

Health Education

Code: 102595
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OT	4	2

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

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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 specifically established for this subject, but a solid reading knowledge of English is highly recommended.

Objectives and Contextualisation

The training objectives of this subject are the following:

- To conceptually define what Health Education is within the Health Psychology.
- To understand the concepts of health and disease from a biopsychosocial perspective.
- To analyse the psychological determinants that influence risk behaviors.
- To know the applications of Health Education both at the individual and community level.
- To learn how to develop a psychosocial diagnosis of health problems.
- To know the main planning and intervention models in Health Education and how to apply them.
- To learn how to analyse and design distinct health education programmes.

Competences

- 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 Health Education.

1.4.- Areas of action.

2) Which variables influence health-risk behaviors?

2.1.- Variables modulating risk behaviors or promoting health.

3) How can change be promote?

3.1.- The PRECEDE-PROCEED model.

3.2.- The Intervention map.

3.3.- Strategies for 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.

N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty.

Activities

Title	Hours	ECTS	Learning Outcomes
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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	49	1.96	5, 6
Study and reading of texts	39	1.56	

Assessment

Competences for this subject will be assessed through three learning evidences.

Students who have submitted learning evidences with a weighting equal to or greater than 4 (40%) cannot be indicated as "non-evaluable".

Students will be deemed to have passed the subject if, in the group of the 3 evidences submitted, they obtain a grade equal to or greater than 5, and if in evidence 1 they have obtained a grade of at least 2.5 on 5.

Students may opt for re-assessment if (1) they have previously been assessed for a set of activities the weighting of which is equivalent to a minimum of 2/3 of the total subject grade, and (2) they have not fulfilled the two established criteria established to pass the subject (overall grade equal to or greater than 5, and that at least 2.5 of 5 have been obtained from evidence 1). In case of not meeting these requirements the maximum grade to consign in the academic transcript will be 4.9 points.

Evidence 1 can be re-assessed. When calculating the final overall grade for the subject, grade obtained in re-assessing Ev1 will replace that originally obtained for this evidence.

No unique final synthesis test for students who enrol for the second time or more is anticipated.

Link to the assessment guidelines:

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

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

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Evidence 1 individual written test	50	2	0.08	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
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Bibliography

Complementary bibliography

- Miller, William.R. i Rollnink, Stephen. (2015). La entrevista motivacional. Barcelona: Paidos.
- 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.