

Degree programme	Type	Course
Social Education	OP	3
Social Education	OP	4

Contact lecturer

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Teaching staff

Sara Carbonell Curralo

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Group languages

You can consult this information at the [end](#) of the 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

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 psychiatric diagnoses and referral circuits in mental health, in relation to the professional competences of social education

Learning outcomes

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

Contents

- Health and quality of life from the perspective of social education.
- Health promotion models and programs: planning, strategies and educational techniques applied to health education.
- Drugs, sexuality, nutrition and violence: implications for health from a rights perspective.
- Mental health: main problems affecting vulnerable groups and referral circuits.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Individual and group tutoring.	30	1.2	2, 3
Practical case studies, deepening specific issues, classroom debates and discussions.	10	0.4	1, 2, 3, 4, 5, 6, 7, 8
Text reading, search and analysis of information, class works, practical case studies, assessment activities.	75	3	1, 2, 3, 4, 5, 6, 7, 8
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, 2, 3, 4, 5, 6, 7, 8

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

The course is divided into two inter-connected blocks. The first block is dedicated to specific topics of social health education, contextualization and prioritized social problems. The second block is focused on topics

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

Continuous assessment activities

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

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 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.

There is possibility of unique evaluation.

The grade Not evaluable will be assigned to those who do not submit the four evidences foreseen for the evaluation of the subject, which are:

- Part I - Socio-educational intervention in health: Group work (30%) and Individual work (20%).
- Part II - Health, pathologies and care circuit: Exam (30%) and Individual work (20%)

That is, it is mandatory to present and pass with a minimum grade of 5 each of the evidences in order to be evaluated and pass the subject.

Continuous Evaluation

Part I: Socio-Educational Intervention in Health (Sara Carbonell)

- Group work (30%): April 19 (delivery)
- Individual work (20%): April 26 (delivery)

Part II: Health, Pathologies and Care Circuit(Beatriz Olaya)

- Exam (30%): June 7
- Group work (20%): May 24 (delivery)

Recovery for one or both parts: June 21

Unique Evaluation

Part I: Socio-Educational Intervention in Health (Sara Carbonell)

- Individual written work (30%): June 7
- Individual work (20%): June 7 (delivery)

Part II: Health, Pathologies and Care Circuit (Beatriz Olaya)

- Exam (30%): June 7
- Individual work (20%): June 7 (delivery)

Recovery for one or both parts: June 21

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

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 copying of any of the evaluation activities is a reason for failure of the course, as well as the fraudulent use of generative AI tools. In this regard, the use of Artificial Intelligence (AI) technologies is restricted exclusively to support tasks, such as bibliographic or information search, proofreading or translations from other languages. The student should clearly identify which parts have been generated with this technology, specify their undertakings and include a critical reflection on how these have influenced the process and the final result of the activity. Non-transparency of the AI in this evaluable activity will be considered academic dishonesty and may result in a partial or total penalty in the grade of the activity, or higher penalties in serious cases.

The return of the marks of the works and of the written test (examination) will be maximum between 15 and 20 days after the delivery.

In this course, students with second enrollment are not allowed to take the Synthesis Test.

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

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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

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	3	Catalan	second semester	morning-mixed