Academic guide of subject

“INTERNATIONAL ACADEMIC ACTIVITIES: HEALTH EDUCATION”
January-May 2014
1. BASIC DATA. IDENTIFICATION

<table>
<thead>
<tr>
<th>Name of subject</th>
<th>International Academic Activities: Health education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type</strong></td>
<td>Basic □ Obligatory □ Optional □ Internship □ Final Project work □</td>
</tr>
<tr>
<td><strong>Matter</strong></td>
<td>International Academic Activities: Health education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>2º</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

<table>
<thead>
<tr>
<th>Office</th>
<th>Phone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building C</td>
<td>+34 91 740 19 80</td>
<td><a href="mailto:cristina.labrador@lasallecampus.es">cristina.labrador@lasallecampus.es</a> <a href="mailto:paula.kindelan@lasallecampus.es">paula.kindelan@lasallecampus.es</a> <a href="mailto:daniel.munoz@lasallecampus.es">daniel.munoz@lasallecampus.es</a> <a href="mailto:jv.leon@lasallecampus.es">jv.leon@lasallecampus.es</a></td>
</tr>
</tbody>
</table>

**Tutoring schedule**
To be defined with every teacher

**Professors of Education**
- Prof. Monserrat Hernández Vázquez
- Prof. Sergio García Cabezas.
- Prof. María José Quintana García

<table>
<thead>
<tr>
<th>Office</th>
<th>Phone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building A and B</td>
<td>0034 91 740 19 80</td>
<td><a href="mailto:dmhernan@lasallecampus.es">dmhernan@lasallecampus.es</a> <a href="mailto:sergio.garcia@lasallecampus.es">sergio.garcia@lasallecampus.es</a> <a href="mailto:mariajo@lasallecampus.es">mariajo@lasallecampus.es</a></td>
</tr>
</tbody>
</table>

**Tutoring schedule**
To be defined with every teacher

**Lessons schedule**
Every Wednesday from 27th of January to 28th of March 2014
Schedule: from 12:00 h to 15:00 h

**Assessment dates**
Continuous assessment during the whole course.
Final assessment week from 24th -28th March 2014

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.

5. DESCRIPTION OF CONTENTS OF THE SUBJECT

<table>
<thead>
<tr>
<th>Block 1</th>
<th>Introduction</th>
<th>Definition of Health Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>Hours of interaction with professor</td>
<td>Autonomous work hours</td>
</tr>
<tr>
<td>0,25</td>
<td>2,5</td>
<td>3,75</td>
</tr>
</tbody>
</table>

Description of contents of the block

- Introduction
- Definition of Health Education
### Basic Bibliography


### Complementary bibliography

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

### Block 2

Sustainable Development and Health

<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>10</td>
<td>15</td>
<td>1,5</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**


Block 3  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>0,50</td>
<td>5</td>
<td>7,5</td>
<td>1</td>
</tr>
</tbody>
</table>

Description of contents of the block

- 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 4  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>0,75</td>
<td>7,5</td>
<td>11,25</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**


**Complementary bibliography**


**Block 5**

<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>0,75</td>
<td>7,5</td>
<td>11,25</td>
<td>1</td>
</tr>
</tbody>
</table>

**Description of contents of the block**

Eating disorders
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 6  | Ergonomics and First Aids.
--- | ---
| Credits | Hours of interaction with proffesor | Autonomous work hours | Planned teaching weeks |
--- | --- | --- | --- |
0,75 | 7,5 | 11,25 | 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 adaptatations)

First Aids. (0,35 ECTS)
- Definition
- Key points
- Preserve, prevent, promote
- Heimlich maneuver
- CPR

Basic Bibliography
http://ebookbrowse.com/12-principles-of-ergonomics-pdf-d50002474
http://sitemaker.umich.edu/cohse/files/bellingererotesergoprinclples.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 7</th>
<th>Vocal Prevention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>Hours of interaction with professor</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>
Description of contents of the block

Babies have the ability to shout for hours without harming or losing their voice. On the contrary a stout man that attends a football match can end up with an unpleasant cawing. Why is the baby more efficient when producing a loud noise than the football enthusiast? We could reply that the baby makes a GOOD USE of his voice, while the adult makes a BAD USE. But, what is a GOOD USE of the voice?

A good use means that the effort applied to make a task is just enough to undertake such task. All the physical elements that work on the production of the voice (breathing, phonation, articulation) are processes that occur as an answer of the muscles to the nervous system’s signals. That is why it is necessary to know how our body works and specially, how it should work in order to contribute to a good joint action.

The aim is that the students learn the techniques of relaxation, abdominal breathing, body posture, lip and jaw articulation, warm up and vocal emissions; techniques that help us obtain a good vocal use that will prevent the appearance of functional aphonia and dysphonia. We must not forget that the voice is one of the principal means we have of communicating with each other.

PROGRAMME:

1. Body conscience as a basic element for the correction of posture.
2. The three types of breathing: diaphragmatic, thorathic and clavicular.
3. Correct body posture for the vocal emission (body, hips, back and neck)
4. Warming up techniques for the vocal folds
5. Articulation of jaw, lips and tongue
6. Importance of posture, breathing and vocal articulation for the prevention of functional aphonia and dysphonia.

Basic Bibliography


Complementary bibliography

Block 8  | TIC and Health Education
---|---
Credits | Hours of interaction with professor | Autonomous work hours | Planned teaching weeks
Description of contents of the block

- Risk prevention with IT
- Web 2.0 and eating disorders
- Web 2.0 and health promotion
- Health and videogames
- Health and mobile devices
- Critical Education
- Case studies: pantallas sanas.

Basic Bibliography

Complementary bibliography

Belin, M. F., Kouyoumdjian, J. C., Bardakdjian, J., & Gonnard, P. (1975). [The effects of 5,6-dihydroxytryptamine on the transport mechanisms of various neurotransmitters or their precursors at the synaptosomal level in the rat mesencephalon]. Biochemical pharmacology, 24(22), 2117-2120.


### 6. METHODOLOGY FOR THE CLASSROOM

**Interaction with teacher and Center.**

<table>
<thead>
<tr>
<th>Session masterful ☑</th>
<th>Discussion and sharing ☑</th>
<th>Exposition by students ☑</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group dynamic techniques ☑</td>
<td>Teamwork ☑</td>
<td>Simulation exercises ☑</td>
</tr>
<tr>
<td>Case studies ☑</td>
<td>Problem-based learning ☑</td>
<td>Lab practice ☑</td>
</tr>
<tr>
<td>Portfolio ☑</td>
<td>Project work ☑</td>
<td>Solving problems ☑</td>
</tr>
<tr>
<td>Cine-forum ☑</td>
<td>Analysis of documents ☑</td>
<td>Conferences ☑</td>
</tr>
<tr>
<td>Practical application Activities ☑</td>
<td>Workshop practices ☑</td>
<td>Search for information and documentation ☑</td>
</tr>
<tr>
<td>Scheduled tutoring ☑</td>
<td>External activities ☑</td>
<td>Other ........................</td>
</tr>
</tbody>
</table>

**Description of Methodology**

The module will be followed on a semipresencial mode. The theoretical material is available on the ON LINE platform LUVIT 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 the development of a blog as well as in the embodiment of a poster made by couples 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 to the blog module that will reflect and discuss the contents of each of the sessions. Likewise, it should create a poster with a partner of another nationality and they must analyze and translate some contents of the module.
7. WORKLOAD DISTRIBUTION

<table>
<thead>
<tr>
<th>Interaction with professor</th>
<th>Hours</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Theoretical content</td>
<td>25</td>
<td>40% (60 h)</td>
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<tr>
<td>Practical content</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Scheduled tutoring</td>
<td>4</td>
<td></td>
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<tr>
<td>Assessment tests</td>
<td>4</td>
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<tr>
<td>Total charge of working hours:</td>
<td>150h</td>
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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 blog)</td>
<td>E1, E2, E3. T2, CN1.</td>
<td>55%</td>
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<tr>
<td>Teamwork</td>
<td></td>
<td></td>
<td>Exposition of work. (poster).</td>
<td>E1, E2, E3. T2, CN1.</td>
<td>40%</td>
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<tr>
<td>Portfolio</td>
<td></td>
<td></td>
<td>Participation</td>
<td></td>
<td></td>
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<tr>
<td>Attendance</td>
<td>E1, E2, E3. T2, CN1.</td>
<td>5%</td>
<td>Study of clinical cases.</td>
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</table>

Description of the assessment process.
There are two basic assessment tools in this module: participating in a blog, with a weight of 55%, defined as continuous assessment where students must reflect and discuss the contents of each of the blocks and sessions. Secondly students should create a poster with a partner 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 40% of the final grade.

It will be also assessed the attendance at sessions (5%) 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 Block 2</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 (contribution to blog) Teamwork Study and preparation of the subject Complementary Reading</td>
<td>Continuous assessment through the contribution of student to the blog 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) Group dynamic techniques Discussion and sharing Teamwork</td>
<td>Analysis of documents Work and individual tasks (contribution to blog) Teamwork Study and preparation of the subject Complementary Reading</td>
<td></td>
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<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 (contribution to blog) Teamwork Study and preparation of the subject Complementary Reading</td>
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<td>Activities</td>
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<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 (contribution to blog) Teamwork Study and preparation of the subject Complementary Reading</td>
<td></td>
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<tr>
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<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 (contribution to blog) 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 (contribution to blog) Teamwork Study and preparation of the subject Complementary Reading</td>
<td></td>
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<tr>
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<td>Block 7</td>
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<td>Session masterful (LUVIT) Group dynamic techniques</td>
<td>Analysis of documents Work and individual</td>
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<tr>
<td></td>
<td></td>
<td>T2, CN1.</td>
<td>Discussion and sharing Teamwork</td>
<td>tasks (contribution to blog) Teamwork Study and preparation of the subject Complementary Reading</td>
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<tr>
<td>-----</td>
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<tr>
<td>8</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 (contribution to blog) Teamwork Study and preparation of the subject Complementary Reading</td>
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<tr>
<td>9</td>
<td>Block 8</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 (contribution to blog) Teamwork Study and preparation of the subject Complementary Reading</td>
<td></td>
</tr>
</tbody>
</table>

Continuous assessment through the contribution of student to the blog
Analysis of complementary readings
Attendance
Final Poster