UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Human Sciences for Education and Training in Healthcare

2627-1-K0102D002

Aims

The course aims to provide postgraduate students with the theoretical, epistemological, and methodological foundations of Human Sciences (Pedagogy, Sociology, Psychology, and Anthropology) applied to healthcare education and training contexts.
The main objective is to develop advanced competencies for the design, management, and evaluation of educational and training interventions addressed both to healthcare professionals (continuing and academic education) and to patients and communities (therapeutic education and health promotion).

In particular:

Knowledge and understanding
Students will acquire knowledge of the impact of social, cultural, and psychological factors on health behaviors, illness experiences, and models of care among different populations.
They will also understand the theoretical and epistemological models underlying structured therapeutic education and community-based health promotion programs..

Applying knowledge and understanding
Students will be able to apply methodologies from the Human Sciences to design and implement personalized educational interventions aimed at patient empowerment and self-care.
They will also be able to develop and coordinate prevention and health promotion projects based on the actual epidemiological and socio-cultural needs of communities and healthcare settings

Making judgments
Students will be able to independently interpret the complexity of educational needs within healthcare teams and the health needs of citizens, overcoming cultural biases and gender stereotypes.
They will also develop critical and ethical judgment regarding relational and communication dynamics within organizations, promoting workplace well-being.

Communication skills

Students will develop effective, empathic, and transcultural communication skills in helping relationships with patients and individuals from different cultural and social backgrounds.

Learning skills
Students will acquire competencies useful for applying communication skills derived from the Human Sciences in order to manage group dynamics, mediate conflicts, and exercise collaborative leadership within multiprofessional teams.

Contents

PSYCHOLOGY FOR HEALTHCARE EDUCATION
Emotions and Emotion Regulation in Professional Practice; Behaviour Change: Models and Intervention Principles; Motivational Interviewing; the Transtheoretical Model of Change.

HEALTH PEDAGOGY
Foundations of general pedagogy and andragogy in healthcare. Educational and curricular planning. Active and innovative teaching methodologies. Assessment and teaching in healthcare settings.

HEALTH SOCIOLOGY
Epistemology of health and sociological models. Social inequalities and determinants of health. Sociology of healthcare organizations. Care relationships and emerging healthcare scenarios.

ANTHROPOLOGY FOR HEALTH EDUCATION
Foundations of healthcare and educational anthropology. Cultural competence and educational processes in healthcare. Anthropological research methodology applied to education and training.

Detailed program

PSYCHOLOGY FOR HEALTHCARE EDUCATION: Emotions and Emotion Regulation in Professional Practice (emotions, emotional processes, and emotion regulation; theoretical models of emotions and their implications for professional practice); Behaviour Change (models and intervention strategies to promote health-oriented behaviours); Motivational Interviewing (basic principles and strategies of Motivational Interviewing; application of Motivational Interviewing in the relationship with patients and service users); the Transtheoretical Model of Change.

HEALTH PEDAGOGY: The main schools of thought in contemporary pedagogy; pedagogical approaches in clinical-care situations; observation and interviews.

HEALTH SOCIOLOGY: Sociological concepts and paradigms; health, illness, and care as social phenomena; the influence of social determinants on health; inequalities in access to health services; the relationship between the individual, family, community, and the health system; organizational and relational dynamics in health services; demographic and social changes that influence health needs; sociological reading of the main problems of contemporary health.

ANTHROPOLOGY FOR HEALTH EDUCATION' - The main concepts of cultural anthropology applied to health; distinguishing between illness, illness experience, and the social dimension of illness; analyzing the influence of culture on health behaviors; recognizing stereotypes, prejudices, and forms of discrimination in health contexts; different cultural conceptions of the body, health, illness, and care; developing intercultural communication skills; use an anthropological approach in the educational relationship with patients, families and communities; critically interpret phenomena such as migration, social inequalities and access to health services; design culturally

appropriate health education interventions.

Prerequisites

As defined by the Academic Regulations

Teaching form

8 ECTS, of which 56 hours (14 lessons of 4 hours each) in face-to-face delivery mode consisting of lectures and group discussion and 8 hours in remote delivery mode

Textbook and teaching resource

Please refer to the individual teaching modules.

Semester

First year, first semester.

Assessment method

Written and/or oral examination aimed at assessing the acquisition of theoretical and methodological knowledge related to Human Sciences applied to healthcare education and training.
Assessment may also include the evaluation of individual or group assignments focused on the design and analysis of educational, training, or health promotion interventions.

Office hours

Scheduled with teachers via e-mail.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | REDUCED INEQUALITIES