

INTERNATIONAL ACADEMIC ACTIVITIES (ACAI) MODULE

ACAI is an English module at the undergraduate level marked by its **academic, interdisciplinary and international** character. It has a workload of 6 ETCS and consists of different blocks of contents whose link is the **Health Education** and addressed to all students of CSEU La Salle. It means that Spanish students of Faculty of Education, Social Sciences and Health share lessons with Erasmus students from European Universities and students from La Salle Universities in The World, studying on our campus.



HEALTH EDUCATION

We live in the era of Technology and Globalization and there are public global goods such as health, environmental quality, peace and human security, or access to information of interest to the entire world population.

According to the World Health Organization **“Health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity”**. The fact of including the physical, mental and social levels requires the coordinated efforts of agents of Health, Education and Social Work.

Health Education is a valuable tool for professionals in Health, Education and Social Work to enable with whom they work, develop skills to make conscious and autonomous about their own health. The module is intended to indicate positive and negative behaviors for health, promote healthy lifestyles and help change negative health behaviors, all contextualized into a globalized world and marked by the Information Technology and Communication.

OBJECTIVES OF THE MODULE:

- ☆ 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.



**SKILLS TO DEVELOP:**

- 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

ADDRESS TO:

students of Faculty of Education, Social Sciences and Health; Erasmus students from European Universities and students from La Salle Universities in The World, studying on our campus.

METHODOLOGY:

The module is delivered in blended learning. The theoretical material will be available on the on line platform LUVIT and the face to face lessons will be eminently practical. The interaction with teacher will be through sessions masterful, discussions and sharing, group dynamic techniques and teamwork.

DESCRIPTION OF THE ASSESSMENT PROCESS:

There are two basic assessment tools in this module: participating in a blog, with a weight of 60%, defined as continuous assessment. Secondly students should create a poster with a partner of another nationality, as a final evaluation. This will be the 30% of the final grade.

It will be also assessed the attendance at sessions (5%) and the analysis of additional readings proposed by the teachers (5%).

WORKLOAD:

6 ECTS: 60 hours of interaction with professor and 90 hours of autonomous work.

DATES OF FACE TO FACE LEARNING:

SECOND SEMESTER. Period from January 28 until March 28, 2014.

One session a week from 12.00h to 15.00 hours.

LANGUAGE OF INSTRUCTION:

English. B1 minimum.

CONTENTS:

- Block 1. Introduction. Definition of Health Education.
- Block 2. Sustainable Development and Health.
- Block 3. Determinants of health behaviors.
- Block 4. Risky Health Behaviors. Health prevention and health education.
- Block 5. Eating disorders.
- Block 6. Ergonomics and First Aids.
- Block 7. TIC and Health Education.

Further information about the module at *the academic guide*.



BIBLIOGRAPHY

Definition of Health Education. Determinants of health behaviors.

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

Sustainable Development and Health.

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.

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

Risky Health Behaviors.

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>

Eating disorders.

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.

Ergonomics and First Aids.

<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>

TIC and Health Education.

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.

Bogost, I. Videogames and the future of education. On the Horizon, 13(2), 119-125; 2005. doi:10.1108/10748120510608151