



Course guide Didactic of Sanitary processes

PI-02-F-16 ED. 00.

COURSE GUIDE

Didactics of Sanitary processes

**Master of Secondary Education Training,
Professional Training and Teaching of Languages**

**Facultad de Magisterio y Ciencias de La
Educación**

Universidad Católica de Valencia San Vicente Mártir

Academic Year 2023-24

**COURSE GUIDE TO Didactics of Sanitary processes**

		ECTS
SUBJECT: Didactic of Sanitary processes		6
FIELD: Learning and teaching os Sanitary processes		12
MODULE: Specific Module of Sanitary processes		24
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MODULE ORGANISATION

				Nº ECTS 24
FIELDS AND SUBJECTS				
FIELD	ECTS	SUBJECT	ECTS	Semester
Complements for the formation to Sanitary processes	6	The Curriculum of Sanitary processes in Secondary education, Vocational training and High school	6	1



Learning and teaching of Sanitary processes	12	Didactics of Sanitary processes in Secondary education, Vocational training and High school	6	1
		Didactic resources for the teaching of Sanitary processes in Secondary education, Vocational training and High school	6	2
Teaching innovation and introduction to educational research	6	Teaching Innovation and Introduction to Educational Research in Sanitary processes	6	2

COURSE GUIDE: Didactics of Sanitary Processes						
Prerequisites: none						
GENERAL GOALS						
a) To identify the specific characteristics of the didactics of the Sanitary Processes in in Secondary education, Vocational training and High school. b) To know different methodological strategies and didactic resources for the education of the Sanitary Processes c) To design a teaching unit corresponding to the area of the Sanitary Processes d) To promote pupil autonomous learning and cooperative work capacities.						
CROSS-SECTIONAL COMPETENCES			Competence measuring scale			
			1	2	3	4
G 1 Competence in the application of acquired knowledge and problem solving abilities, encountered in new or unfamiliar environments; and, initiated within broader contexts or multidisciplinary scopes relative to one's field of study.				X		
G 2 Capability to integrate knowledge and determine complex judgment calls based on information which incorporates, but is not limited to, reflections on social and ethical responsibilities associated with pertinent knowledge and judgments				X		



G 3 Knowing how to effectively communicate conclusions (sustaining relative rationale or arguments) to specialized and unspecialized audiences, in a clear and unambiguous manner.		X		
G4 Having learning skills that enable them to continue studying in a self-directed or autonomous manner within the majority of circumstances		X		
G5 To Know the curriculum related to the specialization and the didactics of teaching and learning, as well as a didactic knowledge of the teaching and learning processes, respectively. A knowledge of the different professions will be included for vocational training.				X
G 6 To plan, develop and evaluate the teaching and learning process enhancing educational activities to facilitate the acquisition of the different competences, taking into account the level and previous training of students to guide them, both individually and in collaboration with other teachers and school professionals.				X
G7 To research, obtain, process and communicate information (oral, printed, audiovisual, digital, or multimedia), transforming it into knowledge that will be applied in the teaching and learning process				X
G8 To set the curriculum that will be established in a school. Develop and implement teaching methodologies, for both groups and individually, taking into account the diversity of students.		X		
G9 To design and develop learning processes with special attention to equity, education and emotional values, equal rights and opportunities between men and women, civic education and respect for human rights that make life easier in our society, making decisions and building a sustainable future.			X	
G10 To acquire strategies to encourage student effort and enhance their capacity to learn by themselves and with others, and develop thinking skills and decision-making abilities to facilitate autonomy, confidence and personal initiative.		X		
G 11 To know the processes of interaction and communication in the classroom, mastering social skills necessary to promote learning and coexistence together in the classroom, dealing with problems of discipline and conflict resolution		X		



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G12 To design and carry out formal and informal activities that make the centre a place of participation and culture in the environment where it is located. To perform the functions of mentoring and guiding students in a collaborative and coordinated way. To participate in the evaluation, research and innovation of teaching and learning		X		
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SPECIFIC COMPETENCES				
	1	2	3	4
CE13 To know the cultural and educational value of the specific subjects and the content that is taught		X		
CE14 To know the history and recent developments of the classroom subjects and their perspectives in order to transmit a dynamic vision.		X		
CE15 To know different environments to practice curricular contents.				X
CE16 To know the theoretical and practical processes in teaching and learning different classroom subjects				X
CE17 To transform curricula in activity and work programs				X
CE18 To acquire criteria to select and develop educational resources				X
CE19 To foster a climate that facilitates learning and values the contributions of the students			X	
CE20 To integrate training for the use of media studies in the teaching-learning process		X		
CE21 To learn evaluation strategies and techniques and to understand evaluation as a tool to regulate and encourage the effort				X
CE22 To know and apply innovative teaching proposals in the field of specialization			X	
CE24 To identify the problems of teaching and learning certain materials and to propose alternatives and solutions.				X



LEARNING OUTCOMES	COMPETENCES
R1. The student identifies the principal characteristics of Health Sciences didactics and knows the foundations of constructivist learning.	CE13, CE14, CE15, CE16, CE18, CE19, CE20, CE21, CE22, CE24
R2. The student recognizes the importance of the contextualización in the analysis and design of didactic proposals, specially referred to working environment.	CE15, CE22, CE24
R3. The student knows pedagogic principles and methodological aspects appropriate for competence acquisition.	CE15, CE16, CE17, CE18, CE19, CE20, CE21, CE22,
R4. The student knows the procedures and tools of formative and formative assessment.	E18, E21
R5. The student elaborates, in a cooperative way, a teaching unit for sanitary processes learning, taking account of the pupils with educational special needs.	CE13, CE14, CE15, CE16, CE17, CE18, CE19, CE20, CE21, CE22, CE24

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS
ON CAMPUS-CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R1, R2, R3, R4, R5	1,20
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through	R3, R4, R5	1



	interaction and student activity.		
WORK GROUP EXHIBITION	Application of multidisciplinary knowledge	R5	0,06
OFFICE ASSISTANCE	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.	R1, R2, R3, R4, R5	0,04
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	R1, R2, R3, R4, R5	0,10
Total			2,4

INDEPENDENT WORD ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relation with LA	ECTS
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform	R3, R4, R5	1,44
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem	R1, R2, R3, R4, R5	2,16



	solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform.		
Total			3,6

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment tool	Learning outcomes assessed	Allocated percentage
Theoretical test	R1, R2, R3, R4	20%
Individual and/or group tasks	R1, R2, R3, R4, R5	60%
Attitude, attendance and participation	R1, R2, R3, R4, R5	20%
The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.0. The number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (RD 1125/2003).		



DESCRIPTION OF CONTENTS	COMPETENCES
1. Introduction to the Health Sciences Didactics. Constructivist approach.	CE13, CE14, CE15
2. Scientific knowledge background in Health Sciences. Health and sanitary literacy concepts. Agents involved in its promotion and education.	CE13, CE14, CE15, CE16
3. Learning of sanitary processes. Importance of the previous ideas. Vocational competences. Self-regulation of learning.	CE15, CE16, CE18, CE21, CE24
4. Programming strategies in teaching. Design of programming units. Organization of activities. Active methodologies.	CE13, CE14, CE15, CE16, CE17, CE18, CE19, CE20, CE21, CE22, CE24
5. The evaluation. Regulatory function. Assessment types and tools.	CE19, CE21

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Revistas Nacionales

- Enseñanza de las ciencias (www.ensciencias.uab.es/)
- Alambique (www.alambique.grao.com)
- Mas revistas de Graó (<http://www.grao.com/es/productos/revistas>)
- Eureka (www.apac-eureka.org.revista/Consejo_revista.htm)
- REEC (saum.uvigo.es/reec/)
- Investigación en la Escuela (www.diadaeditora.com)

Direcciones útiles de Internet

<http://www.ite.educacion.es/index.php>

Instituto de Tecnologías Educativas. Ministerio de Educación. Recursos educativos clasificados.

<http://www.ceice.gva.es/web/formacion-profesional> Página correspondiente a la FP de la Consellería D'Educació, Investigació, Cultura i Esport

<http://todofp.es/inicio.html> Portada sobre FP del Ministerio de Educación, Cultura y Deporte

<http://www.eduforics.com/es/juanjo-vergara-recomienda-10-las-mejores-paginas-metodologias-activas/> Blog de interés sobre metodologías activas

<http://www.cedefop.europa.eu/es> Centro Europeo para el Desarrollo de la Formación Profesional



Addendum to the Course Guide of Didactics of Sanitary processes

**(Master of Secondary Education Training,
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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



Blackboard Collaborate Ultra



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 onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:



Microsoft Teams



Blackboard Collaborate Ultra



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:

ONLINE 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.