



Universitat de Lleida

DEGREE CURRICULUM
MASTER'S THESIS

Coordination: SELVA PAREJA, LAIA

Academic year 2022-23

Subject's general information

Subject name	MASTER'S THESIS			
Code	14057			
Semester	UNDEFINED			
Typology	Degree	Course	Character	Modality
	Master's Degree in Health Education	1	COMPULSORY	Attendance-based
Course number of credits (ECTS)	10			
Type of activity, credits, and groups	Activity type	TFM		
	Number of credits	10		
	Number of groups	1		
Coordination	SELVA PAREJA, LAIA			
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"> - Proposal, presentation and discussion of specific cases 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 50%. - Seminars 25%. <p>Independent work (the percentages associated with each of the activities are calculated on 100%):</p> <ul style="list-style-type: none"> - Master's work project 75%. - Studies and resolution of cases and problems 25%. 			
Important information on data processing	Consult this link for more information.			
Language	Catalan - Spanish - English			
Distribution of credits	Throughout the course, 40% face-to-face activities and 60% non-face-to-face activities will be carried out.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
ARTIGUES BARBERA, EVA MARIA	eva.artigues@udl.cat	1,5	
BOTIGUE SATORRA, MARIA TERESA	teresa.botigue@udl.cat	,75	
CAMPOY GUERRERO, CARMEN SOLEDAD	carme.campoy@udl.cat	1,12	
ESCOBAR BRAVO, MIGUEL ANGEL	miguel.escobar@udl.cat	1,5	
ESPART HERRERO, ANNA	anna.espart@udl.cat	1,5	
GOMEZ SANTOS, SANTIAGO FELIPE	santiagofelipe.gomez@udl.cat	1,5	
MASOT ARIÑO, OLGA	olga.masot@udl.cat	1,5	
MERCADER GARCIA, CLARA	clara.mercader@udl.cat	1	
PIFARRE SAN AGUSTIN, FERNANDO	fernando.pifarre@udl.cat	,5	
SALINAS ROCA, MARIA BLANCA	blanca.salinasroca@udl.cat	1,5	
SELVA PAREJA, LAIA	laia.selva@udl.cat	1,13	

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
SOLE CASES, SILVIA	silvia.sole@udl.cat	1,5	
TEJERO VIDAL, LORENA LOURDES	lorena.tejero@udl.cat	,75	
TORT NASARRE, GLORIA	gloria.tort@udl.cat	,75	

Subject's extra information

The TFM is a compulsory subject, which is developed during the master's course as established by Royal Decree 822/2021, of September 28, which establishes the organization of university courses and the insurance procedure its quality.

The TFM consists of carrying out an original study, in which the training content received and the skills acquired during the Master's training period are integrated and developed. Its purpose is to provide training for the research, management, organization and interpretation of information, to issue judgments that include a reflection on relevant social, scientific, technological or ethical issues and to facilitate the development of thinking and critical and creative judgment that enables continuous learning.

Generalitats:

- It is a work done under the supervision of a tutor.
- Its purpose is the evaluation of the skills associated with master's degrees.
- There is a co-registration requirement: in order to enroll in the TFM subject you must have passed or been enrolled in all the subjects of the degree.
- To be able to qualify the TFM subject you must have passed all the other subjects of the qualification.
- To present himself at the oral presentation and defense of the TFM, it will be necessary to have passed/passed the compulsory and basic subjects through the ordinary route or for the Regulation of assessment compensation through compensation for the completion of studies to be applied the FIF.
- Students can apply in June or in September-October.

The study plans of the FIF Masters incorporate a TFM of 10 ECTS credits, with a mandatory character, to obtain the Master's degree.

Learning objectives

- Analyse, reflect and deepen each of the theoretical concepts linked to Health Education.
- Integrate and systematize the basic concepts of Health Education.
- Provide a global and integrative vision of Health Education.
- Differentiate among Health Education models, know their origin and how they work.
- Analyze the multidisciplinary nature of Health Education.
- 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 disciplines to the foundations of Health Education.
- Contribute to enlighten the debate about the fundamental problems of Health Education.

- Familiarize with the methods of Health Education through a theoretical-practical vision.
- Analyze the impact of Health Education on changes in the lifestyles of citizens and their environment.
- Promote a critical attitude towards Health Education.
- Learn how to carry out and evaluate Health Education projects/programs.
- Create and develop a Health Promotion and Education program applicable to daily activities.
- Strengthen communication and teamwork skills.
- Design, execute and evaluate intervention and community participation programs at different levels and fields.
- Apply specific methodologies (Precede-Proceed, Intervention Mapping, etc.).
- Apply the use of new technologies and the media.
- Carry out activities and functions of management, advice and consultancy in matters of Health Promotion and Education.
- Promote political, legislative and administrative measures in favor of health.
- Design, use and evaluate educational materials on Health Education.
- Collaborate and plan activities with the media.
- Promote and carry out research projects in the field of Health Promotion and Education.
- Know and apply group intervention methodologies and techniques.

Competences

General competences:

- CG1. Know the scientific, theoretical and methodological foundations of Health Promotion and Education: epidemiology (especially social and behavioral), community development and organization, social, behavioral, educational and communication theory, and educational processes and methods and of social change).
- CG1. Knowledge of the target population; their cultural and everyday reality, their priority health problems that threaten their quality of life and the living conditions and behaviors related to these problems.
- CG2. Ability to obtain data on individual and population needs and interests, including information on social and economic conditions and the cultural environment.
- CG3. Apply, if necessary, appropriate educational strategies, which include community organization, communication, media, advisory and consulting techniques and social marketing techniques.
- CG4. Knowledge of the non-health forces that support health programs, ie organizational and administrative factors, demographic transitions, technological changes, political and economic forces, and ideological and cultural viewpoints.
- CG5. Ability to manage human and financial resources to plan, carry out and evaluate programs.
- CG6. Ability to plan Health Education programs involving various sectors of society, including cross-sectoral collaboration, effective management and coordination of multiple organizations and groups in the planning process.
- CG7. Ability to communicate effectively with other team members.
- CG8. Knowing how organizations work and how to engage and collaborate with them.
- CG9. Lead capacity and competence to communicate to decision makers the role, function and benefits of Health Education when planned and carried out effectively.
- CG10. Teamwork.

Specific Competences:

- CE23. Design, develop and defend a Health Education program.

Crosswise competence:

- CT5. Apply gender perspective to existing knowledge about health-disease-mortality processes.

Learning outcomes:

- Know and use the contributions of women and gender studies in their discipline.
- Know how to make an inclusive and non-sexist use of language.
- Identifies the articulation of gender inequalities with other inequalities of age, social class, origin, ethnic-

cultural, sexual orientation, different capacities, and their non-professional impact of caring roles in the health of informal caregivers.

Subject contents

The TFM focuses on the design, development and defense of a Health Education program that has application in Health Education activities aimed at the individual and/or the community.

Contents:

- Phases and stages of an EpS program.
- Methodology for the design and planning of an EPS program.
- Presentation and defense of an EpS program

Methodology

The TFM will consist of a written assignment that will be carried out individually and must be developed according to the TFM Guide.

All the information regarding the structure and preparation of this assignment will be provided in the course space on the Virtual Campus at the beginning of the academic year.

The course includes 10 ECTS credits:

	In-class activities	Study hours	Attendance percentage	Attendance percentage (calculated on 100%)
1	Presentation and discussion of specific cases by the students	25 h	10 %	25 %
2	Regular support, advice and follow-up sessions for the cohesion of the program as well as for its preparation and presentation	50 h	20 %	50 %
3	Seminars	25 h	10 %	25 %
		100 h	40 %	100 %

	Independent study	Scheduled hours	Percentage	Percentage (calculated on 100 %)
1	Master's thesis project	112,5 h	45 %	75 %
2	Study and resolution of cases and problems	37,5 h	15 %	25 %
		150 h	60 %	100 %

Election and/or assignment of tutors:

Advisor request:

- At the beginning of the course, students will be informed, through the Virtual Campus, of the advisors available. This document may contain specific proposals made by the advisors.
- An activity will be opened through the Virtual Campus, for students to submit an standardized document

(which can be found in the TFM Guide) once completed. There are different ways of choosing and/or assigning:

- Option 1: students present their TFM proposal.
- Option 2: students choose one of the specific proposals presented by the tutors.
- Option 3: students apply for an Introduction to Research Scholarship (BIR) (http://www.udl.cat/ca/serveis/seu/introduccio_recerca/) linked to an advisor and a research project, from which the student will complete his TFM.
- Option 4: students who started the TFM in a previous year and want to keep the subject and the advisor.

Advisor assignment:

The TFM Commission will review the documents submitted and the following assignment may vary according to the submitted document:

- Option 1: each student will be assigned with an advisor depending on the topic of the work or the methodology used based on the requests made and the availability of places (number of TFM that agree to be advised) for each advisor.
- Option 2: each student will be assigned directly with the specific proposal (linked to an advisor) that they have chosen. In the event that two or more students have chosen the same proposal, it will be assigned in strict order of average grade in the academic file.
- Option 3: each student will be assigned directly with the BIR advisor.
- Option 4: each student will be assigned directly with the TFM advisor from the previous academic year.

The participation of a TFM co-advisor will be accepted with the aim of improving the quality and enriching the contributions of the author, as long as this is justified. The co-tutor may be a member of the teaching team or external staff in the field of professional development.

The coordination of the subject, the TFM Committee and/or the teaching staff in question reserve the right to make changes in the assignment of students based on ethical issues of teaching quality.

TFM advising is individual, however, each advisor can consider the development of certain group sessions useful for the teaching-learning process.

The function of the advising action will consist of guiding the student during the completion of the work in any of the typologies, supervising it and making sure that the set objectives are met. On the other hand, the acquisition of basic and transversal skills will be assessed.

The topic of the work

The topic of the work is left to student's choice, although the advisor will have the power not to accept it if he or she considers it inappropriate. In any case, consensus will be sought between students and teachers, and the advisor will never impose a topic on the student with which he or she is not satisfied.

The content and format of the TFM must be agreed upon with the tutor. It must be taken in mind that, in order to be able to evaluate the skills achieved by the students, the topic chosen as the subject of study must be directly linked to the courses that make up the master's degree.

To choose the topic, students are recommended to review the teaching guide and prepare a list with their topics of interest, which will be those that will most motivate them to work throughout the course, and start doing a first bibliographic search to check what is the available evidence on them.

Methodology

In-class sessions include:

- Information session: in this group session, information will be provided about the TFM and will be taught by the course coordinator.
- Group and/or individual sessions: meetings to specify aspects in relation to the process and monitoring of the work with the advisor. It will also guide and monitor the written work and the oral presentation. This meetings can be held face-to-face or online.

- Presentation and oral defense of the work as it is described in the Evaluation section.

Independent work: the remaining time will correspond to the student's independent work, following the guidelines set by the advisor.

Development plan

The development of the subject is available in the Virtual Campus space, where the organization of the methodological axes, the description, the schedule and the delivery dates are specified in detail. See in the Master's Thesis Guide.

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

- Public defense of the work done 80%:
 - Evaluation of the written work by the advisor 30%.
 - Evaluation of the presentation and defense by the court 40%.
 - Evaluation of the written work by the TFM Commission 10%.
- Attendance and participation in workshops and seminars on the design, development and evaluation of EpS programs 20%. Assessment of progress by the advisor.

To participate in the presentation and defense phase, a positive evaluation (authorization) by the advisor will be required in relation to the process and result of the TFM.

The advisor and the TFM Committee will evaluate the work according to the rubric and the evaluation tables of the TFM Guide. In addition, the advisor will also evaluate the progress or process according to the rubric.

The court will evaluate different aspects during the oral presentation and the defense according to the specific rubrics.

Students who have obtained a final grade of the TFM equal to or higher than 9 and who have been chosen by the court as candidates may opt for the Graduate with Honors (MH) qualification. There are two scheduled calls for defense (in June and in September-October), so that, if there is one or more MH proposals by the court in the first scheduled call, it will be the TFM Commission who decides whether this award is given. Whenever possible and if there are proposals from the court, the concession will be made in the first call. The originality, relevance and quality of the proposed TFMs will be assessed, in the same way that they will be reviewed for compliance with the regulations of the TFM Guide.

The TFM Commission will assess the written work and assign how many corresponding MH to be given among the candidates presented. In the event that one of the members is the advisor of one of the students proposed for the MH qualification, he will refrain from evaluating due to conflict of interest.

Bibliography

Resources

Bibliography of the Guia del Treball de Fi de Màster (TFM).

¡Normativa de TFM de la Facultat d'Infermeria i Fisioteràpia de la Universitat de Lleida.

Bibliography

Guia presentació treballs orals. Recuperat l'11 de juliol de 2022, de la pàgina web de la Facultat d'Infermeria i Fisioteràpia de la Universitat de Lleida: <http://www.fif.udl.cat/ca/estudis/normativa/#normativa-de-la-fif>

Guia presentació treballs escrits. Recuperat l'11 de juliol de 2022, de la pàgina web de la Facultat d'Infermeria i Fisioteràpia de la Universitat de Lleida: <http://www.fif.udl.cat/ca/estudis/normativa/#normativa-de-la-fif>

Guia de plagi i honestedat acadèmica. Recuperat l'11 de juliol de 2022, de la pàgina web de la Facultat d'Infermeria i Fisioteràpia de la Universitat de Lleida: <http://www.fif.udl.cat/ca/estudis/normativa/#normativa-de-la-fif>