

## SUBJECT TEACHING GUIDE

G1025 - Education and Health Promotion

Degree in Nursing

Academic year 2019-2020

1. IDENTIFYING DATA					
Degree	Degree in Nursing			Type and Year	Compulsory. Year 2
Faculty	Faculty of Nursing				
Discipline	Subject Area: Community Nursing Module: Nursing Science				
Course unit title and code	G1025 - Education and Health Promotion				
Number of ECTS credits allocated	6	Term	Semester based (2)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. ENFERMERIA
Name of lecturer	ALFONSO TORRE VALLE
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Office	
Other lecturers	MONICA CUELI ARCE

### 3.1 LEARNING OUTCOMES

- Providing comprehensive care to individuals, families and groups in simulated situations, improving their participation and taking into account their behaviour determinants.
- Justifying the current utility of Health Education based on the evolution of the health-disease concept.
- Describing theoretical bases of education and health promotion.
- Identifying promoting health actions in our environment, in any situation and life stage.
- Explaining health promotion strategies.
- Identifying nursing competencies in Health Promotion and Education of individuals, families and groups.
- Using Health Education methodology to develop a program targeting to specific person, family or group.
- Evaluating the effectiveness of one executed Health Education program.
- Justify the need for the participation of individuals, families and groups in improving the health of the community.
- Developing strategies to promote the participation of individuals, families and groups in their health-disease process.
- Analyzing the evolution and current situation of health-related lifestyles.
- Identifying main lifestyles that may constitute health risk.
- Establishing intervention measures to promote healthy lifestyles.
- Demonstrating appropriate attitudes and skills for teamwork.
- Demonstrating skills that improve effective communication, interrelation and participation of person, family, and community in care process.
- Demonstrating skills in using of databases and sources of information.
- Using communication and information techniques as a tool for learning and communication.

### 4. OBJECTIVES

At the end of the course students are being able to design and implement a program in Health Education to promote healthy lifestyles in individuals, families and community.

## 6. COURSE ORGANIZATION

### CONTENTS

1	<p>PART 1: General concepts of Education and Health Promotion.</p> <p>Topic 1. Health Promotion.</p> <p>Topic 2. Health Education.</p> <p>Topic 3. Methodology of EHEA</p> <p>Classroom Practice 1: Health Determinants.</p>
2	<p>PART 2. Determinants of health behaviours.</p> <p>Topic 4. Explanatory models of behavior (I).</p> <p>Topic 5. Explanatory models of behavior (II).</p> <p>Classroom Practice 2: Interview Analysis: Viewing and video analysis.</p> <p>Classroom Practice 3: Clinical Cases: Determining Models of conduct.</p>
3	<p>PART 3: Designing a Health Education Program</p> <p>Topic 6: Valuation.</p> <p>Topic 7: Planning.</p> <p>Topic 8: General Intervention.</p> <p>Topic 9: Evaluation.</p> <p>Classroom Practice 4: Planning Workshop.</p> <p>Classroom Practice 5: Workshop evaluation of a questionnaire.</p> <p>Classroom Practice 6: Group intervention workshop: Introductory techniques.</p> <p>Classroom Practice 7: Group Intervention Workshop: Role Playing</p> <p>Classroom Practice 8: Analysis of several health education interventions.</p>
4	<p>PART 4: Main risk behaviours: Description and specific action in Health Education.</p> <p>Theme 10: Tobacco, alcohol and other addictions.</p> <p>Theme 11: Feeding and exercise.</p> <p>Classroom Practice 9: Workshop on analysis and design of brochures. (PBL).</p> <p>Classroom Practice 10: Exposure of non-attendance works</p>

## 7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
The evaluation of the theoretical knowledge acquired during the course will be done at the end of the semester by means of a 30-question test, with 3 possible answers, and a correct one. In order to pass the subject the student must obtain a grade of five	Written exam	No	Yes	60,00
The group works derived from classroom practices are intended to foster social skills, collaborative work and to deepen some of the theoretical contents taught in the course of the course. Since the conditions of classroom practices are not repeatable, th	Others	No	No	20,00
The work will be evaluated based on the previously established quality criteria, and in addition, the evaluation of other members of the group will be taken into account to establish the final score.	Work	No	No	20,00
<b>TOTAL</b>				<b>100,00</b>
<b>Observations</b>				
<p>The non-presentation of the student to the final exam, obtaining a grade lower than five points in the same or not performing any other training programmed in the subject, does not exempt him from being qualified according to the score obtained In the rest of the activities that you have completed and passed, that is, continuous evaluation.</p> <p>The term 'not presented' in the final grade of the subject will only be used when the student has not performed any of the evaluable activities of the same and, therefore, has not been qualified in any occasion.</p>				
<b>Observations for part-time students</b>				
<p>Observations for part-time students</p> <p>Students who are on a part-time basis may avail themselves of the following evaluation system:</p> <ul style="list-style-type: none"> <li>- Take the final exam with a percentage weight of 80%.</li> <li>- Perform an individual work with a weight of 20%.</li> </ul> <p>In order to benefit from this modality, an application must be made at the beginning of the course to the responsible teacher, in which part-time enrollment is justified.</p>				

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS

### BASIC

Glanz K, Rimer BK, Viswanath K. Health behavior and health education: Theory, research and practice. Fourth ed. San Francisco: John Wiley & Sons. Jossey Bass; 2008.

Green LW, Kreuter MW. Health promotion planning: an educational and environmental approach. 2nd ed. Mountain View: Mayfield Publishing Company; 1991.

Sarriá Santamera A, Villar Álvarez F. Promoción de la salud en la comunidad. ES: UNED; 2014.

Rimer BK, Glanz K. (2005). Theory at a glance: a guide for health promotion practice. 2nd ed. [ebook] Bethesda, MD: U.S. Dept. of Health and Human Services, National Institutes of Health, National Cancer Institute. Disponible en: <http://www.cancer.gov/PDF/481f5d53-63df-41bc-bfaf-5aa48ee1da4d/TAAG3.pdf> [Accessed 28 May 2018].

Asamblea Mundial de la Salud 6. Reducir las inequidades sanitarias actuando sobre los determinantes sociales de la salud [Internet]. Organización Mundial de la Salud. 2009 [cited 28 May 2018]. Disponible en: <http://www.who.int/iris/handle/10665/4263>

The Ottawa Charter for Health Promotion [Internet]. Organización Mundial de la Salud. 1986 [cited 28 May 2018]. Disponible en: <http://www.who.int/healthpromotion/conferences/previous/ottawa/en/>