

SUBJECT TEACHING GUIDE

G1025 - Education and Health Promotion

Degree in Nursing

Academic year 2023-2024

| 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 |

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| Department | DPTO. ENFERMERIA | | | | |
| Name of lecturer | MARIA LUZ FERNANDEZ FERNANDEZ | | | | |
| E-mail | marialuz.fernandez@unican.es | | | | |
| Office | Facultad de Enfermería. Planta: + 1. DESPACHO (109) | | | | |
| Other lecturers | MONICA CUELI ARCE ERIKA ESCALLADA DE LA FUENTE | | | | |

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 | |
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| CONTENTS | |
| 1 | PART 1: General concepts of Education and Health Promotion. Topic 1. Health Promotion. Topic 2. Health Education. Topic 3. Methodology of EHEA Classroom Practice 1 (PA): Health Determinants. |
| 2 | PART 2. Determinants of health behaviours. Topic 4. Explanatory models of behavior (I). Topic 5. Explanatory models of behavior (II). Classroom Practice 2 (PA): Clinical Cases: Determining Models of conduct. |
| 3 | PART 3: Designing a Health Education Program Topic 6: Valuation. Topic 7: Planning. Topic 8: General Intervention. Topic 9: Evaluation. Classroom Practice 3 (PLO): Databases on health indicators. Classroom Practice 4 (PLE): Implementation of interviews. Classroom Practice 5 (PLO): Design of an assessment questionnaire. Classroom Practice 6 (PLO): Goal planning workshop Classroom Practice 7 (PLE): EpS intervention analysis using grid technique. Classroom Practice 8 (PLE): Role play on presentation techniques in EpS groups Classroom Practice 9 (PLE): Role play on work techniques in EpS groups |
| 4 | PART 4: Main risk behaviours: Description and specific action in Health Education. Theme 10: Tobacco, alcohol and other addictions. Theme 11: Feeding and exercise. Classroom Practice 10 (PLE): Video discussion: addictions and process of change Classroom Practice 11 (PLE): Discussion table on critical reading of interventions in EpS. |

| 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 . In order to pass the subject the student must obtain a grade of 5. | Written exam | Yes | 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. | Activity evaluation with Virtual Media | No | No | 15,00 |
| The work will be evaluated based on the previously established quality criteria and the evaluation of other members of the group. The teamwork are not repeatable; the student will not be able to recover the work proposed. | Work | No | No | 25,00 |
| TOTAL | | | | 100,00 |
| Observations | | | | |
| When the student has taken tests representing 50% or more, the corresponding grade will appear on the academic dossier (art. 39 of the UC's Regulations on Assessment Processes). In the event that the health and academic authorities so advise, the assessment may be carried out in distance mode. | | | | |
| Observations for part-time students | | | | |
| Observations for part-time students | | | | |
| Students who are on a part-time basis may avail themselves of the following evaluation system: | | | | |
| <ul style="list-style-type: none"> - Take the final exam with a percentage weight of 80%. - Perform an individual work with a weight of 20%. | | | | |
| 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. | | | | |

| 8. BIBLIOGRAPHY AND TEACHING MATERIALS |
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| BASIC |
| Palmar Santos AM. Métodos educativos en salud. Madrid: Elsevier España;2014 |
| 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/ |

