



**Academic guide of subject**

**“ INTERNATIONAL ACADEMIC ACTIVITIES:  
HEALTH EDUCATION”**

**Feb-April 2021**

**ACADEMIC GUIDE "INTERNATIONAL ACADEMIC ACTIVITIES:  
 HEALTH EDUCATION"  
 2020-2021**

<b>1. BASIC DATA. IDENTIFICATION</b>		
<b>Name of subject</b>	International Academic Activities: Health education	
<b>Type</b>	<b>Basic</b> <input type="checkbox"/> <b>Obligatory</b> <input type="checkbox"/> <b>Optional</b> <input checked="" type="checkbox"/> <b>Internship</b> <input type="checkbox"/> <b>Final Project work</b> <input type="checkbox"/>	
<b>Matter</b>	International Academic Activities: Health education	
<b>Course</b>	<b>Semester</b>	<b>Credits</b>
N/A	2º	6
<b>Professors of Health</b>	Prof. Cristina Labrador Toribio Prof. Paula Kindelan Calvo Prof. Beatriz Arranz Martín	
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<b>Tutoring schedule</b>	To be defined with every teacher	
<b>Professors of Education</b>	Prof. Lars Francisco Bonell Prof. María José Quintana García Prof. Núria Hernández Sellés Prof. Alejandro Garcia Iraguen	
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<b>Tutoring schedule</b>	To be defined with every teacher	
<b>Lessons schedule</b>	<b>Every Wednesday from 3th of Feb to 21st of April 2021</b> Schedule: from 12:10 h to 14:30 h	
<b>Assessment dates</b>	Continuous assessment during the whole course. <b>Final assessment 21<sup>st</sup> April 2021</b>	

## **2. CONTEXTUALIZATION OF THE SUBJECT**

<b>Previous knowledge needed to follow the subject</b>	Level B1 of English language
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### 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.

<b>Block 1</b>	Sustainable Development and Health		
<b>Credits</b>	<b>Hours of interaction with professor</b>	<b>Autonomous work hours</b>	<b>Planned teaching weeks</b>
1	8,5	12,75	1
<b>Description of contents of the block</b>			

- 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 memos, 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](#).

<b>Block 2</b>	Determinants of health behaviors		
<b>Credits</b>	<b>Hours of interaction with professor</b>	<b>Autonomous work hours</b>	<b>Planned teaching weeks</b>
1	8,5	12,75	1
<b>Description of contents of the block</b>			
<ul style="list-style-type: none"> <li>- Introduction</li> <li>- Definition of Health Education</li> <li>- Health concept</li> <li>- Healthy behaviors</li> <li>- Poor health behaviors</li> <li>- Factors affecting behavior</li> <li>- Educating for health</li> </ul>			
<b>Basic Bibliography</b>			

Human Kinetics. Health and Wellness for Life With Online Study Guide. Health on demand; 2009. ISBN: 9780736068505

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

Derryberry M, Allegrante JP, Sleet DA. Derryberry's educating for health: a foundation for contemporary health education practice. Jossey-Bass; 2004. ISBN: 0787972444

Serrano González MI. La Educación para la Salud Del Siglo XXI: Comunicación y Salud. Ediciones Díaz de Santos; 2002. ISBN: 8479785365

### Complementary bibliography

WHO. Health education: <https://apps.who.int/iris/handle/10665/119953>

<b>Block 3</b>	Moving in & out (integrating body, mind and emotion).		
<b>Credits</b>	<b>Hours of interaction with professor</b>	<b>Autonomous work hours</b>	<b>Planned teaching weeks</b>
1	8,5	12,75	1
<b>Description of contents of the block</b>			
<p>Working with our bodies, experimented from playing and creation, introduces opportunities to develop a healthier life when oriented to promote body awareness. This kind of work allows to open new ways of communication with students and patients and in our professional and personal life which are intrinsically linked. Our experience will have the goals to:</p> <ul style="list-style-type: none"> <li>- Improve communication face to face with small and big audiences.</li> <li>- Improve team building and our abilities to cooperate with others.</li> <li>- Allow creativity in our daily life.</li> <li>- Have fun together.</li> </ul>			
<b>Basic Bibliography</b>			

- Bertherat, T. (1997). The Body Has Its Reasons: Self-Awareness Through Conscious Movement. Rochester, Vermont, Healthing arts press.
- Bertherat, T. (1998). The Lair of the Tiger: Anti-gymnastics for Back Pain and Muscle Contractures. Rochester, Vermont, Healthing arts press.

**Complementary bibliography**

<b>Block 4</b>	Eating disorders		
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<b>Credits</b>	<b>Hours of interaction with professor</b>	<b>Autonomous work hours</b>	<b>Planned teaching weeks</b>
1	8,5	12,75	1

**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
- Dynamics

**Basic Bibliography**

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

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.

**Complementary bibliography**

<b>Block 5</b>	Ergonomics		
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<b>Credits</b>	<b>Hours of interaction with professor</b>	<b>Autonomous work hours</b>	<b>Planned teaching weeks</b>
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1	8,5	12,75	1
<b>Description of contents of the block</b>			
Ergonomics (0,40 ECTS) <ul style="list-style-type: none"> <li>- Definition of Ergonomics</li> <li>- 10 principles of ergonomics</li> <li>- Make improvements</li> <li>- Desing an ergonomic environment</li> <li>- Experience an ergonomic environment (visit to home adaptatations)</li> </ul>			
<b>Basic Bibliography</b>			
<a href="http://www.indevagroup.com/1642.pdf">http://www.indevagroup.com/1642.pdf</a> <a href="http://ehs.utah.edu/sites/default/files/BasicPrinciplesErgonomics2009.pdf">http://ehs.utah.edu/sites/default/files/BasicPrinciplesErgonomics2009.pdf</a> <a href="http://ebookbrowse.com/12-principles-of-ergonomics-pdf-d50002474">http://ebookbrowse.com/12-principles-of-ergonomics-pdf-d50002474</a> <a href="http://sitemaker.umich.edu/cohse/files/bellingernotesergoprinciples.pdf">http://sitemaker.umich.edu/cohse/files/bellingernotesergoprinciples.pdf</a> <a href="http://www.seas.columbia.edu/earth/wtert/sofos/nawtec/nawtec08/nawtec08-0019.pdf">http://www.seas.columbia.edu/earth/wtert/sofos/nawtec/nawtec08/nawtec08-0019.pdf</a> European Resucitation Council. ERC Guidelines. European Resuscitation Council Secretariat vzw, Drie Eikenstraat 661 - BE 2650 Edegem – Belgium			
<b>Complementary bibliography</b>			
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 interfase. Inria-00070012, version 1- May 2006			

<b>Block 6</b>	Conflict resolution and Health		
<b>Credits</b>	<b>Hours of interaction with professor</b>	<b>Autonomous work hours</b>	<b>Planned teaching weeks</b>
1	8,5	12,75	1



<b>Description of contents of the block</b>	
<ul style="list-style-type: none"> <li>- Conflict definition.</li> <li>- Evolution of research on conflict management.</li> <li>- Conflicts, cooperation and competition.</li> <li>- The process of managing a conflict.</li> <li>- Skills for successful conflict management.</li> </ul>	
<b>Basic Bibliography</b>	
<p>Deutsch, M. (1994). Constructive Conflict Resolution: Principles, Training, and Research. <i>Journal of Social Issues</i>, 50(4), 199–215.</p> <p>Deutsch, M. (2003). Cooperation and Conflict. In M. West, D. Tjosvold, &amp; K. G. Smith (Eds.), <i>International handbook of organizational teamwork and cooperative working</i> (pp. 9–43). Wiley. doi:10.1177/0010836706066560</p> <p>Lewicki, R. J., Weiss, S. E., &amp; Lewin, D. (1992). Models on Conflict, negotiation and third party Intervention. <i>Journal of Organizational Behavior</i>, 13(3), 209–252.</p>	
<b>Complementary bibliography</b>	

Behfar, K. J., Peterson, R. S., Mannix, E. A., & Trochim, W. M. K. (2008). The critical role of conflict resolution in teams: a close look at the links between conflict type, conflict management strategies, and team outcomes. *Journal of Applied Psychology*, 93(1), 170–188. doi:10.1037/0021-9010.93.1.170

Brown, L. D. (1992). Normative conflict management theories: Past, present, and future. *Journal of Organisational Behaviour*, 13(3), 303–309. doi:10.1002/job.4030130312

Kolb, D. M., & Putnam, L. L. (1992). The multiple faces of conflict in organizations. *Journal of Organizational Behavior*, 13(3), 311–324. doi:10.1002/job.4030130313

Laursen, B. (1993). Conflict management among close peers. *New Directions for Child Development*, (60), 39–54.

Pinkley, R. L., & Northcraft, G. B. (1994). Conflict Frames of Reference: Implications for Dispute Processes and Outcomes. *Academy of Management Journal*, 37(1), 193–205. doi:10.2307/256777

Van de Vliert, E., & Kabanoff, B. (1990). Toward Theory-Based Measures of Conflict Management. *Academy of Management Journal*, 33(1), 199–209. doi:10.2307/256359

## 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"/>

<p><b>Description of Methodology</b></p> <p>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.</p> <p>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.</p>
<p><b>Autonomous work</b></p> <p style="text-align: center;">           Work and individual tasks <input checked="" type="checkbox"/>            Teamwork <input checked="" type="checkbox"/>            Study and preparation of the subject <input checked="" type="checkbox"/>            Complementary Reading <input checked="" type="checkbox"/> </p>
<p>Description of prevision of autonomous work by student</p> <p>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.</p>

<b>7. WORKLOAD DISTRIBUTION</b>		<b>Hours</b>	<b>Percentage</b>
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.**

<b>Instrument</b>	<b>Evaluated skill</b>	<b>Percentage of final mark</b>	<b>Instrument</b>	<b>Evaluated skill</b>	<b>Percentage of final mark</b>
Exam.			Exam. Development test.		
Reading (analysis)			Individual work. (participation in MOODLE)	E1, E2, E3. T2, CN1.	Tasks 30% Interaction with peers 10%
Teamwork			Exposition of work. Teamwork.	E1, E2, E3. T2, CN1.	30%
Portfolio			Participation		
Attendance	E1, E2, E3. T2, CN1.	30%	Study of clinical cases.		

**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.

<b>9. SUMMARY TABLE OF THE PLANNING TEACHING</b>					
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 Teamwork Study and preparation of the subject Complementary Reading	Continuous assessment through the contribution of student to MOODLE  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 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 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 Teamwork Study and preparation of the subject Complementary Reading	Continuous assessment through the contribution of student to MOODLE  Analysis of complementa ry readings  Attendance
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 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 Teamwork Study and preparation of the subject Complementary Reading	
7	Block 7	E1, E2, E3, T2, CN1.	Session masterful (LUVIT) Group dynamic techniques Discussion and sharing Teamwork	Analysis of documents Work and individual tasks Teamwork	

				Study and preparation of the subject Complementary Reading	Final Work
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