

**Public Health**

Code: 106119  
ECTS Credits: 6

Degree	Type	Year	Semester
2500891 Nursing	OB	2	1

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

### Prerequisites

There are no official prerequisites.

### Objectives and Contextualisation

#### GENERAL OBJECTIVE

Acquire competences to intervene in the areas of Health promotion, prevention, protection and recovery from the nurse practice's approach.

#### SPECIFIC OBJECTIVES

- Describe the health-illness process.
- Explain the natural history of the disease (prepatogenic, pathogenic and resolution period).
- Analyze the determinants of human health: biological, psychological, social and cultural, throughout the whole life.
- Analyze health inequalities according to the main axes of inequality.
- Interpret and use the main epidemiological measures to assess the state of health of the population or assess the impact of interventions.
- Identify the most relevant risk factors and behaviors that condition people's health.
- Describe the main measures of protection, prevention and promotion of health.
- Recognize the characteristics of different health systems.
- Describe the characteristics and organization of the Spanish and the Catalan Health System (levels of care).

### Competences

- Base nursing interventions on scientific evidence and the available media.
- Demonstrate knowledge of health information systems.
- Demonstrate knowledge of the principles of health financing and social health and proper use of available resources.

- Demonstrate that the interactive behaviour of the person is understood according to their gender, social group or community, within a social and multicultural context.
- Generate innovative and competitive proposals for research and professional activities.
- Promote healthy life styles, self-treatment, giving support to the maintenance of preventative and therapeutic conducts.
- Protect the health and welfare of people or groups attended guaranteeing their safety.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.

## Learning Outcomes

1. Analyse differences by sex and gender inequality in ethiology, anatomy, physiology. Pathologies, differential diagnosis, therapeutic options, pharmacological response, prognosis and nursing care.
2. Analyse the statistical data that refer to populational studies identifying the possible causes of health problems.
3. Describe the different models of health systems.
4. Describe the indicators that allow an understanding and control of the state of health of a population and the indicators that evaluate the effectiveness of the healthcare systems.
5. Describe the main characteristics of the principal information systems.
6. Identify risk factors in the health-illness process on a physical, emotional, social and environmental level.
7. Identify strategies to prevent gender violence.
8. Identify the influence of physical, chemical and biological agents on the health of people to ensure their safety.
9. Identify the intersection between gender inequality and other types of inequality (age, class, race, ethnic group, sexuality and identity/expression, functional diversity, etc.)
10. Recognise risk-free ways of disposing of different health substances and products.
11. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
12. Use theoretical knowledge acquired to establish a relationship of trust.

## Content

Public Health is the discipline that safeguards the health and well-being of the entire population through individual or collective interventions regarding health prevention, promotion and protection.

The general contents of the subject are:

- Concept of health
- Natural history of disease, prevention and care levels.
- Determinants of health and inequalities in health
- Epidemiology: concept, frequency, association and impact measures.
- Static and dynamic demography
- Health information systems
- Health prevention, promotion and protection.
- Epidemiology of communicable diseases. Prevention and control measures.
- Epidemiology of noncommunicable diseases. Prevention and control measures.
- Occupational health
- Health systems. The Health System of Spain and Catalonia

## Methodology

The teaching methodology will be mixed.

Lectures

Planned sessions with the whole group. Different teaching strategies will be used:

- Lectures given by the teacher with practical exercises and reflection.
- Presentations by students after the study and preparation of related content.

#### Specializes seminars

The methodology will be carried out in small groups (approximately 20 students) in face-to-face sessions tutored by a teacher. The work will be based on a situation / problem that will allow students to acquire skills to analyze problems, prioritize and look for information, make decisions and evaluate their activity.

Each situation is worked on in three parts:

- In the first part (1 hour): The situation / problem is presented for its analysis and the students retrieve their previous knowledge. Students revise and identify what they need to learn, creating a list of questions related to the problem. The next, an order of priority is established taking into account the learning outcomes of the program and a group work plan is prepared. Finally, possible sources of information are identified.
- In the second part (3 hours): Each student individually prepares the situation (searches for and analyzes information, develops the contents of the work plan, answering the asked questions). The sources of information used are exposed and discussed and the evidence provided is compared. All the members of the group must have the opportunity to explain what they have learned, for which different strategies will be proposed. When putting in common students evaluate and correct their prior knowledge.
- In the third part (2 hours): A summary with the main concepts is prepared in small groups (6-7 students). It is delivered and presented in the form of a presentation (power point) or a mind map.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

### Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
SPECIALIZED SEMINARS (SESP)	28	1.12	2, 1, 3, 4, 5, 8, 6, 7, 9, 11, 10
THEORY (TE)	21	0.84	2, 1, 3, 4, 5, 8, 6, 7, 9, 11, 10, 12
Type: Autonomous			
PERSONAL STUDY	91	3.64	2, 1, 3, 4, 5, 8, 6, 7, 9, 11, 10, 12

### Assessment

The subject's evaluation takes into account the following sections:

- 50% of the final grade will be obtained from the written evaluation through objective tests to assess the acquisition of knowledge of the subject. The tests can be of different types (test with 4 answer options, true or false ..)
- 30% of the final grade will be from the evaluation of specialized seminars. This note is obtained from the participation and the quality of the evidence provided for each situation / problem. An evaluation rubric will be used.
- 20% of the final grade will be obtained in the oral defense of the group work. An evaluation rubric will be used.

Obtaining the final grade:

The overall grade for the course is obtained from the sum of the weighted scores of the different evaluation items.

To pass the subject, the mark of the written evaluation through objective tests to assess the acquisition of knowledge of the subject must be equal to or greater than 5 points, on a scale of 1 to 10.

It will be considered as NON-EVALUABLE when the proposed evaluation tests of any kind are not carried out.

According to agreement 4.4 of the Consell de Govern 11/17/2010 of the evaluation regulations, the grades will be:

- 0 to 4.9 = Suspense
- 5.0 to 6.9 = Pass
- From 7.0 to 8.9 = Notable
- From 9.0 to 10 = Excellent

The student has the right to review the evaluation tests, for this the date will be specified on the virtual campus.

The assessment of special and particular situations will be made by an evaluation commission set up for this purpose.

#### Retake exam

The student who does not pass the subject with the continuous evaluation may take a retake test scheduled for this purpose in the exams calendar. The condition to be able to do the retake exam is to have participated in evaluative activities, the weight of which are equal to one third of the final grade of the course (according to article 112 of the UAB evaluation regulations).

### Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Evaluation of the presentation of group work	20%	2.5	0.1	2, 1, 3, 4, 5, 8, 6, 7, 9, 11, 10, 12
Evaluation of the seminars through case studies and problem solving	30%	5	0.2	2, 1, 3, 4, 5, 8, 6, 7, 9, 11, 10, 12
Written evaluation through objective tests	50%	2.5	0.1	2, 1, 3, 4, 5, 8, 6, 7, 9, 11, 10, 12

### Bibliography

#### Specific bibliography:

- Argimon, JM., Jiménez Villa, J. *Métodos de investigación clínica y epidemiología*. 5a ed. Barcelona: Elsevier;2019. (Paper and digital)
- Last, JM. A Dictionary of epidemiology / edited for the International Epidemiological Association by Miquel Porta. Oxford: Oxford University Press, 2014. (Paper and digital)
- Generalitat de Catalunya. Departament de Salut. Pla de Salut de Catalunya 2016-2020. Barcelona, 2016. Available in: [https://salutweb.gencat.cat/web/.content/\\_departament/pla-de-salut/Pla-de-salut-2016-2020/documents/PI](https://salutweb.gencat.cat/web/.content/_departament/pla-de-salut/Pla-de-salut-2016-2020/documents/PI)
- Hernández-Aguado, I. *et al. Manual de epidemiología y salud pública: para grados en ciencias de la salud*. 2ª ed., Madrid: Médica Panamericana; 2018. (Digital)
- Martín Zurro, A. *et al. Atención Primaria. Conceptos organización y práctica clínica*. 7ª ed. Barcelona: Doyma; 2014.

- Martínez González, MA. *Conceptos de Salud Pública y estrategias preventivas*. 2ª ed., Barcelona: Elsevier; 2018. (Paper and digital)
- Ministerio de Sanidad, Consumo y Bienestar Social. Crisis económica y salud en España. 2019. Available in: [https://www.mscbs.gob.es/estadEstudios/estadisticas/docs/CRISIS\\_ECONOMICA\\_Y\\_SALUD.pdf](https://www.mscbs.gob.es/estadEstudios/estadisticas/docs/CRISIS_ECONOMICA_Y_SALUD.pdf)
- OMS. Conferencia Internacional sobre Promoción de la Salud. Carta de Ottawa para la promoción de la salud. *Revista de Sanidad e Higiene Pública*. 1987; 61:129-133.
- Perea Quesada, R. *Promoción y educación para la Salud*. Madrid: Díaz de Santos; 2009.
- Piedrola Gil. *Medicina preventiva y salud pública*. 12ª ed. Barcelona: Elsevier Masson; 2016. (Paper and digital)

#### Internet resources:

- Manual de vacunacions. Agència de Salut Pública de Catalunya. [https://salutpublica.gencat.cat/web/.content/minisite/aspcat/promocio\\_salut/vacunacions/00manual\\_de\\_va](https://salutpublica.gencat.cat/web/.content/minisite/aspcat/promocio_salut/vacunacions/00manual_de_va)
- Vacunación en grupos de riesgo de todas las edades y en determinadas situaciones. Ministerio de Sanidad Consumo y Bienestar Social <https://www.mscbs.gob.es/profesionales/saludPublica/prevPromocion/vacunaciones/programasDeVacuna>
- Departament de Salut, Generalitat de Catalunya: <http://www.gencat.cat/salut/>
- Ministerio de Sanidad, Consumo y Bienestar Social: <https://www.mscbs.gob.es>
- Centers for Disease Control and Prevention, CDC: <http://www.cdc.gov/>
- Morbidity and Mortality Weekly Report, MMWR: <http://www.cdc.gov/mmwr/>
- Emerging Infectious Diseases, EID: <http://www.cdc.gov/ncidod/eid/>
- Organització Mundial de la Salut, OMS: <http://www.who.int/>

#### **Software**

No specific software are required.