



**Course Guide Teaching resources for the teaching of health
processes in vocational training of sanitary Processes**

PI-02-F-16 ED.00

COURSE GUIDE

**Teaching resources for the teaching of health processes
in vocational training**

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

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

Universidad Católica de Valencia San Vicente Mártir

Course 2023-2024



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COURSE GUIDE

		ECTS
SUBJECT: Teaching resources for the teaching of health processes in vocational training		6
FIELD: Complements disciplinary training		6
MODULE: SPECÍFIC		24
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MODULE ORGANISATION

				Nº ECTS 24
FIELDS AND SUBJECTS				
Materia	ECTS	ASIGNATURA	ECTS	Semestre
Complements for the formation to Sanitary processes	6	The Curriculum of Sanitary processes in Secondary education, Vocational training and High school	6	1/1
Learning and teaching of Sanitary processes	align="center">12	Didactics of Sanitary processes in Secondary education, Vocational training and High school	6	1/1
		Didactic resources for the teaching of Sanitary processes in Secondary education, Vocational training and High school	6	1/2



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Teaching Innovation and Introduction to Educational Research in Sanitary processes	6	Teaching Innovation and Introduction to Educational Research in Sanitary processes	6	1/2
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COURSE GUIDE: The Currículum of Sanitary Processes				
Prerequisites: none				
GENERAL GOALS				
<p>-Knowing the training possibilities of the main didactic resources applied to health Vocational Training.</p> <p>-To use and adapt different didactic resources in the design of educational proposals in Healthcare Vocational Training.</p> <p>-To discover the possibilities of ICT applied to the teaching of healthcare processes.</p> <p>-Analyse and evaluate the suitability of teaching resources applied to the teaching of healthcare processes.</p>				
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	



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G4 Having learning skills that enable them to continue studying in a self-directed or autonomous manner within the majority of circumstances			X	
G5 Know the curricular contents of the subjects related to the corresponding teaching specialization, as well as the body of didactic knowledge around the respective teaching and learning processes. The knowledge of the respective professions will be included for professional 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 Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning processes in the subjects of the specialization studied.				X
G8 Specify the curriculum that will be implemented in a teaching center participating in the collective planning of the same; develop and apply didactic methodologies both group and personalized, adapted to the diversity of students.			X	
G9 Design and develop learning spaces with special attention to equity, emotional education and values, equality of rights and opportunities between men and women, citizen education and respect for human rights that facilitate life in society, decision making and the construction of 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		
G11 Know the processes of interaction and communication in the classroom, master social skills and abilities necessary to promote learning and coexistence in the classroom, and address problems of discipline and conflict resolution.		X		
G12 Design and carry out formal and non-formal activities that contribute to making the center a place of participation and culture in the environment where it is located; develop the functions of tutoring and guidance of students in a collaborative and coordinated manner; participate in the evaluation, research, and innovation of teaching and learning processes		X		



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COMPETENCIAS ESPECÍFICAS				
	1	2	3	4
E13. Know the formative and cultural value of the subjects corresponding to the specialization and the contents that are studied in the respective teachings		X		
E14. Know the history and recent developments of the subjects and their perspectives in order to transmit a dynamic vision of them		X		
E15. Know contexts and situations in which the various curricular contents are used or applied				X
E16. Know the theoretical-practical developments of teaching and learning the corresponding subjects				X
E17. Transform curricula into activity and work programs				X
E18. Acquire criteria for the selection and preparation of educational materials.				X
E19. Encourage a climate that facilitates learning and values the contributions of students			X	
E20 Integrate training in audiovisual and multimedia communication in the teaching-learning process		X		
E21 Know strategies and evaluation techniques and understand evaluation as an instrument of regulation and encouragement to effort.			X	
E22 Know and apply innovative teaching proposals in the field of specialization courses			X	
E23 Critically analyze the performance of teaching, good practices and guidance using quality indicators		X		
E24 Identify the problems related to the teaching and learning of the specialization subjects and propose alternatives and solutions.			X	
E27 To know the cultural and educational value of the specific subjects and the content that is taught		X		



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LEARNING OUTCOMES	COMPETENCES
R1 Knows and bases the use of didactic resources for the teaching-learning of Health Care Processes in Vocational Training..	G1, G3, G4, G7, G8, G11 E15, E16, E17, E18, E20, E21, E22, E27
R2. Recognises the importance of the context and the characteristics of the educational centre for the selection and adaptation of teaching resources with specific reference to the professional environment.	G1, G2, G5, G6, G10 E18, E21, E22, E23, E24, E27
R3. Understands what materials and other educational resources for teaching Health Care Processes in Vocational Education and Training are and what they can be used for.	G1, G2, G3, G7, G8, G9, G10, G11, G12 E15, E16, E18, E19, E20, E22,
R4 Uses appropriate information from different sources of relevance to the teaching of Health Processes	G1, G2, G3, G7 E18, E21, E22, E23, E27

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS



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ON CAMPUS- CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R1, R3, R4,	1,10
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 interaction and student activity.	R3, R4,	1.10
WORK GROUP EXHIBITION	Application of multidisciplinary knowledge	R3, R4	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.	R3, R4	0,04
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	R1, R3, R4	0,10
Total			2,4

INDEPENDENT WORK ACTIVITIES



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ACTIVITY	Teaching-Learning Methodology	Relationship of Course with Learning Outcomes	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	1,44
INDEPENDENT WORK	Student study: Individual 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	R1, R3, R4	2,16
Total			3,6

ASSESSMENT SYSTEM ACQUISITION OF SKILLS AND QUALIFICATIONS SYSTEM		
Assesment tools	Assessed Learning Outcomes	Percentage awarded



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Individual and/or group tasks	R1, R2, R3, R4, R5	80%
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. Educational methodology in the field of health vocational training. Teaching strategies and resources	G1, G3, G4, G7,G8, G11 E15, E16,E17, E18, E20, E21, E22, E27,,
2. Adequacy of teaching strategies and resources for the teaching of health processes in vocational training..	G1, G2, G5, G6,G10 E18 ,E21, E22, E23, E24, E27
3. Basis, analysis and selection of didactic resources applied to different training situations.	G1, G2, G5, G6,G10 E18 ,E21, E22, E23, E24, E27
4. Analysis, elaboration and evaluation of didactic proposals	G1, G2, G3, G7, G8, G9, G10, G11, G12 E15, E16, E18, E19, E20, E22, E27



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Basic bibliography

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<http://www.educacionyfp.gob.es/servicios-al-ciudadano/estadisticas/no-universitaria/alumnado/fp/2018-2019.html>

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<https://raulsolbes.com/pedagogia-y-didactica/programaciones-didacticas/>

www.sintesis.com

www.altamar.es

educaliaeditorial@e-ducalia.com

www.paraninfo.es

www.grupoaran.com

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Complementary bibliography

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www.clubdelafarmacia.com

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

<http://www.educacionyfp.gob.es/servicios-al-ciudadano/estadisticas/no-universitaria/alumnado/fp/2018-2019.html>

Addendum to the Teaching Guide of the subject
TEACHING RESOURCES FOR THE TEACHING OF HEALTH PROCESSES IN VOCATIONAL TRAINING

University Master's Degree in Teacher Training for Secondary Education, Baccalaureate, Vocational Training and Language Teaching.

Given the exceptional situation caused by Royal Decree 463/2020, of 14 March, declaring a state of alarm for the management of the health crisis situation caused by COVID-19, we are presenting the appropriate modifications to the teaching guide to ensure that students achieve the learning outcomes of the course.

1.Training activities involving face-to-face work:

All the activities planned to be carried out in a classroom in this section of the teaching guide, as well as the personalised and group tutorials, will be carried out using the telematic tools provided by the university. In the specific case of this subject, through:



Microsoft Teams



Kaltura

2. System of assessment of the acquisition of competences and grading system



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In terms of evaluation instruments:



No changes will be made to the evaluation instruments.

Comments on the evaluation system:.