

**COURSE DATA****DATA SUBJECT****Code:** 33510**Name:** Health and social work**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
1311 - Degree in Social Work	Facultat de Ciències Socials	3	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1311 - Degree in Social Work	Health and social work	COMPULSORY

**COORDINATION**

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**SUMMARY**

The origins of present-day social and health problems are not clearly defined and require comprehensive assistance to persons, families and the community.

For this reason, the contents of the subject Health and Social Work are aimed at strengthening the multidisciplinary approach, and look for transversal competences and skills. Moreover, it intends to strengthen the skills acquired through the methods of social work and used with individuals, families, groups and communities. All of them focus on professional performance carried out in the different health centres dedicated to primary health and specialized healthcare assistance and public healthcare. Regarding primary health, including the Support Units, the role of social work in the processes of community participation and intervention is especially encouraged, stressing the importance of social healthcare coordination, as specified by the WHO. In conclusion, the subject wishes to encourage a critical vision of those issues, related to public health and social and economic policies, that affect welfare and the quality of life of citizens.

At the start of the subject we will study the creation of Public Healthcare and the configuration of the healthcare systems in developed countries, product of a social and political process, so that the resulting healthcare structures, aimed at fulfilling the needs of the population in terms of health and illness have varied according to the political and economical situation of each country. We will compare different healthcare models (Bismarck, Beveridge, Friedman) and the perspectives for the future, linked to the



international context and to our environment, in which a series of healthcare reforms, parallel to the polarized debate about the Welfare State and the role that the State must assume in terms of healthcare after the promulgation of the Bolkenstein Directive, are being carried out. Finally, we will review the recommendations of OMS-PAHO to face the global challenges, such as the sustainable strategies regarding the policies of Health for All in the 21<sup>st</sup> Century and the Millennium Goals.

The theoretical and conceptual bases of public health enable the introduction of the current formulation of the public health discipline to students. Through the comprehensive health theory we will analyze the concept of health-disease and the process of illness in a social dimension, which forces us to reflect on the living and working conditions generated by capitalism and the ideological elements that make it up. There is no other way of understanding the change dynamics of the epidemiological trend (both regarding transmissible and non-transmissible diseases), social determining factors, health risks and problems of the community within its own historical context and in the context of the new international health formulations.

Public Health uses Social Epidemiology as the method to carry out research studies on health issues at a collective and population level. It is therefore necessary to become familiar with the fundamentals of Epidemiology and elementary concepts such as reason, proportion, ratio, incidence and prevalence, essential to understand the importance of measurement in this discipline. Epidemiological studies enable us to take a closer approach on the health situation of a given population and find out about the causal relationships between risk factors and effects on the health of the population, using a gender perspective and bias introduced by investigations.

Systems of health information and other sources that provide Public Healthcare with data make research studies on health easier.

Knowledge on the public system of national and autonomic healthcare is a necessary step to introduce students into the programmes of health intervention, especially those which take place on a basic level in the Health Department. Even though individual and group are the most developed programmes (healthy children, school health, women, persons with chronic diseases, immunizations, health education), it is necessary to promote the community health plans. It is through them that Social Work plays a significant role and it can provide comprehensive assistance to vulnerable groups. This needs of a coordinated social and health system.

## PREVIOUS KNOWLEDGE

## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

## OTHER REQUIREMENTS

It is advisable that students have previous knowledge on the following subjects

33518 Historia Social y Política Contemporánea

33512 Igualdad de Género y no Discriminación, para conocer y evitar la desigualdad en temas de Salud

33519 Instrumentos y Técnicas de Información. Organización del Estudio y Documentación

33501 Administración Social y Sistemas de Bienestar



## COMPETENCES / LEARNING OUTCOMES

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Apply intervention strategies in social work with individuals, families, groups, organisations and communities to assist them in making informed decisions about their needs, circumstances, risks, preferred options and resources.

Assess needs and possible options to guide an intervention strategy from a social work perspective.

Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development.

Contribute to the design, development and implementation of solutions that respond to social demands, taking into account the Sustainable Development Goals as a reference.

Define proposals for resolution in situations of risk after identifying and assessing the nature of the risk.

Demonstrate critical and self-critical thinking in the field of the degree programme, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Demonstrate professional competence in the practice of social work.

Establish professional relationships in order to identify the most appropriate form of intervention.

Identify intervention methodologies in social work for interaction, support and resolution of needs and problem situations with individuals, families, groups and communities.

Identify risk situations inherent to professional practice through the planning, review and monitoring of actions aimed at addressing them.

Identify the disciplinary knowledge necessary for the analysis of contemporary society, its structure and dynamics, including the complexity of social phenomena, adopting a multidisciplinary perspective.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know methods and models of social work for intervention with individuals, families, groups, organisations and communities according to their needs and circumstances.

Propose creative and innovative solutions to complex situations or problems within the field of knowledge, to respond to diverse professional and social needs.

## DESCRIPTION OF CONTENTS



## **1. THEORETICAL AND CONCEPTUAL BASES OF PUBLIC HEALTH. ESSENTIAL FUNCTIONS OF PUBLIC HEALTH.**

Current concept of Public Health.  
Public Health as a science and political practice.  
Functions of Public Health.

## **2. HISTORICAL EVOLUTION OF PUBLIC HEALTH. SOCIAL HEALTH CARE MODELS.**

Social and political conditions in the creation of Public Health.  
Determining factors in the conformation of healthcare systems.  
Concept and objectives of a healthcare system.  
Typology and models of healthcare systems.  
Comparison of models.

## **3. THE INTERPRETATIVE THEORIES OF THE PROCESS HEALTH/ILLNESS: DETERMINANTS OF HEALTH**

Concept of health/illness.  
Objective and subjective dimension of health.  
Definitions of health.  
Determinant factors of health  
Theoretical bases of transmissible diseases. Concept.  
The epidemiological chain.  
Control mechanisms of transmissible diseases.  
Illness structures related to the model.  
Theoretical bases of non-transmissible diseases. Concept.  
Risk factors.  
Illness structures related to the model.

## **4. EPIDEMIOLOGY. TYPES OF STUDY AND APPLICATIONS IN THE FIELD OF SOCIAL WORK S IN HEALTH**

Epidemiology.  
Types of epidemiological studies.  
Applications of epidemiology.  
Measurement in epidemiology: reason, proportion and rate.  
Prevalence and incidence.  
Descriptive epidemiology.  
Experimental epidemiology.  
Epidemiological reasoning.  
Health Information System.  
Sources in public health  
Community health study: stages and methodology.



## 5. MAJOR HEALTH PROBLEMS AND THEIR CONTROL

Atmospheric contamination.  
Water pollution. Ground contamination.  
Contamination through chemical agents.  
Home environmental health risks.  
Work and health.  
Food as a problem of public health.  
Prevention and protection measures.  
Sustainable development.

## 6. PROGRAMMES OF HEALTH ACCORDING TO SECTORS AND POPULATION GROUPS

Stages of programming  
Goals and objectives.  
Specification of the operational objectives.  
Identification of the activities and their interrelation.  
Identification of resources for conducting each activity.  
Allocation of responsibility for each activity.  
Elaboration of a procedures manual.  
Strategic considerations in the implementation of programmes.  
Basic programmes of the Health Department.  
Programmes for health education  
Immunizations programme.  
Healthy children programme.  
School health programme.  
Women programme.  
Chronic illness programme.  
Food and nutrition programme.  
Community health plans.

## 7. INTEGRAL ATTENTION TO THE VULNERABLE GROUPS. PROCESSES OF ASSESSMENT AND ATTENTION TO THE HEALTH PROBLEMS OF THE POPULATION. REGISTRATION SYSTEMS.

Comprehensive health assistance.  
Tools for health problem assistance in population.  
Health examinations. Home visits.  
Family studies.  
Scheduled, upon demand and urgent visits. Social and sanitary evaluation.  
Register systems.



## 8. SOCIO-SANITARY COORDINATION: MODELS, INSTRUMENTS AND STRATEGIES.

Concept of Healthcare System and Healthcare Model.  
 The Spanish healthcare system.  
 Legal framework. principles and competences.  
 The Valencian healthcare system.  
 Legal and organizational framework.  
 Social and health assistance: concept, addressees and service typology.  
 Social and health coordination.

### WORKLOAD

#### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	45,00
<b>Total hours</b>	<b>45,00</b>

#### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	16,00
Independent study and work	21,50
Preparation of lessons	18,00
Preparation for assessment activities	3,00
Resolution of case studies	9,00
<b>Total hours</b>	<b>67,50</b>

### TEACHING METHODOLOGY

In function of the competences, of the results of learning and of the contents diverse individual and group methods will be in use: explanatory methodology, cooperative work, discussions in group, comment of text, practical activities and of application, etc. There will be in use a participative and dynamic methodology with the purpose of promoting the implication and the participation of students in classes, including explanations of the professorship to clarify the theoretical budgets. The debate will be used when it proceeds and there will develop practical works, exhibitions and projects of diverse nature related to the educational profession and to the subject matter of the module.

The virtual Classroom will be in use as way of communication between the professorship and the student body, as well as for the exchange of documents and materials of support to the teaching of exclusive use for the subject.



## EVALUATION

The evaluation of the course will be based on the content covered in the theoretical teaching modality (T) as well as on the development of class activities and assignments derived from that content. In this regard, the final grade will result from the sum of the scores obtained in the following components:

### (1) Completion of exercises and activities in class (25%)

Exercises and activities related to the course content will be proposed, which must be completed and submitted during the same class session.

Each set of exercises and/or activity will be scored on a scale from 0 to 10 points. The weighting coefficient of each set of exercises and/or activities will be indicated accordingly.

This component will contribute up to 2.5 out of 10 points toward the final grade. It includes exercises and activities conducted throughout the course in different units, including a specific activity in Unit 5 on water pollution. The final score will be the weighted sum of the scores obtained in each part, according to the established criteria.

Credit for each activity will only be awarded if the student is physically present in class and participates in the completion of the proposed tasks. Attendance will be recorded either by the instructor (via attendance list or the virtual classroom attendance module) or through a physical signature on a paper list.

A score for this component will only be awarded if the student has attended and participated in at least half of the proposed in-class exercises and activities. Otherwise, the score for this section will be zero (0).

Failure to complete in-class activities does not prevent the student from sitting for the multiple-choice test; see section (3).

### (2) Group project related to theoretical content (25%)

A group project will be proposed based on the content of **Unit 5** of the syllabus ("Major health problems and their control").



Groups will consist of a **minimum of 4** and a **maximum of 7 students**. Each group will be assigned a community health issue covered in Unit 5.

With instructions provided in the virtual classroom, the group must prepare an **original written report** and an **audiovisual presentation** summarizing its contents. This presentation, with participation from all group members, must be delivered in class before the other groups.

If a student is absent for **all** of the group presentations, **up to 1 point** may be deducted from the group's total project score for that individual. If a student misses **one or more** presentations, a proportional deduction will apply (e.g., if there are 10 presentations, 0.1 points will be deducted per absence).

The instructor will provide the weighting coefficients for each part of the project and presentation, which will determine the score for this component. This component will account for up to **2.5 out of 10 points** of the final grade.

Questions in the **multiple-choice test** related to this part will be based both on the presentations given by students and on the theoretical content taught by the instructor.

Failure to complete the group project **does not prevent** the student from taking the **multiple-choice test** (see section (3)).

### (3) Multiple-choice test (50%)

Evaluation will include an individual written exam equivalent to 50% of the final grade (up to 5 out of 10 points).

This will take the form of an objective test, consisting of a closed-ended question format.

The test will include between 40 and 50 questions, each with 3 possible answers, only one of which is correct.

Scoring will follow this formula:

$$[\text{Correct answers} - \text{incorrect answers} / (\text{number of alternatives} - 1)] \times (\text{maximum test value} /$$



number of questions)

This means that one correct answer is subtracted for every two incorrect ones. Blank answers do not penalize the score.

The test is considered passed with a minimum score of 2.5 out of 5. In order for the scores from the other components to count, the student must obtain at least 2.5 points in the test.

NOTE: Example with 45 questions, 3 alternatives per question, and a maximum score of 5. If a student gets 29 right, leaves 5 blank, and answers 11 incorrectly:

$$29 - [11 / (3 - 1)] \times 5 / 45 = 2.61 \text{ (out of 5)}$$

**SUMMARY OF EVALUATION COMPONENTS REQUIRED TO PASS THE COURSE**

Component	%	Points	Remarks
(1) In-class exercises and activities	25%	up to 2.5	Optional. Only counts if the test is passed.
(2) Group project on theoretical content	25%	up to 2.5	Optional. Only counts if the test is passed.
(3) Multiple-choice test	50%	up to 5.0	Minimum 2.5 out of 5 required to pass.
TOTAL	100%	up to 10	A minimum of 5 out of 10 required to pass the course.

If the student scores at least 2.5 out of 5 on the multiple-choice test, the final grade will reflect the sum of all evaluated components.

If the student does not pass the test, the test score alone will be recorded as the final grade.



## SECOND CALL

In the second call, students must take and pass a multiple-choice test, which will follow the same format and criteria as the first session.

Students who did not participate in the in-class exercises and activities (section 1) must, in addition to the test, complete one or more exercises assigned by the instructor within a set time frame. The date and duration for these exercises will be announced in due course.

Students who did not complete the group project (section 2) must submit an individual written assignment assigned by the instructor, to be turned in on the day of the second session test.

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