

**COURSE DATA****Data Subject**

<b>Code</b>	42685
<b>Name</b>	Health promotion and education
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2023 - 2024

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period year</b>
2124 - M.U. en Salud pública y gestión sanitaria 12-V.1	Faculty of Pharmacy and Food Sciences	1 First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2124 - M.U. en Salud pública y gestión sanitaria 12-V.1	2 - Promotion of good health and disease prevention	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
PEIRO PEREZ, ROSANA	125 - Nursing

**SUMMARY**

With the delivery of the course the student is intended to identify the historical events that have contributed to the development of health promotion, to analyze the different international events from the model of health promotion recognized and proposed in the Ottawa Charter, approximate the different concepts of health promotion and models that contribute to the diverse professional practice, based on the values of equity, empowerment, justice and equality with the participation of the community. It is intended that students will raise the issue of culture and population perspective of health, inquiring about the practices and beliefs of individuals and communities

They present multiple and complementary strategies used to promote health, such as communication and social marketing, social action, organizational change, community development, participation and empowerment, public policy and legislation and health education from population perspective of culture and health, inquiring about the practices and beliefs of individuals and communities

They present multiple and complementary strategies used to promote health, such as communication and social marketing, social action, organizational change, community development, participation and empowerment, public policy and legislation and health education, which will analyze the different terms and types of intervention, demonstrating that promotion programs and health education using multiple



strategies are more effective and which refer to individuals, families, groups, communities and populations in general. Also initiated the topic Salutogenesis and model health assets. Finally, we address the issue of the assessment to end future proposals.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

To have a minimum background in Public Health.

## OUTCOMES

### LEARNING OUTCOMES

The teaching-learning process in this course will help the student acquire basic skills, general and cross-listed in the content Master general, and in particular the development of more specific skills directly related to the understanding and analysis of the theoretical and scientists needed for the practice of the promotion and health education, developing knowledge, attitude and skills to work in different topics and areas of health promotion intervention, using the methodology of programming and evaluation, applying the methods and educational techniques necessary for the learning process for individual health education, group and community, from the analysis of the media and education resources, and social communication and development policies and technical measures for the social and community action. As a result of the teaching-learning process, the student should be able to successfully overcome the various forms of evaluation of the subject.

## DESCRIPTION OF CONTENTS

### 1. Health in its social and cultural context

1. The origins of scientific medicine and environmental approaches
2. Of the individual approaches to public and social
3. The diversity of cultures and ways of thinking about health, disease and prevention
4. Health and disease from the perspective profane in our society and culture
5. The phenomenon of migration and its consequences in the field of health. Intercultural mediation
6. The research on these issues and their different approaches



## **2. Conceptual framework for the promotion and education health**

1. International events or milestones Health Promotion (PS)
2. Concepts of health promotion. Empowerment, participation, equity
3. Legal framework and policies to promote health
4. Essential features of health promotion
5. Multiple strategies: communication and social marketing, social action, change organizational, community development, participation and empowerment, development of public policy and legislation and health education
6. Health needs and areas of intervention, focus from health promotion
7. Models of intervention in promotion and health education at the local community
8. Project planning promotion and health education. Research participatory action
9. Role of professionals in the promotion and health education. Challenges and proposals for the future.

## **3. Health Communication**

1. Health
2. Information
3. Communication
  - Elements
  - Types
  - Effectiveness of messages
- Barriers
  - Media
4. Communicating Health / Disease
  - Customers communicate?
  - Communication Lines
  - Sources of information
  - Problems
  - Health professional relationship-community
  - Risk and Crisis Management

## **4. Strategies for social action and participation in health promotion**

1. Social action and community involvement
2. Salutogenesis active model and health
3. Practical Case Study: community revitalization tools in health
4. Evaluation and quality in health promotion

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	24,00	100
Development of group work	8,00	0
Study and independent work	10,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	12,00	0
Preparing lectures	5,00	0
Resolution of case studies	6,00	0
<b>TOTAL</b>	<b>75,00</b>	

**TEACHING METHODOLOGY**

Theory (participatory lecture)  
Reading and discussion of articles and documents  
Solving practical cases  
Supervised work in groups  
Development projects  
Individual tutorials work.

**EVALUATION**

Review: will consist of conducting a written test of "objective type" 40 questions with three possible answers, of which one only is the correct errors discounting. The score, from 0 to 10, is calculated considering the formula used in this type of testing.

**REFERENCES****Basic**

- Berridge, V. Public Health in History. London, Open University Press, 2011.
- Bird, Ch.E.; Conrad, P.; Fremont, A.M.; Timmermans, S. (Eds). Handbook of Medical Sociology. 6a ed., Nashville, Vanderbilt University Press, 2010.
- Garcia, A.; Saez, J; Escarbajal, A. Educación para la salud. La apuesta por la calidad de vida. Madrid, Aran ediciones, 2000.



### **Additional**

- -Aguilera, M y Pindado. Nuevos enfoques en comunicación y salud: perspectivas de investigación. Comunicar 2006; 26:13-20.
- Lindstrom B, Eriksson M. Guía del autoestopista salutogenico: camino salutogénico hacia la promoción de la salud. Girona: Documenta Universitaria. Catedra de Promoción de la Salud, Universitat de Girona; 2011.
- - Carmona M, Rebollo O. Guía operativa de accio comunitaria. Ajuntament de Barcelona, 2009.