

**SCHOOL OF HEALTH AND SCIENCES**

**SYLLABUS**

<b>TITLE:</b>	Health Education
<b>CODE:</b>	EFI 301
<b>PREREQUISITE</b>	BIO 109, BIO 110, PSI 203-204
<b>CREDITS:</b>	3 credits   45 contact hours   1 term

**DESCRIPTION**

This theoretical course helps students to understand the physical, psychological (mental and emotional), and social development of the human being in relation to the development and maintenance of a good quality of life. It discusses the factors that most affect the health of individuals, as well as methods and strategies to promote and maintain health. Lifestyles that affect the quality of life and health of individuals are discussed.

**JUSTIFICATION**

The economy of every society is determined, in part, by the level of physical and mental health of its best resource: its people. Each person's performance is directly associated with their emotional, social, and physical state. Therefore, students should know about their health and how it affects their personal and professional performance. In turn, this knowledge can be applied in their internship according to their academic program.

**COMPETENCES**

The course develops the following competences in students:

- **Critical questioning**
- **Research and exploration**
- **Ethical sense and social justice**

## **OBJECTIVES**

After completion of the course, students will be able to:

1. Define the terms: health, health promotion, disease prevention, health inequalities, public health, community health, and well-being.
2. Promote physical, mental, social, emotional, and spiritual health in themselves, their work area, and community.
3. Recognize their social responsibility in intelligent participation and in the search for solutions to health problems that affect the community.
4. Make informed, assertive decisions that may affect their health and the health of others.
5. Understand the evolution of health practices and beliefs that have changed through the ages.
6. Analyze risk factors for physical and emotional health and look for alternatives to them.
7. Recognize the effect that drugs, alcohol, and tobacco have on humans and society.
8. Analyze personal and collective habits that affect health in order to develop health promotion programs.
9. Demonstrate ethical conduct in the handling of health information.

## **CONTENTS**

- I. Clarification of Core Concepts
  - A. Health, health promotion and health education
  - B. Disease prevention and health protection
  - C. Factors affecting health
- II. General Health in Puerto Rico
  - A. Health indicators: mortality, morbidity, birth rate, and life expectancy
  - B. Leading causes of mortality in Puerto Rico
  - C. Leading causes of morbidity in Puerto Rico
- III. Informatics
  - A. Clinical informatics
  - B. Health informatics
  - C. Health disparities
- IV. Prevention of Non-Communicable/Non-Infectious Diseases (Lifestyle Related)
  - A. Description and etiology

- B. Risk factors
  - C. Prevention strategies
- V. V. Communicable Diseases/Infectious Diseases
  - A. Definition and etiology
  - B. Risk factors
  - C. Stages in the development of a communicable disease
  - D. Global and local analysis of new and emerging infectious diseases
  - E. Prevention strategies
  - F. Sexually transmitted infections (STIs)
    - 1. STIs with the highest incidence in Puerto Rico.
    - 2. Prevention strategies
- VI. Mental and Emotional Health
  - A. Definition
  - B. Understanding emotions to manage them in a healthy way
  - C. Stress in our lives
    - 1. Types of stress
    - 2. Stages of stress
    - 3. Symptom identification
    - 4. Proper stress management strategies
- VII. Mental Disorders
  - A. Definition
  - B. Types of disorders: organic and functional
    - 1. Categories of functional disorders
  - C. Prevention strategies
- VIII. Reproductive Health and Human Sexuality
  - A. Reproductive organs and conception
  - B. Methods for family planning
  - C. Dimensions of human sexuality
  - D. Personal relationships and sexuality
    - 1. Sexual identity vs. Sexual orientation
    - 2. Intimate partner violence
- IX. Physical Fitness and Nutrition
  - A. Physical fitness and exercise

1. Benefits of exercise
2. Planning an exercise program
- B. Nutrition and health
  1. Factors influencing food selection
  2. Importance of nutrients
  3. Food pyramid
  4. Labels or labeling
- C. Personal health
  1. Healthy skin, hair, nails, and genital area
  2. Healthy teeth and mouth
  3. Healthy eyes and ears
  4. Routine medical exams for prevention
- X. Drug and Alcohol Use and Abuse
  - A. Analysis of the problem in Puerto Rico
    1. Substance use and abuse behaviors
    2. Statistical data on the most commonly used drugs (Addiction and Mental Health Services Administration – ASSMCA, in Spanish)
    3. Health promotion and disease prevention strategies that are developed for the population of addicts in Puerto Rico.
- XI. Accidents in the Home
  - A. Definition
  - B. Most frequent accidents in Puerto Rico
  - C. Causes of these accidents and preventive actions

## **METHODOLOGY**

The following strategies from the active learning methodology are recommended:

- Collaborative learning
- Research based learning
- Problem based learning

## **EVALUATION**

Partial assignments	30%
Compositions	40%
Oral presentation	30%
<b>Total</b>	<b>100%</b>

## LEARNING ASSESSMENT

The institutional assessment rubric is applied to the course's core activity.

## BIBLIOGRAPHY

### TEXTBOOK

Cottrell, R.R., Girvan, J.T., McKenzie, J.F., Seabert, D., & Caile S. (2018). *Principles and Foundations of Health Promotion and Education* (7<sup>th</sup> ed). Pearson.

### REFERENCES

Aldaz Herce, P., Morató Agustí, M. L., Gómez Marco, J. J., Javierre Miranda, A. P., Martín Martín, S., Moreno Millán, N., Sánchez Hernández, C., Schwarz Chavarri, G., & Grupo de Prevención de Enfermedades Infecciosas del PAPPS. (2018). Prevención de las enfermedades infecciosas. Actualización PAPPS en vacunas 2018. *Atención Primaria*, 50(1), 66–82. [https://doi.org/10.1016/S0212-6567\(18\)30363-9](https://doi.org/10.1016/S0212-6567(18)30363-9)

Álvarez Moreno, C.A. (2016). Enfermedades infecciosas emergentes: El turno del virus del Zika. *Revista Medicina*, 38(1), 5-9. <http://revistamedicina.net/ojsanm/index.php/Medicina/article/view/112-1>

Bartholomew Eldredge, L.K., Markham, C.M., Ruitter, R.A.C., Fernández, M.E., Kok, G., & Parcel, G.S. (2016). *Planning Health Promotion Programs an Intervention Mapping Approach* (4<sup>th</sup> ed.). Jossey-Bass.

Beigi, R.H. (2017). Enfermedades infecciosas emergentes en el embarazo. *Obstetrics & Gynecology Español*, 129, 896–906.

Chiu, M., Amartei, A., Wang, X., Vigod, S., & Kurdyak, P. (2020). Trends in objectively

- measured and perceived mental health and use of mental health services: a population-based study in Ontario, 2002–2014. *Canadian Medical Association Journal*, 192(13), E329-E337. <https://doi.org/10.1503/cmaj.190603>
- Classick-Wallace MA, Bockol F., & Blaber R. (2017). Feasibility of a smartphone-delivered, hybrid cardiac rehabilitation program. *Journal of Cardiopulmonary Rehabilitation and Prevention*, 37(5), 363–85.
- Coiro, M. J., Bettis, A. H., & Compas, B. E. (2017). College Students Coping with Interpersonal Stress: Examining a Control-Based Model of Coping. *Journal of American College Health*, 65(3), 177–186.  
<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1133448&authtype=sso&custid=s5316525&lang=es&site=eds-live&scope=site>
- Cram, J.M., Nieboer, A.P. (2016). Is “disease management” the answer to our problems? No! Population health management and (disease) prevention require “management of overall well-being”. *BMC Health Service Research*, 16, 500.
- Doozan, A., Bae, M. (2016). Teaching Physical Literacy to Promote Healthy Lives: TGfU and Related Approaches. *Physical Educator*, 73(3), 471–487.  
<https://doi.org/10.18666/TPE-2016-V73-I3-6364>
- Dunn, H.K., Pearlman, D.N., Beatty, A., & Florin, P. (2018). Psychosocial Determinants of Teens’ Online Engagement in Drug Prevention Social Media Campaigns: Implications for Public Health Organizations. *Journal of Primary Prevention*, 39, 469–48. <https://doi.org/10.1007/s10935-018-0522-y>
- Edelman, C.L., Connelly Cudzuma, E. (2017). *Health Promotion Throughout the Life*

Span. Elsevier.

- Fisher, E.B., Boothroyd, R.I., Elstad, E.A., Hays, L., Henes, A., Maslow, G.R., & Clayton, V. (2017). Peer support of complex health behaviors in prevention and disease management with special reference to diabetes: systematic reviews. *Clinical Diabetes Endocrinology*, 3(4). <https://doi.org/10.1186/s40842-017-0042-3>
- Frank, R.H. (2015, March 23). Mixing Freedoms in a 32-Ounce Soda. *New York Times*. [http://www.nytimes.com/2015/03/24/business/soda-restrictions-and-a-clash-of-twofreedoms.html?\\_r=0](http://www.nytimes.com/2015/03/24/business/soda-restrictions-and-a-clash-of-twofreedoms.html?_r=0)
- Hortal, M. (2016). Enfermedades infecciosas emergentes y reemergentes: Información actualizada. *Revista Médica del Uruguay*, 32,1.
- Hubley, J., Copeman, J. (2017). *Practical Health Promotion*, Polity Press.
- Jafari, M. (2017). Life101 Enhances Healthy Lifestyle Choices in Pre-Health Undergraduate Students. *Journal of University Teaching and Learning Practice*, 14(3).
- Knickman, J. R. (2015, May 9). Getting Serious About the Social Determinants of Health. *Institute of Medicine Commentary*.
- Kreuter, M., Wang, M.L. (2015). From Evidence to Impact: Recommendations for a Dissemination Support System. *New Dir Child Adolesc Dev*, 2015(149), 11-23. <https://doi.org/10.1002/cad.20110>
- Laupacis, A. (2020). Working together to contain and manage COVID-19. *Canadian Medical Association Journal*, 192(13), E340-E341.
- Pankhurst, C.L., Coulter, W.A. (2018). *Prevención y Control de Enfermedades*

*Infeciosas en Odontología*. Editorial El Manual Moderno.

Radden, J. (2018). Public Mental Health and Prevention. *Public Health Ethics*, 11(2), 126–138. <https://doi.org/10.1093/phe/phx011>

Saliba, Y., Barden, S. (2017). Counselors and Workplace Wellness Programs: A Conceptual Model. *Professional Counselor*, 7(2), 104–113.

Sharma, M. (2018). *Theoretical Foundations of Health Education and Health Promotion*. Jones and Bartlett Learning LLC.

Thomas, S., Jenkins, R., Burch, T., Calamos Nasir, L., Fisher, B., Giotaki, G., Gnani, S., Hertel, L., Marks, M., Mathers, N., Millington-Sanders, C., Morris, D., Ruprah-Shah, B., Stange, K., Thomas, P., White, R. & Wright, F. (2016). Promoting mental health and preventing mental illness in general practice. *London Journal of Primary Care*, 8(1), 3-9.

Tough, H., Siegrist, J., & Fekete, C. (2017). Social relationships, mental health, and wellbeing in physical disability: a systematic review. *BMC Public Health* 17, 414. <https://doi.org/10.1186/s12889-017-4308-6>

Vargas, M. R., Hernández, O. B., Peña, S. L. P., Villa, E. A. H., Pérez, M. O., Ocaño, M. A. F., & Ruiz, M. J. Y. A. (2016). Factores de riesgo de enfermedades no transmisibles en académicos universitarios. *Biotecnia*, 18(1), 3-8.

Weare, K. (2018). Promoting mental health and wellbeing. What can schools do?. In, D. Bhugra, K. Bhui, S.Y.S. Wong, & S.E. Gilman (Eds.) *Oxford Textbook of Public Mental Health* (pp. 389-397). Oxford University Press.

Wilson, C., Secker, J., Kent, L., & Keay, J. (2017). Promoting mental wellbeing and



social inclusion through art: six-month follow-up results from Open Arts Essex.

*International Journal of Mental Health Promotion*, 19(5), 268-277.

Wongvibulsin, S., Martin, S.S., Steinhubl, S.R., & Muse, E.D. (2019). Connected Health Technology for Cardiovascular Disease Prevention and Management. *Current Treatment Options Cardiovascular Medicine*, 21(29).

<https://doi.org/10.1007/s11936-019-0729-0>

For more information resources related to the course's topics, access the library's webpage <http://biblioteca.sagrado.edu/>

## **REASONABLE ACCOMMODATION**

For detailed information on the process and required documentation you should visit the corresponding office. To ensure equal conditions, in compliance with the ADA Act (1990) and the Rehabilitation Act (1973), as amended, any student in need of reasonable accommodation or special assistance must complete the process established by the Vice Presidency for Student Affairs.

- Students participating in the Student Support Program (PAE, in Spanish) shall request their reasonable accommodation in PAE's offices.
- Students who do not participate in PAE shall request their reasonable accommodation at the Integral Wellness Center (*Centro de Bienestar Integral*, in Spanish).

## **ACADEMIC INTEGRITY**

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and / or repetition of the assignment in the seminar, a grade of F (\*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.

## **RESEARCH COURSES**

This course may require students to practice tasks related to the research process, such as taking informed consent or assent, administering instruments, conducting interviews, observations, or focus groups, among others. These assignments are part of an academic exercise and the information collected will not be used to share with third parties or disclose it in settings other than the classroom with the professor teaching the course. Every student, as well as their professor, who will interact with human subjects as part of their research practice must be certified in ethics with human subjects in research by the Collaborative Institutional Training Initiative (CITI Program).

All rights reserved | Sagrado | November 2022 | Translated February 2024