



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1410308 **Name:** School Health

Credits: 6,00 **ECTS Year:** 3 **Semester:** 1

Module: Society, family and school

Subject Matter: Childhood, health and nutrition **Type:** Compulsory

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

143A	<u>Maria Catret Mascarell</u> (Responsible Lecturer)	maria.catret@ucv.es
143ALA	<u>Maria Catret Mascarell</u> (Responsible Lecturer)	maria.catret@ucv.es
143B	<u>Maria Catret Mascarell</u> (Responsible Lecturer)	maria.catret@ucv.es
143C	<u>Julio Tudela Cuenca</u> (Responsible Lecturer)	JULIO.TUDELA@UCV.ES
143PA	<u>Julio Tudela Cuenca</u> (Responsible Lecturer)	JULIO.TUDELA@UCV.ES



Module organization

Society, family and school

Subject Matter	ECTS	Subject	ECTS	Year/semester
Society, family and school	6,00	Society and Intercultural Education	6,00	1/1
Childhood, health and nutrition	6,00	School Health	6,00	3/1
Anthropology	6,00	Religion, Culture and Values	6,00	2/1
Educational intervention in the family context	4,00	Education and Family	4,00	1/2

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Elaborates a synthesis on the basic needs of the 0-6 year old child, based on a holistic concept of health.
- R2 Explains the main individual and social determinants of health and proposes arguments that support the importance of school in health promotion.
- R3 Demonstrates knowledge of the basic aspects that must contain any health education project in the school environment and designs a coherent proposal for the infant stage from the main areas of action marked by the curriculum and taking into account all the dimensions contemplated by a health promoting school.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
G2	To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.				X
G3	To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights.				X
G4	To promote coexistence in the classroom and outside it and address the peaceful resolution of conflicts. To know how to systematically observe learning and coexistence contexts and to know how to reflect on them.		X		
G8	To know the fundamentals of infant dietetics and hygiene. To know the fundamentals of early care and the bases and developments that allow understanding the psychological, learning and personality building processes in early childhood.				X

SPECIFIC		Weighting			
		1	2	3	4
E1	To understand the learning and educational processes during childhood in the family, social and school environments.		X		
E3	To know the evolutionary particularities during childhood.		X		
E4	To recognize the identity of the stage and its cognitive, communicative, social, affective and psychomotor characteristics, as a fundamental basis for the development of school skills and learning.		X		
E5	To know the main evolutionary aspects of this period, in order to detect developmental difficulties and educational needs.		X		



E29	To analyze and critically incorporate the most relevant issues of today's society that affect family and school education: social and educational impact of audiovisual languages and screens; changes in gender and intergenerational relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development.	x		
E31	To know the basic principles of healthy development and behavior.			x
E32	To identify disorders in sleep, feeding, psychomotor development, attention, and auditory and visual perception.			x
E33	To collaborate with specialized professionals to solve such disorders.	x		
E34	To detect affective, nutritional and welfare deficiencies that disturb the adequate physical and psychological development of students.			x



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	80,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
R1, R2, R3	10,00%	Oral presentation of group and individual work.
R1, R2, R3	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.

Observations

The evaluation includes several well-differentiated instruments: an examination of development questions and short answers, a health education project for the school setting, and small classroom activities. The final qualification will be the weighted average of the results obtained in each one of them, being necessary to overcome all of them independently. All the works will have a concrete execution and delivery date.

All oral and written production by the students will be evaluated at a formal level according to the document "Level C1 (Common European Framework of Reference for Languages) in the Teacher's Degree in Early Childhood Education".

CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.



Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 PARTICIPATIVE MASTERCLASS
- M2 CLASSROOM PRACTICES
- M3 CASE STUDIES
- M5 WORK AT SEMINARS
- M7 GROUP TUTORING
- M8 INDIVIDUAL TUTORING



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1, M2, M7	R1, R2, R3	28,00	1,12
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M2, M3, M7	R1, R2, R3	15,00	0,60
Supervised monographic sessions with shared participation M1	R2, R3	3,20	0,13
Presentation in plenary. Application of interdisciplinary knowledge M2, M7	R1, R2, R3	5,40	0,22
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M7, M8	R1, R2, R3	3,40	0,14
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M2, M3	R1, R2, R3	5,00	0,20
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M3, M7, M8	R1, R2	24,00	0,96
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M3, M8	R1, R2, R3	66,00	2,64
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Fundamentals of health education	Concepts related to health education. Determinants of health. Anthropological foundations of health education
Lifestyles and health	Hygiene habits. Nutritional Health. Physical activity. Safety and accident prevention. Prevention of addictive behaviors. Mental health. Evolutionary factors of the nervous system. Principles of Neuropedagogy. Environment and health. Sexual health. Anthropological foundations of sexual affective behavior. Disease prevention and Health System.
School Health	Main topic areas of school health in early education. EpS in the curriculum. Role of school and teachers in the EpS. Health promotion projects at school. How to design a health education project for pre-school children.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Fundamentals of health education	8,00	16,00
Lifestyles and health	10,00	20,00
School Health	12,00	24,00



References

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- Serrano González I, (2002) *La Educación para la Salud del siglo XXI*. Madrid: Díaz de Santos
- Tribodeau (2002) *Anatomía y Fisiología*. Harcourt
- <https://www.unav.edu/web/instituto-cultura-y-sociedad/proyectos/alfabetizacion-afectiva>



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: