



Academic guide of subject

" HEALTH & WELLBEING"

Jan-April 2026

**ACADEMIC GUIDE "INTERNATIONAL ACADEMIC ACTIVITIES:
HEALTH EDUCATION"
2025-26**

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. Rodrigo Planello San Segundo rodrigo.planello@clinicauniversitariaalasalle.es Prof. Elva Rodríguez Ruiz elva@lasallescampus.es Prof. Cristina Labrador Toribio cristina.labrador@lasallescampus.es Prof. Paula Kindelan Calvo paula.kindelan@lasallescampus.es	
Office		Phone	
Building C		+34 91 740 19 80	
Tutoring schedule		To be defined with every teacher	
Professors of Education		Prof. María José Quintana García mariajo@lasallescampus.es Prof. Núria Hernández Sellés nuria@lasallescampus.es Prof. Alejandro Garcia Iraguen alejandrogi@lasallescampus.es Prof. Fernando Domínguez Hernández fernando.dominguez@lasallescampus.es	
Office		Phone	
Building A and B		0034 91 740 19 80	
Tutoring schedule		To be defined with every teacher	
Lessons schedule		Every Wednesday from 28th of Jan to 22nd of April 2026 Schedule: from 12:00 h to 14:30 h	
Assessment dates		Continuous assessment during the whole course. Final assessment 22nd April 2026	

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.

Block 1	Sustainable Development and Health		
Credits	Hours of interaction with professor	Autonomous work hours	Planned teaching weeks
1	5	15	1
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			
<p>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.</p> <p>Stuart T. Waste: Uncovering the Global Food Scandal. Publ. Penguin; 2009. ISBN-10: 0141036346. ISBN-13: 978-0141036342.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Lodeiro T. Consumir menos, vivir mejor. Ideas prácticas para un consumo más consciente. Edic. Txalaparta; 2008. ISBN/ASIN: 9788481365153.</p>			
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).

Block 2	Determinants of health behaviors		
Credits	Hours of interaction with professor	Autonomous work hours	Planned teaching weeks
1	5	15	1
Description of contents of the block			
<ul style="list-style-type: none">– Introduction– Definition of Health Education– Health concept– Healthy behaviors– Poor health behaviors– Factors affecting behavior– Educating for health			
Basic Bibliography			
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			
Block 3	Mindfulness for health		

Credits	Hours of interaction with professor	Autonomous work hours	Planned teaching weeks
1	5	15	1
Description of contents of the block			
<p>Mindfulness is a way of attending to what is happening in our lives in the present moment, what is really is. It Will not eliminate the pressures of the life, but with practice it can help us take note of knowing how to wait or stop, mainly to the usual negative reactions resulting from daily stress.</p> <p>What is mindfulness: Theory and practice.</p> <p>Our experience will have the goals to:</p> <ul style="list-style-type: none">- Connect with your body.- Be fully present and alive in this moment. <p>Taking into account the three fundamental elements of mindfulness and the myths and truths.</p>			
Basic Bibliography/resources			
<p>Current Research Mindfulness for Health</p> <ul style="list-style-type: none">• Center for Investigating Healthy Mind <u>Scholarly Publications - Center for Healthy Minds (en-US) (centerhealthyminds.org)</u>• University of Massachussetts Medical School <u>Center for Mindfulness - UMass Memorial Health (ummhealth.org)</u>• National Center for Health <u>Meditation: In Depth NCCIH (nih.gov)</u>• American Mindfuness Research Association <u>American Mindfulness Research Association - Home (goamra.org)</u> <p>*All of them in https://palousemindfulness.com/</p>			
Complementary bibliography/resources			

Helpful meditation apps:

- Insight Timer: Has thousands of free meditations by teachers all over the world.
- Headspace: To learn the basics on mindfulness
- Calm: For folks who are looking for help with insomnia
- MyLife Meditation opens by asking you how you are feeling and what you'd like focus on.

Block 4	Moving in & out (integrating body, mind and emotion).		
Credits	Hours of interaction with professor	Autonomous work hours	Planned teaching weeks
1	5	15	1
Description of contents of the block			
<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">- Improve communication face to face with small and big audiences.- Improve team building and our abilities to cooperate with others.- Allow creativity in our daily life.- Have fun together.			
Basic Bibliography			
<ul style="list-style-type: none">• Bertherat, T. (1997). The Body Has Its Reasons: Self-Awareness Through Conscious Movement. Rocherter, Vermont, Healthing arts press.• Bertherat, T. (1998). The Lair of the Tiger: Anti-gymnastics for Back Pain and Muscle Contractures. Rocherter, Vermont, Healthing arts press.			
Complementary bibliography/resources			

Block 5	Conflict resolution and Health		
Credits	Hours of interaction with professor	Autonomous work hours	Planned teaching weeks
1	5	15	1
Description of contents of the block			
<ul style="list-style-type: none">- 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			
<p>Deutsch, M. (1994). Constructive Conflict Resolution: Principles, Training, and Research. Journal of Social Issues, 50(4), 199–215.</p> <p>Deutsch, M. (2003). Cooperation and Conflict. In M. West, D. Tjosvold, & K. G. Smith (Eds.), International handbook of organizational teamwork and cooperative working (pp. 9–43). Wiley. doi:10.1177/0010836706066560</p> <p>Lewicki, R. J., Weiss, S. E., & Lewin, D. (1992). Models on Conflict, negotiation and third party Intervention. Journal of Organizational Behavior, 13(3), 209–252.</p>			
Complementary bibliography			

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

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

Block 6	Bullying and cyberbullying		
Credits	Hours of interaction with professor	Autonomous work hours	Planned teaching weeks
1	5	15	1
Description of contents of the block			
<ul style="list-style-type: none"> – Socialization process in the digital era. – Risk and opportunities in Internet. – Bullying and Cyberbullying. – From bystanders to upstanders. 			
Basic Bibliography			

Patchin, J. W., & Hinduja, S. (2006). Bullies Move Beyond the Schoolyard: A Preliminary Look at Cyberbullying. *Youth Violence and Juvenile Justice*, 4(2), 148–169. <https://doi.org/10.1177/1541204006286288>

Smith, P. K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippett, N. (2008). Cyberbullying: its nature and impact in secondary school pupils. *Journal of Child Psychology and Psychiatry*, 49(4), 376–385. <https://doi.org/10.1111/j.1469-7610.2007.01846.x>

Swearer, S., Espelage, D., & Vaillancourt, T. (2010). What Can Be Done About School Bullying?: Linking Research to Educational Practice. *Educational Research* 39(1). <https://doi.org/10.3102/0013189X09357622>

Salmivalli, C. (2010). Bullying and the peer group: A review. *Aggression and Violent Behavior*, 15(2), 112–120.

Garaigordobil, M. (2011). Prevalencia y consecuencias del cyberbullying: Una revisión. *International Journal of Psychology and Psychological Therapy*, 11(2), 233–254.

Garmendia, M., Jimenez, E., Karrera, I., Larrañaga, N., Casado, M. A., Martinez, G., & Garitaonandia, C. (2019). Actividades, mediación, oportunidades y riesgos online de los menores en la era de la convergencia mediática. INCIBE.

Sorrentino, A., Baldry, A. C., Farrington, D. P., & Blaya, C. (2019). Epidemiology of cyberbullying across Europe: Differences between countries and genders. *Educational Sciences: Theory and Practice* 19(2), 74-91. <http://dx.doi.org/10.12738/estp.2019.2.005>

Complementary bibliography

Salmivalli, C., Lagerspetz, K., Bjorkqvist, K., Osterman, K., & Kaukiainen, A. (1996). Bullying as a Group Process: Participant Roles and Their Relations to Social Status Within the Group. *Aggressive Behavior*, 22, 1–15. [https://doi.org/10.1002/\(SICI\)1098-2337\(1996\)22](https://doi.org/10.1002/(SICI)1098-2337(1996)22)

Dennehy, R., Meaney, S., Walsh, K. A., Sinnott, C., Cronin, M., & Arensman, E. (2020) Young people's conceptualizations of the nature of cyberbullying: A systematic review and synthesis of qualitative research. *Aggression and Violent Behavior* 51. <https://doi.org/10.1016/j.avb.2020.101379>

del Rey, R., Estévez, M., & Ojeda, M. (2018). El ciberacoso y su respuesta educativa en Jiménez, E., Garmendia, M., & Casado, M. (Coords.), *Entre selfies y Whatsapps. Oportunidades y riesgos para la infancia y la adolescencia conectada*. Gedisa.

Domínguez-Hernández, F. (2021). El acoso online y offline como proceso grupal. *Cuadernos de Cultura de Paz*. XVIII Jornadas de educación para la Paz. El grupo como espacio de protección y/o daño, 27, 15-26.

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 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		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 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.

9. 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 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
2	Block 2	E1, E2, E3, T2, CN1.	Session master 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 Group dynamic techniques Discussion and sharing Teamwork	Analysis of documents Work and individual tasks Teamwork Study and preparation of the subject Complementary Reading	

9. SUMMARY TABLE OF THE PLANNING TEACHING					
WEEK	CONTENTS	SKILLS	METHODOLOGY INTERACTION WITH PROFFESOR	METHODOLOGY AUTONOMOUS WORK	ASSESSMENT
4	Block 4	E1, E2, E3, T2, CN1.	Session masterful 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 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 Group dynamic techniques Discussion and sharing Teamwork	Analysis of documents Work and individual tasks Teamwork Study and preparation of the subject Complementary Reading	

9. SUMMARY TABLE OF THE PLANNING TEACHING					
WEEK	CONTENTS	SKILLS	METHODOLOGY INTERACTION WITH PROFFESOR	METHODOLOGY AUTONOMOUS WORK	ASSESSMENT
7	Block 7	E1, E2, E3, T2, CN1.	Session masterful Group dynamic techniques Discussion and sharing Teamwork 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

