



Information about the subject

Degree: Master of Secondary Education Training, Professional Training and Teaching of Languages

Faculty: Facultad de Magisterio y Ciencias de La Educación

Code: 1020074

Name: Didactics of Sanitary processes

Credits: 6 ECTS

Year: 1 **Semester:** 1

Module: Specific Module of Sanitary processes

Subject Matter: Didactic of Sanitary processes **Type:** Basic formation

Department: Matemáticas, Ciencias Naturales y Ciencias Sociales aplicadas a la Educación

Type of learning: Classroom-based learning

Language(s) in which it is taught: spanish

Lecturer/-s

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Module organization

BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/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



Recommended Knowledge

Not required

Learning outcomes

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

Code	Learning outcomes
R1	The student identifies the principal characteristics of Health Sciences didactics and knows the foundations of constructivist learning.
R2	The student recognizes the importance of the contextualización in the analysis and design of didactic proposals, specially refered to working environment.
R3	The student knows pedagogic principles and methodological aspects appropriate for competence acquisition.
R4	The student knows the procedures and tools of formative and formative assessment.
R5	The student elaborates, in a cooperative way, a teaching unit for sanitary processes learning, taking account of the pupils with educational special needs.



Competences

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

Code	General	Weighting			
		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				X



	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		
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		

Code	Specific	Weighting			
		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



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
The student identifies the principal characteristics of Health Sciences didactics and knows the foundations of constructivist learning.	15%	Summative and final theoretical-practical test (open questions).
The student recognizes the importance of the contextualización in the analysis and design of didactic proposals, specially referred to working environment.	10 %	Process assessment: oral and written evidence of all types of activities.
The student knows pedagogic principles and methodological aspects appropriate for competence acquisition.	10 %	Continuous assessment: individual monitoring of attendance to classroom sessions and active participation in theoretical-practical classes).
The student knows the procedures and tools of formative and formative assessment.	5 %	Process assessment: oral and written evidence of all types of activities.
The student elaborates, in a cooperative way, a teaching unit for sanitary processes learning, taking account of the pupils with educational special needs.	50 %	Process assessment: presentation of written work.
	10 %	Oral presentation of group work.
<p>Mention of Distinction: In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded.</p> <p>Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong.</p> <p>Single assessment: Exceptionally, those students who, for a justified and accredited reason, cannot undergo the continuous assessment system and request it to the Coordination of the specialty, within the first month of teaching, may opt for this evaluation system. In this case, it will be evaluated as follows: the student must follow a personalized tutoring plan established by the teacher and perform and present, individually, the tasks proposed in the class sessions.</p>		



Learning activities

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

M1	Presentation of contents by the teacher, analysis of competences, explanation and demonstration of abilities, skills and knowledge in the classroom.
M2	Group work sessions in groups supervised by the teacher. Case studies, diagnostic analysis, problems, field study, computer classroom, visits, data search, libraries, network, internet, etc. Meaningful construction of knowledge through student interaction and activity.
M3	Student study: Individual preparation of readings, essays, papers, reports, etc. To present or deliver in theory classes, practical classes and/or small group tutorials. Work carried out on the university platform (www.plataforma.ucv.es).
M4	Personalised and small group attention. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in the classes, readings, work, etc.
M5	Collection of work, sharing and reflection on their experiences.
M6	A set of oral and/or written tests used in the initial, formative or summative assessment of the student.



IN-CLASS LEARNING ACTIVITIES		
Activity	Learning Outcomes	ECTS
ON CAMPUS- CLASS	R1, R2, R3, R4, R5	1,20
PRACTICAL CLASSES	R3, R4, R5	1
WORK GROUP EXHIBITION	R5	0,06
OFFICE ASSISTANCE	R1, R2, R3, R4, R5	0,04
ASSESSMENT	R1, R2, R3, R4, R5	0,10
Total		2,4

IN-CLASS LEARNING ACTIVITIES		
Activity	Learning Outcomes	ECTS
GROUP WORK	R3, R4, R5	1,44
INDEPENDENT WORK	R1, R2, R3, R4, R5	2,16
Total		3,6



Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
Introduction to the Didactics of Health Sciences.	Constructivist approach to learning. Importance of prior ideas. Self-regulation of learning. Characteristics of scientific knowledge in the area of Health Sciences.
Learning health processes.	Concepts of health, health literacy, health care. Humanisation. Agents involved in its promotion and education. Professional competences.
Planning and teaching strategies.	Organisation and sequencing of didactic activities. Active methodologies.
The Assessment.	Functions of assessment. Types and instruments of assessment.
Elaboration of work units.	Curricular elements and didactic elements. Timing. Contextualisation. Design and presentation of work units.



Temporary organization of learning

BLOCK OF CONTENT/DIDACTIC UNIT	Number of sessions	Hours
Introduction to the Didactics of Health Sciences.	3	7,5
Learning health processes.	3	7,5
Planning and teaching strategies.	3	7,5
The Assessment.	1	2,5
Elaboration of work units.	4	10

References

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(http://www3.gobiernodecanarias.org/medusa/campus/doc/htmls/metodologias/pdfs/El_Disenyo_Programaci%C3%B3n_Didactica_en_fp.pdf)

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Lozano, J. (2019) *La evaluación criterial diferenciada en Formación profesional: cómo programar a partir de los criterios de evaluación* Madrid: Síntesis

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Revistas Nacionales

- Enseñanza de las ciencias (www.ensciencias.uab.es/)

- Alambique (www.alambique.grao.com)
- Mas revistas de Graó (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)
- Revista de Educación (www.educacionfpydeportes.gob.es/revista-de-educacion/numeros-revista-educacion.html)

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