



COURSE DATA

DATA SUBJECT

Code: 33470
Name: Education for health: Prevention of addictive behaviour
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Facultat de Filosofia i Ciències de l'Educació	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1306 - Degree in Social Education	Socio-educational intervention II	ELECTIVES

COORDINATION

VILLENA VILLENA LUZ

SUMMARY

Health, considered a value over the history of humanity has undergone changes over time, changes that result from the context and time in which we live. Thus, a value to be something better for the subject, is a preference that arises from the individual's social immersion, and relationships with various institutions and groups. Thus, each of us have an individual concept of health, but do not forget that this concept does not arise only as individual choice, but is closely related to understanding and understanding of that value has on the social level .

The Health Education is located in the scientific framework of the Theory of Education, and therefore from General Systems Theory provides a concept interrelation between the physical health, psychological and social. Seeks from systemic-cybernetic, and through health education, which subjects learn to cope with the stresses from environment in which they interact, both from the area of ¿¿physical health and mental, social and environmental.

The various relationships are such that any change in the physical, mental and social development through education system is an improvement in self - development of positive feedback loop - self esteem, therefore systemically analyzed the characteristics of this loop and propose some suggestions for studying the evolution of educational system in the three areas of health.



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

No enrollment restrictions are specified with other subjects in the curriculum.

COMPETENCES / LEARNING OUTCOMES

1306 - Degree in Social Education

Acknowledge and respect diversity and promote interculturality.

Advise and accompany individuals and groups in socio-educational development processes.

Advise on the design and implementation of socio-educational plans, programmes, teaching projects, media and activities.

Apply and coordinate educational programmes and methodologies for personal, social and professional development.

Be able to adapt to new situations.

Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.

Be able to conduct educational research in different contexts.

Be able to develop, promote and revitalise interpersonal communication skills.

Be able to identify the degree of development of individuals in all their dimensions.

Be able to integrate and communicate with experts in other areas and in different contexts.

Be able to recognise and value affective processes.

Be able to use ICT in the field of study and in the professional context.

Be able to work in multi- and inter-disciplinary teams.

Be prepared for independent lifelong learning.

Conduct prospective and evaluative studies on educational characteristics, needs and demands.

Demonstrate initiative and entrepreneurship.



Demonstrate organisational and planning skills.

Desarrollar y coordinar intervenciones educativas con personas o grupos, con necesidades educativas especiales, en situaciones de riesgo, de desigualdad o discriminación por razón de género, clase, etnia, edad, discapacidad y/o religión.

Design and implement processes for the evaluation of socio-educational intervention programmes and strategies in various contexts.

Design and implement processes of social participation and community development.

Design and manage means and resources for socio-educational intervention.

Design educational plans, programmes, projects, actions and resources in different contexts.

Develop innovation and creativity in professional practice.

Develop tools for gathering and analysing educational information.

Diagnose needs, complex situations and possibilities of people as a basis for educational actions.

Facilitate and manage cooperation in educational and professional processes.

Have capacity for analysis and synthesis.

Have critical and self-critical capacity.

Have problem-solving skills and decision-making capacity.

Have skills for information management.

Identify and make reasoned judgments about socio-educational problems in order to improve professional practice in non-formal contexts.

Intervene in socio-educational and community projects and services.

Know and understand the processes of teaching and learning and their impact on the comprehensive education and development of people and communities.

Know the principles and fundamentals of attention to diversity.

Lead and coordinate socio-educational plans, programmes and projects.

Manage and coordinate entities, equipment and groups, according to different contexts and needs.

Mediate in situations of risk and conflict.

Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.

Promote processes of cultural and social revitalisation.



Show active ethical commitment to human rights, gender equality and sustainability.

Show commitment to professional identity, development and ethics.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Supervise and evaluate plans, programmes, projects and schools.

Teach in different socio-educational contexts.

Train agents and educators in socio-educational and community intervention.

Understand the theoretical references that constitute the human being as an active player in education.

DESCRIPTION OF CONTENTS

1. Concepts and definitions of Health Pedagogy.
2. Areas of Health Pedagogy.
3. Theories and models of health education.
4. Health Pedagogy in the school environment.
5. Prevention of addictive behaviors from Pedagogy.
6. Intervention programs for the prevention of drug and alcohol consumption.

**WORKLOAD****PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	30,00
Classroom practices	15,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	20,00
Independent study and work	20,00
Preparation of lessons	12,00
Preparation for assessment activities	10,50
Resolution of case studies	0,00
Total hours	67,50

TEACHING METHODOLOGY

Depending on the results of learning are different methods used will be specified in the various activities teachers learners (theoretical-practical class, seminar, tutorial ...): expository methodology, cooperative work, group discussion, text analysis, learning activities , etc.

EVALUATION**Assessment:**

- Draft educational intervention: the course will be held during an intervention project as a group related to the intervention areas worked on in class. There will be follow up on the dates indicated.
- Final test written, the program issues relating to the subject (contents explained by the teacher and the student activities / y in relation to the issues.).
- Portfolio: This is where an individual work where a body of evidence collected in the learning process and the learning: learning activities, reflections, activities.

**General evaluation criteria:**

- Attendance to theoretical and practical sessions, seminars and joint activities.
- Active participation, commitment and interest
- Domain and conceptual precision.
- Clarity of exposition and synthesis capabilities.
- Exhibition structured, systematic and documented.
- Developing personal, critical and informed of what was learned.
- Correcting grammar and spelling
- Compliance with the deadlines set for the subject

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

Referència b1: Comelles, J. M. y Perdiguero, E. (2017). Educación, comunicación y salud. Universitat Rovira i Virgili, Publicacions.

Referència b2: Espart, A. (2021). Salud, educación y conectividad. Dykinson.

Referència b3: Fernández, J.J. (2016). Educación para la salud en la educación infantil. Tirant lo Blanch.

Referència b4: Flores, O. y Hernández, T. (2024). Conectados y conscientes: pantallas, educación y salud. Dykinson.

Referència b5: Fuentes, M. C., Molero, M. M., Molina, P. y Fernández, S. (2024). Investigación en salud: traduciendo descubrimientos en beneficios para el bienestar. Asociación Universitaria de Educación y Psicología (ASUNIVEP).

Referència b6: García, A., Sáez, J. y Escarbajal, A. (2001). Educación para la salud. DM.

Referència b7: Martos, A., Molero, M. M., Gázquez, J.J., Fernández, S. y Molina, P. (2024). Explorando fronteras en salud: perspectivas integradoras para la investigación. Asociación Universitaria de Educación y Psicología (ASUNIVEP).

C1. Molero, M.M., Simón, M.M., Martos, A., Barragán, A. B. y Molina, P. (2024). Evolución de las competencias en salud: respuestas a las demandas cambiantes a lo largo del ciclo vital. Asociación Universitaria de Educación y Psicología (ASUNIVEP)

C2. Moro, A. y Ruiz, M. (2024). Drogas y escuela: factores asociados al consumo de drogas y conductas de riesgo en la enseñanza secundaria del País Vasco. Octaedro.



- C3. Padilla, D., Aguilar, J. M. y López, R. (2018). Psicología, salud y educación. Universidad de Almería.
- C4. Rubio, S. y Mora, M. (2019). Educación para la salud y el consumo en Educación Infantil. Pirámide.
- C5. Sánchez, M. B., Gómez, J. y Duarte, G. (2008). Educación para la salud. FUNDEN.
- C6. Simón, M. M., Molero, M. M., Fernández, S. Pérez, M. C. y Molina, P. (2024). Progreso en salud: avances y desafíos a través de la investigación. Asociación Universitaria de Educación y Psicología (ASUNIVEP).
- C7. Simón, M. M., Molina, P. Gárquez, J. J. y Fernández, S. (2024). Innovación en salud: estrategias emergentes para la docencia y la investigación.