

**COURSE DATA****Data Subject**

Code	33470
Name	Education for health: Prevention of addictive behaviour
Cycle	Grade
ECTS Credits	4.5
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Faculty of Philosophy and Educational Sciences	4	First term

Subject-matter

Degree	Subject-matter	Character
1306 - Degree in Social Education	261 - Socio-educational intervention II	Optional

SUMMARY

Health, considered a value over the history of humanity has undergone changes over time, changes that result from the context and time in which we live. Thus, a value to be something better for the subject, is a preference that arises from the individual's social immersion, and relationships with various institutions and groups. Thus, each of us can have an individual concept of health, but do not forget that this concept does not arise only as individual choice, but is closely related to understanding and understanding of that value has on the social level .

The Health Education is located in the scientific framework of the Theory of Education, and therefore from General Systems Theory provides a concept interrelation between the physical health, psychological and social. Seeks from a systemic-cybernetic, and through health education, which subjects learn to cope with the stresses from the environment in which they interact, both from the area of physical health and mental, social and environmental.

The various relationships are such that any change in the physical, mental and social development through the education system is an improvement in self - development of positive feedback loop - self esteem, therefore systemically analyzed the characteristics of this loop and propose some suggestions for studying the evolution of the educational system in the three areas of health.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1306 - Degree in Social Education

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Have capacity for analysis and synthesis.
- Demonstrate organisational and planning skills.
- Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.
- Be able to use ICT in the field of study and in the professional context.
- Have skills for information management.
- Have problem-solving skills and decision-making capacity.
- Have critical and self-critical capacity.
- Be able to work in multi- and inter-disciplinary teams.
- Be able to integrate and communicate with experts in other areas and in different contexts.
- Acknowledge and respect diversity and promote interculturality.
- Be able to develop, promote and revitalise interpersonal communication skills.
- Show active ethical commitment to human rights, gender equality and sustainability.



- Be prepared for independent lifelong learning.
- Be able to adapt to new situations.
- Develop innovation and creativity in professional practice.
- Demonstrate initiative and entrepreneurship.
- Show commitment to professional identity, development and ethics.
- Be able to conduct educational research in different contexts.
- Be able to recognise and value affective processes.
- Understand the theoretical references that constitute the human being as an active player in education.
- Know and understand the processes of teaching and learning and their impact on the comprehensive education and development of people and communities.
- Know the principles and fundamentals of attention to diversity.
- Diagnose needs, complex situations and possibilities of people as a basis for educational actions.
- Be able to identify the degree of development of individuals in all their dimensions.
- Conduct prospective and evaluative studies on educational characteristics, needs and demands.
- Develop tools for gathering and analysing educational information.
- Design educational plans, programmes, projects, actions and resources in different contexts.
- Apply and coordinate educational programmes and methodologies for personal, social and professional development.
- Desarrollar y coordinar intervenciones educativas con personas o grupos, con necesidades educativas especiales, en situaciones de riesgo, de desigualdad o discriminación por razón de género, clase, etnia, edad, discapacidad y/o religión.
- Design and implement processes of social participation and community development.
- Intervene in socio-educational and community projects and services.
- Lead and coordinate socio-educational plans, programmes and projects.
- Design and manage means and resources for socio-educational intervention.
- Promote processes of cultural and social revitalisation.
- Mediate in situations of risk and conflict.
- Train agents and educators in socio-educational and community intervention.
- Teach in different socio-educational contexts.
- Facilitate and manage cooperation in educational and professional processes.
- Advise on the design and implementation of socio-educational plans, programmes, teaching projects, media and activities.
- Advise and accompany individuals and groups in socio-educational development processes.



- Manage and coordinate entities, equipment and groups, according to different contexts and needs.
- Identify and make reasoned judgments about socio-educational problems in order to improve professional practice in non-formal contexts.
- Design and implement processes for the evaluation of socio-educational intervention programmes and strategies in various contexts.
- Supervise and evaluate plans, programmes, projects and schools.
- Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

Resultados de aprendizaje

Know and use basic concepts and content related to health and education.

- Understand the place of health education in our educational system.
- Know how to apply the main methodologies, strategies and policies in health education.
- Manage a variety of content areas in health education.
- Develop programs of health education.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
TOTAL	45,00	

TEACHING METHODOLOGY

Metodología docente

Depending on the results of learning are different methods used will be specified in the various activities teachers / learners (theoretical-practical class, seminar, tutorial ...): expository methodology, cooperative work, group discussion, text analysis, learning activities , etc.



EVALUATION

Sistema de evaluación de la asignatura

- **Assessment:**

- Draft educational intervention: the course will be held during an intervention project as a group related to the intervention areas worked on in class. There will be follow up on the dates indicated.
- Final test written, the program issues relating to the subject (contents explained by the teacher and the student activities / y in relation to the issues.).

- Portfolio: This is where an individual work where a body of evidence collected in the learning process and the learning: learning activities, reflections, activities.

- **General evaluation criteria:**

- Attendance to theoretical and practical sessions, seminars and joint activities.
- Active participation, commitment and interest
- Domain and conceptual precision.
- Clarity of exposition and synthesis capabilities.
- Exhibition structured, systematic and documented.
- Developing personal, critical and informed of what was learned.
- Correcting grammar and spelling
- Compliance with the deadlines set for the subject

REFERENCES

Basic

- Referencia b1: GÓMEZOCAÑA, C; RIUS LOZANO, M. (1998): Educación para la Salud. Una transversal curricular. Conselleria de Sanitat y Consum. Direcció General de Salut Pública. IVESP. Valencia.

Referencia b2:

ROCHON, A. (1991): Educación para la Salud. Una guía práctica para realizar un proyecto. Ed. Masson. Barcelona.

Referencia b3: VV.AA.(1999): Saber viure: estils de vida i salut. Octaedro. Barcelona