



Universitat de Lleida

DEGREE CURRICULUM
**PSYCHOLOGY AND PEDAGOGY
OF THE HEALTH**

Coordination: ARTIGUES BARBERA, EVA MARIA

Academic year 2022-23

Subject's general information

Subject name	PSYCHOLOGY AND PEDAGOGY OF THE HEALTH			
Code	14051			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Master's Degree in Health Education	1	COMPULSORY	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	3	3	
	Number of groups	1	1	
Coordination	ARTIGUES BARBERA, EVA MARIA			
Department	NURSING AND PHYSIOTHERAPY			
Teaching load distribution between lectures and independent student work	<p>Face-to-face (the percentages associated with each of the activities are calculated on 100%):</p> <ul style="list-style-type: none"> - Lectures 25%. - Proposal, presentation and debate of specific cases and materials by the students 25%. - Regular support, advice and follow-up sessions for the cohesion of the program as well as for its preparation and presentation 25%. - Seminars 25%. <p>Independent work (the percentages associated with each of the activities are calculated on 100%):</p> <ul style="list-style-type: none"> - Readings 20%. - Master's thesis project 45%. - Evaluation and analysis of materials in Health Education 35%. 			
Important information on data processing	Consult this link for more information.			
Language	Catalan – Spanish – English.			
Distribution of credits	<p>This subject belongs to Module I: Basics of the master's degree. The subject consists of 6 ECTS and corresponds to the first semester.</p> <p>Throughout the course, 40% face-to-face activities and 60% non-face-to-face activities will be carried out.</p>			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
ARTIGUES BARBERA, EVA MARIA	eva.artigues@udl.cat	2,75	
CARRERA FARRAN, FRANCISCO JAVIER	xavier.carrera@udl.cat	,5	
GOMEZ SANTOS, SANTIAGO FELIPE	santiagofelipe.gomez@udl.cat	1,25	
SELVA PAREJA, LAIA	laia.selva@udl.cat	0	
SERRA ESCARP, OLGA	olga.serra@udl.cat	1,5	

Learning objectives

- Obtain interdisciplinary training in the approach and treatment of different health problems.
- Encourage teamwork among different professionals.
- Know and value the contributions of other sciences and fields in the foundations of Health Education.
- Contribute to enlighten the debate about the fundamental problems of Health Education.

Competences

General competences:

- CG3. Apply, if necessary, appropriate educational strategies, which include community organization, communication, media, advisory and consulting techniques and social marketing techniques.

Specific Competences:

- CE3. Diagnose and assess the educational needs of people, groups and organizations based on different methodologies, instruments and techniques, considering the unique contexts where Health Education is delivered.
- CE4. Carry out Health Education interventions at individual, group and community level.
- CE5. Plan and deliver training programs for trainers in Health Education.

Subject contents

- Training models.
- Planning of an Educational Program.
- Training of trainers in Health Education.
- Conflict analysis, management and resolution: conflict management styles, management and resolution

models, negotiation skills.

- Social and communication skills in the development of programs in EpS.

Methodology

The course includes 6 ECTS credits:

	In-class activities	Study hours	Attendance percentage	Attendance percentage (calculated on 100%)
1	Lectures	15 h	10 %	25 %
2	Presentation and discussion of specific cases by the students	15 h	10 %	25 %
3	Regular support, advice and follow-up sessions for the cohesion of the program as well as for its preparation and presentation	15 h	10 %	25 %
4	Seminars	15 h	10 %	25 %
		60 h	40 %	100 %

	Independent study	Scheduled hours	Percentage	Percentage (calculated on 100 %)
1	Readings	18 h	12 %	20 %
2	Master's thesis project	40,5 h	27 %	45 %
3	Evaluation and analysis of materials in Health Education	31,5 h	21 %	35 %
		90 h	60 %	100 %

Development plan

The development of the course is available in the Virtual Campus, where it is specified in detail, the organization of the methodological topics, the description of the workshops (instructor, objectives and content), the schedule and the assessment activities (including due dates).

In-class sessions will take place in the Faculty of Nursing and Physiotherapy at the Lleida Campus. In case of punctual change of location, students will be notified in advance.

The sessions can be recorded, for this reason *the University of Lleida (UdL) informs that, for teaching purposes, will record images that identify students and other people who participate in academic activities. The responsible person for processing these images is the UdL (contact details of the representative: Secretaria General. Plaça de Víctor Siurana, 1, 25003 Lleida, sg@udl.cat; contact details of the data protection officer: dpd@udl.cat).*

These images are only used for teaching, assessing subject's knowledge and for teaching improvement projects. The use of the images responds to the legal obligation of the UdL to teach and improve university teaching, in accordance with Organic Law 6/2001, of 21 December, on universities.

The images, once recorded, are kept at least as long as they do not prescribe the corresponding actions and claims against the evaluation approved by the teacher. They are destroyed in the terms and conditions provided for

in the regulations on the conservation and disposal of the administrative documents of the UdL, and the document evaluation tables approved by the Generalitat de Catalunya (<http://www.udl.cat/ca/serveis/arxiu/>).

The UdL will never communicate this data to third parties, except in the cases strictly provided for in the Law. Interested people can access to their images; request rectification, deletion or portability; oppose the treatment and request its limitation, by writing to the address dpd@udl.cat. They can also submit a complaint addressed to the Catalan Data Protection Authority, through the electronic headquarters of the Authority (<https://seu.apd.cat>) or by non-electronic media.

Evaluation

Assignments need to be submitted to the “Activities” section of the Virtual Campus before their due date. In the case any assignment is not submitted it will then count as not done and, therefore, it’s grade will be 0. If the assignment is supposed to be done or integrated in an in-class section and the student has previously justified his/her absence, he/she will need to submit an alternative assignment to compensate for it.

Assessment topics:

Evaluation systems	Weighting
Attendance and active participation in online and in-class seminars, workshops and classes	50 %
Design and presentation of educational material in Health Education	20 %
Case resolution	20 %
Analysis, review and presentation of scientific documentation	10 %

Evaluation activities:

- Attendance and active participation in seminars, workshops and in-class sessions 50%:
 - Attendance and active participation in in-class sessions 30%.
 - Planning the training needs of a company and training plan 20%.
- Elaboration of assignments and group activities 20%.
- Design of a file for a training action.
- Development of a script: 5 basic principles of motivational interviewing.
- Case resolution 20%.
- Analysis, review and presentation of scientific documentation 10%
- Participation in the discussion forum.

Other evaluation considerations:

- Attendance is **mandatory**; absence will only be allowed for 20% of the classes as long as it is justified:
 - In relation to absence justifications, the reasons for which the absence is considered to be justified, will be the same as those stated in the Regulations for Assessment and Qualification of Teaching in Degrees and Masters at the UdL for failure to attend the assessment tests scheduled in the teaching guide or on the degree website.
 - Requests for justification of absences that involve not appearing at a workshop must be submitted within the following 7 days at the latest.
 - In general, the student will only be excused the absence, but not the lack of compliance with their academic commitments.
- Due to the characteristics of the course, the possibility of a single assessment is not contemplated.
- You have the right to improve the grade for any assessment activity equal to or greater than 30% of the final

grade in a subject or subject. However, attendance and participation will not be changed in case it is suspended, since the attendance of each individual workshop will not have a weighting greater than 30% in the final grade.

- The student will be classified as **not presented** as long as the assessment activities delivered do not exceed 30% of the total grade of the subject.
- You must pass each of the topics individually (with a **minimum grade of 5** out of 10) so that the average can be calculated. In the event that one of the parts is not passed, the course will be suspended.
- The opportunity is offered to present a voluntary and optional activity (**pedagogical contract**) that will be evaluated and may raise the final mark of the subject up to a maximum of 0.5 tenths taking into account the related learning objectives.
- The teaching staff reserves the right to ask students to prepare any complementary activity that addresses ethical issues of academic quality.
- Regarding **plagiarism** policy: assigning the authorship of a work that is not one's own implies a suspension of that evaluation activity.
- Regarding respect for the **environment**: only works delivered electronically will be accepted. They do not need to be delivered on paper.
- Those students who obtain a final grade of the subject equal to or higher than 9.0 points will be candidates for the Graduate with Honors qualification. The number of MH awarded will be in relation to what is detailed in the Regulations for the Evaluation and Qualification of Teaching in Degrees and Masters at the UdL.

Bibliography

Costa, M., López, E. (1996) Educación para la salud. Una estrategia para cambiar los estilos de vida. Madrid: Pirámide

Cruz Molina, M. , Fortuna, M. (2003) Experiencias educativas para la promoción de la salud y la prevención. Barcelona: Alertes

Evans, R., Barer, M., Marmor, T. (1994) ¿Por qué alguna gente está sana y otra no?. Madrid: Díaz de Santos

Fernández, B. (1995) Evaluación de programas. Una guía práctica en ámbitos sociales, educativos y de salud.

Fernández, J., Santos Guerra, MA. (1992) Evaluación cualitativa de programas de educación para la salud. Málaga: Aljibe

Flores, D. (2001) Educación para la salud y la enfermería. Murcia: DM

García, A. (1998) Claves de educación para la salud. Murcia: DM

García, A., Sáez, J., Escarbajal, A. (2000) Educación para la salud. Madrid: Arán

Greene, W.H., Simona-Morton, B.G. (1988) Educación para la salud. México: Interamericana

Hanak, M. (1986) Educación sanitaria del paciente y su familia. Barcelona: Doyma

Hawe, P., Degeling, D., Hall, J. (1993) Evaluación en promoción de la salud. Guía para trabajadores de la salud. Barcelona: Masson

Kay, I., Parcel, G., Kok, G., Gottlieb, N. (2006) Planning Health promotion Programs: An Intervention Mapping approach. San Francisco: First Edition

Marqués, F., Sáez, S., Guayta, R. (2004) Métodos y medios en promoción y educación para la salud. Barcelona: UOC

Modolo, M.A. (1981) Educaciones sanitaria. Roma: Il Pensiero Scientifico

OMS (1989) Educación para la salud. Manual sobre educación sanitaria en atención primaria de salud. Ginebra: OMS

Perea, R. Educación para la salud: Retos de nuestro tiempo. Madrid: Díaz de Santos

Pérez, R., Sáez, S. (2004) El grupo en la promoción y educación para la salud. Lleida: Milenio

Pérez-Llantada, M.C., López, A. (1999) Evaluación de programas de salud y servicios sociales: metodología y ejemplos. Madrid: Dykinson

Pineault, R., Daveluy, C. (1989) La planificación sanitaria: conceptos, métodos y estrategias. Barcelona: Masson

Rochón, A. (1996) Educación para la salud. Guía práctica para realizar un proyecto . Barcelona: Masson

Rodríguez, J. (1995) Psicología social de la salud. Madrid: Síntesis Psicología

Sáez, S., Font, P., Pérez, R., Marqués, F. (2001) Promoción y educación para la salud: conceptos, metodología y programas. Lleida: Milenio

Salleras, L. (1990) Educación Sanitaria: principios, métodos y aplicaciones. Madrid: Díaz de Santos

Serrano, M.I. (1998) La educación para la salud del siglo XXI. Madrid: Díaz de Santos