		GRAU INFERMERIA – EUI SANT PAU	

Teaching Guide of the subject   Year 2025 - 2026

HEALTH EDUCATION

Code: 106109
ECTS credits: 3

Titulation	Type	Course	Semester
2500891 Nursing	**OB**	**2**	**Annual**

Contact	Use of languages
Responsible: San José Arribas, C. Alicia asanjose@santpau.cat **Teaching staff:** San José Arribas, C. Alicia asanjose@santpau.cat Santesmases Masana, Rosalia rsantesmases@santpau.cat	• Group 1: **Spanish**

Prerequisites
There are no official prerequisites, but it is advisable to have achieved the knowledge of the subject of Public Health.

Contextualization and objectives
This subject is part of the training module Nursing Sciences, subject Bases of Nursing.
The main purpose of this subject is to train the student to promote health and enhance the self-care of the person through a health education project, at an individual, group or community level.

Learning objectives of the subject

1. Identify the concept and objectives of Health Education as a tool for Health Promotion and Prevention.
2. Differentiate the different fields of action of the nurse as a health educator.
3. Integrate the concept of health literacy and its constitutive dimensions.
4. Apply strategies to improve health literacy through oral and written communication techniques.
5. Recognize the main characteristics of group education.
6. Design health education projects by selecting the relevant methodology according to each situation/problem that arises and the effectiveness demonstrated.

Competencies and learning outcomes

Competence	Learning Outcomes
SPECIFIC	
E05. Design care systems aimed at individuals, families or groups, evaluating their impact and establishing the appropriate modifications.	**E05.01.** Design health education strategies for individuals, families and groups.
E06. Base nursing interventions on scientific evidence and available means.	**E06.05.** Apply scientific evidence in the planning and development of nursing care.
E08. Promote and respect the right to participation, information, autonomy and informed consent in the decision-making of the people served, according to the way in which they live their health-disease process.	**E08.05.** To analyze the importance of participation in health education.
E09. Promote healthy lifestyles, self-care, favoring the maintenance of preventive and therapeutic behaviors.	**E09.01.** Identify the effective skills and strategies of interventions aimed at the promotion and prevention of the disease, considering the resources, values and beliefs of individuals, families or groups. **E09.02.** Design strategies for health promotion and disease prevention aimed at the person, group or community, considering their resources, habits, beliefs and values. **E09.03.** To evaluate educational interventions aimed at promoting healthy lifestyles and self-care. **E09.04.** Identify healthy lifestyles and preventive and therapeutic behaviors for the person, group or community.
GENERAL / BASIC	
G01. To introduce changes in the methods and processes of the field of knowledge in order to provide innovative responses to the needs and demands of society.	**G01.03.** Acquire and use the necessary tools to develop a critical and reflective attitude.
G02. Act in the field of their own knowledge, assessing the social, economic and environmental impact.	**G02.02.** Propose viable projects and actions that enhance social, economic and environmental benefits.

G03. Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.	**G03.02.** Critically analyze the principles and values that govern the practice of the nursing profession. **G03.03.** Analyse difficulties, prejudices and discrimination, in the short or long term, in relation to certain people or groups.
G04. Act within the field of self-knowledge by assessing inequalities based on sex/gender.	**G04.01.** Identify the intersection between gender inequality and other axes of inequality (age, class, origin, racialization, ethnicity, sexuality and gender identity/expression, functional diversity, etc.) **G04.02.** To analyse gender inequalities as well as the factors that sustain them from the different systems; The family system, the kinship system, the economic system, the political system, symbolism and educational systems. **G04.05.** Identify strategies to prevent gender-based violence.

B01. Students must have demonstrated that they understand and have knowledge in an area of study that starts from the basis of general secondary education, and is usually at a level that, although based on advanced textbooks, also includes some aspects that involve knowledge from the forefront of that field of study.

B03. Students must have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on salient social, scientific, or ethical issues.

Content

MODULE 1. FUNDAMENTALS OF HEALTH EDUCATION

1. Concept and objectives of Health Education.
2. Educational absorption of the nursing professional. Fields of action.
3. Health Literacy: functional, critical and communicative dimension.
4. Oral and written communication techniques in health education.
5. Characteristics of group education.

MODULE 2. DEVELOPMENT OF HEALTH EDUCATION PROJECTS

1. Analysis of educational needs: analysis of the group and analysis of the context.
2. Definition of learning objectives.
3. Project design. Organization of contents.
4. Selection of educational strategies and methods: Direct and indirect methods.
5. Project evaluation: Process and result indicators.

Methodology

A student-centered methodology is applied that is active in their learning process.

The teaching staff will propose different teaching-learning activities, considering the combination of various methodologies: theoretical, tutorials and individual activities.

Directed activity:

The subject has a single theory group. All sessions include different types of activities to promote dynamism. The subject includes:

1. Activities aimed at achieving key concepts and theoretical foundations: lectures and reading articles of interest.
2. Activities aimed at critical reflection: critical readings of articles and searches for information.
3. Activities aimed at the integration and practical application of concepts: group dynamics, presentations and various exercises.
4. Preparation of a final integrating project.

Teaching is face-to-face and class attendance is not mandatory. It is advisable to participate and attend the sessions regularly, as well as to be constant in the monitoring of the continuous assessment system in order to achieve the competences of the subject.

Supervised activity:

Students must carry out various activities between sessions aimed at developing autonomous learning strategies.

Tutored group work is carried out in small groups of 5-7 students. A tutored follow-up of the final integrative project working group is carried out.

Training activities

Activity	Hours	ECTS	Learning Outcomes
Types: Directed			*E05.01, E06.05, E08.05, G03.02, G03.03, G04.01, G04.02, G04.05, B01, B03*
. Theory (TE):	23	0,92	
Types: Supervised			*E09.01, E09.02, E09.03, E09.04, G01.03, G2.02, G03.02, G03.03, G04.01, G04.02, G04.05, B01, B03*
. Tutorials:	1	0,04	
Type: Self-employed			
. Reading articles/reports of interest. . Personal study. . Bibliographic consultations and documents. . Preparation of works.	45	1,8	*E05.01, E06.05, E08.05, E09.01, E09.02, E09.03, E09.04, G01.03, G2.02, G03.02, G03.03, G04.01, G04.02, G04.05, B01, B03*

The teaching staff will allocate approximately 15 minutes once the subject is finished to allow them to students can answer the assessment surveys on the teaching performance and the subject.

Evaluation

To pass the subject, students have only one call per academic year.
Academic progression and completion of the subject is assessed by:

Continuous evaluation

The final grade of the subject is obtained from the arithmetic average of the marks obtained in the sum of the following sections:

- **Objective written multiple-choice test (overall at the end of the subject) (50%).**
- **Written group work at the end of the subject (40%).**
- **Oral defence of group work in the classroom (10%).**

In order to be able to do an average, a grade equal to or greater than 5 out of 10 must be obtained in each of the tests (test, work and defence).

The results of the evaluation tests will be retroacted through the classroom and tutorials where appropriate.

The group work evaluation rubric is available in the virtual classroom.

Qualification

- 0 to 4.9: Fail
- 5.0 to 6.9: Pass
- 7.0 to 8.9: Remarkable
- 9.0 to 10: Excellent (in the event that the student has obtained a grade equal to or higher than 9, he/she may opt for, criterion of the professor, to an honors).

Unique assessment

1. In this subject there is no task scheduled to be done in a group

2. The date of the unique test will coincide with the date of the last continuous assessment test that appears in the daily schedule and in the calendar of training and evaluation activities.

3. The unique assessment will consist of:
   - Test 1 which will consist of **a global written** test at the end and weights **60%.**
   - Test 2 which will consist **of Submission of a group work** at the end of the subject and weights **30 %.**
   - Test 3 which will consist of **Oral defence** in the classroom and weights **10%.**

In order to be able to do an average, a grade equal to or greater than 5 out of 10 must be obtained in each of the tests (test, work and defence).

Recovery activity

1. A unique date is set for the remedial activity for all students, whether or not they are eligible for a unique assessment.

2. A remedial activity is proposed to students who have been previously evaluated for a set of activities whose minimum weight is equivalent to 2/3 of the total grade of the subject and who have obtained a final grade of less than 5 and higher than 3.5.

3. This test will consist of an evaluation activity of the unpassed test(s).

4. The remedial tests will be determined by the teaching staff**.**

5. The teacher may exclude from the recovery process those activities that, by their nature, he/she considers not to be recoverable.

6. In the event that the student passes the retake test corresponding to the failed part, the maximum grade of the same will be a 5.

7. The retake grade will replace the grade originally obtained and the final weighted grade will be recalculated.

8. Once the subject has been passed, it may not be subject to a new evaluation.

Not assessable

It is considered that the subject will not be assessable at the time that one of these circumstances is met:

1. Not having submitted any continuous assessment activity provided for in the teaching guide.
2. Not have attended any of the practical or compulsory sessions, when these are necessary to assess specific competences and this is indicated in the teaching guide.
3. Not having taken the final test (exam, written or oral test, job defence, etc.), if this represents an essential percentage of the qualification.
4. Not having completed the minimum required participation in training activities (e.g., seminars, presentations, forums, etc.), when these are part of the assessment.
5. Not having submitted the final work or compulsory project, if this constitutes central evidence of the learning of the subject.

Exam Review

Once the final grade has been published, the student can request the revision of the exam within the period determined by the "exam review". Requests for review on dates outside the established limit will not be accepted.

Procedure in case of copying/plagiarism

1. Copying **or plagiarism** in any type of assessment activity is a crime, and will be penalised with a 0 as the grade of the subject, losing the possibility of recovering it, whether it is an individual or group work (in this case, all members of the group will have a 0).

2. If during the completion of an individual project in class, the teacher considers that a student is trying to copy or is discovered some type of document or device not authorised by the teaching staff, it will be graded with a 0, with no retake option, and therefore, the subject will be suspended.

3. A work, activity or exam is considered to be "copied" when it reproduces all or a significant part of the work of oneself or another classmate.

4. A work or activity will be considered "plagiarized" when a part of a text by an author is presented as one's own without citing the sources, regardless of whether the original sources are on paper or in digital format.

The use of Artificial Intelligence (AI) technologies

The use of Artificial Intelligence (AI) technologies is regulated according to the type of work to be performed:

1. In the event that the work aims at personal reflection and meaningful learning by the student, **the use of AI technologies is prohibited** in any of its phases of realization. Any work that includes AI-generated fragments (e.g., summaries, translations, text writing or image creation) is considered academic dishonesty and may lead to a partial or total penalty in the grade of the activity, as well as greater sanctions in cases of severity.

2. In other jobs, **the restricted use of AI technologies is allowed** only in those support tasks, such as bibliographic or information search, text correction, translations and other specific situations that are indicated. In these cases, the student will have to clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. The non-transparency of the use of AI in this assessable activity will be considered a lack of academic honesty and may lead to a partial or total penalty in the grade of the activity, as well as greater sanctions in cases of severity.

In any case, in the description of each work, the teacher in charge will clearly indicate **whether the prohibited or restricted use of AI applies.**

Aspects of assessment related to values and attitudes

1. The teacher may reduce the grade of the subject by between 1 and 2 points when the student repeatedly does not respect the indications of behavior in the classroom and/or disturbs the normal functioning of the classroom.

2. "No disrespect for colleagues or teachers will be tolerated. Homophobic, sexist or racist attitudes will not be tolerated either. Any student in whom any of the attitudes described above are detected will be classified as failing the subject."

Formal aspects of written work

In all activities (individual and group) linguistic correctness, writing and formal aspects of presentation will be considered. It is recommended that before submitting learning evidence, it is necessary to check that the sources, textual citations and bibliographic references have been correctly written following the regulations of Presentation of works, a text recommended by EUI-Sant Pau.

Other considerations

1. All the evaluation tests will be published in the daily program and in the calendar of the training and evaluation activities.

2. The date of the unique test will coincide with the date of the last continuous assessment test.

3. Students who repeat the subject may request at the beginning of the academic year to take only a final synthesis assessment (Article 117, page 46 of the Academic Regulations of the Universitat Autònoma de Barcelona (Approved by agreement of the Governing Council of 7 July 2022, and amended by agreement of the Governing Council of 1 February 2023).

   Students in the second or higher enrolment who have taken all the assessment tests the previous year may choose to take assessment with a single synthesis assessment activity. This activity will consist of an exam at the end of the subject coinciding with the written exam of the subject. Students in the second or higher enrolment who wish to opt for the synthesis exam must notify the teaching staff responsible for the subject in writing two weeks before the published date.

Evaluation activities

Activity	Weight	Hours	ECTS	Learning Outcomes
Objective written test	**50%**	1,5	0,06	*E05.01, E06.05, E08.05, G03.02, G03.03, G04.01, G04.02, G04.05, B01, B03*
Work: • Written group work at the end of the subject. • Oral defense of group work in the classroom.	40% 10%	4	0.16	*E09.01, E09.02, E09.03, E09.04, G01.03, G2.02, G03.02, G03.03, G04.01, G04.02, G04.05, B01, B03*

Bibliography

Books:

HEALTH EDUCATION METHODS
Author: Loreto Maciá Soler, Ana María Palmar Santos
Edition: 2nd Edition Elsevier 2023
ISBN: 978-84-9022-449-6

HEALTH EDUCATION: TECHNIQUES FOR WORKING WITH SMALL GROUPS (3RD Ed.).
Author: Sáez S, Marqués F
Edition: 3rd Edition. Millennium 2015
ISBN: 9788497431774

Webography:

- Actions and programmes that promote healthy habits, emotional well-being and socialisation and prevention of risk behaviour in children and young people. Department of Education. Generalitat of Catalonia: https://educacio.gencat.cat/ca/arees-actuacio/centres-serveis-educatius/centres/salut-escola/index.html
- School and Community Health Plan. XTEC - Educational Telematic Network of Catalonia. Generalitat of Catalonia: https://xtec.gencat.cat/ca/comunitat/salutescola/psec/
- XTEC Health and School Programme - Educational Telematics Network of Catalonia. Generalitat of Catalonia: https://xtec.gencat.cat/ca/comunitat/salutescola/programasalutescola/
- Virtual nurse. Official College of Nurses of Barcelona.
- https://www.infermeravirtual.com/esp

Teaching platforms

- Moodle