

Course Outline: “6109 - Health Education”

1. General information

FACULTY/SCHOOL	Physical Education, Sport Science & Nutrition		
DEPARTMENT	Nutrition & Dietetics		
LEVEL OF STUDY	Undergraduate		
COURSE UNIT CODE	6109	SEMESTER	6th
COURSE TITLE	Health Education		
INDEPENDENT TEACHING ACTIVITIES in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits		WEEKLY TEACHING HOURS	CREDITS
Lectures		2	
Tutoring		1	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>		3	3
COURSE TYPE <i>Background knowledge, Scientific expertise, General Knowledge, Skills Development</i>	Scientific expertise General Knowledge		
PREREQUISITE COURSES			
LANGUAGE OF INSTRUCTION	Greek		
LANGUAGE OF EXAMINATION/ASSESSMENT	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.uth.gr/courses/DND_U_251/		

2. LEARNING OUTCOMES

<p>Learning Outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult: Συμβουλευτείτε το</i> APPENDIX A</p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.</i> • <i>Descriptive indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and</i> <p>APPENDIX B</p> <ul style="list-style-type: none"> • <i>Guidelines for writing Learning Outcomes</i> <p>The health education course aims to:</p> <ol style="list-style-type: none"> 1. give knowledge and educate students regarding the design of programs aimed at educating people in relation to healthy and unhealthy behaviors. 2. provide knowledge and education to students in relation to the design and development of programs to support people who need and/or want to change unhealthy behaviors. <p>Upon successful completion of the course students will possess the necessary theoretical evidence/knowledge/education and basic skills to design/develop health education programs and health behavior modification programs at various levels, such as hospitals, rehabilitation centers, schools, work environment or personalized situation.</p> <p>In this case, upon successful completion of the course, the student will:</p> <ul style="list-style-type: none"> • Be familiar with the basic scientific terms in health education and health behavior modification. • Possess concepts from behavior modification theories. • Distinguish and present the dominant factors of healthy and unhealthy behaviors in a specific environment as well as for specific individuals and/or populations. • Apply the cyclical behavior modification method to design / develop programs to promote health behavior modification. • Selects at its disposal tools for behavior modification depending on the needs and preferences of individuals and populations who wish and / or need relevant support.

- Will combine eating and other behaviors such as physical activity and exercise in a training and intervention program according to the needs of the target population.

General Competences

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

<i>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for diversity and multiculturalism</i>
<i>Decision-making</i>	<i>Environmental awareness</i>
<i>Individual/Independent work</i>	<i>Social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Group/Team work</i>	<i>Critical thinking</i>
<i>Working in an international environment</i>	<i>Development of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>(Other.....citizenship, spiritual freedom, social awareness, altruism etc.)</i>
<i>Introduction of innovative research</i>	

The health education course aims to support and educate students to acquire the following general skills:

1. Search, analysis and synthesis of data and information, using the necessary technologies.
2. Adaptation to new situations.
3. Decision making.
4. Autonomous work.
5. Teamwork.
6. Exercise criticism and self-criticism.

3. COURSE CONTENT

Lectures:

- 1 Introduction. Definitions. Environments in which health education and health behavior modification can and must be developed.
2. Socio-cognitive theory, belief model of health, models of ecological health behavior.
3. Determinants of health behavior.
4. Designing health behavior change programs. Circular behavior modification.
5. Designing health behavior change programs. Behavior modification techniques.
6. Designing health behavior change programs.
7. Promoting health behavior modification.
8. Nutrition and health education: Behavioral regression

4. TEACHING METHODS - ASSESSMENT

MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc..</i>	In-class Lecturing	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	eclass	
COURSE DESIGN <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc. The study hours for each learning activity as well as the hours of self-directed study are given following the principles of the ECTS.</i>	Activity/Method	Semester workload
	Lectures	26
	Tutorials	13
	Group study and analysis of bibliography	22
	Essay writing	14

	<i>Total</i>	75
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</p> <p><i>Detailed description of the evaluation procedures:</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p>	<p>Final exams based on:</p> <ol style="list-style-type: none"> 1. Short answer questions 2. Multiple choice tests 	

5. SUGGESTED BIBLIOGRAPHY

-Suggested bibliography:

- Σχεδιασμός προγραμμάτων αγωγής υγείας (2018). ΘΕΟΔΩΡΑΚΗΣ ΙΩΑΝΝΗΣ, ΧΑΣΑΝΔΡΑ ΜΑΙΡΗ. ΑΦΟΙ ΚΥΡΙΑΚΙΔΗ ΕΚΔΟΣΕΙΣ Α.Ε