

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

<b>Code</b>	42903
<b>Name</b>	Public health
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	13.0
<b>Academic year</b>	2023 - 2024

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2107 - M.U. en Cooperación al desarrollo 11-V.2	Faculty of Geography and History	1	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2107 - M.U. en Cooperación al desarrollo 11-V.2	4 - Health in developing countries	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
GUILLEN DOMINGUEZ, MARIA LUISA	265 - Prev. Medicine, Public Health, Food Sc., Toxic. and For. Med.

**SUMMARY**

The module has three subjects: "INEQUALITIES IN HEALTH" (3 ECTS)

SOCIAL DETERMINANTS IN THE PRODUCTION OF DISEASES.  
THE HEALTH-RELATED MILLENNIUM DEVELOPMENT GOALS.  
HEALTH AS AN INSTRUMENT FOR DEVELOPMENT.

GLOBALIZATION AND HEALTH «EPIDEMIOLOGY» (5 ECTS)  
INFORMATION SYSTEMS AND HEALTH AND DEVELOPMENT INDICATORS «

PROMOTION AND PROTECTION OF HEALTH» (5 ECTS)  
PREVENTION AND CONTROL PROGRAMS. FOOD SAFETY AND ENVIRONMENTAL HEALTH.

SOCIOLOGY AND ANTHROPOLOGY OF HEALTH



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

No son necesarios conocimientos previos.

## OUTCOMES

### 2107 - M.U. en Cooperación al desarrollo 11-V.2

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Estar preparados para participar en organismos públicos y privados de carácter nacional e internacional y llevar a cabo con éxito la gestión de políticas públicas coherentes con un modelo de desarrollo humano sostenible
- Es capaz de aplicar la metodología del marco lógico en la planificación, seguimiento y evaluación de proyectos de Cooperación al Desarrollo.

## LEARNING OUTCOMES

R1.- Evaluates public health policies, strategies and services through the analysis of economic, social and cultural information.

R2.- Is able to critically assess the data to evaluate, understand and address health problems in prevention and control programs.

R3.- Define multi-sectoral management strategies focused on solving the problems detected.

R4.- Design health policies and effective social responses that improve and protect health.

R9.- Assesses the state of health of a population, its needs and the economic impact.

R10. It is capable of performing epidemiological analyses.

R11.- Identify the sociocultural determinants that affect the level of health of a given population group.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Classroom practices	35,00	100
Theory classes	35,00	100
Other activities	5,00	100
Tutorials	3,00	100
Development of group work	20,00	0
Development of individual work	20,00	0
Study and independent work	102,00	0
Readings supplementary material	20,00	0
Preparation of evaluation activities	25,00	0
Resolution of case studies	8,00	0
<b>TOTAL</b>	<b>273,00</b>	

**TEACHING METHODOLOGY**

Depending on the skills, learning outcomes and content, various individual and group methods will be used: expository methodology, cooperative work, group discussions, text commentary, practical and application activities, etc.

A participatory and dynamic methodology will be used in order to promote the involvement and participation of the students in the classes, including explanations by the teaching staff to clarify the theoretical assumptions.

Debate will be used when appropriate and practical work, exhibitions and projects of various kinds related to the teaching profession and the theme of the module will be developed.

The training activities will be specified in:

**Face-to-face activities (25%)**

Theoretical-practical classes: Participatory master classes, with the support of audiovisual media in which the contents of the module will be worked on, debates will be held and activities will be carried out.

Group work: Elaboration of work in a small group (5 or 6 students) on the contents of the program with a final oral presentation to the large group or delivery of the work carried out.

Tutorials: Training period carried out by teachers and students to review and discuss class materials and topics and ask questions.

Assessment: Written tests to assess the theoretical-practical content, and presentation of individual



and group work.

Complementary activities: Other possible training activities related to the module: conferences, workshops, video-forum, visits, etc.

### **Non-face-to-face activities (75%)**

Independent study and work:

- Elaboration of tasks and individual works.
- Preparation of tasks and group work.
- Independent study and work.
- Readings of the complementary material.
- Resolution of practical cases.
- Study and preparation of the contents (theory classes).
- Study and preparation of oral and/or written tests.

The Virtual Classroom will be used as a means of communication between teachers and students, as well as for the exchange of documents and teaching support materials for the exclusive use of the subject.

## **EVALUATION**

### **A) Evaluation of activities and practices in the classroom (10%)**

It will be evaluated by solving exercises or presentation of work carried out from practical activities in the classroom. At the beginning of the semester, the guide document for said works will be delivered. Attendance at these practical classes will be mandatory, and they will be controlled by means of a signature sheet.

The exercises or assignments will be scored from 0 to 10, and the final score for each workshop will consist of the weighted average of these, depending on the specific weight attributed to each one and which will be indicated in the aforementioned guide document.

### **B) Evaluation of the theoretical contents (50%)**

The theoretical contents will be evaluated by means of a written test, using as an instrument the so-called "objective test" or questionnaire with closed questions, which allow the subject to be widely explored, given the high number of questions that can be formulated and the ease that the student has to carry out your response.

The test will consist of between 40 and 60 questions, with 3 answer alternatives, of which only one will be the correct one.

The questions may refer to both the contents of the theoretical part and those of the practical part taught



in the classroom.

C) Evaluation of autonomous work (40%)

The End of Module Project will be written according to the following structure:

COVER (Title and Authors)

SUMMARY AND KEYWORDS

INDEX OF CONTENTS

1. INTRODUCTION

- Background (theoretical and conceptual framework)

- Hypothesis and objectives

2. RESEARCH METHODOLOGY (material and methods)

3. ANALYSIS OF RESULTS AND DISCUSSION

4. CONCLUSIONS AND RECOMMENDATIONS

5. BIBLIOGRAPHY

6. ANNEXES

The End of Module Project will have to be defended orally in a call announced in advance by the teaching staff that coordinates the module.

The final grade of the End of Module Project will take into account the written document (70%), the oral presentation of the same (20%) and the defense (10%).

The evaluation of the End of Module Project will correspond to at least two teachers of the Module, being able to obtain a grade from 0 to 10.

To carry out the weighted average for the pass with the exam and the work in the classroom, it will be necessary to obtain a minimum grade of 5 out of 10 in each of the previous sections.

## REFERENCES

### Basic

-

Mazarrasa L.

Salud Internacional.

En: Sánchez Moreno A, Aparicio Ramón V, German Bés C, Mazarrasa Alvear L, Merelles Tormo A, Sánchez García A.

Sánchez García A.M., Merelles Tormo A., Mazarrasa Alvear L.

Salud Pública y Enfermería Comunitaria.

En: Mazarrasa, German, Sánchez M, Sánchez G, Merelles, Aparicio.

Salud Pública y Enfermería Comunitaria. (Cap. 3).

Madrid: McGraw-Hill/Interamericana, 2003, 2a ed. 3 vol.

ONU.

Objetivos del Milenio. Informe 2011.

Nueva York: Departamento de Asuntos Económicos y Sociales Naciones Unidas. 2011.





Integración de la perspectiva de género en la labor de la OMS. Política de la OMS en materia de género.

OMS. 2002.

Disponible en: <http://www.who.int/gender/mainstreaming/ESPwhole.pdf>

- Dodd R, Cassels A.  
Health, development and the Millennium Development Goals.  
Annals of Tropical Medicine & Parasitology, Vol. 100, Nos. 5 and 6, 379387 (2006).
- Hennekens CH, Buring JE.  
Epidemiology in Medicine.  
Boston: Littel Brown and Company. 1987.  
  
Daniel W W.  
Bioestadística: Base para el análisis de las ciencias de la salud.  
México: Limusa. 1977.
- Tello O, Martínez Navarro J F.  
Epidemiología: concepto y usos».   
En: Salud Publica y Enfermeria comunitaria. (Vol. I, Cap. 10).  
Madrid: McGraw-Hill\$bullet\$Interamericana. 1996. ISBN 84-486-0158-0.  
Grillo Rodríguez M.  
La higiene de los alimentos.  
En: Salud Publica. (Cap. 23).  
Madrid: McGraw-Hill\$bullet\$Interamericana. 1996. ISBN 84-486-0188-2.
- Preventing disease through healthy environments: Towards an estimate of the environmental burden of disease.  
World Health Organization 2006. \newline  
Disponible en: [http://www.who.int/quantifying\\_ehimpacts/publications/preventingdisease.pdf](http://www.who.int/quantifying_ehimpacts/publications/preventingdisease.pdf)

### **Additional**

- Artacoz L, Escribà-Agüir V, Cortés I.  
El estrés en una sociedad instalada en el cambio.  
Gac Sanit. 2006; 20(Supl 1):8-16.
- Médicos del Mundo.  
La salud en la cooperación al desarrollo y la acción humanitaria. Informe 2011.  
Madrid: Prosalus y Médicos del Mundo. 2011. \   
Disponible en: [http://www.prosalus.es/gestor/imgsvr/publicaciones/doc/Informe\\_Salud\\_2011\\_web2.pdf](http://www.prosalus.es/gestor/imgsvr/publicaciones/doc/Informe_Salud_2011_web2.pdf)



- Pérez Flores D.  
El papel de la Bioestadística en las Ciencias de la Salud.  
En: Salud Publica y Enfermeria comunitaria. (Vol II, Cap. 26).  
Madrid: McGraw-Hill\$bullet\$Interamericana. 1996. ISBN 84-486-0158-0.
- Antropologia y salud publica: [http://www.aniorte-nic.net/apunt\\_antropolog\\_salud\\_7.htm](http://www.aniorte-nic.net/apunt_antropolog_salud_7.htm)  
Medicina tradicional:  
<http://www.amhb.org.br/media/estrategia.pdf>.
- WHO.  
Media centre.  
Food safety and foodborne illness (Seguridad alimentaria y enfermedades transmitidas por los alimentos). \newline  
Disponible en: <http://www.who.int/mediacentre/factsheets/fs237/en/index.html>.  
WHO.