

**Health Education**

Code: 101664  
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OT	3	2
2500260 Social Education	OT	4	0

**Contact**

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**Use of languages**

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

**Teachers**

Francesc Cuxart Fina

**Prerequisites**

This subject has no specific prerequisites, although could be interesting have knowledge about the following subjects:

- Psychobiological aspects of the person (1st year)
- Design, developing and evaluation of plans and programs (2nd year)
- Socio-pedagogy foundations of education (3rd year)
- Foundations of socio-community education (3rd year)

**Objectives and Contextualisation**

The aims of the course are:

- Understand and analyze the main characteristics of health that are likely to be approached from the field of social education.
- To know the explanatory models of learning and health education.
- To know the main psychological disorders and health system organisation in order to refer to services of reference.

**Skills**

**Social Education**

- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- Develop strategies for autonomous learning.

- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.

## Learning outcomes

1. Apply systemic thinking to analysis of environmental problems and issues.
2. Being able to establish links between environmental knowledge and actions and sustainable consumption.
3. Deliver proposed activities on time and in the right way.
4. Design health education programs.
5. Know the main lines of intervention in health education.
6. Organising the work in a structured way in terms of the demands.
7. Recognising the different sustainability models in educational proposals.
8. Understand the factors that affect drug addiction and prevention and harm reduction programs.
9. Understand the main features of mental illness.
10. Understand the theoretical and methodological foundations of health education.

## Content

- Health and quality of life from the perspective of social education.
- Models and programs for health promotion planning, educational strategies and techniques applied to health education.
- Major health problems affecting the population: drug addiction, sexuality, dietary habits and violence.
- Mental health.

## Methodology

The methodology will be participative. The student is the main protagonist of the learning-teaching process. The master classes will be complemented by case studies, discussions, classroom exercises, etc.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Master classes by professors of basic and complementary issues, presentation and discussion of the work produced by the students, shared knowledge creation.	35	1.4	1, 8, 10, 9, 5, 4, 3, 6, 7, 2
Practical case studies, deepening specific issues, classroom debates and discussions.	10	0.4	1, 8, 10, 9, 5, 4, 3, 6, 7, 2
<b>Type: Supervised</b>			
Individual and group tutoring.	30	1.2	10, 5
<b>Type: Autonomous</b>			

Text reading, search and analysis of information, class works, practical case studies, assessment activities.	75	3	1, 8, 10, 9, 5, 4, 3, 6, 7, 2
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## Evaluation

Individual work and group work will be activities proposed throughout the course. Delivery schedule and correction will be agreed with the students. Group work will be developed and be mentored during along the course. Its final delivery and the correction will be agreed with the students.

The time spent on assessment and personal work activities are summative self-employment, since many of the training activities that will be proposed to students as independent work will be part of student assessment. The return of the qualifications of the works and the written test will be at most 15 days after deadline date delivery.

Attendance to classes is required: students must attend a minimum of 80% of the classes. Otherwise, subject will be not evaluable.

To pass the subject students should obtain a minimum of 4 marks on each one of the assessment activities proposed during the course (individual work, group work and exam).

An exam will be held to who failed the subject in the official call.

Copying and plagiarism are not allowed and will result in a fail in the subject.

Datas the exam and second-chance examination:

Date of exam: on June 17

Second-chance examination: on July 1

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Group work (a group work will be done)	20	0	0	1, 8, 10, 5, 4, 3, 6, 7, 2
Individual written work (an individual work will be done)	30	0	0	1, 8, 10, 9, 5, 4, 3, 6, 7, 2
Written test (an exam will be done)	50	0	0	1, 8, 10, 9, 5, 7

## Bibliography

### Bibliography

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- Belloch, A. (2009). *Manual de psicopatología*. Madrid: McGraw-Hill.
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- Caro M.A. y Fernández-Llebrez, F. (coord.) (2010). *Buenos tratos: prevención de la violencia sexista*. Madrid: Talasa.
- Cibanal, L.; Arce, M.C.; Carballal, M.C. (2009). *Técnicas de comunicación y relación en ciencias de la salud*. Madrid: Elsevier España.
- Costa, M. i López, E. (1986). *Salud comunitaria*. Barcelona: Martínez Roca.
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- Frías, A. (2000). *Salud pública y educación para la salud*. Barcelona : Masson.
- Gómez, J. (2009). *Apego y sexualidad. Entre el vínculo afectivo y el deseo sexual*. Madrid: Alianza Editorial.

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- Lameiras, M. i Carrera, M.V. (2009). *Educación sexual: de la teoría a la práctica*. Madrid: Pirámide.
- Landarroitajaregui, J. (2013). *Genus: genitales y generación*. Valladolid: Editorial ISESUS.
- Landarroitajaregui, J. (2016). *Reflexiones Cítricas para sexólogos Avezados*. Valladolid: Editorial ISESUS.
- Lena, A.; Blanco, A.G. y Rubio, M.D. (2007). *Ni ogros ni princesas. Guía para la formación afectivo-sexual en la ESO*. Asturias: Consejería de Salud y Servicios Sanitarios.
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- Saez, S. (1995). *Educación para la salud: técnicas para el trabajo en grupos pequeños*. México, D. F.: McGraw-Hill Interamericana.

#### Websites

- OMS <http://www.who.int/es/>
- Departament de salut: <http://www.gencat.cat/salut/>
- Xarxa europea d'Escoles promotores de la salut <http://www.schoolsforhealth.eu/>
- Instituto para el estudio de las adicciones <http://www.lasdrogas.info/index.php>
- Plan Nacional sobre Drogas <http://www.pnsd.msc.es/Categoria3/prevenci/areaAsistencia/tipologia.htm>
- Federación de Planificación Familiar Estatal <http://www.fpfe.org/>