

## 1. OVERVIEW

Subject area	Public Health and the Healthcare System
Degree	Bachelor's Degree in Nursing
School/Faculty	Biomedical and Health Sciences
Year	1st
ECTS	6 ECTS
Type	Core
Language(s)	Spanish
Delivery Mode	On campus
Semester	Semester 2

## 2. INTRODUCTION

“Public Health and the Healthcare System” is a subject area that offers students a comprehensive view of the concept of health and the factors that condition it. The role that culture plays in people’s health is explicitly addressed and is at the forefront of this area of knowledge. The focus of the work in this subject area is the community or population groups. Students will be placed in a holistic context that helps them to understand the different types of health risks, as well as the multi-causality of diseases that affect different communities. The contents of this subject area provide the essential background for understanding and tackling other subject areas in the syllabus, by highlighting the extent and seriousness of health problems, which must be prevented and/or detected early on by professionals, public health institutions and, in short, by the healthcare system of each country. To acquire this knowledge, students must interpret demographic and epidemiological data and socio-health indicators, and also know which resources are available to the community to monitor people's state of health, and to provide care to individuals and families from the healthcare system. The identification of preventive actions from a multidisciplinary approach is necessary for students to navigate a holistic, comprehensive care framework when studying other subject areas that focus on care planning.

## 3. SKILLS AND LEARNING OUTCOMES

### Basic skills (CB, by the acronym in Spanish):

- CB1: Students have shown their knowledge and understanding of a study area that builds on general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.
- CB2: Students know how to apply their knowledge to their work or vocation professionally and have the skills that are usually demonstrated by forming and defending opinions and solving problems within their study area.
- CB3: Students have the ability to gather and interpret relevant data (normally within their area of study) to form opinions which include reflecting on relevant social, scientific or ethical matters.

### General skills (CG, by the acronym in Spanish):

- CG9.Promote healthy lifestyles and self-care, supporting the maintenance of preventive and therapeutic behaviours.
- CG10.Protect the health and well-being of individuals, families or groups that use healthcare services, guaranteeing their safety.
- CG13.Know the principles of healthcare and social financing and make appropriate use of the available resources.

**Cross-curricular skills (CT, by the acronym in Spanish):**

- CT2: Manage information, resources and technologies independently to achieve your learning objectives.
- CT3: Contribute actively in work teams, assuming shared responsibilities.
- CT9: Evaluate and assess the cultural complexity of global organisations and institutions, and learn from their good practices.

**Specific skills (CE, by the acronym in Spanish):**

- CE10. Know and identify the psychological and physical problems caused by gender violence, to prepare students for the prevention, early detection, support and rehabilitation of victims of this kind of violence.
- CE14. Identify and analyse the influence of internal and external factors on the health of individuals and groups, as well problems in their environment, in order to provide care and to educate, facilitate and support the health and well-being of community members whose lives are affected by health problems, risk, suffering, illness, disability or death.
- CE15. Analyse statistical data from population-based studies, identifying possible causes of health problems and implement the methods and procedures required to identify the most significant health problems within a community.
- CE24. Understand the Spanish Healthcare System.

**European skills:**

- CUE3: Empower individuals, families and groups to take responsibility for healthy lifestyles and self-care based on the knowledge and skills acquired in accordance with paragraph 6(d) and (e).

**Learning outcomes (RA, by the acronym in Spanish):**

- RA1. Define the concept of health and the determinants that affect it, as well as the concept of public health and its actors from a historical perspective.
- RA2. Interpret statistical and epidemiological methods and procedures obtained from population-based sources of data to identify the most significant health problems and their possible causes.
- RA3. Analyse the most significant communicable diseases worldwide, as well as the determinants that affect them.
- RA4. Analyse the most significant non-communicable diseases worldwide, as well as the determinants that affect them.
- RA5. Select the different levels of disease prevention and control required for a population.
- RA6. Compare different healthcare systems, in terms of model, organisation, coverage, benefits, regulation and citizen satisfaction.

The following table shows how the skills developed in the subject area relate to the intended learning outcomes:

Skills	Learning outcomes
CB1, CG10, CT9, CE14, CUE3	RA1. Define the concept of health and the determinants that affect it, as well as the concept of public health and its actors from a historical perspective.
CB2, CB3, CT2, CE15	RA2. Interpret statistical and epidemiological methods and procedures obtained from population-based sources of data to identify the most significant health problems and their possible causes.
CG10, CUE3	RA3. Analyse the most significant communicable diseases worldwide, as well as the determinants that affect them.
CG10, CUE3	RA4. Analyse the most significant non-communicable diseases worldwide, as well as the determinants that affect them.
CG9, CE10	RA5. Select the different levels of disease prevention and control required for a population.
CG13, CT3, CE24	RA6. Compare different healthcare systems, in terms of model, organisation, coverage, benefits, regulation and citizen satisfaction.

## 4. CONTENTS

The subject area is divided into seven units:

UNIT 1. Concepts, foundations and principles of public health. Determinants of health.

UNIT 2. Methods and procedures applied to public health (1). Demographics

UNIT 3. Methods and procedures applied to public health (2). Epidemiology

UNIT 4. Epidemiology and communicable disease prevention. Epidemiological surveillance. UNIT 5. Epidemiology and non-communicable disease prevention.

UNIT 6. The health situation in Spain.

UNIT 7. The organisation of healthcare. Healthcare systems. The Spanish healthcare system.

## 5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lecture.
- Case studies.
- Collaborative learning.

## 6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

**On campus:**

Learning activity	Number of hours
AF1: Lectures	22h
AF2: Asynchronous lectures	10h
AF6: Case studies	30h

AF9: Group tutorials	2h
AF12: Searching resources and choosing information sources	15h
AF13: Oral presentations	15h
AF14: Excursion	4h
AF18: On-campus knowledge tests	2h
AF19: Independent working	50h
<b>TOTAL</b>	<b>150h</b>

## 7. ASSESSMENT

The assessment systems, plus their weighting in the final grade for the subject area, are as follows:

### On campus:

Assessment system	Weighting
Oral presentations: Work on communicable and non-communicable diseases	30%
Case study/problem: Community case study	20%
On-campus knowledge test	50%

On the Virtual Campus, when you open the subject area, you can check the guide with the details of your assessment activities, including the deadlines and assessment procedure for each.

## 8. BIBLIOGRAPHY

The recommended bibliography is indicated below:

- Comisión para reducir las desigualdades sociales en salud en España. (2015). Avanzando hacia la equidad. Propuestas de políticas e intervenciones para reducir las desigualdades sociales en salud en España. Madrid: Ministerio de Sanidad, Servicios Sociales e Igualdad.
- Commission on Social Determinants of Health. (2008). Closing the gap in a generation: health equity through action on the social determinants of health. Final Report of the CSDH. Geneva: World Health Organization.
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- Piédrola, G. G., & Fernández-Crehuet, N. J. (2016). Medicina preventiva y salud pública (12ª ed.). Barcelona: Elsevier Masson. (e-book)
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- Frutos García, J. & Royo Bordonada, M.A. (2006). Salud pública y epidemiología. Madrid, España: Ed. Díaz de Santos.
- Hernandez-Aguado, I., & Lumbreras Lacarra, B. (2018) Manual de Epidemiología y Salud Pública para grados en Ciencias de la Salud (3ª ed.). Madrid: Editorial Médica Panamericana.
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- Martín Zurro, A., Cano Pérez, J.F., & Gené Badía, J. (2014). Atención primaria (7ª ed). Barcelona: Elsevier.
- Martínez Riera, J.R. & Pino Casado, R. (2013). Manual práctico de enfermería comunitaria. Barcelona: Elsevier.
- Segura Del Pozo, J. (2013). Desigualdades sociales en salud: conceptos, estudios e intervenciones (1980- 2010). Bogotá: Universidad Nacional de Colombia. Doctorado Interfacultades en Salud Pública.
- Tortora, G.J., Funke, B.R. & Case, C.L. (2017). Introducción a la microbiología (12ª ed.). Buenos Aires: Editorial Médica Panamericana.
- Recursos digitales de Salud Pública de la Biblioteca CRAI:
- Revista Española de Salud Pública.
- Revista Panamericana de Salud Pública.

#### **Useful web links:**

- European Centre for Disease Prevention and Control. <https://ecdc.europa.eu/en/home>
- Instituto Nacional de Estadística. <http://www.ine.es>
- Ministerio de Sanidad Servicios Sociales e Igualdad, área de profesionales, Salud Pública. <https://www.msssi.gob.es/profesionales/saludPublica/home.htm>
- Organización Mundial de la Salud. <http://www.who.int/es/>
- Salud Pública y algo más. [http://www.madrimasd.org/blogs/salud\\_publica/](http://www.madrimasd.org/blogs/salud_publica/)
- Salud Pública del Ayuntamiento de Madrid. <http://madridsalud.es/>