



Academic guide of subject
**“ INTERNATIONAL ACADEMIC ACTIVITIES:
HEALTH EDUCATION”**
January-May 2014

**ACADEMIC GUIDE "INTERNATIONAL ACADEMIC ACTIVITIES:
 HEALTH EDUCATION"
 2013-2014**

1. BASIC DATA. IDENTIFICATION		
Name of subject	International Academic Activities: Health education	
Type	Basic <input type="checkbox"/> Obligatory <input type="checkbox"/> Optional <input checked="" type="checkbox"/> Internship <input type="checkbox"/> Final Project work <input type="checkbox"/>	
Matter	International Academic Activities: Health education	
Course	Semester	Credits
N/A	2º	6
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@lasallescampus.es paula.kindelan@lasallescampus.es daniel.munoz@lasallescampus.es jv.leon@lasallescampus.es
Tutoring schedule	To be defined with every teacher	
Professors of Education	Prof. Monserrat Hernández Vázquez Prof. Sergio García Cabezas. Prof. María José Quintana García	
Office	Phone	E-mail
Building A and B	0034 91 740 19 80	dmhernan@lasallescampus.es sergio.garcia@lasallescampus.es mariajo@lasallescampus.es
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. OBJETIVES 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

Block 1	Introduction Definition of Health Education		
Credits	Hours of interaction with professor	Autonomous work hours	Planned teaching weeks
0,25	2,5	3,75	0,5
Description of contents of the block			
<ul style="list-style-type: none"> - Introduction - Definition of Health Education 			

Basic Bibliography	
<p>Human Kinetics. Health and Wellness for Life With Online Study Guide. Health on demand; 2009. ISBN: 9780736068505.</p> <p>García Martínez A, Sáez Carreras J, Escarabajal de Haro A. Educación para la salud: la apuesta por la calidad de vida. Arán Ediciones; 2000. ISBN: 8486725666</p> <p>Derryberry M, Allegrante JP, Sleet DA. Derryberry's educating for health: a foundation for contemporary health education practice. Jossey-Bass; 2004. ISBN: 0787972444</p> <p>Serrano González MI. La Educación para la Salud Del Siglo XXI: Comunicación y Salud. Ediciones Díaz de Santos; 2002. ISBN: 8479785365</p>	
Complementary bibliography	
<p>http://www.cruzroja.es/crj/docs/salud/001.swf</p>	

Block 2		Sustainable Development and Health		
Credits	Hours of interaction with professor	Autonomous work hours	Planned teaching weeks	
1	10	15	1,5	
Description of contents of the block				
<ul style="list-style-type: none"> - 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				

Goleman D. *Ecological Intelligence: How Knowing the Hidden Impacts of What We Buy Can Change Everything*. Publ. Broadway Business; 2009. ISBN-10: 0385527829. ISBN-13: 978-0385527828.

Stuart T. *Waste: Uncovering the Global Food Scandal*. Publ. Penguin; 2009. ISBN-10: 0141036346. ISBN-13: 978-0141036342.

Leonard A. *The Story of Stuff: How Our Obsession with Stuff is Trashing the Planet, Our Communities, and Our Health - and a Vision for Change*. Publ. Constable; 2010. ISBN-10: 1849010382. ISBN-13: 978-1849010382.

Lawrence F. *Not On the Label: What Really Goes into the Food on Your Plate*. Publ. Penguin; 2004. ISBN-10: 0141015667. ISBN-13: 978-0141015668.

Klemkaite I, Muniategi Azkona E. (coords.). *Local initiatives to the global financial crisis: looking for alternatives to the current socio-economic scenario (ebook)*. Publ. Universidad de Deusto; 2010. ISBN 9788498303438.

Beavan C. *No Impact Man: The Adventures of a Guilty Liberal Who Attempts to Save the Planet, and the Discoveries He Makes About Himself and Our Way of Life in the Process*. Publ. Farrar, Straus and Giroux; 2009. ISBN-10: 0374222886. ISBN-13: 978-0374222888.

Lodeiro T. *Consumir menos, vivir mejor. Ideas prácticas para un consumo más consciente*. Edic. Txalaparta; 2008. ISBN/ASIN: 9788481365153.

Complementary bibliography

[IPCC AR4 WG1](#) (2007). "[Summary for Policymakers](#)". In Solomon, S.; Qin, D.; Manning, M.; Chen, Z.; Marquis, M.; Averyt, K.B.; Tignor, M.; and Miller, H.L. *Climate Change 2007: The Physical Science Basis*. Contribution of Working Group I to the [Fourth Assessment Report](#) of the Intergovernmental Panel on Climate Change. Cambridge University Press. ISBN 978-0-521-88009-1 (pb: 978-0-521-70596-7).

Greenpeace International; 2013. [Toxic Threads: Polluting Paradise](#).

OECD. *The DAC guidelines. Helping prevent violent conflict*; 1999.
<http://www.oecd.org/dataoecd/15/54/1886146.pdf>

Greenpeace International; 2013. [Ecological Livestock](#).

Block 3	Determinants of health behaviors		
Credits	Hours of interaction with professor	Autonomous work hours	Planned teaching weeks
0,50	5	7,5	1
Description of contents of the block			
<ul style="list-style-type: none"> - Health concept - Healthy behaviors - Poor health behaviors - Factors affecting behavior - Educating for health 			
Basic Bibliography			
<p>Human Kinetics. Health and Wellness for Life With Online Study Guide. Health on demand; 2009. ISBN: 9780736068505</p> <p>García Martínez A, Sáez Carreras J, Escarabajal de Haro A. Educación para la salud: la apuesta por la calidad de vida. Arán Ediciones; 2000. ISBN: 8486725666</p> <p>Derryberry M, Allegrante JP, Sleet DA. Derryberry's educating for health: a foundation for contemporary health education practice. Jossey-Bass; 2004. ISBN: 0787972444</p> <p>Serrano González MI. La Educación para la Salud Del Siglo XXI: Comunicación y Salud. Ediciones Díaz de Santos; 2002. ISBN: 8479785365</p>			
Complementary bibliography			
http://www.cuzroja.es/crj/docs/salud/001.swf			

Block 4	Risky Health Behaviors. Health prevention and health education.		
Credits	Hours of interaction with professor	Autonomous work hours	Planned teaching weeks
0,75	7,5	11,25	1
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

Brug, J., Oenema, A., & Ferreira, I. (2005). Theory, evidence and Intervention Mapping to improve behavior nutrition and physical activity interventions. *International Journal of Behavioral Nutrition and Physical Activity*, 2, 1-7

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

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

Health Behavior and Health Education: Theory, Research, and Practice. [Karen Glanz](#), [Barbara K. Rimer](#), [K. Viswanath](#). 4 edition. September 2008. ISBN 978-0787996147

Complementary bibliography

Epidemiological patterns of extra-medical drug use in the United States: evidence from the National Comorbidity Survey Replication, 2001-2003".

Degenhardt L, Chiu WT, Sampson N, Kessler RC, Anthony JC. Drug Alcohol Depend. 2007 Oct. 8;90(2-3):210-23. Epub 2007 May 3.

Block 5	Eating disorders		
Credits	Hours of interaction with professor	Autonomous work hours	Planned teaching weeks
0,75	7,5	11,25	1
Description of contents of the block			

<ul style="list-style-type: none"> - 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	
<p>Sim LA, McAlpine DE, Grothe KB, Himes SM, Cockerill RG, Clark MM. Identification and treatment of eating disorders in the primary care setting. Mayo Clin Proc. 2010 Aug;85(8):746-51</p> <p>Gonçalves S, Silva M, Gomes AR, Machado PP. Disordered eating among preadolescent boys and girls: the relationship with child and maternal variables. Nutrients. 2012 Apr;4(4):273-85.</p>	
Complementary bibliography	

Block 6	Ergonomics and First Aids.		
Credits	Hours of interaction with professor	Autonomous work hours	Planned teaching weeks
0,75	7,5	11,25	1
Description of contents of the block			
<p>Ergonomics (0,40 ECTS)</p> <ul style="list-style-type: none"> - Definition of Ergonomics - 10 principles of ergonomics - Make improvements - Desing an ergonomic environment - Experience an ergonomic environment (visit to home adaptatations) <p>First Aids. (0,35 ECTS)</p> <ul style="list-style-type: none"> - Definition - Key points - Preserve, prevent, promote - Heimlich maneuver - CPR 			
Basic Bibliography			

<http://www.indevagroup.com/1642.pdf>

<http://ehs.utah.edu/sites/default/files/BasicPrinciplesErgonomics2009.pdf>

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

<http://sitemaker.umich.edu/cohse/files/bellingernotesergoprinciples.pdf>

<http://www.seas.columbia.edu/earth/wtert/sofos/nawtec/nawtec08/nawtec08-0019.pdf>

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

Complementary bibliography

Poor sitting posture and a heavy schoolbag as contributors to musculoskeletal pain in children: an ergonomic school education intervention program. *Journal of Pain Research* 2011:4 287–296

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

Block 7	Vocal Prevention		
Credits	Hours of interaction with professor	Autonomous work hours	Planned teaching weeks
1	10	15	1,5

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

Berry, C. Your voice and how to use it. 3^a ed. London: Virgin Books; 2000. ISBN:978-0-86369-826-2

MacCallion, M. The voice book. 2^a ed. London: Taylor and Francis; 1998. ISBN: 978-0-87830-092-1

Complementary bibliography

Block 8	TIC and Health Education		
Credits	Hours of interaction with professor	Autonomous work hours	Planned teaching weeks

1	10	15	1,5
Description of contents of the block			
<ul style="list-style-type: none"> - 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			
<p>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]. <i>Biochemical pharmacology</i>, 24(22), 2117-2120.</p> <p>Bogost, I. Videogames and the future of education. <i>On the Horizon</i>, 13(2), 119-125; 2005. doi:10.1108/10748120510608151</p> <p>Borzekowski, D. L. G., Schenk, S., Wilson, J. L., & Peebles, R. e-Ana and e-Mia: A Content Analysis of Pro-Eating Disorder Web Sites. <i>American Journal of Public Health</i>, 100(8), 1526-1534; 2010. doi:10.2105/AJPH.2009.172700</p> <p>Kamel Boulos, M. N., & Wheeler, S. The emerging Web 2.0 social software: an enabling suite of sociable technologies in health and health care education. <i>Health Information and Libraries Journal</i>, 24(1), 2-23; 2007. doi:10.1111/j.1471-1842.2007.00701.x</p> <p>Ni Mhurchu, C., Maddison, R., Jiang, Y., Jull, A., Prapavessis, H., & Rodgers, A. Couch potatoes to jumping beans: A pilot study of the effect of active video games on physical activity in children. <i>International Journal of Behavioral Nutrition and Physical Activity</i>; 2008. 5(1), 8. doi:10.1186/1479-5868-5-8</p> <p>Prapavessis, H., Rodgers, A., Maddison, R., Ni Mhurchu, C., & Jiang, Y. Energy Expended Playing Video Console Games: An Opportunity to Increase Children's Physical Activity? - Tags: ENERGY expenditure VIDEO game consoles. <i>Pediatric Exercise Scienc</i>; 2007. 19(3), 334.</p> <p>Siegle, D. Cyberbullying and Sexting: Technology Abuses of the 21st Century; 2010. <i>Gifted Child Today</i>, 33(2), 14-16.</p>			

6. METHODOLOGY FOR THE CLASSROOM

Interaction with teacher and Center.

Session masterful <input checked="" type="checkbox"/>	Discussion and sharing <input checked="" type="checkbox"/>	Exposition by students <input checked="" type="checkbox"/>
Group dynamic techniques <input checked="" type="checkbox"/>	Teamwork <input checked="" type="checkbox"/>	Simulation exercises <input type="checkbox"/>
Case studies <input type="checkbox"/>	Problem-based learning <input type="checkbox"/>	Lab practice <input type="checkbox"/>
Portfolio <input type="checkbox"/>	Project work <input type="checkbox"/>	Solving problems <input type="checkbox"/>
Cine-forum <input type="checkbox"/>	Analysis of documents <input checked="" type="checkbox"/>	Conferences <input type="checkbox"/>
Practical application Activities <input checked="" type="checkbox"/>	Workshop practices <input type="checkbox"/>	Search for information and documentation <input checked="" type="checkbox"/>
Scheduled tutoring <input checked="" type="checkbox"/>	External activities <input type="checkbox"/>	Other <input type="checkbox"/>

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		Hours	Percentage
Interaction with professor	Theoretical content	25	40 % (60 h)
	Practical content	25	
	Scheduled tutoring	4	
	Assessment tests	4	
Autonomous work	Individual work	30	60 % (90 h)
	Teamwork	30	
	Study and preparation of the subject	20	
	Complementary reading	10	
Total charge of working hours:		150h	

8. ASSESSMENT					
Techniques, instruments and percentages.					
Instrument	Evaluated skill	Percentage of final mark	Instrument	Evaluated skill	Percentage of final mark
Exam.			Exam. Development test.		
Reading (analysis)			Individual work. (participation in blog)	E1, E2, E3. T2, CN1.	55%
Teamwork			Exposition of work. Teamwork. (poster).	E1, E2, E3. T2, CN1.	40%
Portfolio			Participation		
Attendance	E1, E2, E3. T2, CN1.	5%	Study of clinical cases.		
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					
WEEK	CONTENTS	SKILLS	METHODOLOGY INTERACTION WITH PROFFESOR	METHODOLOGY AUTONOMOUS WORK	ASSESSMENT
1	Introduction Block 1 Block 2	E1, E2, E3, T2, CN1.	Session masterful (LUVIT) Group dynamic techniques Discussion and sharing Teamwork	Analysis of documents Work and individual tasks (contribution to blog) Teamwork Study and preparation of the subject Complementary Reading	Continuous assessment through the contribution of student to the blog Analysis of complementa ry readings
2	Block 2	E1, E2, E3, T2, CN1.	Session masterful (LUVIT) Group dynamic techniques Discussion and sharing Teamwork	Analysis of documents Work and individual tasks (contribution to blog) Teamwork Study and preparation of the subject Complementary Reading	Attendance
3	Block 3	E1, E2, E3, T2, CN1.	Session masterful (LUVIT) Group dynamic techniques Discussion and sharing Teamwork	Analysis of documents Work and individual tasks (contribution to blog) Teamwork Study and preparation of the subject Complementary Reading	

4	Block 4	E1, E2, E3, T2, CN1.	Session masterful (LUVIT) Group dynamic techniques Discussion and sharing Teamwork	Analysis of documents Work and individual tasks (contribution to blog) Teamwork Study and preparation of the subject Complementary Reading
5	Block 5	E1, E2, E3, T2, CN1.	Session masterful (LUVIT) Group dynamic techniques Discussion and sharing Teamwork	Analysis of documents Work and individual tasks (contribution to blog) Teamwork Study and preparation of the subject Complementary Reading
6	Block 6	E1, E2, E3, T2, CN1.	Session masterful (LUVIT) Group dynamic techniques Discussion and sharing Teamwork	Analysis of documents Work and individual tasks (contribution to blog) Teamwork Study and preparation of the subject Complementary Reading
7	Block 7	E1, E2, E3,	Session masterful (LUVIT) Group dynamic techniques	Analysis of documents Work and individual

		T2, CN1.	Discussion and sharing Teamwork	tasks (contribution to blog) Teamwork Study and preparation of the subject Complementary Reading	
8	Block 7 Block 8	E1, E2, E3, T2, CN1.	Session masterful (LUVIT) Group dynamic techniques Discussion and sharing Teamwork	Analysis of documents Work and individual tasks (contribution to blog) Teamwork Study and preparation of the subject Complementary Reading	
9	Block 8	E1, E2, E3, T2, CN1.	Session masterful (LUVIT) Group dynamic techniques Discussion and sharing Teamwork	Analysis of documents Work and individual tasks (contribution to blog) Teamwork Study and preparation of the subject Complementary Reading Exposition by students (poster at blog)	Continuous assessment through the contribution of student to the blog Analysis of complementary readings Attendance

					Final Poster
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