

Health Education

Code: 101664
ECTS Credits: 6

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

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
Sara Carbonell Curralo

Prerequisites

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

- Biopsychological aspect of the person.
- Disseny, monitoring and evaluation of plans and programs.
- Socio-pedagogical bases of social education.
- Fundamentals of Socio-Community Education.
- Developmental and educational psychology.

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.

Competences

Social Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.

- 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.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Apply systemic thinking to analysis of environmental problems and issues.
3. Being able to establish links between environmental knowledge and actions and sustainable consumption.
4. Communicate using language that is not sexist or discriminatory.
5. Design health education programs.
6. Identify situations in which a change or improvement is needed.
7. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
8. Know the main lines of intervention in health education.
9. Propose new experience-based methods or alternative solutions.
10. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
11. Propose projects and actions that incorporate the gender perspective.
12. Propose viable projects and actions to boost social, economic and environmental benefits.
13. Recognising the different sustainability models in educational proposals.
14. Understand the factors that affect drug addiction and prevention and harm reduction programs.
15. Understand the main features of mental illness.
16. Understand the theoretical and methodological foundations of health education.
17. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
18. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

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.
- Drugs, sexuality, eating habits, and violence: health implications.
- Mental health.

Methodology

The methodology will be participatory. The student is the main protagonist of the process of teaching-learning. The lectures will be complemented with case studies, discussions and exercises in the classroom.

The subject is divided into two connected blocks. A first block dedicated to specific topics of social education in health, contextualization and prioritized social problems. The second block focuses on issues related to mental health.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
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	2, 14, 16, 15, 8, 5, 13, 3
Practical case studies, deepening specific issues, classroom debates and discussions.	10	0.4	2, 14, 16, 15, 8, 5, 13, 3
Type: Supervised			
Individual and group tutoring.	30	1.2	16, 8
Type: Autonomous			
Text reading, search and analysis of information, class works, practical case studies, assessment activities.	75	3	2, 14, 16, 15, 8, 5, 13, 3

Assessment

The course will have a continuous evaluation from evaluated activities of individual and group type. Each block of the course has specific evaluations that, as a whole, add up to 100% of the final grade of the subject. The definitive evaluation calendar will be informed at the beginning of the subject.

The time dedicated to the evaluation activities and the autonomous work time are summative, given that many of the training activities that will be proposed to students as autonomous work, will be part of the evaluation of the student.

The return of the marks of the works and of the written test (examination) will be maximum 15 days after the delivery.

Class attendance is mandatory: students must attend a minimum of 80% of the classes. Otherwise, it will be considered non-evaluable.

In case of not passing the subject in the official call, a recovery exam will be taken at the end of the course. The plagiarism or copy of any of the evaluative activities is reason for the suspension of the subject.

There will be 3 evaluations during the subject:

- Group work (block 1): 35% of the total of the final grade.
- Individual written work (block 1): 15% of the total of the final grade.

- Exam (block 2): 50% of the total of the final grade.

The content and format of each evaluation will be informed during the beginning of each block of the subject.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam	50	0	0	2, 14, 16, 15, 8, 13
Group work	35	0	0	1, 2, 4, 14, 16, 8, 5, 7, 18, 9, 10, 11, 12, 13, 3, 17
Individual written work	15	0	0	1, 2, 4, 14, 16, 15, 8, 5, 7, 6, 13, 3

Bibliography

Bibliography

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Enllaços

- 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/>
- Projecte Sexualitats - Educació Sexual Feminista:
<http://salutsexual.sidastudi.org/es/zonapedagogica-grupos/entorno-educativo/zonapedagogica-grupo/201>

Software

If virtual teaching is needed, Microsoft TEAMS will be used