



Universitat de Lleida

DEGREE CURRICULUM  
**COMMUNITY HEALTH AND  
SAFETY PROGRAMMES**

Coordination: TEJADA GALLARDO, CLAUDIA

Academic year 2023-24

Subject's general information

<b>Subject name</b>	COMMUNITY HEALTH AND SAFETY PROGRAMMES			
<b>Code</b>	14554			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Double degree: Master in General Health Psychology and Master in Neuropsychology	1	COMPULSORY	Blended learning
	Master's Degree in General Health Psychology	1	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.8		4.2
	<b>Number of groups</b>	1		1
<b>Coordination</b>	TEJADA GALLARDO, CLAUDIA			
<b>Department</b>	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
TEJADA GALLARDO, CLAUDIA	claudia.tejada@udl.cat	6	

## Learning objectives

### Course objectives:

- Know the theoretical models commonly used in prevention and community health, the assessment instruments they use and the prevention techniques.
- Know the methods and techniques used in health promotion and disease prevention.
- Select and apply the main prevention techniques.
- Identify and evaluate the personal and psychosocial factors that intervene in the health and disease processes and acquire the necessary knowledge for the design, implementation and evaluation of prevention programs.
- Plan the evaluation of programs and interventions.
- Know the bases to select appropriate evaluation methods and techniques for each situation and context.
- Know the factors that influence the establishment and modification of habits and behaviors related to health.
- Analyze and interpret the results of a program evaluation.
- Orally communicate the results of the program evaluation.
- Apply indirect intervention strategies and methods through other people: advice, training of trainers and other agents.
- Listen accurately and actively.
- Develop a critical understanding of the enormous complexity of these processes and the difficulties inherent in their study.

## Competences

### Basic skills:

- Possess and understand knowledge that provides the basis or opportunity to be original in the development and/or application of ideas, often in a research context.
- Know how to apply the knowledge acquired and have the capacity to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study.
- Possess the learning skills that allow to continue studying in a way that will have to be largely self-directed or autonomous.

### General competences:

- Acquire, develop and put into practice a concept of integral health, where the biopsychosocial components of it have a place, in accordance with the guidelines established by the WHO.
- Critically analyze and use clinical information sources.
- Use information and communication technologies in professional performance.
- To develop their work from the perspective of quality and continuous improvement, with the self-critical capacity necessary for responsible professional practice.

### Specific competences:

- Know in depth the psychological nature of human behavior, as well as the social and biological factors that can affect it.
- Know in depth the biological and psychosocial factors associated with health and disease problems, especially those related to mental health.

- Design, develop and, where appropriate, supervise and evaluate psychological intervention plans and programs, based on the psychological evaluation and the individual and social variables concurrent in each case.
- Carry out promotional and educational activities for individual and community psychological health.

## Subject contents

### Part 1

#### **Approaches to people's well-being and quality of life**

Mental health from the dual-factor model

Well-being: Theories and models

Well-being strategies

Social support and social relationships as a protective factor

### Part 2

#### **Community promotion, prevention and intervention**

Community health: Agents and levels of action

PAR (Participatory Action Research) and areas of application

Planning and design of community programs

#### **Practical part:**

#### **Community promotion programs**

Interculturality

Children and adolescents

Old age

Education

Gender

## Methodology

- Master classes.
- Seminars and Workshops.
- Study of cases.
- Flipped classroom.
- Problem Based Learning (PBL).

## Evaluation

### Evaluation system

#### **Continuous evaluation**

The distribution of student ECTS credits will be as follows:

Final grade worth 100 points.

- A) Exam: 25 points
- B) Practices: 20 points
- C) Group work: 35 points
- D) Flipped classrooms and targeted interventions: 20 points

## Alternative evaluation

The distribution of students' ECTS credits will be as follows:

Final grade worth 100 points.

- A) Exam: 25 points
- B) Practices: 20 points
- C) Group work: 35 points
- D) Flipped classrooms: 20 points

## Bibliography

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