

METHODOLOGY FOR EDUCATION AND HEALTH PROMOTION IN THE COMMUNITY (st1202)

1. language

Italian

2. course contents

Coordinator: **Prof. Cirio Franco**

Academic Year: **2022/2023**

Year Course: **I**

Semester: **II**

UFC: **8**

Modules and lecturers:

ST1268 Preventive medicine and public health (MED/42) 1CFU	Prof. Cirio Franco
ST1269 Health promotion and education for the family and the community (MED/45) 2CFU	Prof. Cirio Franco
ST1270 Preventive medicine in the workplace (MED/44) 1CFU	Prof. Donna Giovanni
ST1272 Sociological dimensions of communication processes (SPS/08) 2CFU	Prof. Nicola Luciano Pannofino
ST1273 Educational activities related to lifestyle changes (M-PED/01) 1CFU	Prof. ssa Elena Messina
ST1271 Understanding of behaviors and the main processes that influence education (M-PSI/04) 1CFU	Prof. ssa Boccaccio Giorgia

3. bibliography

Medicina preventiva e sanità pubblica

Ministero della Salute, Medicina preventiva e sanità pubblica, in <https://www.salute.gov.it/portale/lea/dettaglioContenutiLea.jsp?area=Lea&id=4695&lingua=italiano&menu=prevLea>

Promozione ed educazione alla salute alla famiglia e alla comunità

OMS, La Carta di Ottawa per la Promozione della Salute , 1986 (fornita dal docente).
OMS, Glossario della Promozione della Salute , 2000 (fornita dal docente).
OMS, Equity, social determinants and public health programmes , 2010 (fornita dal docente).
Centro Regionale di Documentazione per la Promozione della Salute, Gli stadi del cambiamento: storia, teoria ed applicazioni Modello Transteorico di Di Clemente e Prochaska, giugno 2007 (fornita dal docente).
Lemma Patrizia, Promuovere salute: principi e strategie, Il Pensiero Scientifico Editore, Milano, 2018.

Medicina preventiva in ambito lavorativo

Decreto Legislativo 9 Aprile 2008, N. 81 - Testo coordinato con il Decreto Legislativo 3 agosto

2009, n. 106.

Attuazione dell'articolo 1 della legge 3 agosto 2007, n. 123, in materia di tutela della salute e della sicurezza nei luoghi di lavoro.

Accordo quadro europeo sullo stress nei luoghi di lavoro siglato a Bruxelles l'8 ottobre 2004.

Comprensione dei comportamenti e dei principali processi che influenzano l'educazione

Patricia H. Miller, Teorie dello sviluppo psicologico Il Mulino, Bologna, 2002.

Nicolino Rossi, Psicologia clinica per le professioni sanitarie. Il Mulino, Bologna, 2004.

Maggiolini A., Psicopatologia del ciclo di vita, Franco Angeli, 2017.

Dimensioni sociologiche dei processi comunicativi

R. Charon, Medicina narrativa. Onorare le storie dei pazienti, Raffaello Cortina, Milano, 2019.

M. Cardano, G. Giarelli, G. Vicarelli (a cura di), Sociologia della salute e della medicina, il Mulino, Bologna, 2020: da studiare solo i capitoli I e XII.

Attività educative connesse ai cambiamenti degli stili di vita.

Pessina A. (a cura di), Paradoxa etica della condizione umana , Milano Vita e Pensiero, 2010.

Mozzanica C.M., Servizi alla persona un'organizzazione (in)compiuta , Saronno, Monti,2000.

OMS ,ICF,Classificazione Internazionale del Funzionamento, della Disabilità e della Salute, Gardolo (TN) Erickson, 2001.

4. learning objectives

At the end of the course the student will be able to:

1st Dublin Descriptor - knowledge and understanding discuss the meaning of the contents of the modules with particular reference to:

- variables that affect patient safety;
- process of risk management in the health sector;
- organizational variables that affect work-related stress;
- different approaches to health promotion;
- role of communication in health promotion;
- main factors that hinder the effectiveness of the educational intervention;
- development, transition and crisis within the life cycle;
- psychological and psychodynamic aspects of the suffering and illness event in the life cycle;
- transformation of socio-cultural contexts, networks and socio-health organizations in relation to the risks that undermine social well-being;
- phenomenological approach to fragility, spatiality, temporality and corporeality.

2nd Dublin Descriptor - applied knowledge and understanding apply their knowledge and skills to identify solutions to known or new problems and in particular:

- develop a health promotion project that integrates the different classified approaches of the WHO;
- develop strategies for improving the compliance of the target population;
- develop educational strategies related to lifestyle changes and promote the autonomy of the frail person;
- identify the specific legislation and elements of relevance of a health manager in guaranteeing the safety of people in the workplace;

3rd Dublin Descriptor - Autonomy of Judgment

integrate knowledge and collect additional information to formulate its own assessment and take initiatives and decisions in the field of preventive medicine and public health, the work context, health promotion and education in relation to changes in lifestyles and fragility, dimensions sociological aspects of communication processes.

4th Dublin Descriptor - Communication Skills

discuss specific aspects of the disciplines that make up the teaching, represent possible problems and solutions and communicate their conclusions, choosing appropriately:

- the means and form of communication,

- using an appropriate language for different interlocutors and contexts.

5th Dublin descriptor - Ability to learn

assess their learning needs related to the disciplines that make up the teaching and satisfy them even in an autonomous way by developing self-learning through interdisciplinary connections.

5. PREREQUISITES

To deal with the contents of the teaching, the student must possess the basic concepts and knowledge covered in the Teaching "Development of philosophical-scientific thought and theories of nursing and midwifery".

6. teaching methods

The teaching activity of teaching is organized as follows:

Lectures to achieve the results of descriptor 1; group work, exercises, analysis of scientific articles to reach the results of descriptor 2 and 3, written reports and oral expositions of the exercises and group work conducted and highlighting of further needs for further study to achieve the results of descriptors 4 and 5.

7. other informations

In support of the strengthening of some topics of this course, the optional didactic activity "Multicultural globalization: an anthropological - cultural perspective and prejudices, stereotypes and social relations" is proposed. There is also a workshop "Managing work groups".

8. methods for verifying learning and for evaluation

The teaching evaluation activities include the following methods and tools:

written test:

- closed-ended test to verify expected results relating to descriptors 1 and 2
- short answer questions to verify expected results relating to descriptors 3, 4 5
- elaboration of cases as an ongoing test relating to the modules Promotion and Health Education to the family and to the community, Sociological dimensions of communication processes, Educational activities related to changes in lifestyles.

The written test is passed with a minimum of 18 points out of 30 for each module.

Oral exam, carried out to integrate or compensate the score obtained with the written test: analysis, commentary and integration of the written test.

The final evaluation of the teaching will be expressed out of thirty and the mark will be the one that will result from the arithmetic average of the marks obtained in each test and from the comparison and discussion of the Examination Committee. Honors can be attributed, on the unanimous opinion of the Examination Commission, to those who have achieved a final grade of 30/30.

9. program

Preventive medicine and public health: areas of competence of preventive medicine and public health; the provisions of the LEA; planning, implementation of interventions and surveillance / repression functions at national, regional and local level; breakdown of the health structures involved; the public health monitoring system.

Health promotion and education for the family and the community: different approaches to health promotion (educational interventions and interventions centered on society); methodology for planning health promotion interventions: the spiral of planning and model proceeds-proceed; the evaluation of the effectiveness of the health promotion intervention; network and searchable resources for health promotion.

Preventive medicine in the workplace: the safety system in healthcare companies; the greatest risks to the health of the worker; work-related stress and organizational well-being.

Understanding of the behaviors and the main processes that influence education: health and disease in development and in the life cycle; developmental psychology and life cycle psychology; age stages and life lines; development tasks; the processes that influence education and learning in development and in the life cycle.

Sociological dimensions of communication processes: the role of the social and cultural system in the communication and promotion of issues related to health; the autobiographical account of the experience of illness; the practice of spiritual care in the hospital context.

Educational activities related to lifestyle changes: anthropology of frailties; towards a new definition of the concepts of health and disability: the ICF classification; the 10 auxiliary verbs of the interpersonal and professional relationship.