



IDENTIFYING DATA

Intervention in health and social education

Subject	Intervention in health and social education			
Code	O05G130V01902			
Study programme	Grado en Educación Social			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Optional	3rd	1st
Teaching language	Spanish Galician			
Department				
Coordinator	Failde Garrido, José María			
Lecturers	Failde Garrido, José María Vázquez Vázquez, Miguel Ángel			
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Web				
General description				

Training and Learning Results

Code	
A1	That the students have showed to possess and comprise knowledges in an area of study that splits of the base of the general secondary education, and is used to find to a level that, although it supports in books of text advanced, includes also some appearances that involve pertinent knowledges of the avant-garde of his field of study.
A2	That the students know to apply his knowledges to his work or vocation of a professional form and possess the competitions that are used to show by means of the preparation and defence of arguments and the resolution of problems inside his area of study.
A3	That the students have the capacity to gather and interpret notable data (usually inside his area of study) to issue trials that include a reflection on notable subjects of social, scientific or ethical issues.
A4	That the students can transmit information, ideas, problems and solutions to a so much specialised public as no skilled.
A5	That the students have developed those skills of learning necessary to undertake back studies with a high degree of autonomy.
B1	Transmit, promote and develop the culture
B2	Generate social networks, contexts, processes and educational and social resources
B3	Take part like social mediator, cultural and educational
B4	Know, analyse and investigate the social and educational contexts
B5	Design, implement and evaluate socioeducational programs and projects
B6	Manage, direct, coordinate and organise socioeducational institutions and resources
C1	To critically integrate the theoretical, philosophical, historical, sociological, psychological, pedagogical, cultural, political and legal foundations underpinning the processes of socio-educational intervention.
C3	To uphold and act according to values of equality and democratic citizenship, and to prepare for prevention and mediation in cases of violence in its different manifestations (symbolic, sexual, ethnic, or related to issues of gender, work, education[])
C4	To analyze and diagnose the complex reality underpinning the development of socio-educational processes.
C6	To understand the development of social education and the shaping of its field and professional identities at regional/autonomic, state, European and international levels.
C8	To strengthen structures and processes of community action and participation, implementing programs and techniques of intervention (group dynamics, motivation, negotiation and promotion of assertiveness[])
C9	To develop programs and projects in the family and school contexts.
C11	To organize and manage cultural, environmental, leisure and spare time projects and services.
C12	To design, implement and assess programs and strategies of socio-educational intervention in the fields of community development and development cooperation.
C13	To design, implement and assess programs and strategies of intervention in the field of culture.
C15	To design, implement and assess programs for social and labor-market reintegration.

C20	To act as consultant on the design and implementation of socio-educational plans, programs, projects and activities.
D1	Analysis and synthesis skills.
D4	Use of ICT in the relevant area of study and professional environment.
D5	Information-management skills.
D6	Problem-solving and decision-making skills.
D7	Mastering of consultancy, promotion and guidance techniques and methodologies in education.
D9	Ability to contact and communicate with experts from other areas in different contexts.
D10	Recognition of and respect for diversity and multiculturalism.
D12	Ethical commitment.
D20	Striving for quality.

Expected results from this subject

Expected results from this subject	Training and Learning Results			
(*)Know the main theoretical models in Promotion and Education for it *Saude	A1 A2 A4	B1 B3 B4	C1 C4 C6 C8 C9 C12 C15 C20	D5 D7 D10 D12 D20
(*)Capacity of discussion and *ordenamento of basic ideas	A2 A5	B1 B5 B6	C3 C11 C20	D1 D7 D20
(*)Capacity stop the Design, Planning and to Develop programs and projects in the field of the education *especializada in health	A1 A4	B2 B4 B5	C1 C4 C9 C12 C13 C15	D4 D9 D10
(*)Capacity stop the *analise critical and *pra the work in team	A1 A3 A4 A5	B1 B2 B6	C1 C4	D1 D4 D6 D12 D20
(*)Purchase basic scientific competitions stop the *busqueda and bibliographic review in subjects of Promotion and Education for it *Saude	A1	B4	C1 C4	D4 D9

Contents

Topic	
(*)Block *I: Aspects *conceptuales basic	(*)SUBJECT 1. You aim historic *y approximation *al concept of *salud.SUBJECT 2. *Determinantes Of wool *Salud SUBJECT 3. Promotion *y education for wool *saludTEMA 4. Intervention in *salud. Wool preventive perspective *y *correctiva.
(*)Block II: theoretical Models and intervention in *saude	(*)SUBJECT 5. Model of *Creencias of *Saude. SUBJECT 6. Model Precedes. SUBJECT 7. Model of Action *Razonada.SUBJECT 8. Other models.
(*)Block *III: Design and planning of *intervencions preventive in the main problems of *Saude. The paper of the Social Educator.	(*)SUBJECT 9. Guidelines stop the design and Planning of *intervencions preventive.SUBJECT 10. Design and planning of preventive interventions in problems of *saude.
(*)Block *IV: Review of Programs of Promotion *i Education for it *Saude. The paper of the Social Educator.	(*)SUBJECT 10. Review and critical discussion of programs of Promotion *i Education for it *saude. The paper of the Social Educator

Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	2	0	2
Case studies	8	8	16
Seminars	15	15	30
Mentored work	0	27	27
Lecturing	18	15	33
Objective questions exam	1	30	31
Objective questions exam	1	10	11

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
	Description
Introductory activities	Presentation of the educational and program of the matter. Initial evaluation of expectations, knowledges and attitudes.
Case studies	You interview that the student/is supported by the professor of the matter for the advice/orientation of activities of the matter (especially the works *tutelados) and of the process of learning.
Seminars	Activities focused the work on a specific subject. They will employ as I complement of the **seminarios *magistrales, to develop instrumental competitions related with theoretical frame of the matter.
Mentored work	All student, of individual way or **grupal of 2-4 students/the, has to elaborate a work on a specific subject of the matter. It treats of an autonomous activity of the *alumnado that includes the election of the thematic, the research, review and collected of information, the reading and handle of bibliography, the preparation of the report of the work (*introduction, unroll of the thematic, conclusions, **valoraciones personal, bibliography, etc.).The *alumnado of form **optativa will be able to do other works.
Lecturing	General exhibition, by part of the educational, of the contents of the matter and of the theoretical bases and/or **directrices of the work to **desenvolver by the *alumnado. The last session **adicionaránse to the exhibitions, by part of the *alumnado, of his works *tutelados.

Personalized assistance

Methodologies	Description
Seminars	It understands by attention customized the time that the professor reservation to attend and resolved doubts to the students in regard to a concrete subject. Academic activity developed pole professor, individual or in small group, that has how aim attend the needs and queries of the students related with the study and/or subjects linked with the subject, providing orientation, support and motivation in the process of learning. This activity can developed of form *presencial (directly in the classroom and in the moments that the professor has assigned to *tutorías of dispatch) or of form no *presencial (through the email or of the virtual campus).
Mentored work	The works will be explained in the middle groups and a follow-up will be done. In addition, all students who need it will be assisted during the teacher's tutoring hours to review their work and resolve any doubts (consult the tutoring hours on the Faculty's website). Students will also be assisted through the teacher's email or through the subject in MOOVI

Assessment

	Description	Qualification	Training and Learning Results			
Seminars	They will consist of eminently practical sessions developed in the classroom (*Role *playing, Philips 6.6, case studies, *cognitive restructuring, etc.). related to the subject matter. Attendance will be monitored.	10	A1	B2	C4	D1
			A2	B3	C6	D4
			A3	B4	C8	D5
			A4	B5	C12	D6
					C13	D9
					C15	D10
						D12
						D20
Mentored work	The students will carry out work, individually or in small groups that will be supervised by the teacher. These works will be exposed to the large group in the last master sessions	30	A2	B1	C12	D1
			A3	B4	C13	D4
			A5	B6	C15	D9
					C20	
Objective questions exam	It will consist of an objective multiple choice answer test.	40			C1	D1
					C3	D5
					C4	D7
					C6	D20
					C12	
					C13	
					C15	
Objective questions exam	(*)Este examen sobre los contenidos teóricos referidos el bloque III del temario. Se valorará hasta 2 puntos, siendo la nota mínima para aprobar este examen el 1. y que supondrán hasta un 20% de la evaluación.	20			C1	D1
					C4	D5
					C6	D7

Other comments on the Evaluation

EVALUATION CRITERIA:

PF= ne + p + rt + pv

PF = Final score in the subject.

ne = Exam score.

p = Qualification of the practice.

rt = Theoretical review on a subject.

pv = Score in voluntary practice.

1. Objective test: Up to 10 points, the student must achieve a minimum of 5 points to pass the subject (the total mark will mean up to 50% of the qualification for the subject).

2. Group work (or individual): Up to 3 points will be valued, with the minimum mark to pass being 1.5. A score below this will mean failure in the activity and also in the subject (the total mark will mean up to 30% of the student's grade).

3. Group work (individual): Up to 3 points, with a minimum grade of 1.5 to pass it. A score below this will mean failing in the activity and also in the subject (the total mark will mean up to 30% of the student's qualification).

3. Seminars: Up to 1 point. In order to achieve the maximum score in this section, the students are required to participate successfully in the practical seminar "Basic interpersonal communication skills of the health professional" (minimum 80%) and have carried out an optional work referring to the contents of thematic blocks IV and V. To achieve a score in this section, the situation must be given (participation with use, at least 80% of it, and completion of an optional work). . Lana notes in this section, it will mean up to 10% of the course grade.

Note: The activities considered optional will only be added to the student's grade when this reaches, as a basic requirement, the minimum scores in the basic qualifying activities (objective test 1 and mandatory group/individual work). For students who apply for honors, it will be necessary to achieve a score in this section.

WORK DELIVERY DATE: until November 20 for compulsory work and until December 15 for optional works that will be uploaded to Moovi, in the corresponding section, on the dates established by the teachers of wool.

Note: Optional assignments can only be done individually.

OVERALL EVALUATION

Students who do not meet the 80% attendance requirement will have to take advantage of the Global Assessment modality.

EVALUATION CRITERIA FOR GLOBAL EVALUATION STUDENTS:

$$PF = ne1 + ne2 + Tp + Se$$

PF = Final score in wool subject.

Ne1 = Exam score.

Ne2 = Oral exam score

Tp = #Practical wool qualification.

Yes = (Score in voluntary practical wool and theoretical review).

To pass the theoretical part of wool matter you have to perform the tests compulsorily:

1. Objective test 1: Up to 4 points, the student must achieve a minimum of 2 points to pass the subject. This test will evaluate the contents of the thematic blocks I and II of the subject (a total grade will mean up to 40% of the subject's grade).

2. Objective test 2: Up to 2 points, the student must achieve a minimum of 1 point to pass the subject. This test will evaluate the contents referred to the thematic block III of the subject (the total mark of this epigraph, will suppose up to 20% of the qualification of the subject).

3. Group work (individual): Up to 3 points, the minimum mark to pass being 1.5. A score below this will mean failure in the activity and also in the subject (the total grade will mean up to 30% of the student's grade).

3. Seminars: The global assessment students may compensate their participation in the practical seminar, "Basic skills of interpersonal communication of the health professional", by carrying out an optional work referring to the contents of thematic blocks IV and V (until 0.5 points) and by carrying out a theoretical review work -state to art- (up to 0.5 points) referring to a theme related to the theoretical agenda of the subject, focused exclusively on the analysis of 4 articles from scientific journals published between 2022 -2023-2024 (the total grade for this section will account for up to 10% of the grade for the subject wool).

Note: The students who choose the Global Evaluation option will be evaluated with the same criteria as the continuous evaluation students. You will be able to compensate the qualifications derived from the classroom activities, with voluntary work (theoretical revisions or with optional works that will be similar to the compulsory work).

DATE OF DELIVERY OF COMPULSORY AND OPTIONAL WORKS AND THEORETICAL REVIEWS: Until the official exam date. The works will be uploaded to the Moovi space as a deadline on the day of the official exam.

The official exam dates can be found on the website of the Faculty of Education and Work Sciences.

Sources of information

Basic Bibliography

Comisión para reducir las desigualdades sociales en salud en España, **Avanzando hacia la equidad. Propuestas de políticas e intervenciones para reducir las desigualdades sociales en salud en España.**, Ministerio de Sanidad, Servicios Sociales e Igualdad, 2015

Costa Cabanilla, M. & López Mendez, E., **Educación para la salud.**, Madrid: Pirámide., 2008

OMS, **Las 10 causas principales de defunción en el mundo. I**, Extraído de: <http://www.who.int/mediacentre/factsh>, 2016

Rodríguez-Marín, J., **Manual de psicología social de la salud**, Madrid: Editorial Síntesis, 2014

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Complementary Bibliography

Fernández Ríos, L., **Manual de Psicología Preventiva. Teoría y práctica.**, Madrid: Siglo Veintiuno de España Editores S.A., 1994

Montorio, I. & Izal, M., **Intervención psicológica en la vejez. Aplicaciones en el ámbito clínico y de la salud.**, Madrid: Editorial Síntesis., 2000

Gallar, M., **Promoción de la salud y apoyo psicológico al paciente**, Madrid: Thomson Paraninfo, 2006

López L.A. & Aranda, J.M., **Promoción de la salud: un enfoque en salud pública.**, Granada: Junta de Andalucía., 1990

Molina, M.C. & Fortuny, M., **Experiencias educativas para la promoción de la salud y la prevención.**, Barcelona: Leartes., 2003

Morillejo, E., Pozo, C. & Martos, M.J., **Intervención psicosocial y evaluación de programas en el ámbito de la salud.**, Jaén: Formación Alcalá., 2008

Perea Quesada, R., **Educación y promoción de la salud**, DIAZ DE SANTOS, 2009

Rosales, C. & González, M.E., **Promoción de la salud en la universidad.**, Santiago de Compostela: Tórculo Ediciones., 2008

Sáez, S., Marqués, F. & Colell, R., **Educación para la salud.**, Lleida: Pàge Editors., 1998

Serrano González, M.I., **La educación para la salud del siglo XXI: Comunicación y salud.**, Madrid: Díaz de Santos., 2002

United Nations Children's Fund, **Levels & Trends in Child Mortality.**, Health Organization, The World Bank, United Nations, New York: Unicef, World, 2014

Recommendations

Other comments

This subject is part of a degree that is taught in a Faculty committed to the sustainability of the environment and people. In accordance with this philosophy, this subject will promote educational practices based on materials with low environmental impact consistent with the principles of sustainability (SDG).