Universitat de Lleida

DEGREE CURRICULUM
STRATEGIES OF ADMINISTRATION IN THE EDUCATION FOR THE HEALTH

Coordination: SERRA ESCARP, OLGA

Academic year 2023-24

Subject's general information

Subject name	STRATEGIES OF ADMINISTRATION IN THE EDUCATION FOR THE HEALTH
Code	14058
Semester	2nd 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	SERRA ESCARP, OLGA
Department	NURSING AND PHYSIOTHERAPY
Teaching load distribution between lectures and independent student work	Face-to-face (the percentages associated with each of the activities are calculated on 100%): - Lectures 25%. - 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 25%. - Seminars 25%. Independent work (the percentages associated with each of the activities are calculated on 100%): - Readings 20%. - Master's thesis project 45%. - Study and resolution of cases and problems 35%.
Important information on data processing	Consult this link for more information.
Language	Catalan - Spanish
Distribution of credits	This subject belongs to Module IV: Management. The subject consists of 6 ECTS and belongs to the second semester. 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
SERRA ESCARP, OLGA	olga.serra@udl.cat	6	

Learning objectives

- Learn how to plan from the perspectives of approach, unfolding and monitoring of results.
- Learn how to do a situation diagnose in order to define a strategy.
- Learn to define goals and actions.
- Learn to prioritize goals and / or projects.
- Acquire knowledge and practice techniques to engage the group while managing the time available.
- Learn how to structure and organize thinking.
- Know and use some of the graphic organizers.
- Synthesize main and secondary ideas in an agile and creative way.
- Communicate synthetically and effectively.
- Understand how process management adds value to both team performance and the final client.
- Learn how to design processes and their application to the HE.

Competences

General competences:

- 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.

Specific Competences:

- CE19 and CE20. Carry out activities and functions of management, advice and consultancy in matters of Promotion and Education for Health.
- CE21. Educational-health advice to people and / or institutions in self-management actions aimed at improving the quality of individual and community life.
- CE22. Know and manage the main training and information resources in HE.

Subject contents

- Areas of management: local, regional, national and international
- Advice and consultancy
- Ethics and legislation.
- Application of different structured techniques to facilitate teamwork and time management.
- Instruments and tools for analyzing problems and finding solutions.
- Graphic organizers: mind maps applied to the HE.
- Design and management of processes applied to the planning, management and organization of HE programs.

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	Study and resolution of cases and problems	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 %
Elaboration of individual synthesis assignments	10 %
Elaboration of assignments and group activities	20 %
Reading, review, personal organization and critical assessment of readings	10 %
Resolution of cases	10 %

Evaluation activities:

- Attendance and active participation in online and in-class seminars, workshops and classes 50%:
    - Attendance and active participation 20%.
    - Creation of a mental map on the evaluation of EpS programs 30%.
- Elaboration of individual synthesis assignments 10%:
    - Application of visual thinking and mental maps to teamwork.
- Elaboration of assignments and group activities 20%:
    - Elaboration of objectives, action plan and prioritization in an EpS program.
- Reading, review, personal organization and critical assessment of readings 10%:
    - Analysis and reflection in test format.
- Resolution of cases 10%.

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, l., 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