

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

Contact

Name: Sara Rebeca Carbonell Curralo

Email: sararebeca.carbonell@uab.cat

Teachers

Sara Rebeca Carbonell Curralo

Teaching groups languages

You can view this information at the [end](#) of this document.

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:

- To deepen in the concept of health, from an ethnographic and intersectional perspective.
- To know and analyze the characteristics of health that can be approached from the field of social education.
- To know the explanatory models of learning and education for health.
- To know the main psychological disorders and referral circuits, in relation to the professional competences of social education.

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 from a rights perspective.
- Mental health.

Activities and Methodology

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

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam (block II)	30	0	0	2, 8, 13, 14, 15, 16
Group work (block I)	30	0	0	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18
Individual written work (block I)	20	0	0	1, 2, 3, 4, 5, 6, 7, 8, 13, 14, 15, 16
Individual written work (block II)	20	0	0	2, 4, 5, 6, 8, 9, 11, 15, 16, 17

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.

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

There is possibility of unique evaluation.

	Continuous evaluation		Unique evaluation		Recovery	
Part I: Socio-educational intervention in health (Sara Carbonell)	Group work (30%)	April 3 (delivery)	Individual written work (30%)	June 16	The same for all types of evaluation: suspended parts are evaluated	Juny 30
	Individual work (20%)	April 7 (delivery)	Individual work (20%)			
Part II: Health, pathologies and care circuit	Exam (30%)	June 16	Exam (30%)			
	Individual work (20%)	June 2 (delivery)	Individual work (20%)			

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.

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

Communicative competence: To pass this subject, the student needs to show good general communicative competence, both orally and in writing, and a good command of the language or vehicular languages listed in the teaching guide. In all activities (individual and group), linguistic correction, writing and formal aspects of presentation will therefore be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or suspended if the teacher considers that it does not meet these requirements.

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 delas 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

Language list

Name	Group	Language	Semester	Turn
(TE) Theory	3	Catalan	second semester	morning-mixed