



Universitat de Lleida

DEGREE CURRICULUM
**THEORETICAL FOUNDATIONS
OF THE EDUCATION FOR THE
HEALTH**

Coordination: SELVA PAREJA, LAIA

Academic year 2022-23

Subject's general information

| | | | | |
|---|--|--------|------------|------------------|
| Subject name | THEORETICAL FOUNDATIONS OF THE EDUCATION FOR THE HEALTH | | | |
| Code | 14059 | | | |
| 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) | 8 | | | |
| Type of activity, credits, and groups | Activity type | PRAULA | TEORIA | |
| | Number of credits | 4 | 4 | |
| | Number of groups | 1 | 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"> - 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%. <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%. - Study and resolution of cases and problems 35%. | | | |
| Important information on data processing | Consult this link for more information. | | | |
| Language | Catalan – Spanish– English. | | | |
| Distribution of credits | This subject belongs to Module I: Basics. The subject consists of 8 ECTS and corresponds to the first 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 |
|---------------------------------|------------------------------|---------------------------|------------------------------|
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Learning objectives

- Analyze, reflect and deepen in each of the theoretical concepts related to Health Education (HE).
- Integrate and systematize the basic concepts of HE.
- Provide a global and integrative view of the HE.
- Know the theories and models to conceptualize the HE intervention processes.
- Analyze the multidisciplinary nature of the HE.

Competences

General competences:

- CG1. Knowledge of the scientific, theoretical and methodological foundations of the HE.

Specific Competences:

- CE1. Integrate knowledge and advances from the HE in their professional performance with a reflective and critical attitude.
- CE2. Select and use theories and models to conceptualize the intervention processes in HE.

Crosswise competence:

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

Learning outcomes:

- Identify gender biases in existing knowledge about health-disease-mortality processes.
- Know the concepts of gender related to the health sciences, identifying the importance for health of gender identity, roles and sociocultural beliefs in women and men.

Subject contents

The subject is structured around two main topics:

- Scientific foundations of Health Education (HE).
- The EpS professional
 - Models and paradigms in HE.
 - Multidisciplinary orientation: Psychology, Pedagogy, History, Anthropology, Economics, Ethics, Health Sciences (Nursing, Medicine, Epidemiology, Public Health).

Methodology

The course includes 8 ECTS credits:

| | In-class activities | Study hours | Attendance percentage | Attendance percentage (calculated on 100%) |
|---|--|--------------------|------------------------------|---|
| 1 | Lectures | 20 h | 10 % | 25 % |
| 2 | Presentation and discussion of specific cases by the students | 20 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 | 20 h | 10 % | 25 % |
| 4 | Seminars | 20 h | 10 % | 25 % |
| | | 80 h | 40 % | 100 % |

| | Independent study | Scheduled hours | Percentage | Percentage (calculated on 100 %) |
|---|--|------------------------|-------------------|---|
| 1 | Readings | 24 h | 12 % | 20 % |
| 2 | Master's thesis project | 54 h | 27 % | 45 % |
| 3 | Study and resolution of cases and problems | 42 h | 21 % | 35 % |
| | | 120 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 seminars, workshops and in-class sessions | 50 % |
| Elaboration of work and group activities | 20 % |
| Resolution of cases | 20 % |
| Analysis, review and presentation of scientific documentation | 10 % |

Evaluation activities:

- Attendance and active participation in seminars, workshops and in-class sessions 50%:
 - Presentation and creative defense of the designed Health Education Program 10%.
 - Evaluation of the collaborative work process and the result obtained 10%.
 - Attendance and active participation 30%.
- Elaboration of assignments and group activities 20%:
 - Design and presentation of the Health Education Program designed 10%.
 - Critical analysis of the designed Health Education program 10%.
- Case resolution 20%:

- Analysis and application of ICT in activities integrated into a Health Education program.
- Analysis, review and presentation of scientific documentation 10%:
 - Identification and analysis of articles in which, in each of them, a methodological instrument is used for the design and implementation of a Health Education program. Peer assessment (intragroup/between groups).

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

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