

1. OVERVIEW

Subject area	COMMUNICATION AND HEALTH EDUCATION SKILLS
Degree	Bachelor's Degree in Nursing
School/Faculty	Biomedical and Health Sciences
Year	3rd
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	Semester 1

2. INTRODUCTION

"Communication and Health Education Skills" is a compulsory subject within the Nursing Degree, corresponding to the first semester of the third year, with a value of 6 ECTS credits. Nursing care is a human relationship between an individual, group, family, or community and this health professional, who, in turn, requires specialized training to recognize and respond to the need for assistance. Frequently, this relationship leads to the clarification of the citizen's problem. In order for nursing professionals to provide care, they require a scientific, technological, and humanistic education that enables them, in their interaction with individuals, groups, families, and communities, to take actions that demand the participation of both parties.

The main instrument for providing care is the communication established between the nurse and the users of the health service. In turn, this is the fundamental principle for conducting health education. The World Health Organization (WHO) defined Health Education in 1983 as any combination of informative and educational activities that lead to a situation in which people want to live healthily, know how to achieve health, do what they can individually and collectively to maintain health, and seek help when needed.

The purpose of this subject is precisely the development of skills and abilities in undergraduate students in the process of communication with users, regardless of the field of nursing practice, and the training to inform, advise, and educate in health situations, situations of illness risk, situations of dependency, and at the end of life.

The importance of the subject within the curriculum is obvious since we are going to train future nursing experts who, regardless of their area of professional development—whether it be primary care, hospital care, socio-health, etc.—need to have the best communication skills to develop relationships with patients, their families, groups, communities, leaders, community agents, etc.

3. SKILLS AND LEARNING OUTCOMES

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

- RA1: Protect the health and well-being of individuals or groups attended to, ensuring their safety.
- RA2: Establish effective communication with patients, families, social groups, and peers and to promote health education.
- RA3: Work with the team of professionals as a basic unit.
- RA4: Provide nursing care based on comprehensive health care.
- RA5: Respond to the needs of the population or patients.
- RA6: Undertake comprehensive and systematic assessments using appropriate tools and frameworks for the patient.

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: That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
- 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.
- CB4: That students can transmit information, ideas, problems and solutions to both a specialized and non-specialized audience.
- CB5: Students have developed the necessary learning skills to undertake further studies with a high degree of independence.

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

- CG2: Plan and provide nursing care aimed at individuals, families, or groups, oriented towards health outcomes by evaluating their impact through clinical and healthcare practice guidelines, which describe the processes by which a health problem is diagnosed, treated, or cared for.
- GC4: Understand the interactive behaviour of individuals in terms of gender, group or community, within their social and multicultural context.
- CG7: Understand people without prejudice, considering their physical, psychological and social aspects, as autonomous and independent individuals, ensuring respect for their opinions, beliefs and values, guaranteeing the right to privacy, through confidentiality and professional secret.
- CG11: Establish effective communication with patients, families, social groups, and peers, and promote health education.
- CG17: Provide nursing care based on comprehensive health care, which involves multiprofessional cooperation, integration of processes, and continuity of care.

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

- CT07: Teamwork: The student should be capable of actively participating in the achievement of a common goal, listening to, respecting, and valuing the ideas and proposals of others.
- CT03: Ethical awareness: The student's capacity to feel, judge, argue, and act according to moral values in a coherent, persistent, and autonomous manner.
- CT04: Communication skills: The student should be capable of expressing concepts and ideas effectively, including the ability to communicate in writing concisely and clearly, as well as speaking publicly in an efficient manner.
- CT05: Interpersonal understanding: The student should be capable of active listening to reach agreements, utilizing an assertive communication style.

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

- CE11: Identify, integrate, and relate the concept of health and care from a historical perspective to understand the evolution of nursing care.
- CE12: Understand, from an ontological and epistemological perspective, the evolution of the central concepts that shape the nursing discipline, as well as the most relevant theoretical models, applying scientific methodology in the caregiving process and developing corresponding care plans.
- CE13: Apply the nursing process to provide and ensure the well-being, quality, and safety of the individuals being attended to.
- CE14: Know and apply the principles that underpin comprehensive nursing care.

Ethical-Social Competence:

• Demonstrate ethical behavior and social commitment in the performance of professional activities, as well as sensitivity to inequality and diversity. Through its development, appropriate behaviors to social norms and commitments, as well as environmental ones, in the academic and/or professional field will be promoted, as well as behaviors of respect towards diversity, promoting inclusion actions in the academic and/or professional field. Therefore, through the development of this competence, contribution to a greater or lesser extent to the achievement of the Sustainable Development Goals of the United Nations 2030 Agenda will be made (<https://www.un.org/sustainabledevelopment/es/>).

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

Skills	Learning outcomes
CB1, CB3, CB5 CG2, CG4, CG7, CG11 CT03, CT05, CT08 CE11, CE12, CE13, CE14	RA 1
CB2, CB3, CB4 G2, CG4, CG7, CG11 CT04, CT05 CE12, CE13, CE14	RA 2

CG11, CG12, CG17 CT05, CT07 CE13	RA 3
CB1, CB3, CB4 CG2, CG4 CT03, CT04, CT05 CE11, CE12, CE13, CE14	RA 5
CB2, CB3, CG2, CG11, CG17 CT03, CT04, CT05 C12, CE13, CE14	RA 6

4. CONTENTS

The subject is organized into 4 learning units, each of which is further divided into topics:

Learning Unit 1

Topic 1 - Fundamentals of human communication

Learning Unit 2

Topic 2 - Clinical interview

Learning Unit 3

Topic 3 - Foundations and background of Health Education

Topic 4 - Theories of learning, behavior, and motivation. Self-care in Health Education. Models. Active patient

Learning Unit 4

Topic 5 - Introduction to Health Education projects. Situation analysis and areas of application.

Topic 6 - Formulation of objectives in Health Education.

Topic 7 - Methodology in the design and implementation of Health Education.

Topic 8 - Designing the final evaluation of a Health Education project.

5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- Master class
- Cooperative learning
- Communicative tasks
- Problem Based Learning (PBL)
- Simulation environments
- Case method

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
Master Classes	25
Asynchronous Master Classes	12
Practical exercises	54
Seminars	5
Self-study	40
Tutorships	10
Presentations	2
Knowledge Test	2
TOTAL	150

7. ASSESSMENT

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

On campus:

Assessment system	Weighting
Directed individual work	15%
Oral presentation	15%
Knowledge test	40%
Group work	30%
TOTAL	100 %

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 works of reference for following up this subject area are:

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