

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

Code	44528
Name	Personal autonomy, health and independent living
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
2215 - M.U. en Educación Especial 16-V.2	Faculty of Philosophy and Educational Sciences	1	First term

Subject-matter

Degree	Subject-matter	Character
2215 - M.U. en Educación Especial 16-V.2	9 - Quality of life	Optional

Coordination

Name	Department
BELLVER MORENO, MARIA CARMEN	335 - Education Theory

SUMMARY

Health, considered a value throughout human history, has undergone changes over time, changes that derive from the context and the time in which we live. Thus, what a value is somewhat preferable to the subject, is a preference that arises from the individual's own social immersion, and from the relationships he maintains with different human institutions and groups. In this way, each of us can have an individual concept of health, but let us not forget that this concept does not arise only as an individual choice, but is closely related to the understanding and understanding that this value has. at the social level. The Pedagogy of Health is situated in the scientific framework of the Theory of Education, and therefore from the General Systems Theory provides an interrelational conception of physical, mental and mental health social. It aims from a systemic-cybernetic perspective, and through Health Education, that subjects learn to deal with the tensions that come from the environment in which they interact, both from the field of physical health. , as psychic, social and environmental. The different interrelationships allow us to state that any change in physical, mental and social health through the education system implies an improvement in the self-development of the positive feedback loop self-concept-self-esteem, therefore the characteristics of this are systematically analyzed. loop and some suggestions are proposed to study the evolution of the education system in terms of 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

There are no specific enrollment restrictions

OUTCOMES

2215 - M.U. en Educación Especial 16-V.2

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Conocer y comprender procesos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social
- Tener un compromiso activo con la no discriminación, la igualdad de oportunidades y la equidad
- Diseñar y aplicar procedimientos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social
- Conocer los principios éticos de la actuación profesional en el ámbito de la atención a las necesidades específicas de apoyo educativo
- Saber colaborar en los ámbitos académico y social con familias, profesionales e instituciones
- Conocer e interpretar informes técnicos, de investigación y de evaluación sobre acciones, procesos y resultados educativos
- Conocer los fundamentos, principios, valores y actitudes que sustentan el derecho a la educación del alumnado con necesidades específicas de apoyo educativo
- Conocer la normativa internacional, estatal y autonómica vigente en materia de atención a las necesidades específicas de apoyo educativo y en el contexto social, y ser capaz de aplicar dicha normativa en diferentes supuestos



- Conocer y analizar los programas que oferta la administración educativa
- Conocer y comprender los procedimientos de evaluación e intervención en el entorno escolar en niños y niñas con necesidades específicas de apoyo educativo
- Diseñar y gestionar procedimientos de intervención en el ámbito de las necesidades específicas de apoyo educativo
- Diseñar, aplicar y evaluar estrategias educativas inclusivas
- Diseñar, planificar y evaluar medidas ordinarias y específicas de atención en función de las diferentes necesidades específicas de apoyo educativo y en el contexto social

LEARNING OUTCOMES

Students know how to apply the knowledge acquired and their ability to solve problems in new or little known environments within broader (or multidisciplinary) contexts related to their area of study.

- Students are able to integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on social and ethical responsibilities linked to the application of their knowledge and judgments.
- Students know how to communicate their conclusions and the latest knowledge and reasons that support them to specialized and non-specialized audiences in a clear and unambiguous way. - Students have the learning skills that allow them to continue studying in a way that will have to be largely self-directed or autonomous.
- They maintain a reflective and critical behavior in the face of social and educational reality and favor changes, transformations and innovations that lead to improving the quality of individual and social life.
- They act with professionalism and ethical behavior in the performance of their tasks.
- They improve the quality of the professional exercise and, in particular, the own training and to develop strategies that facilitate the collaboration, the creation of networks, the implication of the different educational and / or social agents that participate in psychoeducational processes.
- They issue technical reports, appraisals and audits related to the workplace and analyze, design and promote teaching and learning processes through the use of different languages, media and resources.
- They develop innovation and creativity in professional practice and apply theoretical knowledge and scientific advances to professional practice and research.
- Design, advise, coordinate and evaluate programs and measures to compensate for educational inequalities; analyze the needs and demands related to the schooling of students in a situation of social, family or personal disadvantage, as well as those personal and social conditions that facilitate or hinder the teaching and learning process of students and their adaptation to the school environment.
- They carry out the evaluation and the sociopsychopedagogical assessment of the students and determine the most suitable model and services of their schooling.



- Diagnose, advise, prevent and intervene in order to promote social and healthy development in people with special educational needs, learning disorders and the risk of educational and / or social exclusion

-Design, apply and evaluate educational programs, processes, resources and practices aimed at any person or social group taking into account their level of development, their needs and limitations, as well as multicultural contexts.

DESCRIPTION OF CONTENTS

1. UNIT I. THEORETICAL FRAMEWORK.

1. APPROACH TO THE CONCEPT OF EDUCATION FOR HEALTH.

- 1.1. Health concept.
- 1.2. Areas in Health Education.
- 1.3. Lifestyle and quality of life.
- 1.4. Education concept.
- 1.5. Health Education Concept.

2. UNIT II. CONTENTS IN THE HEALTH EDUCATION PROGRAM.

3. CONTENTS TO WORK IN THE FIELD OF EDUCATION FOR HEALTH

- 3.1. Hygiene.
 - 3.1.1. Personal hygiene.
 - 3.1.2. Food hygiene.
- 3.2. Feeding.
 - 3.2.1. Food and nutrition.
 - 3.2.2. Nutrients contained in food.
 - 3.2.3. Food wheel.
 - 3.2.4. Balance diet.
 - 3.2.5. Mediterranean diet.
- 3.3. Social skills, quality of life and independent living.
- 3.4. Leisure and disability. Prevention of addictions.
- 3.5. Affectivity and sexuality.

3. UNIT III. TRANSITION TO ADULT LIFE IN CEE

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	21,00	100
Attendance at events and external activities	9,00	0
Study and independent work	20,00	0
Preparation of evaluation activities	10,00	0
Preparation of practical classes and problem	15,00	0
TOTAL	75,00	

TEACHING METHODOLOGY

Participatory Master Lesson

-Group discussion, debate, etc.

-Preparation of reflections

-Classroom practices: applications of theory, case studies, problem solving, use of tests and instruments

-Team work

EVALUATION

The evaluation will be carried out based on attendance, participation and the activities carried out regarding the content to be worked on. 1.Resolution of the practical cases proposed in group (35%) 2. Preparation of an individual / group report (6/7 pags) about an association, educational center, occupational centers, specific intervention program in personal personal autonomy, health and independent life in special education: objectives, methodology, activities and evaluation (65%). There will be a power point presentation.

REFERENCES**Basic**

- MOLINA, S.; ALVES, A.; Y VIVED. A (2008): Programa para el desarrollo de habilidades básicas: niños con Síndrome de Down y otras discapacidades intelectuales y de alto riesgo. PUZ. Zaragoza.
- AROCA, C.; ROS, C. (2014): Pedagogía multidisciplinar para la salud. Tirant Humanidades. Valencia.



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- GOLEMAN, D. (1999) La práctica de la inteligencia emocional. Kairós. Barcelona
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- Martínez, J. L., Reche, I. S. C., Martínez, C. G., & Guerra, E. M. (2013). El desarrollo de habilidades emocionales y sociales en alumnado con trastorno del espectro autista: una investigación colaborativa en Educación Infantil y Primaria. DIM: Didáctica, Innovación y Multimedia, (26), 1-11.
- Quesada, R. P. (2001). La educación para la salud, reto de nuestro tiempo. Educación XX1, 4(1),16-40.
- Salinas, J., González, C. G., Fretes, G., & Montenegro, E. (2014). Bases teóricas y metodológicas para un programa de educación en alimentación saludable en escuelas. Revista chilena de nutrición, 41(4), 343-350.
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- Verdugo, M. Á., & Navas, P. (2016). Derechos y calidad de vida de las personas con discapacidad intelectual y mayores necesidades de apoyo: informe ejecutivo.Madrid: Plena Inclusión España e INICO.
- Verdugo, M. Á., & Navas, P. (2017). Todos somos todos: Derechos y calidad de vida de las personas con discapacidad intelectual y mayores necesidades de apoyo.Madrid: Real Patronato de la Discapacidad.
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- Villa, N. (2003). Situación laboral de las personas con discapacidad en España. Revista Complutense de Educación, 14(2), 393-424.
- Wehmeyer, M. (2006). Autodeterminación y personas con discapacidades severas. Siglo Cero: Revista Española sobre Discapacidad Intelectual, 37 (4)(220), 5-16.
- Wehmeyer, M. L., Nota, L., Soresi, S., Shogren, K. A., Morningstar, M. E., Ferrari, L., & Sgaramella, T. M. (2019). A Crisis in Career Development: Life Designing and Implications for Transition. Career Development and Transition for Exceptional Individuals, 42(3), 179187. <https://doi.org/10.1177/2165143417750092>.



ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

English version is not available

1. Contenidos

Se mantienen los contenidos inicialmente establecidos a la Guía Docente, aunque para el último tema se priorizarán los contenidos esenciales para garantizar la consecución de los objetivos de aprendizaje y el desarrollo de las competencias de la asignatura.

2. *Volumen de trabajo y planificación temporal de la docencia*

La carga de trabajo se distribuye tal como está definida en la Guía Docente, dado que se mantienen los horarios en días y horas de las clases, en este caso on line mediante la plataforma Blackboard.

La modalidad de la docencia se adaptará en función de las necesidades sanitarias (en línea, híbrida o presencial)

3. *Metodología docente*

Docencia de forma síncrona por videoconferencia vía BBC

- Subida de materiales (artículos, enlaces, presentaciones o diapositivas de los temas...) en el aula Virtual.
- Tutorías por videoconferencia y online mediante correo electrónico.

4. Evaluación

Elaboración de proyecto/informe individual sobre una asociación, centro educativo, centros ocupacional, acerca de un programa específico de intervención en autotomía personal de salud (física o psicológica) y/o vida independiente en diversidad funcional: objetivos, metodología, actividades (cómo lo trabajan) y evaluación. También se valoraran las practicas individuales y grupales realizadas a lo largo de la asignatura.

5. *Bibliografía*

Se facilitan, vía Aula Virtual, materiales digitalizados o enlaces a fuentes (artículas, videos...) como complemento de la bibliografía especificada en la Guía Docente