Academic guide of subject

“INTERNATIONAL ACADEMIC ACTIVITIES: HEALTH EDUCATION”
Feb-April 2018
1. BASIC DATA. IDENTIFICATION

<table>
<thead>
<tr>
<th>Name of subject</th>
<th>International Academic Activities: Health education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>Basic ☑️ Obligatory ☐ Optional ☐ Internship ☐ Final Project work ☐</td>
</tr>
<tr>
<td>Matter</td>
<td>International Academic Activities: Health education</td>
</tr>
<tr>
<td>Course</td>
<td>N/A</td>
</tr>
<tr>
<td>Semester</td>
<td>2º</td>
</tr>
<tr>
<td>Credits</td>
<td>6</td>
</tr>
</tbody>
</table>

Professors of Health:
- Prof. Cristina Labrador Toribio
- Prof. Paula Kindelan Calvo
- Prof. Daniel Muñoz García
- Prof. José Vicente León Hernández

Office          | Phone         | E-mail                                           |
Building C      | +34 91 740 19 80 | cristina.labrador@lasallecampus.es paula.kindelan@lasallecampus.es daniel.munoz@lasallecampus.es jv.leon@lasallecampus.es |

Tutoring schedule:
To be defined with every teacher

Professors of Education:
- Prof. Lars Francisco Bonell
- Prof. María José Quintana García

Office          | Phone         | E-mail                      |
Building A and B| 0034 91 740 19 80 | larsbonell@lasallecampus.es mariajo@lasallecampus.es |

Tutoring schedule:
To be defined with every teacher

Lessons schedule:
Every Wednesday from 1st of Feb to 19th of April 2017
Schedule: from 12:10 h to 14:30 h

Assessment dates:
Continuous assessment during the whole course.
Final assessment 18th April 2018

2. CONTEXTUALIZATION OF THE SUBJECT

Previous knowledge needed to follow the subject:
Level B1 of English language

3. OBJECTIVES OF SUBJECT

- Report positive and negative behaviors to health.
• Raise awareness on health promotion and disease prevention.
• Promote healthy lifestyles and help change negative health behaviors, contextualized in a globalized world marked by ICT.
• Enable people with whom they work, develop skills that enable them to make conscious and autonomous about their own health.

4. SKILLS TO DEVELOP IN THE SUBJECT

4.1 SPECIFIC SKILLS RELATED TO THE SUBJECT-MATTER

   E1. Recognize biopsychosocial factors determinants of health and disease.
   E2. Relate the concepts of wellness, health and disease.
   E3. Promote health and prevent disability / illness, at each stage of the life cycle

4.2 CROSS SKILLS

T2. That the students can apply their knowledge to their work or vocation in a professional manner and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.

4.3 NUCLEAR SKILLS

NCL1. Positive attitude to multiculturalism and diversity. Understand and tolerate different cultural contexts, using their values and potential, always respecting the customs and ways of thinking of people from other countries, cultures and races, and to promote equality and universal accessibility principles and respect for the rights human and Fundamental Freedoms.

<table>
<thead>
<tr>
<th>Block 1</th>
<th>Sustainable Development and Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>Hours of interaction with professor</td>
</tr>
<tr>
<td>1</td>
<td>8,5</td>
</tr>
</tbody>
</table>

Description of contents of the block

- The Environment as public and globalized Good.
- Climate change: The World, Europe and Spain.
- My foot print: energy, food, wood, water...
- Alternative: Personal Sustainable Development.
### Basic Bibliography


### Complementary bibliography


Greenpeace International; 2013. [Ecological Livestock.](http://www.greenpeace.org)
### Block 2

**Determinants of health behaviors**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Hours of interaction with professor</th>
<th>Autonomous work hours</th>
<th>Planned teaching weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8,5</td>
<td>12,75</td>
<td>1</td>
</tr>
</tbody>
</table>

**Description of contents of the block**

- Introduction
- Definition of Health Education
- Health concept
- Healthy behaviors
- Poor health behaviors
- Factors affecting behavior
- Educating for health

**Basic Bibliography**


**Complementary bibliography**

http://www.cruzroja.es/crj/docs/salud/001.swf

### Block 3

**Risky Health Behaviors. Health prevention and health education.**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Hours of interaction with professor</th>
<th>Autonomous work hours</th>
<th>Planned teaching weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8,5</td>
<td>12,75</td>
<td>1</td>
</tr>
</tbody>
</table>

**Description of contents of the block**
- Exercise and Health: benefits and risks.
- Alcohol and Health problems. Prevention programs.
- Tobacco and health problems. Prevention and quit programs.
- Drugs and drug abuse. Introduction and prevention.
- Injury, violence and trauma as health issues.

Basic Bibliography


http://www.vdh.virginia.gov/ofhs/prevention/

http://www.cdc.gov/chronicdisease/index.htm


Complementary bibliography


Block 4 Eating disorders

<table>
<thead>
<tr>
<th>Credits</th>
<th>Hours of interaction with professor</th>
<th>Autonomous work hours</th>
<th>Planned teaching weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8.5</td>
<td>12,75</td>
<td>1</td>
</tr>
</tbody>
</table>

Description of contents of the block
- Eating disorders definition
- Diagnosis
- Anorexia. Definition, signs and consequences
- Bulimia. Definition, signs and consequences
- Obesity. Definition, signs and consequences
- More eating disorders
- Dinamics

Basic Bibliography


Complementary bibliography

Block 5 | Ergonomics
---|---
Credits | Hours of interaction with professor | Autonomous work hours | Planned teaching weeks
---|---|---|---
1 | 8,5 | 12,75 | 1

Description of contents of the block

Ergonomics (0,40 ECTS)

- Definition of Ergonomics
- 10 principles of ergonomics
- Make improvements
- Design an ergonomic environment
- Experience an ergonomic environment (visit to home adaptations)


http://ebookbrowse.com/12-principles-of-ergonomics-pdf-d50002474

http://sitemap.umich.edu/cohse/files/bellingernotesergoprininciples.pdf


European Resuscitation Council. ERC Guidelines. European Resuscitation Council Secretariat vzw, Drie Eikenstraat 661 - BE 2650 Edegem – Belgium

**Complementary bibliography**


Ergonomic criteria for the evaluation of human-computer interface. Inria-00070012, version 1- May 2006

<table>
<thead>
<tr>
<th>Block 6</th>
<th>Conflict resolution and Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>Hours of interaction with professor</td>
</tr>
<tr>
<td>1</td>
<td>8,5</td>
</tr>
</tbody>
</table>

**Description of contents of the block**

- Conflict definition.
- Evolution of research on conflict management.
- Conflicts, cooperation and competition.
- The process of managing a conflict.
- Skills for successful conflict management.

**Basic Bibliography**


Complementary bibliography


6. METHODOLOGY FOR THE CLASSROOM

<table>
<thead>
<tr>
<th>Interaction with teacher and Center.</th>
<th>Discussion and sharing</th>
<th>Exposition by students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session masterful ✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group dynamic techniques ✔</td>
<td>Teamwork ✔</td>
<td>Simulation exercises ☐</td>
</tr>
</tbody>
</table>

9
Case studies □  Problem-based learning □  Lab practice □  
Portfolio □  Project work □  Solving problems □  
Cine-forum □  Analysis of documents □  Conferences □  
Practical application Activities  □  Workshop practices □  Search for information and documentation □  
Scheduled tutoring □  External activities □  Other .................. □  

**Description of Methodology**

The module will be followed on a semipresencial mode. The theoretical material is available on the ON LINE platform MOODLE and classes will be devoted to the most practical matters. Lesson will be dynamised with group techniques and teamwork and discussions and sharing of ideas will be promoted.

Students must participate in MOODLE as well as in the embodiment of a short film made by groups of different nationalities. Students must also analyze complementary readings.

**Autonomous work**

| Work and individual tasks □  
Teamwork □  
Study and preparation of the subject □  
Complementary Reading □ |
|---|---|---|

**Description of prevision of autonomous work by student**

The independent work of the student is expected to analyze individual readings, as well as its contribution on MOODLE that will reflect and discuss the contents of each of the sessions. Likewise, it should create a short film with partners of different nationalities.

### 7. WORKLOAD DISTRIBUTION

<table>
<thead>
<tr>
<th>Interaction with professor</th>
<th>Hours</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical content</td>
<td>25</td>
<td>40 % (60 h)</td>
</tr>
<tr>
<td>Practical content</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Scheduled tutoring</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Assessment tests</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Autonomous work</td>
<td></td>
<td>60 % (90 h)</td>
</tr>
<tr>
<td>Individual work</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Study and preparation of the subject</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Complementary reading</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Total charge of working hours: 150h
## 8. ASSESSMENT

Techniques, instruments and percentages.

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Evaluated skill</th>
<th>Percentage of final mark</th>
<th>Instrument</th>
<th>Evaluated skill</th>
<th>Percentage of final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading (analysis)</td>
<td></td>
<td></td>
<td>Individual work. (participation in LUVIT)</td>
<td>E1, E2, E3. T2, CN1.</td>
<td>Tasks 30% Interaction with peers 10%</td>
</tr>
<tr>
<td>Teamwork</td>
<td></td>
<td></td>
<td>Exposition of work. Teamwork.</td>
<td>E1, E2, E3. T2, CN1.</td>
<td>30%</td>
</tr>
<tr>
<td>Portfolio</td>
<td></td>
<td></td>
<td>Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>E1, E2, E3. T2, CN1.</td>
<td>30%</td>
<td>Study of clinical cases.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Description of the assessment process.

There are two basic assessment tools in this module: participating in moodle, with a weight of 40%, defined as continuous assessment where students must reflect and discuss the contents of each of the blocks and sessions (individually 30% and also in interaction with rest of pupils 10%). Secondly students should create a short-film with partners of another nationality, as a final evaluation that will analyze some contents of the module and assess the degree of understanding and assimilation of contents. This will be the 30% of the final grade.

It will be also assessed the attendance at sessions (30%) as this will be the most practical part of the different blocks of contents, which is an important complement to face-to acquire the skills described.
### 10. SUMMARY TABLE OF THE PLANNING TEACHING

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENTS</th>
<th>SKILLS</th>
<th>METHODOLOGY INTERACTION WITH PROFESSOR</th>
<th>METHODOLOGY AUTONOMOUS WORK</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction Block 1</td>
<td>E1, E2, E3, T2, CN1.</td>
<td>Session masterful (LUVIT)</td>
<td>Analysis of documents</td>
<td>Continuous assessment through the contribution of student to LUVIT</td>
</tr>
<tr>
<td></td>
<td>Block 2</td>
<td></td>
<td>Group dynamic techniques Discussion and sharing Teamwork</td>
<td>Work and individual tasks Teamwork Study and preparation of the subject Complementary Reading</td>
<td>Analysis of complementary readings Attendance</td>
</tr>
<tr>
<td>2</td>
<td>Block 2</td>
<td>E1, E2, E3, T2, CN1.</td>
<td>Session masterful (LUVIT)</td>
<td>Analysis of documents</td>
<td>Continuous assessment through the contribution of student to LUVIT</td>
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<td>Analysis of complementary readings Attendance</td>
</tr>
<tr>
<td>3</td>
<td>Block 3</td>
<td>E1, E2, E3, T2, CN1.</td>
<td>Session masterful (LUVIT)</td>
<td>Analysis of documents</td>
<td>Continuous assessment through the contribution of student to LUVIT</td>
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<td>Analysis of complementary readings Attendance</td>
</tr>
<tr>
<td>Block</td>
<td>Session</td>
<td>Activities</td>
<td>Assessment</td>
<td>Notes</td>
<td></td>
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<tr>
<td>-------</td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>Block 4</td>
<td>E1, E2, E3, T2, CN1.</td>
<td>Session masterful (LUVIT) Group dynamic techniques Discussion and sharing Teamwork</td>
<td>Analysis of documents Work and individual tasks Teamwork Study and preparation of the subject Complementary Reading Continuous assessment through the contribution of student to LUVIT</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Block 5</td>
<td>E1, E2, E3, T2, CN1.</td>
<td>Session masterful (LUVIT) Group dynamic techniques Discussion and sharing Teamwork</td>
<td>Analysis of documents Work and individual tasks Teamwork Study and preparation of the subject Complementary Reading</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Block 6</td>
<td>E1, E2, E3, T2, CN1.</td>
<td>Session masterful (LUVIT) Group dynamic techniques Discussion and sharing Teamwork</td>
<td>Analysis of documents Work and individual tasks Teamwork Study and preparation of the subject Complementary Reading</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Block 7</td>
<td>E1, E2, E3, T2, CN1.</td>
<td>Session masterful (LUVIT) Group dynamic techniques Discussion and sharing Teamwork</td>
<td>Analysis of documents Work and individual tasks Teamwork</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Guide**

"International Academic Activities: Health Education"
<table>
<thead>
<tr>
<th>Study and preparation of the subject</th>
<th>Complementary Reading</th>
<th>Final Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>