderno.
- Belloch, A. (2009). *Manual de psicopatología*. Madrid: McGraw-Hill.
- Caballo, V.E.; Salazar, I.C. i Carrobbles, J.A. (dir) (2011). *Manual de psicopatología y trastornos psicológicos*. Madrid : Pirámide.
- Cabellero, E; Moreno, M; Sosa, M; Vega, M y Columbié, L. Los determinantes sociales de la salud y sus diferentes modelos explicativos. <http://bvs.sld.cu/revistas/infd/n1512/inf06212.htm>
- Cofiño, R. (2016). Promoción de la salud basada en activos: ¿cómo trabajar con esta perspectiva en intervenciones locales? DOI: 10.1016/j.gaceta.2016.06.004
- Costa, M. i López, E. (2005). *Educación para la Salud: una estrategia para cambiar los estilos de vida*. Madrid: Pirámide, S.A.
- Del Pozo, F. (2013). Educación social para la salud: proyección, acción y profesionalización. *Rev. Méd. Risaralda*; 19 (1):75-80.
- Higashida, B. Y. (2008). *Educación para la salud*. Madrid: Nueva Editorial Interamericana.
- Lameiras, M. i Carrera, M.V. (2009). *Educación sexual: de la teoría a la práctica*. Madrid: Pirámide.
- Lena, A.; Blanco, A.G. y Rubio, M.D. (2007). *Ni ogros ni princesas. Guía para la formación afectivo-sexual en la ESO*. Asturias: Consejería de Salud y Servicios Sanitarios.
- Marques, F. (2004). *Métodos y medios en promoción y educación para la salud*. Barcelona: Editorial UOC SL..
- Martos, R. (2005). *Fundamentos de la educación para la salud y la atención primaria*. Alcalá la Real: Formación Alcalá, DL 2005.
- Molina, M.C. (2003). *Experiencias educativas para la promoción de la salud y la prevención*. Barcelona : Alertes.
- Morrison, V. (2008). *Psicología de la salud*. Pearson Prentice Hall
- Orueta, R; Santos, C; González, E; Fagundo, E; Alejandro, G; Carmona, J; Rodríguez, J; Campo, J; Díez, M; Vallés, N. y Butrón, T. (2011). Medicalización de la vida (I). *Revista Clínica de Medicina de Familia*, 4(2), 150-161.
- Perea, R. (2001). La educación para la salud, reto de nuestro tiempo. *Educación XX1*: UNED. DOI: <https://doi.org/10.5944/educxx1.4.0.361>
- Perea, R. (2009). Promoción y educación para la salud, Tendencias innovadoras. Madrid, España: Ediciones Díaz de Santos.
- Rivera de los Santos, F; Ramos, P; Moreno, C. y Hernán, M. (2011). Análisis del modelo salutogénico en España: aplicación en salud pública e implicaciones para el modelo de activos en salud. *Revista Española de Salud Pública*, 85(2), 129-139.
- Sharma, M. y Romas, J. (2011). *Theoretical Foundations of Health Education and Health Promotion*. USA: J & B Learning.

Enllaços

- OMS <http://www.who.int/es/>
- Departament de salut: <http://www.gencat.cat/salut/>
- Xarxa europea d'Escoles promotores de la salut <http://www.schoolsforhealth.eu/>
- Instituto para el estudio de las adicciones <http://www.lasdrogas.info/index.php>

- Plan Nacional sobre Drogas <http://www.pnsd.msc.es/Categoria3/prevenci/areaAsistencia/tipologia.htm>
- Federación de Planificación Familiar Estatal <http://www.fpfe.org/>