UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Health Education, Prevention and Hygiene - A-L

2627-1-E1902R003-AL

Course title

Health education, prevention and hygiene

Topics and course structure

The course aims to explore the topics of health education, hygiene and prevention as fundamental elements for promoting well-being and quality of life. In the first part of the course, starting with an exploration of the different interpretative paradigms of the concepts of health, illness and care, and of healthcare systems in Italy and around the world, we will focus on health promotion strategies, with particular attention to the role of health policies, communities and education professionals in promoting individual and collective well-being. The second part of the course will focus on the role of the socio-pedagogical educator in health promotion and the design of interventions within different health and social-health contexts, also drawing on the direct testimonies of operators in the field.

Objectives

The course aims to develop the following learning outcomes:
• interpreting the concepts of health, illness and care in a multidimensional way
• understanding the concepts of health promotion and prevention (primary, secondary and tertiary)
• relate differentiated knowledge and models on the main determinants of health and measures to protect it;
• understand and promote health literacy and processes aimed at involving the population in decisions concerning their own health;
• apply knowledge and models relating to promotion, prevention, rehabilitation and educational work in the social and health care field
• be familiar with the different health care systems, how they came about and their implications for public health

• be familiar with the epidemiological and clinical aspects of the main neurodevelopmental disorders, with particular reference to their impact on public health
• promote measures to limit the impact on personal, social and academic functioning of movement disorders, autism spectrum disorders, attention disorders (with or without hyperactivity), learning disorders, communication disorders, behavioural disorders (both externalising and internalising) and intellectual disabilities
This course aims to support the following learning outcomes in particular

1. Knowledge and understanding
   • Develop a critical and articulated knowledge of health concepts
   • Acquire knowledge of the fundamentals of public health and the emergence of healthcare systems.
2. Applied knowledge and understanding
   • Understand the healthcare and social care contexts in which the educational role is performed
   • Develop awareness of the educational role
   • Design health education interventions in relation to the context
3. Autonomy of judgement
   • Acquire and consolidate analytical and critical thinking skills in educational situations, taking ethical positions that demonstrate professional role and responsibility.
4. Communication skills
   • Be able to support the intervention project within a multidisciplinary working group.
   • Know and use specific language for communicating “bad news”.
5. Learning skills
   • Be able to rework and organise the knowledge acquired
   • Be able to identify methods and tools to support one's own and others' personal and professional growth

Methodologies

The language of instruction is Italian.
The training activities involve a total of 42 hours of course delivery. Approximately 28 hours will be carried out in person and 14 hours will be carried out asynchronously..
Each lesson includes a Didactic Delivery part (theoretical explanation, conceptual analysis) and an Interactive Teaching part (dialogues, activities supervised by the teacher such as individual exercises, group work, case work, planning), with an overall distribution estimated at approximately 50% DE and 50% DI.

Online and offline teaching materials

The teaching materials (case work, slides and videos, links to articles and further reading, etc.) used in the course will, where possible, be made available on the course's e-learning page.

Programme and references

REFERENCES
Contemporary issues and the challenges that characterise them (climate emergencies, health emergencies, poverty, wars) increasingly highlight how health and illness are complex and multidimensional experiences, resulting from the interaction of individual, social and material factors.
Prevention, health education and hygiene are key strategies for addressing these factors in order to prevent disease and change lifestyles and health policies with a view to promoting the health and well-being of individuals

and the community.
But how are these strategies put into practice and what role can socio-pedagogical educators play in this regard?
Starting from the definition of the constructs of health, illness and care and the exploration of existing health policies in national and international contexts, the course will address these issues through a pedagogical reinterpretation, with particular attention to the role of education professionals in educational care. In fact, socio-pedagogical educators, working alongside doctors, nurses and various therapists, constantly find themselves managing people's health, illness and care, often without having reflected deeply on these issues and the meaning they personally attribute to them in their training.

BIBLIOGRAPHY

Bonanni P., Bonaccorsi G., Maciocco G. (2021), Manuale di igiene e sanità pubblica. Carocci Faber, Roma. (Study the entire book, except for the following chapters: 6, 7, 17, 19, 20, 22).
Cucuzza G. (2025), Un'esperienza che insegna. Alla scoperta dell'apprendimento esperienziale radicato nelle pratiche di autogestione della cronicità, FrancoAngeli, Milano.

ERASMUS STUDENTS

Students from foreign universities are kindly requested to contact the lecturer to agree on the programme and bibliography.

Assessment methods

EXAMINATION METHOD

There are no mid-term examinations. **Only the final examination is scheduled.**
The examination consists of a written test.

The choice of a written test consisting of closed and open questions is consistent with the objectives of the course, in order to assess the students' general knowledge of the examination programme and to explore their ability to analyse and critically examine the topics covered.
The exam will last 1 hour/1 hour and 30 minutes and will consist of 28 questions: 26 closed questions with multiple answers (three answers, only one of which is correct) and 2 open questions; each closed question will be worth one point and the open questions will be worth between zero and two points (depending on the completeness of the answer); there will be no penalties for incorrect closed questions or questions that have not been answered. To pass, students must answer at least 18 closed questions correctly or 16 closed questions plus one open question (in a comprehensive and complete manner);

Assessment criteria

• Knowledge of the basic concepts and fundamentals of teaching;
• Ability to organise and elaborate in a written text the knowledge acquired during the training course, thanks to the material made available on the e-learning platform and the study of the bibliography;
• Accuracy, clarity of expression and mastery of the specific vocabulary of the discipline.

Assessment will be based on a scale of 30 points, according to the following grading scale:
1. Unsatisfactory
Insufficient preparation on the main topics covered in the course syllabus and bibliography. Absent or poor argumentation skills in written text, lack of clarity in presentation and mastery of the specific vocabulary of the discipline.
2. Satisfactory – More than satisfactory (18 – 23)
Generic and, in some respects, incomplete preparation on the topics covered in the course syllabus and

bibliography. Absent or poor argumentation skills in written text, lack of clarity in presentation and mastery of the specific vocabulary of the discipline.

3. Discreet (24 – 27)

Adequate preparation on the main topics covered in the course programme and bibliography. Discreet argumentative ability in written text, and also discreet expository ability and mastery of the specific vocabulary of the discipline.

4. Good Excellent (28 – 30/30L)

Exhaustive and in-depth preparation on the topics covered in the course programme and bibliography. Well-structured and critical argumentation and written text development, good/excellent presentation skills and mastery of the specific vocabulary of the discipline.

Office hours

The teacher are available by appointment.
Please write to:
sidartha.canton@unimib.it
andrea.cavanna@unimib.it.
nicolino.ruperto@unimib.it
Meetings will preferably take place remotely

Programme validity

Programmes are valid for two academic years.

Course tutors and assistants

Sustainable Development Goals

ZERO HUNGER | GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | CLEAN WATER AND SANITATION