

# PR1 A2

# STRATEGY TO INTEGRATE



360

REWIND



# STRATEGY TO INTEGRATE THE FIGHT AGAINST VIOLENCE AND GENDER INEQUALITY IN DEGREES





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This document corresponds to the byproduct of PR1.A2 of the 360 REWIN project. The table presents the 20 university and master's degrees that are incorporated into the sense of the project. The University of Burgos and the Polytechnic University of Leiria have carried out an exhaustive study on the study plans of their degrees and have specified the 29 subjects in which the VLP (Virtual Learning Platform) tool will be incorporated, which will be built in PR2 of the project 360 REWIN.

This study has taken into account the competencies promoted by each subject and degree, so that the incorporation of the tool is harmonious and adjusts to the needs of teaching content related to the professional care and accompaniment of migrant women.

For each degree, the justification and relevance of participation in the project is briefly presented, but in detail. In addition, each degree adjusts the number of credits and hours according to the particular needs of each institution, faculty, degree and staff involved.

The study plans can be modified, so this document represents a declaration of intent and commitment by the participants in the work. However, the strategy of incorporation to the degrees is linked to the changes that may occur, so that the elimination or modification of any subject is accompanied by the commitment to try to include the contents presented in other relevant spaces in the study plan, without compromising the professional meaning of the curriculum. In fact, there is the incorporation of some subject that is pending confirmation.

The subjects are presented in the same order as in the table, that is, firstly the University of Burgos and then the Polytechnic University of Leiria.

University	Faculty	Degree	Person in charge	Subject-Course	
				Name	Staff involved
Burgos	Health Sciences	Nursing	Jesús Puente	Gestión de servicios de enfermería. Gestión de	Jesús Puente Alcaraz/Laura Alonso Martínez
	Health Sciences	Nursing	M <sup>a</sup> Isabel Galán	Nursing in aging and dependency care	M <sup>a</sup> Isabel Galán
	Health Sciences	Nursing	M <sup>a</sup> Isabel Galán	Health and Gender	M <sup>a</sup> Isabel Galán
	Health Sciences	Occupational Therapy	Valeriana	Psicología I	Valeriana Guijo Blanco
	Health Sciences	Psychology	Aida	Psychology II (new subject for 2024/2025)	Aida Gutiérrez García
	Health Sciences	Master's Degree in Health Sciences: R	Jesús	Global health and cooperation	Jesús Puente Alcaraz
	Education	Social Education	Abel	Igualdad y Perspectiva de Género	Rosa María Araguzo Usabel y Abel Merino Orozco
	Education	Pedagogy	Cristina	Multiculturalidad, Interculturalidad e Inclusión	María Dolores Fernández Malanda - Juan Manuel Ibeas Miguel
	Education	Pre-Primary Education	Begoña Medina	El desarrollo psicológico de la primera infancia	Abel Merino/ Sara Saez
	Education	Pre-Primary Education	Begoña Medina	Educación intercultural, para la paz y para la ig	Isabel Valdizán/ Isabel Luis/Martha Orozco
	Education	Primary Education	Gloria	Desarrollo Curricular de las Ciencias Sociales	Pilar Blanco/ Bruno Carcedo
	Education	Master's Degree in Teacher	Gloria	Detección y evaluación de factores de riesgo s	Begoña Medina/Gloria Pérez de Albéniz
	Education	Master's Degree in Inclusive Educatio	Abel y Cristina	Diversidad y homogeneidad de los colectivos s	Javier González García, Abel Merino Orozco y Cristina Di Giust
	Law	Law	Soraya	Nationality and Immigration	Emilio Martínez Miguel/ Esther Gómez Campelo (contacto)
	Humanities and C	Audiovisual communication	Soraya	Myth Creation in a Mass Society	Isabel Menéndez Menéndez
Humanities and C	Audiovisual Communication	Soraya	Social Physocology	Jose Luis González Castro	
Humanities and C	Audiovisual Communication	Soraya	Gender & Communication (new subject for 20	Isabel Menéndez Menéndez	
Leiria	Escola Superior d	Licenciatura em Educação Social	José Marques	Educação e Intervenção Social em Contexto F	Ricardo Pocinho
	Escola Superior d	Licenciatura em Educação Social	José Marques	Direitos Humanos e Educação	Cristiana Madureira
	Escola Superior d	Licenciatura em Educação Social	José Marques	Observatório de Educação Social	Cristiana Madureira
	Escola Superior d	Mestrado em Mediação Intercultural e	José Marques	Migrações, Globalização e Coesão Social	José Marques
	Escola Superior d	TeSP em Intervenção Social e Comur	Ana Vieira	Mediação Sociocultural	Ana Vieira
	Escola Superior d	Licenciatura em Serviço Social	Cristóvão Margarido	Intervenção Social e Dinâmicas com Grupos d	Cristóvão Margarido
	Escola Superior d	Licenciatura em Serviço Social	Rui Santos	Seminário Interdisciplinar	Rui Santos e Cristóvão Margarido
	Escola Superior d	Enfermagem Médico-Cirúrgica – Área	Braulio Sousa	A Enfermagem em situação de exceção e Catá	Maria dos Anjos Dixe
	Escola Superior d	Licenciatura em Terapia Ocupacional	Elisabete Roldão	Desenvolvimento Pessoal e Profissional II	Elisabete Roldão
	Escola Superior d	Mestrado em Enfermagem de Saúde	Catarina Tomás	Promoção e prevenção em saúde mental	Catarina Tomás
	Escola Superior d	Mestrado em Enfermagem Comunitár	Teresa Kraus	Enfermagem de Saúde Comunitária e Saúde pi	Teresa Kraus
	Escola Superior d	Mestrado em Enfermagem Comunitár	Teresa Kraus	Enfermagem de Saúde Comunitária e Saúde pi	Teresa Kraus
	Escola Superior d	Licenciatura em Enfermagem	Catarina Tomás	Enfermagem de saúde mental e Psiquiátrica	Catarina Tomás
	Escola Superior d	Higher Technical Professional Course	Catarina Tomás	Literacia em Saúde	Catarina Tomás





# UNIVERSIDAD DE BURGOS



# Nursing

## Contextualization of the degree.

Nursing studies at the University of Burgos have been taught for more than fifty years, first as a school and, since 2015, the degree has been fully integrated into higher university studies. Since their inception, the training approach has always sought to generate professionals capable of providing technical and professional health care appropriate to the health needs of the people they serve with the higher quality and safety levels established.

The degree in Nursing is the most demanded degree at the University of Burgos and with the highest cut-off mark. The number of pre-registered students has been increasing over the years that the new Study Plan has been implemented. The city of Burgos has a university hospital that provides coverage and guarantees and enhances the clinical teaching of students. Added to this reality is a wide network of Primary Care Health Centers in the province. Between both spaces, the hospital and Primary Care, a training scenario of top-quality curricular practices is offered.

## Justification of relevance to the degree.

Upon completion of the studies, the Graduate in Nursing will form part of a qualified, regulated and collegiate health profession with its own field of action. The nurse will be trained to offer general nursing care both in care and in teaching, research and management.

Among its capabilities they will have:

Ability of planning and providing nursing care aimed at individuals, families or groups, oriented towards health results, evaluating their impact; Understanding the interactive behavior of the person according to gender, group or community, within its social and multicultural context; Being able to design care systems aimed at individuals, families or groups, evaluating their impact and establishing the appropriate modifications; Understanding people without prejudice, considering their physical, psychological and social aspects, as autonomous and independent individuals, ensuring respect for their opinions, beliefs and values, guaranteeing the right to privacy, through confidentiality and professional secrecy ; Promoting healthy lifestyles, self-care, supporting the maintenance of preventive and therapeutic behaviors; Protect the health and well-being of the people, family or groups served, guaranteeing their safety and promoting health education, among others.

## Subject 1: Nursing Management. Quality Management

<b>Subject Code</b>	7598
<b>Year</b>	3
<b>Semester</b>	2
<b>Kind of subject</b>	Compulsory
<b>ECTS</b>	6
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	4
<b>Number of students involved</b>	65

## Dedication to the project in the subject



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<b>Total hours for student</b>	12,5
<b>ECTS (student)</b>	0,5
<b>Practical Hours</b>	3
<b>Hours of theory</b>	1,5
<b>Autonomous work</b>	7,5
<b>Hours of teaching dedication</b>	10,5

## Inclusion in the teaching guide or Training Plan

### Current objectives (in relation to the project)

- A. Critically use care assessment and audit tools according to relevant quality standards.
- B. Recognize the importance of quality improvement activities in health care.
- C. Identify quality improvement strategies in any health environment.

### Current competences (in relation to the project)

G5 - Design care systems aimed at individuals, families or groups, evaluating its impact and establishing the appropriate modifications.

E20 - Direct, evaluate and provide comprehensive nursing care to the individual, the family and community.

### Curriculum content (in relation to the project)

Preparation of Service Quality Improvement Plans.

### Justification of relevance

Methodologically, this subject uses learning by problems. Students identify a quality-of-care problem and seek and articulate a solution to that problem to improve patient safety.

Among the issues to be identified, it will be proposed that they find programs that improve accessibility to the autonomous and Spanish health system for migrant women and propose assistance programs to improve health care for these people.

### Modification in teaching guide

It would not be necessary.

### Justification for the dedication

Every year at least 14 proposals for healthcare improvement are achieved. The objective would be for at least one of the proposals to focus on improving the quality of care for migrant women. This academic result will serve so that in later years this theme is consolidated as part of the contents of the subject and the problem is expanded and made visible in the students of later years.

## Subject 2: Nursing in aging and dependency care

<b>Subject Code</b>	7597
<b>Year</b>	3
<b>Semester</b>	2º
<b>Kind of subject</b>	Compulsory
<b>ECTS</b>	6
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	4
<b>Number of students involved</b>	65

## Dedication to the project in the subject

<b>Total hours for student</b>	10
<b>ECTS (student)</b>	0,4
<b>Practical Hours</b>	4
<b>Hours of theory</b>	2
<b>Autonomous work</b>	4
<b>Hours of teaching dedication</b>	6

## Inclusion in the teaching guide or Training Plan

### Current objectives (in relation to the project)

- Identify structural, functional, psychological and lifestyle modifications associated with the aging process (and its impact on self-care).
- Identify health situations susceptible to care in the elderly and the family and/or caregivers.
- Select caregiving interventions aimed at treating or preventing problems of health and its adaptation to daily life through local resources and support for the elderly person, in a personalized and integral way, according to the values of the elderly person and encouraging them to remain in their social environment in the most optimal conditions.
- Develop appropriate assessments of mental health problems associated with this stage of the life cycle and plan nursing care to meet the needs of patients and their families.

### Current competences (in relation to the project)

Appreciation of diversity and multiculturalism. ethical commitment.

To loan care, guaranteeing the right to dignity, privacy, intimacy, confidentiality and decision-making capacity of the patient and family. individualize the care considering age, gender, cultural differences, ethnic group, beliefs and values.

### Curriculum content (in relation to the project)



Make proposals for care plans from the perspective of the gender and vulnerability of both the immigrant caregiver and the elderly.

Current topic related: *the battered old man*.

### Justification of relevance

Methodologically, this subject uses competency-based learning.

Students identify health problems or potential problems and design care plans to achieve results.

Among the questions, a case will be proposed to identify the risk of abuse and prevention and action actions, if any.

### Modification in teaching guide

It would not be necessary.

### Justification for the dedication

Upon completion of the studies, the Graduate in Nursing will form part of a qualified, regulated and collegiate health profession with its own field of action. The nurse will be trained to offer general nursing care both in care and in teaching, research and management.

## Subject 3: Health and Gender

<b>Subject Code</b>	7602
<b>Year</b>	3
<b>Semester</b>	2º
<b>Kind of subject</b>	Optional
<b>ECTS</b>	3
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	2



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**Number of students involved**

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25

## Dedication to the project in the subject

<b>Total hours for student</b>	75
<b>ECTS (student)</b>	3
<b>Practical Hours</b>	32
<b>Hours of theory</b>	16
<b>Autonomous work</b>	32
<b>Hours of teaching dedication</b>	27

## Inclusion in the teaching guide or Training Plan

### Current objectives (in relation to the project)

- Know the rights of people in health care.
- Recognize health inequalities in relation to social determinants.
- Analyze critically and contextually the concept of social vulnerability in the Spanish current socioeconomic context.
- Acquire knowledge about the immigrant's culture: religion, influence, alternative medicines, traditional beliefs, acculturation and cultural congruence.
- Study the different perspectives that explain the processes of violence and their manifestations in different age groups, gender violence and violence in health institutions, to prevent, detect, assist and rehabilitate victims.
- Identify healthy lifestyles at different stages of the life cycle.

### Current competences (in relation to the project)





Understand the interactive behavior of the person based on gender, group or community, within its social and multicultural context.

Understand people without prejudice, considering their physical aspects, psychological and social, as autonomous and independent individuals, ensuring the respect for their opinions, beliefs and values, guaranteeing the right to privacy, through confidentiality and professional secrecy.

### **Curriculum content (in relation to the project)**

That students know how to apply their knowledge to their work or vocation of a professional manner and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems from the gender perspective and prevent detecting violence against vulnerable women due to their status as women and immigrants.

Current topic related:

- a) Sex, gender and gender identity
- b) Gender roles and stereotypes
- c) Gender biases in health care
- d) Gender Violence in the Health System

### **Justification of relevance**

Methodologically, this subject uses competency-based learning.

Students identify health problems or potential problems and design care plans to achieve results.

Among the questions, a case will be proposed to identify the risk of abuse and prevention and action actions, if any.

### **Modification in teaching guide**

It would not be necessary.

### **Justification for the dedication**



Upon completion of the studies, the Graduate in Nursing will form part of a qualified, regulated and collegiate health profession with its own field of action. The nurse will be trained to offer general nursing care both in care and in teaching, research and management.

# Occupational Therapy

## Contextualization of the degree.

The degree in Occupational Therapy trains students with the knowledge and skills to treat individuals of all ages who have experienced health, learning and social difficulties to achieve their wellbeing and improve their life quality. Occupational therapists use occupations – that is, people’s everyday activities – as a therapeutic tool. Common occupational therapy interventions include helping patients to regain skills after an injury or an ongoing illness, supporting the elderly with physical and cognitive difficulties or helping children to achieve their autonomy.

Occupational therapy comprises a range of areas including psychology, physiology, anatomy and ergonomics, practiced across a diverse range of health and social settings.

## Justification of relevance to the degree.

Migrant women are often at risk of exclusion, a risk that increases when they suffer situations of violence. Their vulnerability has repercussions in the personal, social and occupations spheres. Thus, all areas of occupation might be affected by their personal circumstances and situation: every day or instrumental activities; resting or sleeping; education or work depending on their life stage; leisure or play; and social participation.

Their access to health or social services is in many occasions impacted by their limited knowledge of the language in the receiving country. Very often, this is reinforced by the lack of understanding of the cultural differences and the specific situations from the professionals, resulting in significant barriers for these women.

For all these reasons, it is necessary to train future occupational therapists in the care of migrant women. This training should address two basic elements. Firstly, to drive awareness of the needs of this specific group and secondly, to provide them with the adequate tools to efficiently address the health or social problems of migrant women. Another element to consider is the role that occupational therapist can play to support the social and labour insertion of these women in the labour market.

## Subject: Psychology I.

<b>Subject Code</b>	5836
<b>Year</b>	1
<b>Semester</b>	2
<b>Kind of subject</b>	Compulsory
<b>ECTS</b>	6
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	3
<b>Number of students involved</b>	75

## Dedication to the project in the subject

<b>Total hours for student</b>	21
<b>ECTS (student)</b>	1
<b>Practical Hours</b>	2
<b>Hours of theory</b>	3
<b>Office hours (small group)</b>	1
<b>Autonomous work</b>	20
<b>Hours of teaching dedication</b>	15 (10 tutoring, 3 theoretical and 2 practical)

## Inclusion in the teaching guide or Training Plan

### Current competences (in relation to the project)

CG18. - Recognize the influence of individual, religious, cultural, as well as the customs on the occupation and the participation

CG19.- Acquire and develop abilities, skills and practical experience in the socio-health and community context.

CB3.- That students have the ability to gather and interpret relevant data (usually within their study area) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.

CE11. - Promote health and prevent disability, acquire or recover occupational performance required at each stage of the life cycle to achieve independence and autonomy in the areas of occupational performance of those people who suffer from risk situations, organic deficit, activity limitation and participation and/or social marginalization

CE19. - Know, evaluate, analyze, develop and participate in education programs and promotion of health in the field of Occupational Therapy to prevent occupational dysfunctions in general and subsequent to medical conditions, surgical, psychiatric, and social maladjustment.

CE29. - Appreciate and respect individual differences, cultural beliefs, customs and its influence on occupation and participation.

CE32.- Demonstrate security, self-knowledge, self-criticism and knowledge of their own limitations as an occupational therapist.

CE41.- Synthesize and apply relevant knowledge of biological, medical, human, pedagogical, psychological



### **Curriculum content (in relation to the project)**

This subject incorporates the gender perspective in a transversal way throughout the syllabus.

Likewise, students prepare papers on gender violence in the various stages of life: vicarious violence, violence in young, adult and elderly couples.

With this way of working, it is intended that students carry out significant learning that contributes to eradicating violence and that provides them with resources to prevent, detect or intervene in violence against women in the different contexts in which therapists can carry out their work.

### **Justification of relevance**

The contribution that is proposed in relation to the project is to include in the contents the condition of migrant women. Pointing out the double victimization that women can experience because of their status as women and because they are emigrants.

### **Modification in teaching guide**

Include it as a visible subsection in the teaching guide in the Social interaction section: social relationships, aggressive behavior and prosocial behavior.

### **Justification for the dedication**

This subject is a basic subject that must lay the foundations of knowledge of the psychological characteristics of the person throughout the life cycle. Therefore, the contents that are addressed are very broad. However, it is considered that addressing the problem of violence against women and the peculiarities of emigration are essential for the training of Occupational Therapy students. Therefore, it is proposed to increase the dedication to the subject and reserve 1 cr. for this training.

The working method is maintained. The students, after the basic training exposed in the theoretical hours, will deepen their knowledge of a specific situation of violence and will present it to their classmates. Arousing, later a debate. This methodology is more active on the part of the students it is considered that it favors both their awareness and their training.



# Psychology

## Contextualization of the degree.

The Psychology degree prepares professionals with scientific knowledge to understand, analyze and explain human behavior. It trains in basic skills to evaluate and intervene with individuals who suffer from any emotional, educational or behavioral problem, but also at the social sphere contributing to a better functioning of the institutions and a better relationship within the groups.

Psychologists apply their knowledge and abilities throughout the entire life cycle of individuals with the aim of promoting health, quality of life and the development of a fair and egalitarian society.

This is a new degree program at UBU, which is scheduled to begin in the 2023-2024 academic year, combining presential and online modalities

## Justification of relevance to the degree.

Both migration from one country to another and the existence of gender-based violence are two phenomena that we are currently living with. Both place women in a crisis situation that can have enormous repercussions for their emotional and physical well-being, and even for their very survival.

From their different fields of work, psychology professionals can deal more or less directly with women who have experienced or are experiencing these circumstances, from those working in private clinics to those who are part of social services teams, and many other possibilities (schools, associations, Police, Courts, etc.). Since the goal of psychologists is that people are able to overcome

adverse circumstances and achieve the highest possible quality of life, it is essential that they receive specific training in these areas, so they can really help these women. Psychologists must learn to adapt general skills to these specific groups that present important differentiating characteristics from others, understanding the particular needs of migrant women and/or victims of gender-based violence, and learning to communicate properly with them, thus avoiding harmful secondary victimization.

## Subject: Intervención psicosocial en violencia de género y doméstica.

<b>Subject Code</b>	-
<b>Year</b>	3
<b>Semester</b>	2
<b>Kind of subject</b>	Compulsory
<b>ECTS</b>	6
<b>Number of teaching groups</b>	-
<b>Number of practice subgroups</b>	-
<b>Number of students involved</b>	Aprox. 40

## Dedication to the project in the subject

<b>Total hours for student</b>	25
<b>ECTS (student)</b>	1
<b>Practical Hours</b>	2
<b>Hours of theory</b>	7
<b>Autonomous work</b>	16
<b>Hours of teaching dedication</b>	15 (7 theoretical and 8 practical)



# Inclusion in the teaching guide or Training Plan

## Current competences (in relation to the project)

Competence 4: Competence for service vocation, sensitivity and sustainability.

C4SUB1. Identify needs and demands of users from empathy in different moments and circumstances. at different times and circumstances.

C4SUB2. Promote and influence the health, quality of life, empowerment and wellbeing of individuals, groups, communities and organizations in different contexts.

C4SUB3. To make psychological interventions inclusive, user-centered and sustainable.

C4CON1. To know the models and theories that help to interpret the needs and demands of individuals and groups at risk or disadvantaged.

C4CON2. Know the programs, techniques and resources to prevent future problems and improve the wellbeing of users (individuals, groups, organizations).

C4CON3. Know the basic principles of inclusion and sustainability applied to individuals and social groups.

C4AC2. Promote equal opportunities and universal accessibility.

C4AC3. Respect fundamental rights, democratic values and the culture of peace and coexistence.

C4AC5. To present an empathetic attitude in the performance of the professional activity.

C4AC6. Achieve the ability to approach the professional and formative activity with respect for the Code of Ethics required by the professional work



C4HAB2. Plan interventions or develop inclusive, user-centered, and sustainable programs to promote health, quality of life and well-being.

Competence 5: Competence for communication and interrelation.

C5SUB1. Be able to listen and transmit information, ideas, problems and solutions.

C5CON2. To know communication techniques and social skills for the development of psychology.

C5AC2. To be skilled in interpersonal relationships.

C5HAB1. Apply communication skills (verbal and nonverbal) and interactive skills.

### **Curriculum content (in relation to the project)**

The subject has the following content blocks:

a. Characteristics and differences between gender-based violence and domestic violence.

b. Gender-based violence as a social phenomenon.

- Intimate partner violence against women and sexual harassment.
- Explanatory models of gender-based violence.
- Intimate partner violence against women.
- Psychosocial intervention on the phenomenon of gender-based violence.

c. Domestic violence.

- Concept and characteristics of domestic violence.
- Causes, risk factors, vulnerability and effects
- Forms of domestic violence.
- Psychosocial intervention on domestic violence.

### **Justification of relevance**



This subject already integrates the gender perspective and assumes the inequalities suffered by women because of their gender. The contribution we are proposing is to integrate the contents about the special situation of gender violence in migrant women.

Migrant women are more likely to be victims of gender-based violence. This special vulnerability is due to a series of factors that it is essential for the psychology professional who is going to deal with the woman to be aware of, as they will not only help her to understand her current situation, but will also condition the entire intervention process.

### **Modification in teaching guide**

Inclusion in this section of: migrant women and health (chapter 4).

### **Justification for the dedication**

This subject already presents a gender perspective and integrates many of the contents included in the project's program. We believe that it would be desirable to maintain all these contents, but incorporating a specific part aimed at studying the complexity of the gender violence-emigration link. For this reason, the teaching team involved understands that the logical balance is to grant 1 credit of the 6 of the subject, since there are other topics of interest that the subject must maintain.



# Master's Degree in Health Sciences: Research and New Challenges.

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## Contextualization of the Master.

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The “Master's Degree in Health Sciences: Research and New Challenges”, by the University of Burgos arises from the growing need for professionals trained in research, management, and data analysis in the field of health, experts who, regardless of their academic training, are going to develop their professional or research activity in Health Sciences. The Master aims to train professionals specialized both in research and in addressing the needs and emerging changes in the field of health, providing students with methodological skills that allow research in Health Sciences, delving into the new challenges within the field of health and proposing innovative therapeutic approaches aimed at improving the quality of health care.

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## Justification of relevance to the Master.

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It is a Master that presents academic and curricular interest by facilitating the updating of contents and incorporation into the labour market and enabling access to Doctoral Programs and the possibility of integration in research groups for the development and execution of scientific research projects.

One of the skills that students will acquire is that students know how to apply the knowledge acquired and their ability to solve problems in new environments within broader (or multidisciplinary) contexts related to their area of study. This competence is very useful for the development of the “360 Rewin” program

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since the care environment for migrant women needs professionals who understand the challenge of adapting the health system to the needs of migrant women. The subject of Global Health is the one that, by definition, is directly involved.

## Subject: Global health and cooperation.

<b>Subject Code</b>	8090
<b>Year</b>	1
<b>Semester</b>	2
<b>Kind of subject</b>	Optative
<b>ECTS</b>	3
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	1
<b>Number of students involved</b>	12

## Dedication to the project in the subject

<b>Total hours for student</b>	5
<b>ECTS (student)</b>	0,2
<b>Practical Hours</b>	2
<b>Hours of theory</b>	1
<b>Autonomous work</b>	2
<b>Hours of teaching dedication</b>	4

# Inclusion in the teaching guide or Training Plan

## Current objectives (in relation to the project)

- A. Identify current international health challenges, as well as existing initiatives to address them.
- B. Be able to point out global health problems, identify the causes, the lines research and make a proposal for planning interventions to face them.

## Current competences (in relation to the project)

CE21 - Discriminates social, political, and economic inequalities that influence on the unequal international distribution of the health of populations.

CE22 - Understands the new strategies in international cooperation to achieve the sustainable development goals linked to health.

## Curriculum content (in relation to the project)

Social determinants for health in its international dimension.

New trends in development cooperation

Research lines in Global Health

## Justification of relevance

This subject is focused on the analysis of the challenges to guarantee the Sustainable Development Goals, and, within these, those related to health. Migration and the movement of populations are one of the most relevant variables considered in public health and international health. The new cooperation strategies between countries are obliged to offer alternatives so that displaced persons can do so in a safe and secure framework.

## Modification in teaching guide

It would not be necessary.



### Justification for the dedication

The theoretical presentations will specifically include the health challenges in the face of the displacement of populations with special emphasis on those inherent to migrant women.

During the course, the students have to propose a development cooperation proposal to address a health problem of their choice. The issue of migrant women will be promoted as a topic to be addressed.

# Social Education

## Contextualization of the degree.

The social education degree prepares professionals who will intervene in the socio-educational field. Its work is oriented to the personal and group accompaniment of vulnerable groups and with temporary needs for social, personal and cultural development. Its action is globalizing, but also personalized.

The work of the social educator has great value for the regulation of society, since it responds to emerging needs and demands. The performance of the social educator goes beyond the formal structures of the system, to facilitate a complete integration in society, considering all its dimensions and collaborating in a multidisciplinary way.

This degree has a long history at the University of Burgos, since it has been teaching social educators since 1993, being considered one of the pioneering universities in the field.

<https://www.ubu.es/grado-en-educacion-social>

## Justification of relevance to the degree.

Changes in society demand a comprehensive vision of cultural diversity for the harmonization of societies. The figure of the social educator stands as an educational agent who provides formal and non-formal support in educational, training, leisure and social welfare guidance.

The social educator focuses his profession on vulnerable groups and, in the current social framework, great needs for educational and social support



converge on migrant women. The focus is on the need for a comprehensive approach to the cultural reality of the users of social education and an optimization of the possibilities and resources to improve their quality of life.

The social educator requires the development of competencies in skills to understand the needs of the vulnerable group, highlighting communication skills, understanding of the other's gaze and dynamization of prosocial actions. In this context, it is relevant to promote professional qualities for the analysis of needs with cultural contrast and the awareness of a future professional who will provide services to migrant women.

## Subject: Igualdad y Perspectiva de Género.

<b>Subject Code</b>	5810
<b>Year</b>	2
<b>Semester</b>	2
<b>Kind of subject</b>	Compulsory
<b>ECTS</b>	6
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	4
<b>Number of students involved</b>	70

## Dedication to the project in the subject-course

<b>Total hours for student</b>	25
<b>ECTS (student)</b>	1
<b>Practical Hours</b>	2
<b>Hours of theory</b>	7

<b>Autonomous work</b>	16
<b>Hours of teaching dedication</b>	15 (7 theoretical and 8 practical)

## Inclusion in the teaching guide or Training Plan

### Current objectives (in relation to the project)

The subject considers the following teaching objectives, which are linked to the project:

- A. Analyze the processes in the construction of Gender
- B. Promote the need to apply the gender perspective
- C. Facilitate the development of equality programs Prevent gender violence
- D. Adapt the teaching methodology ensuring its continuity and online monitoring, without prejudice to the quality of the contents and supervision of the students.

### Current competences (in relation to the project)

- 1- Know the contributions of psychology, pedagogy and sociology applied to social education (CE.2.1)
- 2- Know the biological, psychological, environmental, social and cultural factors that affect the areas and intervention groups of Social Education (CE.2.2)
- 3- Know how to apply the theoretical foundations of social education to the different areas and intervention groups (CE.2.4)
- 4- Being able to design, manage and apply socio-educational programs (CE.5.1)
- 6- Organization and planning (CT.2)
- 8- Critical thinking (CT.13)
- 9- Ethical commitment (CT.14)



10- Quality Motivation (CT.19)

### **Curriculum content (in relation to the project)**

In addition, the subject has the following content blocks:

- A. Gender Construction
- B. Basic concepts: gender, gender identity, gender stereotypes, gender roles, sexism and asymmetries
- C. Principles for the elaboration of programs promoting equality
- D. Mainstreaming or integration of the gender equality perspective in all areas, action measures and areas of action
- E. Prevention of gender violence

### **Justification of relevance**

The professional action of social education is crossed by gender inequality, which is aggravated in the case of migrant women in vulnerable situations. In this subject, especially sensitized to the subject, a gender perspective is provided for the analysis of the real needs of migrant women and their accompaniment.

### **Modification in teaching guide**

Inclusion in this section of: (1) migrant women and their needs, (2) skills for working with migrant women, (3) critical phases in supporting migrant women for their self-determination.

### **Justification for the dedication**

It is considered that the subject develops the gender perspective in depth and globally. From a general theoretical basis, emphasis is placed on some of the critical areas, such as migrant women. In this way, the teaching team involved understands that the logical balance is to grant 1 credit of the 6 of the subject, since there are other topics of interest that the subject must maintain.

# Pedagogy

## Contextualization of the degree.

The Pedagogy degree trains professionals competent in the design, management, development and evaluation of plans, projects, programs and training and educational actions adapted and contextualized, as well as in their analysis, monitoring and assessment. It carries out educational interventions in basically formal settings, as well as training interventions in organizational and work contexts.

The degree provides in-depth training in a highly demanded pedagogical field: guidance in its different aspects: educational, occupational and family.

In addition, the optional courses offer students the possibility of configuring different training itineraries.

Students taking the Technology and Education option will be able to acquire detailed knowledge of how to create educational materials, products and programs using telematic and audiovisual tools adapted to different groups and different cultural and social situations. In addition, they must be able to evaluate these materials in a rigorous and quantifiable way, i.e. they must have skills related to the didactic applications and possibilities of Information and Knowledge Technology.

With regard to the mention of Training and Management in the Organization, this itinerary is aimed at those who are interested in preparing for a professional profile in human resources planning and development, training and management of work teams (human resources management, personnel selection, training management, training of trainers, lifelong learning, etc.).

<https://www.ubu.es/grado-en-pedagogia>

## Justification of relevance to the degree.

Migrant women are one of the most vulnerable groups in today's society. The pedagogue, as a professional, must be able to detect and diagnose training needs in any human group and in the different contexts in which they operate. On this basis, they are able to design plans, projects, programs and training actions adapted to specific agents and circumstances. At the same time, they are able to manage, implement, monitor and evaluate them.

It is their function to design and develop programs and actions in the attention and prevention of social problems (mistreatment, drugs, delinquency, social marginalization; to direct, coordinate and advise services and actions of re-education and social insertion of people with difficulties of social adaptation, children and adolescents in situations of abandonment, neglect and risk; participating in family and community education, health education and social cooperation programs; participating in social resource guidance and information centers and services; and attending to socio-cultural, family and school mediation functions in relation to immigration and multiculturalism.

For all these reasons, it is considered essential to train migrant women as a vulnerable group that pedagogues will attend to in their various professional facets.

## Subject: Multiculturalidad, Interculturalidad e Inclusión social

<b>Subject Code</b>	5878
<b>Year</b>	1º
<b>Semester</b>	2º
<b>Kind of subject</b>	BASIC



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<b>ECTS</b>	6
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	2
<b>Number of students involved</b>	65

## Dedication to the project in the subject

<b>Total hours for student</b>	12.5
<b>ECTS (student)</b>	0.5
<b>Practical Hours</b>	2
<b>Hours of theory</b>	2.5
<b>Autonomous work</b>	8
<b>Hours of teaching dedication</b>	6.5

## Inclusion in the teaching guide or Training Plan

### Current objectives (in relation to the project)

The objectives related to the project are:

- A. To understand the phenomenon of multiculturalism, interculturalism and social inclusion, and its repercussions in the political, economic, social and educational spheres.
- B. To design training plans in the formal, non-formal and informal spheres.
- C. To study the pedagogical needs of groups with specific needs or at risk.
- D. -Apply the knowledge acquired to situations of multiculturalism and social inclusion.
- E. To analyse the different ways in which the educational treatment of cultural diversity can modify thinking and attitudes towards the other.



### Current competences (in relation to the project)

The competences related to the project are:

E-1. Understand the theoretical, historical, cultural, comparative, political, environmental and legal references that constitute the human being as the protagonist of education.

E-5. Design training plans for teachers, trainers and other professionals, adapted to new situations, needs and contexts.

E-9. Develop and coordinate educational interventions with people or groups with specific needs in situations of risk, inequality or discrimination on grounds of gender, class, ethnicity, age and/or religion.

E-20. Carry out prospective and evaluative studies on characteristics, needs and pedagogical demands.

T-11. Skills in interpersonal relations.

T-12. Recognition of diversity and multiculturalism.

T-13. Critical reasoning.

T-14. Ethical commitment.

T-16. Adaptation to new situations.

T-19. Knowledge of other cultures and customs.

### Curriculum content (in relation to the project)

The contents of the curriculum related to the project are:

**Block I:** Definition of concepts linked to multiculturalism, interculturalism and social inclusion:

I.1 Definition of fundamental concepts and practical implications:

- Culture; inter/multiculturalism
- Difference; inequality



- Marginality; exclusion
- Minorities and majority
- Citizenship; nationality
- Racism
- Assimilation; integration

I. 3 Current social processes that contribute to the visibility of differences and inequality:

- Transnational migratory movements
- New global division of labour

**Block II.** Intercultural education: curricular policies and strategies in the face of cultural diversity.

II.2. Strategies to cultivate intercultural attitudes.

III.3. Educating for democracy and coexistence.

IV.4. Trainers in intercultural education. Planning for change.

### **Justification of relevance**

The subject deals with transnational migratory movements related to fundamental concepts such as inequality, exclusion, minorities, racism and integration, among others, which is clearly linked to the group of migrant women. This is why it is considered particularly relevant to train the teacher in the real needs of migrant women and their accompaniment.

### **Modification in teaching guide**

It would not be necessary.

### **Justification for the dedication**

The subject is considered to develop multiculturalism, interculturalism and social inclusion in great depth. The subject deals in a theoretical and practical way with





fundamental concepts linked to these issues, the paradigms for interpreting cultural differences, the socialization processes that contribute to the visualization of differences, intercultural education and conflict resolution. Thus, the teaching team involved understands that the logical balance is to grant 0.5 credit out of the 6 credits of the subject, as there are other topics of interest that the subject should maintain.

# Pre-primary education teacher

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## Contextualization of the degree.

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The Degree in Pre-Primary Education Teacher provides comprehensive and globalised training to develop the necessary competences for the educational care of students in Pre-Primary Education centres in the psycho-pedagogical and curricular aspects, both in the first cycle (0-3 years) and in the second (3-6 years).

For the structuring of the Syllabus, the content of the Order ECI/3854/2007, of 27 December, which establishes the requirements for the verification of official university degrees that enable the exercise of the profession of Pre-Primary Education Teacher and the Royal Decree 1393/2007, of 29 October, which establishes the organisation of Official University Degrees, have been taken into account. This ensures that the definition of the modules of the Degree is organised in a coherent manner with the provisions on basic subjects by branches of knowledge.

The Bachelor's Degree in Pre-Primary Education Teaching was introduced at the University of Burgos in the 2010-2011 academic year with the authorisation of the Regional Government of Castilla y León, following a favourable evaluation by the Castilla y León University System Quality Agency (ACSUCYL) on 14 May 2009. The study plan was published in the BOE (Official State Gazette) by Resolution of the University of Burgos on 21 March 2011. The degree has been subject to two modifications of the memory, one that received the favourable report of the ACSUCYL on 29 September 2011 and the other on 27 June 2011, and to a revision that received the favourable report of the ACSUCYL on 6 June 2017.

The main objective is that graduates in this degree know the different

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characteristics of children aged 0-6 years, as well as the educational resources that can be applied in the two cycles of this educational stage. The degree includes a wide range of subjects, in line with the responsibilities of these professionals and with equal opportunities for all students.

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## Justification of relevance to the degree.

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The qualification is justified by the need to train future qualified teachers in the Infant Education stage, especially due to

- The specific identity of Pre-Primary Education, which caters for children from birth to six years of age, recently confirmed in Royal Decree 95/2022, of 1 February, which establishes the organization and minimum teaching requirements for Pre-Primary Education.
  - The importance of the objectives of the stage, which will mark the future development and well-being of pupils and their families, since in this period, according to current legislation, the principles of equity and inclusion must be guaranteed, through the compensation of the effects that inequalities of cultural, social and economic origin have on learning and on children's evolution. In addition, early detection and early attention to specific educational support needs of pupils must be guaranteed.
  - The transfer of two-year-old children to ordinary pre-schools in our Autonomous Community, from the 2022-23 school year, and in some nearby communities (Basque Country, Navarre, Cantabria). A large number of students from these communities come to the University of Burgos for their university education.
  - The demand for education degrees by society and especially by students finishing their Baccalaureate or Vocational Training, and the rate of labour market insertion after completing their university studies, are the main reasons for this.
  - The teaching history of the University of Burgos in teacher training, which dates back to the mid-19th century.
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## Subject 1: Educación Intercultural para la Paz y la Igualdad

<b>Subject Code</b>	5757
<b>Year</b>	2.º
<b>Semester</b>	2.º
<b>Kind of subject</b>	Basic
<b>ECTS</b>	9
<b>Number of teaching groups</b>	2
<b>Number of practice subgroups</b>	3
<b>Number of students involved</b>	75

## Dedication to the project in the subject

<b>Total hours for student</b>	12,5
<b>ECTS (student)</b>	0,5
<b>Practical Hours</b>	1,5
<b>Hours of theory</b>	3
<b>Autonomous work</b>	8
<b>Hours of teaching dedication</b>	10,5

## Inclusion in the teaching guide or Training Plan

Current objectives (in relation to the project)



To create social awareness of interculturality, peace and equality in order to address alternatives through education and professional learning for the undergraduate student degree.

#### EDUCATING FOR INTERCULTURALITY

Respect and tolerate the different ways of understanding life.

To value the positive aspects of coexistence between cultures.

Encourage openness to elements of other cultures in order to favor mutual personal and cultural enrichment.

Overcome prejudices about other ethnic and cultural groups.

#### EDUCATING FOR EQUALITY

To approach equal opportunities from the recognition and practice of Universal Human Rights, as well as an approach to the issue of Universal Human Rights, as well as an approach to the problem of gender inequality, from different inequality of gender, from different areas and situations. Identify many injustices disguised as normality.

To explore the causes of inequality between men and women, tackling the basic concepts necessary to analyse the problem: sexism, sex, gender and patriarchy.

To critically review the processes of socialization through which ideas of masculinity and femininity are perpetuated.

Propose alternatives to promote educational processes in favor of equal opportunities between men and women, between male and female pupils and between male and female pupils.

#### **Current competences (in relation to the project)**

CGP4- Recognition of diversity and multiculturalism.

CEDD5- Acquire knowledge of the evolution of thought, customs, beliefs and social and political movements throughout history, beliefs and social and political movements throughout history.



### Curriculum content (in relation to the project)

The contents of the project can be included in the following units:

Unit 1. The world we live in, globalisation.

Unit 4. Education for equality based on respect for difference and equal opportunities.

### Justification of relevance

In this context, it is essential to train students in the knowledge of the reality in which we live, with special emphasis on the acquisition of values of acceptance of intracultural diversity in the classroom, and to turn them into active agents in the respect for difference and equal opportunities for disadvantaged children.

### Modification in teaching guide

It is not necessary.

### Justification for the dedication

Due to the volume of contents included and the projects that have been carried out in this subject for several years, it is difficult to assign more credits to this project.

## Subject 2: El Desarrollo psicológico en la primera infancia y su promoción

<b>Subject Code</b>	5746
<b>Year</b>	1.º
<b>Semester</b>	1.º
<b>Kind of subject</b>	Basic
<b>ECTS</b>	6
<b>Number of teaching groups</b>	2
<b>Number of practice subgroups</b>	3
<b>Number of students involved</b>	75

## Dedication to the project in the subject

<b>Total hours for student</b>	12,5
<b>ECTS (student)</b>	0,5
<b>Practical Hours</b>	1,5
<b>Hours of theory</b>	3
<b>Autonomous work</b>	8
<b>Hours of teaching dedication</b>	10,5

## Inclusion in the teaching guide or Training Plan

### Current objectives (in relation to the project)

To present the contents of Developmental Psychology that can help the Pre-Primary Education teacher to assess the level of development of their students, promote their improvement and adequately attend to their diversity according to their personal and contextual characteristics.

### Current competences (in relation to the project)

CGF6 - Take responsibility for one's own training and the role of the profession in society.

### Curriculum content (in relation to the project)

Some of the contents of the project can be included in the theme "The social and educational role of the teacher in Pre-Primary Education".

### Justification of relevance



It is important for future teachers to be aware of the different factors that influence children's development at an early age, as well as the responsibility that the teaching role entails at an educational and social level, both in the present and in the future.

### **Modification in teaching guide**

It is not necessary.

### **Justification for the dedication**

The quantity and variety of content of this subject for students who have recently joined the university and are in the process of adapting to the university world makes it difficult to include more teaching credits in this project. However, it is possible to give an overview of some of the contents that can be dealt with in greater depth in subsequent courses.



# Primary Education Teacher

## Contextualization of the degree.

The Degree in Primary Education Teacher provides comprehensive training to develop the competences required for the educational care of pupils in Primary Education Schools (6 to 12 years of age) in psycho-pedagogical and curricular aspects.

For the structuring of the Syllabus, the content of the Order ECI/3857/2007, of 27 December, which establishes the requirements for the verification of official university degrees that enable the exercise of the profession of Primary Education Teacher, and Royal Decree 1393/27, of 29 October, which establishes the organisation of official university education, have been taken into account. This ensures that the definition of the modules of the Degree is organised in a coherent manner with the provisions on basic subjects by branches of knowledge.

The degree began to be taught at the UBU in the academic year 2010-2011, Resolution of 21 February 2011 of the University of Burgos, which publishes the curriculum of the Graduate Degree in Primary Education Teaching (BOE 56, 7 March 2011), and has already undergone a first review of accreditation. The favourable report of the ACSUCYL for the renewal of the degree came at the end of the academic year 2016-2017 (6 June 2017).

We understand that children with different personal, family and social histories, with different ways of learning and different ways of growing up will coexist in Primary Education classrooms.

Our aim is for graduates of this degree to be able to identify the different starting points and different educational and developmental needs of each child,

providing the help adapted to each one, while knowing how to create shared learning.

## Justification of relevance to the degree.

The degree is justified by the need to train professionals to teach at the Primary Education stage demanded by our education system, especially at a time characterised by a series of reasons and arguments of obvious value:

- Teacher retirement rates, which are increasing due to the ageing of the teaching staff.
- The high demand for teaching qualifications.
- The tradition of teacher training which goes back much further than the dates given above and refers to the most recent curriculum regulations. In this way, the origins of teacher training can be traced back to the Elementary and Higher Teacher Training Colleges (one in each province), today Schools and Faculties of Education, all of which emerged in the middle of the 19th century.
- - The relevance of the degree in terms of social needs, as demonstrated by job placement rates.

## Subject: Desarrollo curricular de las Ciencias Sociales

<b>Subject Code</b>	5690
<b>Year</b>	2.º
<b>Semester</b>	1.º
<b>Kind of subject</b>	Compulsory
<b>ECTS</b>	6
<b>Number of teaching groups</b>	3
<b>Number of practice subgroups</b>	5
<b>Number of students involved</b>	100

## Dedication to the project in the subject

<b>Total hours for student</b>	12,5
<b>ECTS (student)</b>	0,5
<b>Practical Hours</b>	2
<b>Hours of theory</b>	2,5
<b>Autonomous work</b>	8
<b>Hours of teaching dedication</b>	17,5

## Inclusion in the teaching guide or Training Plan

### Current objectives (in relation to the project)

1. To know and understand the scientific nature of the Social Sciences, the mechanisms that articulate their internal structure, the contributions of each of the Social Sciences to the knowledge of society and their knowledge of society and their versatility to work in the school in a disciplinary or interdisciplinary way. school in a disciplinary or interdisciplinary way.
2. To develop strategies that promote democratic values and equal opportunities. equality of opportunities.

### Current competences (in relation to the project)

GC2: Develop an ethical commitment in their configuration as a professional, which promotes the idea of comprehensive education with critical and responsible attitudes, guaranteeing equality of women and men, equal opportunities, universal accessibility for people with disabilities and the values of a culture of peace and democratic values. culture of peace and democratic values.



### **Curriculum content (in relation to the project)**

The following contents appear within theme 2:

Social and civic values for a democratic education of citizenship.

- Social Sciences and their contribution to the formation of social and civic values.
- Coexistence and social values. Education for democracy.

### **Justification of relevance**

In this context, educating in values is essential for our children and young people to become adults with an active role in building a better world, capable of facing challenges with optimism and creativity.

### **Modification in teaching guide**

It is not necessary.

### **Justification for the dedication**

Due to the amount of content scheduled to be taught in this subject, it is difficult to dedicate more time to the project, despite its social relevance.

# Master's Degree in Teacher of Compulsory Secondary Education and Baccalaureate, Professional Training and Language Teaching.

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## Contextualization of the Master.

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This master's degree is the postgraduate qualification that provides the pedagogical and didactic training that qualifies students to work as teachers of Compulsory Secondary Education and Baccalaureate, Vocational Training and Language Teaching. It is an essential requirement for access to the corresponding teaching bodies.

<https://www.ubu.es/master-universitario-en-profesor-de-educacion-secundaria-obligatoria-y-bachillerato-formacion-profesional-y-ensenanza-de-idiomas>

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## Justification of relevance to the Master.

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This Master's Degree responds to the constant concern of Spanish society for the qualification of teachers who attend to a particularly difficult population due to evolutionary and cultural determinants and the complexity of teaching-learning at these non-university educational levels.

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The task of the teacher is fundamental in order to achieve quality education. As stated by the European Union (Official Journal of the EU of 12.12.2007) "teachers play a key role in enabling individuals to discover and nurture their talents and to achieve their personal development potential, as well as helping them to acquire the complex range of knowledge, skills and key competences that they will need as citizens throughout their personal, social and professional lives".

Dignifying the role of teachers is an urgent need for society as a whole. We are convinced that greater professionalization of their initial training, aimed at developing both the professional and personal skills that 21st century teachers require to carry out their educational functions in a society as complex as today's, will undoubtedly contribute to this much-needed dignification of the teaching profession.

## Subject: Detection and evaluation of socio-educational risk factors.

<b>Subject Code</b>	7861
<b>Year</b>	1
<b>Semester</b>	1º
<b>Kind of subject</b>	Optional
<b>ECTS</b>	5
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	1
<b>Number of students involved</b>	5/year

## Dedication to the project in the subject



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<b>Total hours for student</b>	17
<b>ECTS (student)</b>	0.7
<b>Practical Hours</b>	2
<b>Hours of theory</b>	4
<b>Autonomous work</b>	11
<b>Hours of teaching dedication</b>	17 (2 theoretical and 4 practical)

## Inclusion in the teaching guide or Training Plan

### Current objectives (in relation to the project)

The subject considers the following teaching objectives, which are linked to the project:

- To know the educational, health, cultural, social or other resources, and the channels of collaboration and coordination.
- Identify socio-educational risk factors, personal, family and social vulnerability, as well as protective factors.
- To understand the relationship between risk and protective factors in the optimization of the teaching-learning process.
- Identify socio-educational needs through the most common assessment tools.
- To master communication skills for the transmission of knowledge and socio-educational needs of the student to families and/or other professionals.

### Current competences (in relation to the project)

CB8 - That students are able to integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.



E01 - To know the characteristics of students in secondary school, high school, vocational training and language teaching, their different social contexts and motivations.

### **Curriculum content (in relation to the project)**

In addition, the subject has the following content blocks:

Risk factors and personal, family and social (cultural) vulnerability in childhood and adolescence.

- Dysfunctional parental styles.
- Isolation and relationship difficulties with the environment.
- Emotional (affective) problems
- Behaviors related to externalization problems: aggressiveness
- Abuse and mistreatment
- Consumption of toxic substances
- Other
  - Personal, familial and social (cultural) protective factors in childhood and adolescence.
  - adolescence.

### **Justification of relevance**

Migrant women face the challenge of overcoming the social and educational discrimination that contextualizes them. Their children also suffer from this stigma.

The deepening of support and accompaniment needs throughout life responds to a current transnational social reality. Fostering the interest and improving the training of future teachers who will work with these families is fundamental.

Currently, the reality of each migrant person is complex, unique and multi-referential, so it is necessary to promote a sensitive and comprehensive vision of future professionals and researchers.

### **Modification in teaching guide**

It would not be necessary.





### Justification for the dedication

The course highlights the importance of detecting vulnerability risk factors: being a woman and a migrant means being more vulnerable, as are the children of these women.

It is considered relevant to focus on the double discrimination of being a migrant woman and the family repercussions this entails.

It is considered appropriate to include a dedication of 0.7 credits, in balance with the rest of the programming and objectives of the subject.

# Master's Degree in Inclusive Education and Society.

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## Contextualization of the Master.

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This master's degree meets the requirements of the European Higher Education Area to project the trajectories of students to doctoral programs in Educational Sciences. It has 60 credits, considering the Master's Final Project, which represents 16 ECTS credits.

The degree offers a deepening in the scientific and technical foundation for the development of inclusive education programs, from the rigor in the social sciences and a comprehensive approach towards the users of the intervention.

The studies consider specialization for inclusion in two areas of relevance in the development of the person in conditions of equity: education and its social sphere. The integration of both dimensions in a master's degree implies a transdisciplinary perspective, which considers the holistic development of the person and approaches accompaniment from interdisciplinary and joint collaboration. This approach consolidates the master's degree as innovative in its context and has a track record backed by more than a decade of editions.

<https://www.ubu.es/master-universitario-en-educacion-y-sociedad-inclusivas>

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## Justification of relevance to the Master.

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The master's verification report explicitly justifies that the studies will be carried

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out from a perspective that takes into account democratic values, equal opportunities between men and women and between ethnic groups, universal accessibility for people with disabilities and the values of the culture of the peace.

Thus, this degree promotes the training of professionals specialized in knowledge, understanding, application, analysis, synthesis and evaluation of inclusive education and society. In this framework, the group of migrant women defines a unique space for the analysis of their needs and accompaniment.

The social group suffers a double vulnerability in the educational and social space and it is convenient to continue investigating and understanding the reality and social needs. In this way, a research master's degree that facilitates the continuity of doctoral studies can converge with the needs of the prospective project, that is, the visibility and understanding of the educational and social needs of migrant women can be the subject of further research. in students in their final master's projects and in their possible doctorates.

## Subject: Diversidad y homogeneidad de los colectivos sociales y colectivos con discapacidad.

<b>Subject Code</b>	5810
<b>Year</b>	1
<b>Semester</b>	1º
<b>Kind of subject</b>	Optional
<b>ECTS</b>	4
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	1
<b>Number of students involved</b>	10/year

## Dedication to the project in the subject

<b>Total hours for student</b>	17
<b>ECTS (student)</b>	0.7
<b>Practical Hours</b>	2
<b>Hours of theory</b>	4
<b>Autonomous work</b>	11
<b>Hours of teaching dedication</b>	17 (2 theoretical and 4 practical)

## Inclusion in the teaching guide or Training Plan

### Current objectives (in relation to the project)

The subject considers the following teaching objectives, which are linked to the project:

- A. Identify the intervening variables common to the different groups: with disabilities and social.
- B. Develop work proposals common to different groups.
- C. Evaluate the limitations in the interventions carried out in contexts with different groups.
- D. Analyze, critically, different proposals made with a general nature.
- E. Resolve practical cases of social inclusion, based on real experiences in the European Union.

### Current competences (in relation to the project)

1- That students are able to integrate knowledge and use multidisciplinary problem solving in relation to environments of social and educational inclusion. (G.2)



2- Instrumental management of sources and research methods for the detection, verification and proposal of solutions to problems of social and/or educational inclusion (G.3)

3- Ability to work both in a team -disciplinary and interdisciplinary-, and autonomously. (G.5)

4- Capacity for ethical and critical reflection on the scope of research in inclusive education and social inclusion, its innovative potential and its relationship with the receiving society. (G.6)

6- Students must solve practical assumptions making critical judgments and formulating proposals in inclusive education and social inclusion. (E.4)

8- Critical thinking (P.5)

9- Ethical commitment (P.6)

10- Quality Motivation (S.7)

### **Curriculum content (in relation to the project)**

In addition, the subject has the following content blocks:

- A. Social groups and groups of people with disabilities: intervening variables.
- B. Social groups and social participation
- C. Topology of programs for intervention.
- D. Social campaign and proposal for the group.
- E. Specific action plans

### **Justification of relevance**

The migrant woman faces a challenge to overcome the social and educational discrimination that contextualizes her. The deepening of the needs for support and accompaniment throughout life responds to a current transnational social reality. Fostering interest in future social science researchers can help build a future that addresses improving the quality of life for migrant women. Currently, the reality of each migrant person is complex, unique and multi-referential, so it is necessary to promote a sensitive and comprehensive view of future professionals and researchers.



### Modification in teaching guide

Inclusion in this section of: (1) migration and emerging needs, (2) gender inequality and its consequences, (3) skills for support, assistance and research in vulnerable groups.

### Justification for the dedication

The subject considers the globality of groups with social needs, on the one hand, and, on the other hand, people with needs derived from their disability. Focusing on the double discrimination that being a migrant woman entails is considered relevant. Migration is a circumstance that is habitual and daily in today's society; In addition, it is necessary to include an explicit gender perspective. These circumstances may be concomitant with any other condition or situation of the users. The relevance of including a dedication of 0.7 credits is considered, in balance with the rest of the programming and objectives of the subject.



# Law

## Contextualization of the degree.

The fundamental purpose of this degree is to train professionals as lawyers in the broad sense, providing graduates with the knowledge, abilities, skills and aptitudes necessary for the exercise of any of the various legal professions, with special emphasis in the development of the capacity to solve the practical questions that arise. To this end, the Faculty of Law of the University of Burgos offers its students unbeatable conditions in its magnificent facilities at the Hospital del Rey, with personalized attention, thanks to small teaching groups and a faculty that is suitable for the demands of the European Space of Higher Education. The Degree in Law offers versatile training that clearly favors labor insertion and mobility, as well as professional improvement in different social and business fields.

## Justification of relevance to the degree.

Spain sees a constant influx of people hoping to live, work, and study within its borders, and lawyers can help individuals and businesses navigate those various and complex immigration pathways. Thus, many attorneys specialize or are involved in the law surrounding immigration and permanent travel between countries. Their work can help refugees to seek asylum, obtain legal residency status for individuals in the country on work visas, or prove the need for those work visas on behalf of corporations. Moreover, a person's immigration status might impact and intersect with other legal matters too, as it is the case of the migrant women that has been victims of trafficking or sexual exploitation. To attend correctly those victims, lawyers need a deep knowledge of areas such as family law or criminal law, but also the sensibility and the tools to attend them

correctly.

## Subject: Nationality law

<b>Subject Code</b>	5995
<b>Year</b>	4
<b>Semester</b>	1
<b>Kind of subject</b>	Optional
<b>ECTS</b>	4
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	1
<b>Number of students involved</b>	30

## Dedication to the project in the subject

<b>Total hours for student</b>	2
<b>ECTS (student)</b>	0´5
<b>Practical Hours</b>	1
<b>Hours of theory</b>	1
<b>Autonomous work</b>	0
<b>Hours of teaching dedication</b>	2

## Inclusion in the teaching guide or Training Plan

### Current objectives (in relation to the project)





R1 Write legal reports about international issues that affect the International Law

R2 Debate and demonstrate in public International Law topics

R15 Understand the interrelationship between national, European and international law

R16 Master the techniques and solutions of normative application in order to Deep in the law and jurisdictions conflicts.

R17 Obtain critical thinking abilities to analyze regulations, practical cases, court resolutions in International Private Law

### **Current competences (in relation to the project)**

The competences related to the project are:

CG12 Work in an international atmosphere

CG13 Develop critical and auto-critical thinking

CG21 Acquire an ethical commitment with the Human Rights and the equal opportunities, non-discrimination and universal accessibility for all principles.

CG22 Acquire an ethical commitment with the culture of peace and democratic values

CG24 Acquire the proper involvement with the academic, political, economic and social authorities

CE1 Become aware of the importance of Law -in our case, International Law- as a regulatory system for heterogeneous social relations

CE2 Achieve the perception of the unitary nature of the legal system and the necessary interdisciplinary vision of legal problems.

### **Curriculum content (in relation to the project)**

IMMIGRANT RIGHTS.

TOPIC 5. The Constitutional framework for immigrants.

TOPIC 6. Entry into and exit from Spain: requirements, prohibitions; Visas.



TOPIC 7. Immigrant situations in Spain.

TOPIC 8. Foreign access to the labor market.

TOPIC 9. Offences and penalties. Sanctioning powers.

-Sanctioning authorities and their principles in the field of immigration.

-The sanctioning procedure.

-Infringements, prescription and expiration.

-Penalties: prescription and expiry.

-Expulsion from abroad: assumptions and procedures.

-Precautionary measures. The internment of foreigners.

### **Justification of relevance**

Mentioned before

### **Modification in teaching guide**

Not expected

### **Justification for the dedication**

From a general theoretical basis, emphasis is placed on some of the critical areas, such as migrant women. In this way, the teaching team involved understands that the logical balance is to grant 0'5 credit of the 4 of the subject, since there are other topics of interest that the subject must maintain.

# Audiovisual Communication

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## Contextualization of the degree.

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Audiovisual Communication studies, a subsidiary discipline of the Information Sciences, provide a satisfactory framework for the analysis, the creation and the production of different audiovisual products. Accordingly, its seven modules include theoretical-practical subjects related to culture, communication, journalism, radio and television, photography and cinema, publicity, and the new Information and Communication Technologies.

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## Justification of relevance to the degree.

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In order to guarantee the respect of human rights of every individual and the construction of an inclusive and non-discriminatory society, we need to have professionals in the media that are able to build inclusive and non-discriminatory messages. For that purpose, it is necessary that audiovisual communication students understand the social factors that affect the migration, the gender identities and the communication system, to help remove sexism and discrimination from the Media.

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## Subject 1: Social Psychology.

<b>Subject Code</b>	5633
<b>Year</b>	2



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<b>Semester</b>	2
<b>Kind of subject</b>	Compulsory
<b>ECTS</b>	6
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	1
<b>Number of students involved</b>	100

## Dedication to the project in the subject

<b>Total hours for student</b>	-
<b>ECTS (student)</b>	-
<b>Practical Hours</b>	-
<b>Hours of theory</b>	-
<b>Autonomous work</b>	-
<b>Hours of teaching dedication</b>	-

## Inclusion in the teaching guide or Training Plan

### Current objectives (in relation to the project)

This subject addresses the main theoretical and practical aspects that link psychology with audiovisual communication from the perspective of Social Psychology. The course will place special emphasis on how personal and group communication has a significant impact on the processes of creation, analysis and reception of audiovisual content.

The concept of communication itself will be addressed. It will be understood not as a static element, but as a dynamic and interdependent one.



Participants will reflect on the importance of verbal and non-verbal aspects of communication.

Human communication will be studied as part of interpersonal and social relationships.

The communicative processes will be analysed from the perspective of who emits them and who receives them. The aim is to understand how audiovisual creation is perceived with the eyes and ears but understood and experienced with the mind and body.

### Current competences (in relation to the project)

b) 2.- Will to be flexible and adaptable

b) 4.- Will to help and cooperate, to play fair, and team spirit. Ability to work as a team, to share own ideas and to create a supportive environment.

### Curriculum content (in relation to the project)

4.- Social attitudes and stereotypes in communication

4.7.- Social attitudes and stereotypes in media

5.- Persuasive communication. Psychosocial aspects

5.5.- The efficiency of appeal to fear

6.- Psychosocial effects of the Communication

6.1.- Introduction

6.2.- Definition of a media effect

## Subject 2: Myth Creation in a Mass Society.

<b>Subject Code</b>	5657
<b>Year</b>	3



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<b>Semester</b>	2
<b>Kind of subject</b>	Optional
<b>ECTS</b>	6
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	1
<b>Number of students involved</b>	36

## Dedication to the project in the subject

<b>Total hours for student</b>	2
<b>ECTS (student)</b>	0.25
<b>Practical Hours</b>	0
<b>Hours of theory</b>	2
<b>Autonomous work</b>	0
<b>Hours of teaching dedication</b>	-

## Inclusion in the teaching guide or Training Plan

### Current objectives (in relation to the project)

- Familiarize students with the concept of myth, its historical evolution and its various interpretations in mass society.
- Adequate and update conceptual language in the field of communication.
- Deep in the knowledge of scientific and humanities contributions in the study of contemporary communication phenomena.
- Myth: concept, evolution and interpretations
- Interpret and reason the presence of the myth in the mass media: comics, cinema, television and advertising



- Value the role played by the hero/heroine in the myth and analyze their (re)interpretation in the contemporary media and in the different cultural products.

### **Current competences (in relation to the project)**

CG a) 3. Independent thinking and work.

CG b) 5. Solidarity Awareness. Respect of every human being and human rights, in accordance with the demands of RD1393/2007.

GC c) 1. Participation.

CG c) 2. Planning, coordinating, organizational and administration capacity of the weather.

CE b) 8. Analyze the structures, contents and styles of audiovisual stories according to their context.

CE c) 3. Critically perceive the audiovisual panorama offered by the media, considering the messages in their context.

### **Curriculum content (in relation to the project)**

1.2. Foundational myths in different cultures.

1.3. Nature of myths.

1.4. The myth, the legend and the folk tale.

3. Heroes and heroines.

3.2. The journey of the hero.

3.3. Heroes and superheroes in mass culture.

3.4. Popular heroes: fame and notoriety.

### **Justification of relevance**

Mentioned above

### **Modification in teaching guide**



Not expected

### Justification for the dedication

From a general theoretical basis, emphasis is placed on some of the critical areas, such as migrant women. In this way, the teaching team involved understands that the logical balance is to grant 0´25 credit of the 6 of the subject, since there are other topics of interest that the subject must maintain.

## Subject 3: Gender and communication.

<b>Subject Code</b>	Pending
<b>Year</b>	2
<b>Semester</b>	1
<b>Kind of subject</b>	Optional
<b>ECTS</b>	6
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	1
<b>Number of students involved</b>	40

## Dedication to the project in the subject

<b>Total hours for student</b>	-
<b>ECTS (student)</b>	-
<b>Practical Hours</b>	-
<b>Hours of theory</b>	-
<b>Autonomous work</b>	-
<b>Hours of teaching dedication</b>	-





# Inclusion in the teaching guide or Training Plan

## Current objectives (in relation to the project)

Pending

## Current competences (in relation to the project)

Pending

## Curriculum content (in relation to the project)

Pending

## Justification of relevance

Pending

## Modification in teaching guide

Pending

## Justification for the dedication

Pending



# POLITÉCNICO DE LEIRIA



# Social Education

## Contextualization of the degree.

The Degree course in Social Education aims to train professionals capable of developing decision capacities regarding the improvement of their training and professional practice, with full respect for the deontological principles to which Social Pedagogy/Education refers, having as support the civic values and Human Rights; to understand the dynamics of Social Education the trajectory of configuration of its professional identity field and to develop a critical attitude and to promote the development of socio-educational practices informed by the multidisciplinary of Social Education.

## Justification of relevance to the degree.

The degree aims to:

- Analyze and critically understand the nature of theories, methodologies and areas of intervention of the Social Educator;
- Know and employ strategies and methodologies of socio-educational intervention with vulnerable populations and culturally diverse towards the development of individuals and communities;
- Develop skills to promote processes of cultural and social dynamization;
- Develop and analyze the socio-political, educational and cultural realities in which the professional practice of the social educator is developed;
- Diagnose complex social situations that support the need for development of socio-educational actions;
- Acquire knowledge and skills to design and develop and evaluate projects of socio-educational action in different contexts and for different groups

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of people such as migrants.

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## Subject 1: Education and Social Intervention in Family Context

<b>Subject Code</b>	9084413
<b>Year</b>	2º
<b>Semester</b>	1º
<b>Kind of subject</b>	Compulsory
<b>ECTS</b>	5
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	6
<b>Number of students involved</b>	50

## Dedication to the project in the subject

<b>Total hours for student</b>	13.5
<b>ECTS (student)</b>	0.5
<b>Practical Hours</b>	2
<b>Hours of theory</b>	2
<b>Autonomous work</b>	9.5
<b>Hours of teaching dedication</b>	6.5

## Inclusion in the teaching guide or Training Plan



### Current objectives (in relation to the project)

The objectives related to the project are:

- To know the concept of family, its transformations and the development of new family structures in contemporary society;
- Identify the family dynamics of risk;
- Promote intervention skills and behavior management, educational, preventive and intervenient nature as a response to crisis situations;
- Develop technical and professional skills, to intervene with families;
- Know the programs and services of socio-educational intervention in family context
- Work in multidisciplinary teams.

### Current competences (in relation to the project)

The competences to be acquired by the students, related to the project in this curricular unit are related to the identification of family dynamics of risk, the promotion of intervention and behaviour management competences and the development of technical and professional skills in the area of risk groups.

### Curriculum content (in relation to the project)

The contents of the curriculum related to the project are:

The family as a system: concept, functions and types of families;

The role of professionals in the intervention with families;

Programs, services and resources for education and family intervention;

Assessment and intervention with families;

Assessment and diagnostic tools;

The family intervention plan;

Families at risk: protection factors and risk factors.

Community structures of support



### Justification of relevance

The subject deals with risk families and the role of professionals in the intervention with this families, which is clearly linked to the group of migrant women. This is why it is considered particularly relevant to train the social educators in the real needs of migrant women and their accompaniment, such as their families.

### Modification in teaching guide

It would not be necessary.

### Justification for the dedication

The subject is considered to develop the perspective of accompanying families at risk, such as the families of migrant women. From a general theoretical base, emphasis is placed on some of the main areas, such as the development of specific follow-up and intervention programs for at risk groups... Thus, the teaching team involved understands that the logical balance is to award 0.5 credit of the 5 credits of the subject, as there are other topics of interest that the subject should maintain.

## Subject 2: Human Rights and Education

<b>Subject Code</b>	9084405
<b>Year</b>	1º
<b>Semester</b>	1º
<b>Kind of subject</b>	Compulsory
<b>ECTS</b>	5
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	6
<b>Number of students involved</b>	50

## Dedication to the project in the subject

<b>Total hours for student</b>	
<b>ECTS (student)</b>	0.5
<b>Practical Hours</b>	2,5
<b>Hours of theory</b>	2
<b>Autonomous work</b>	9.5
<b>Hours of teaching dedication</b>	4

## Inclusion in the teaching guide or Training Plan

### Current objectives (in relation to the project)

The objectives related to the project are:

- To demonstrate knowledge in the field of Human Rights and in the international texts on which they are based;
- Know the importance of human rights and their incidence in educational and social contexts;
- Reflect on the importance of the right to education as a fundamental factor for the full development of people, essential for the consolidation of other human rights;
- Know and reflect on the relevance of human rights in education for citizenship;
- Evidence research skills, selection, interpretation and use of information in the production of proposals for reasoned intervention in the field of human rights and education situations related to them.

### Current competences (in relation to the project)

The competences to be acquired by the students, related to the project in this curricular unit are related to the Human rights, with particular emphasis on their



place in education for citizenship. Furthermore, education as a fundamental right for the integral development of people and as an indispensable right for the consolidation of other human rights is deepened and highlighted, promoting in the student the ability to critically analyse situations and to plan and implement socio-educational actions in these fields.

### **Curriculum content (in relation to the project)**

The contents of the curriculum related to the project are:

Human Rights in the global and local socio-political context;

Historical milestones in the construction of human rights;

Generations of human rights;

The rights of refugees and internally displaced persons as a fundamental part of human rights;

From the political nature of Human Rights to human rights education policies;

From political discourses to practices of education for Human Rights.

### **Justification of relevance**

The subject deals with general aspects of human rights.

Human rights in several social contexts are studied, with particular emphasis on their place in education for citizenship. In addition, the fundamental right for the integral development of individuals as an indispensable right for the consolidation of human rights, which is clearly linked to the group of migrant women.

### **Modification in teaching guide**

It would not be necessary.

### **Justification for the dedication**

This curricular unit introduces students to the relationships between Social Education and Human Rights and to the sets of internationally accepted norms and standards that seek to protect and respect the human person. Knowledge about human rights is



completed as the illustration of their potential in the promotion of autonomous, solidarity-based social practices and builders of an active, participatory and inclusive citizenship. Thus, the teaching team involved understands that the logical balance is to award 0.5 credit of the 5 credits of the subject, as there are other topics of interest that the subject should maintain.

## Subject 3: Social Education Observatory

<b>Subject Code</b>	9084421
<b>Year</b>	2º
<b>Semester</b>	2º
<b>Kind of subject</b>	Compulsory
<b>ECTS</b>	6
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	6
<b>Number of students involved</b>	50

## Dedication to the project in the subject

<b>Total hours for student</b>	27
<b>ECTS (student)</b>	1
<b>Practical Hours</b>	3,5
<b>Hours of theory</b>	4,5
<b>Autonomous work</b>	19
<b>Hours of teaching dedication</b>	8

# Inclusion in the teaching guide or Training Plan

## Current objectives (in relation to the project)

The objectives related to the project are:

- master strategies and techniques for the analysis of socio-educational contexts;
- identify the various places that generate and enable the development of sociability, social circulation and social and cultural promotion;
- identify social support networks;
- carry out analyses of institutional dynamics;
- identify new emerging fields in the field of social education

## Current competences (in relation to the project)

It's important to know the emerging fields in the field of social education and to observe and contact with different social networks and professional cultures. That leads the student to identify social networks of support and places that generate and enable the development of sociability, social circulation and social and cultural promotion; to analyse the dynamics of institutions and the world of work and master strategies and techniques for analysis of socio-educational contexts.

## Curriculum content (in relation to the project)

The contents of the curriculum related to the project are:

New areas emerging in the field of social education;

Identifying social issues;

Detecting "new" social issues and "new professional fields";

Exchange of information with other professional groups;

Observation, contact and social networks;



Exploration of the dynamics of social networks;

Observation of institutions/organizations in the field of social education

Contact with professional cultures of the specialty area

### **Justification of relevance**

The professional action of social education is crossed by different fields. The case of migrant women in vulnerable situations is one of these fields. In this subject a gender perspective is provided for the analysis of the real needs of migrant women and their accompaniment. This is why it is considered particularly relevant to train the students in the real needs of migrant women.

### **Modification in teaching guide**

Inclusion of: (1) migrant women and their needs, (2) skills for working with migrant women, (3) Prevention of gender violence

### **Justification for the dedication**

The qualification and specialization required for action and intervention in a society in constant change support the curricular unit "Observatory of Social Education" which aims to promote and encourage the acquisition of a set of professional skills that contribute to social educators acting as real agents of change in the most different contexts of professional activity. Thus, the teaching team involved understands that the logical balance is to award 1 credit of the 6 credits of the subject, as there are other topics of interest that the subject should maintain.

# Master in Intercultural Mediation and Social Intervention

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## Contextualization of the Master.

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The Master in Intercultural Mediation and Social Intervention aims to provide knowledge and skills at a theoretical, practical and methodological level in the key areas of enhancing the understanding of the multicultural character of contemporary society and social work among diverse cultures and social groups.

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## Justification of relevance to the master.

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The objectives of the master's degree are coherent with the mission and the strategy of 360 REWIN-REsilient immigrant Women interventions for INclusion, in a dialog between the formal education, social education and the social intervention with groups and disadvantaged and excluded people. Migrant women are one of the most vulnerable groups in today's society. The intercultural mediation emerges as an area transversal and increasingly relevant social work in a world marked by growing social and cultural heterogeneity. The intercultural mediator, as a professional, must be able to detect and diagnose training needs in any human group and in the different contexts in which they operate.

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## Subject: Migration, Globalisation and Social Cohesion

<b>Subject Code</b>	2083101
<b>Year</b>	1º
<b>Semester</b>	1ª
<b>Kind of subject</b>	compulsory
<b>ECTS</b>	7
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	4
<b>Number of students involved</b>	20

## Dedication to the project in the subject

<b>Total hours for student</b>	27
<b>ECTS (student)</b>	1
<b>Practical Hours</b>	3,5
<b>Hours of theory</b>	4,5
<b>Autonomous work</b>	19
<b>Hours of teaching dedication</b>	8

## Inclusion in the teaching guide or Training Plan

### Current objectives (in relation to the project)

The course analyses contemporary migrations and its relation with modes of integration & citizenship practices. The focus will be on migrants' experiences, their



interaction with the host society and the ways they manage the relation between state sovereignty, immigration and forms of immigrant integration. The approach to contemporary migratory processes and forms of belonging is done through the analysis of processes leading to the development of transnational citizenship, that under the impact of globalisation emerge as one of the distinctive features of international migrations and of the interaction of migrants with the contexts of origin and destination.

### **Current competences (in relation to the project)**

The curricular unit is oriented to develop in the students the competence to:

- a) understand the main debates around the study of migration;
- b) identify the evolutions registered in the Portuguese migratory landscape
- c) know the main issues in the study of immigrant integration
- d) analyse the fields of social intervention with immigrant populations

### **Curriculum content (in relation to the project)**

The contents of the curriculum related to the project are:

1. Conceptualization and current trends in the understanding of migration
  - 1.1. Definitions and sources of information on international migration
  - 1.2. Migrations as a interdisciplinary research subject
  - 1.3. Theoretical perspectives on international migrations
2. Globalisation and International Migrations: migratory flows at the present
  - 2.1. Current migratory systems
  - 2.2. Forced migrations: displaced people and refugees
  - 2.3 Migration and development
  - 2.4. The diversification of current migration flows
3. Challenges of diversity: assimilation, multiculturalism, and interculturalism
  - 3.1. Immigrants' integration processes



3.2. The Portuguese integration model

3.3. The integration of the second generation

4. Social Intervention with immigrants

4.1. Ethnic diversity as a variable in social intervention

4.2. Different policy areas

### **Justification of relevance**

Migratory movements have contributed to the increasing pluralisation of societies. It is therefore important to analyse the causes and consequences of the movement of people across the borders of nation states in search of better life opportunities or security and to pay particular attention to the experiences of migrants in their interaction with the host society and the ways in which it seeks to manage the relationship between its state sovereignty, immigration and the ways in which immigrant communities integrate.

### **Modification in teaching guide**

It would not be necessary.

### **Justification for the dedication**

The interaction of migrants with the host societies and the reaction of these societies to the presence of immigrants will be discussed with particular emphasis

Thus, the teaching team involved understands that the logical balance is to grant 1 credit out of the 7 credits of the subject, as there are other topics of interest that the subject should maintain.

# Higher technical professional course in Social and Community Intervention

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## Contextualization of the Master.

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The Higher Technical Professional Course in Social and Community Intervention aims to train professionals capable of intervening in the most diverse areas of social work, contributing to community development and qualified to act and work with diversified publics in the most varied contexts.

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## Justification of relevance to the master.

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The university degree focuses academic efforts in the following areas:

- a) Social intervention with socially excluded groups
  - b) Intervening in the area of education
  - c) Intervening in family and school contexts
  - d) Intervene with migrants and ethnic minorities
  - e) Intervene with risk groups
  - f) Mediate interculturally
  - g) Intervene for community development
- 

**Subject: Social mediation.**





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<b>Subject Code</b>	4500114
<b>Year</b>	2º
<b>Semester</b>	1º
<b>Kind of subject</b>	Compulsory
<b>ECTS</b>	6
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	6
<b>Number of students involved</b>	20

## Dedication to the project in the subject

<b>Total hours for student</b>	13.5
<b>ECTS (student)</b>	0.5
<b>Practical Hours</b>	2
<b>Hours of theory</b>	2
<b>Autonomous work</b>	9.5
<b>Hours of teaching dedication</b>	4

## Inclusion in the teaching guide or Training Plan

### Current objectives (in relation to the project)

Sociocultural Mediation is part of the second semester of the second year of the Higher Technical Professional Course (CTeSP) of Social and Community Intervention, with a programme that is based on the preparation of future professionals in this area. In order to develop refined techniques of Sociocultural Mediation, it is necessary to understand cultural diversity and to know the different theoretical perspectives that characterise this subject. Theoretical knowledge, the use of the various models of



mediation, as well as the principles used during this process, not only reinforce the practices to be used in the different contexts of social intervention, but are also instruments of integration and social cohesion in a complex and multicultural society where social work must always be educating, transforming, but based on a logic of social relationship, dialogical and, therefore, nourished by the paradigms of intercultural mediation.

### **Current competences (in relation to the project)**

The competences related to the project are:

- a) Understands socio-cultural phenomena and the problematic of coexistence between different people;
- b) Acquires knowledge about cultural diversity, potentialities and difficulties in its management in public spaces;
- c) Understands the existence of different multicultural contexts in global society and learns theoretical and practical tools to build contexts of peace, understanding and hospitality;
- d) Recognizes, knows and uses sociocultural mediation as a strategy for prevention, social transformation and management of tensions and conflicts
- e) Understands sociocultural mediation as an instrument of social intervention that favourably enhances life
- f) Understands sociocultural mediation as a social intervention instrument that favourably enhances life in common and interpersonal relationships of those involved with the use of different techniques and approaches of intercultural communication;
- g) Uses the culture of mediation as an instrument of communication and of social and personal change;
- h) Uses socio-cultural mediation as a strategy to recompose social bonds.

### **Curriculum content (in relation to the project)**

Concept of Mediation

Introduction to the concept of Mediation

Preventive Mediation and resolute Mediation



Brief history of the Mediation

Historical approach of mediation

Conceptions and models of mediation

The particularity of the Sociocultural and Intercultural Mediation

The mediators: Who are they? What training? What professionalization?

Mediators and performance profiles

Functions and competencies of the conflict mediator and the intercultural mediator

Neutrality, impartiality and multipartiality

Social Work, Education and Mediation

Sociocultural Mediation and social intervention

Mediation in the recreation of social relationship/Resocialization

Contexts and practices of socio-educative mediation

The different types of Sociocultural Mediation

Social mediation and Intercultural Mediation

### **Justification of relevance**

It is intended that students acquire knowledge about the aspects that make mediation an instrument of social transformation and empowerment in multicultural contexts. The sociocultural mediation paradigm favours the respect for cultural diversity, the promotion of communication skills and the transformation of the social reality of individuals and the community through active participation in decision-making processes. The subject deals with social mediation as an instrument for the social intervention, which is clearly linked to the group of migrant women.

### **Modification in teaching guide**

It would not be necessary.

### **Justification for the dedication**



The subject is considered to develop social mediation as an instrument for social intervention that can be developed with migrant women. Thus, the teaching team involved understands that the logical balance is to grant 0.5 credit out of the 6 credits of the subject, as there are other topics of interest that the subject should maintain.

# Social Work

## Contextualization of the degree.

The degree in Social Work aims to train professionals with the ability to act at the level of the most serious social realities and problems, developing a preventive or therapeutic role, having as privileged universe the individual / group at risk. In this way professionals can perform the profession of social worker in all its aspects, such as health, education, justice, protection of children and young people, municipalities, social security, housing, employment and training.

## Justification of relevance to the degree.

Social workers must:

- Understand social phenomena;
- Intervene at the level of individuals, groups and communities in the scope of prevention, treatment and reintegration;
- Intervene at the level of the most disadvantaged groups;
- Develop a responsible, reflexive and critical conscience;
- Develop capacities of collaborative work in problem solving in diversified contexts;
- Mobilise different languages to express and communicate their relationship in different realities;
- Develop personalised work and learning methodologies appropriate to multiple contexts.

Migrant women are one of the most vulnerable groups in today's society. The social worker, as a professional, must be able to detect and diagnose the needs in any human group and in the different contexts in which they operate. On this basis, they are able to design projects adapted to specific agents and circumstances. At the same time, they are able to manage, implement, monitor

and evaluate them.

## Subject 1: Social Intervention and Dynamics with Risk Groups

<b>Subject Code</b>	9238523
<b>Year</b>	2º
<b>Semester</b>	2º
<b>Kind of subject</b>	Compulsory
<b>ECTS</b>	5
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	6
<b>Number of students involved</b>	50

## Dedication to the project in the subject

<b>Total hours for student</b>	13.5
<b>ECTS (student)</b>	0.5
<b>Practical Hours</b>	2
<b>Hours of theory</b>	2
<b>Autonomous work</b>	9.5
<b>Hours of teaching dedication</b>	4

## Inclusion in the teaching guide or Training Plan



### **Current objectives (in relation to the project)**

The objectives related to the project are:

- Recognize the importance of the dynamization of groups using different techniques;
- Train technical resources and interventions for team building and development;
- Understand the concepts of risk, danger and social intervention;
- Identify risk and protection factors underlying a particular social situation;
- Outline strategies and methodologies for intervention in different areas of intervention with groups at risk.

### **Current competences (in relation to the project)**

Student must learn in a systematic and organised way, areas of social work with groups at risk and the respective theoretical and methodological mechanisms of professional intervention.

In the field of social work, there are numerous group dynamics techniques, whose main objective is to facilitate and promote learning, personal development, team management, facilitating and perfecting group action.

### **Curriculum content (in relation to the project)**

The contents of the curriculum related to the project are:

- Social intervention with risk groups;
- The concept of risk and danger;
- Risk and protection factors;
- Professional practice of social workers with risk groups;
- Groups and stages of development;
- Techniques of animation and group dynamics;
- Types of dynamics;
- Stages of dynamics

### **Justification of relevance**



The contents of this UC are focused on the development of the student as a future professional, favouring a solid conceptual domain, the reflection and the development of critical spirit about social intervention, interpersonal relationships and group phenomena. These are fundamental aspects for working with groups of migrant women.

### Modification in teaching guide

Inclusion in this section of: (1) professional practice of social workers with migrant women, (2) migrant women as a risk group

### Justification for the dedication

The subject is considered to develop the perspective of accompanying migrant woman at risk. Thus, the teaching team involved understands that the logical balance is to award 0.5 credit of the 5 credits of the subject, as there are other topics of interest that the subject should maintain.

## Subject 2: Interdisciplinary Seminar

<b>Subject Code</b>	9238522
<b>Year</b>	2º
<b>Semester</b>	2º
<b>Kind of subject</b>	Compulsory
<b>ECTS</b>	7
<b>Number of teaching groups</b>	2
<b>Number of practice subgroups</b>	6
<b>Number of students involved</b>	50

## Dedication to the project in the subject





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<b>Total hours for student</b>	27
<b>ECTS (student)</b>	1
<b>Practical Hours</b>	3,5
<b>Hours of theory</b>	4,5
<b>Autonomous work</b>	19
<b>Hours of teaching dedication</b>	8

## Inclusion in the teaching guide or Training Plan

### Current objectives (in relation to the project)

The objectives related to the project are:

- Develop an attitude of reflective professional;
- Understand social phenomena;
- Intervene at the level of individuals, groups and communities in the context of prevention, treatment and reintegration;
- Intervene at the level of the most disadvantaged groups, whether children, youth, elderly, drug addicts, disabled, sick, ethnic minorities and other excluded;
- Reflect about the role of Social Worker in various contexts of social intervention

### Current competences (in relation to the project)

Student must be able to perform the profession of Social Worker in all its aspects.

Student must learn in a systematic and organised way, the different areas of social work with groups and the respective theoretical and methodological mechanisms of professional intervention.



In the field of social work, there are numerous techniques, whose main objective is to facilitate and promote learning, personal development, team management, facilitating and perfecting group action.

### **Curriculum content (in relation to the project)**

Contributions for an analysis of the profession of social worker;

Contributions for an analysis of the organizations of social intervention;

Contributions for an analysis of social intervention in diversified contexts, such as: Childhood; families at risk; Socially disadvantaged groups; Illness; Disability.

### **Justification of relevance**

The contents of this curricular unit allow the development of an analysis and understanding of the characteristics of the profession of social worker, which aim to prepare future social workers to intervene in different socio-institutional contexts. These are fundamental aspects for working with groups of migrant women.

### **Modification in teaching guide**

Inclusion in this section of: (1) Contributions for an analysis of the organizations of social intervention with migrant woman; (2) Contributions for an analysis of social intervention in diversified contexts, such as: migrant women

### **Justification for the dedication**

The subject is considered to develop the perspective of accompanying migrant woman and the social work organizations that provides social assistance. Thus, the teaching team involved understands that the logical balance is to award 1 credit of the 7 credits of the subject, as there are other topics of interest that the subject should maintain.



# Master's in Medical-Surgical Nursing - Specialization in Critical Care Nursing

## Contextualization of the Master.

The School of Health of Leiria is an organic unity of teaching and research at the Polytechnic Institute of Leiria dedicated to teaching, research and service to the community in the areas of health, as well as for collaboration with national and foreign entities, public or private, in activities of common interest.

The master's in Medical-Surgical Nursing - Specialization in Critical Care Nursing aims to specialize nurses in critical care and to perform critical care nursing in health care units. It comprises 1,5 years and 90 ECTS.

A critically ill person is a person whose life is threatened by the failure or imminent failure of one or more vital functions and whose survival depends on advanced means of surveillance, monitoring and therapy. Critical care nursing is highly qualified care provided continuously to a person with one or more vital functions at immediate risk, in response to the affected needs and allowing maintaining basic life functions, preventing complications, and limiting disabilities, with a view to his/her full recovery (Reg. 124/2011 of February 18th). The specialized training of nursing professionals to respond more efficiently to trauma, emergency and humanitarian support situations is also a desideratum of the reorganization of our health system. It was with this in mind and taking into account the competencies expected from the Specialist Nurse in Critical Care Nursing (regulations 122/2011 and 124/2011 of February 18th) that a plan was designed to enable the development of autonomous professionals with a critical and reflective spirit, who actively participate in the organizational

development of institutions, respect the person and the family throughout the care process, participate in the innovation and development of nursing practice using research methodologies, and make ethical and legal decisions in accordance with the values of the profession.

## Justification of relevance to the master.

The master's in Critical Care Nursing enables the student to:

- Acquire scientific knowledge in the scope of nursing to the person in critical situation;
- Develop specialized nursing interventions to medium and high-risk patients, integrating the family in the health team;
- Caring for the person and family experiencing complex processes of critical illness and / or organ failure;
- Streamline the response in situations of emergency, exception and catastrophe;
- Maximize the prevention, intervention and control of infection and antimicrobial resistance to the person in critical condition and/or organ failure;
- Dynamize the construction and diffusion of knowledge in the area of nursing to the person in critical situation;
- Promote the ability to make ethical decisions;
- Stimulate processes of change and innovation in the light of scientific knowledge and research;
- Knowing the strategies and the importance in the management of resources in the provision of care;
- Develop skills for organization and evaluation of nursing care.

## Subject: Nursing in situations of emergence, exception and catastrophe.

<b>Subject Code</b>	-
<b>Year</b>	1



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<b>Semester</b>	2
<b>Kind of subject</b>	Compulsory
<b>ECTS</b>	4
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	1
<b>Number of students involved</b>	25

## Dedication to the project in the subject

<b>Total hours for student</b>	13.5
<b>ECTS (student)</b>	0.5
<b>Practical Hours</b>	2
<b>Hours of theory</b>	2
<b>Autonomous work</b>	9.5
<b>Hours of teaching dedication</b>	4

## Inclusion in the teaching guide or Training Plan

### Current topic (in relation to the project)

Intervention and strategies to intervene with migrant women in order to prevent violence and health issues

Social Work, Education and Mediation

Sociocultural Mediation and social intervention

Mediation in the recreation of social relationship/Resocialization

Contexts and practices of socio-educative mediation



The different types of Sociocultural Mediation

Social mediation and Intercultural Mediation

**Modification in teaching guide**

Not expected

# Bachelor of Occupational Therapy

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## Contextualization of the degree.

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The School of Health of Leiria is an organic unity of teaching and research at the Polytechnic Institute of Leiria dedicated to teaching, research, and service to the community in the areas of health, as well as for collaboration with national and foreign entities, public or private, in activities of common interest.

The bachelor's in Occupational Therapy aims to educate Occupational Therapists to act in any healthcare environment. It comprises 4 years and 240 ECTS.

The bachelor's in Occupational Therapy enables the student to:

- Establish an intervention program, based on appropriate techniques and methods of diagnosis, treatment and rehabilitation (identifying changes in the areas of occupational therapy that interfere with or enable the involvement and participation in meaningful occupations), in order to obtain the informed participation of the individual in the process of prevention, rehabilitation and social reintegration, using selected activities, structured and adapted to the predefined objectives, taking into account the psychosocial, economic, cultural and environmental contexts;
  - Manage human and material resources promoting a culture of responsibility and teamwork, thus ensuring the quality of services provided
  - Develop and participate in research projects, with a view to the development of the profession and health in general, acting legally, ethically, and deontologically.
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## Justification of relevance to the degree.

The work of occupational therapists is carried out in all sorts of environment, including those with psychosocial, economic, cultural and environmental needs and determinants.

Migrant women are a specific target group, and there is a need to occupational therapists to understand their vulnerability in order for the m to intervene in their rehabilitation and social reintegration.

## Subject: Personal and Professional Development II

<b>Subject Code</b>	8138
<b>Year</b>	4
<b>Semester</b>	1
<b>Kind of subject</b>	Compulsory
<b>ECTS</b>	5
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	1
<b>Number of students involved</b>	40

## Dedication to the project in the subject

<b>Total hours for student</b>	13.5
<b>ECTS (student)</b>	0.5
<b>Practical Hours</b>	2
<b>Hours of theory</b>	2
<b>Autonomous work</b>	9.5



## Inclusion in the teaching guide or Training Plan

### Current objectives (in relation to the project)

The objectives related to the project are:

- Provide the student with the means to apply the knowledge to the professional practice of Occupational Therapy
- Characterize the strategies of conflict resolution
- Characterize the inductors events of stress and coping strategies
- Know causes, indicators, and consequences of stress

### Current competences (in relation to the project)

- a) Understand the social responsibility
- b) Understand the ethical commitment

### Curriculum content (in relation to the project)

The contents of the curriculum related to the project are:

- a) Conflict and Emotional Intelligence:
  - Strategies of conflict resolution
  - Emotional intelligence
- b) Stress and coping
  - Occupational stress
  - Causes, indicators, and consequences of stress at the individual and organizations
  - Coping: definition and characterization of coping strategies
- c) Professional Integration
  - The ethical commitment



### **Justification of relevance**

The migrant populations, particularly women, are exposed to the restructuring of their routines, activities, and roles. The mental health of migrant women should be addressed since they are struggling with different subjects related with the maintenance of their roles in a different environment, context, culture, and society. Their vulnerability may lead to abuse and violence against them. The occupational therapist intervention must ensure they regain their occupational balance, avoiding occupational deprivation and restoring their participation by enabling them to be, become and belong.

### **Modification in teaching guide**

Not expected

### **Justification for the dedication**

We consider it necessary, given the expected hours of work, to explore this vulnerable situation in each theoretical topic and to work on an autonomous work.



# Master's in Mental Health and Psychiatric Nursing

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## Contextualization of the Master.

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The School of Health of Leiria is an organic unity of teaching and research at the Polytechnic Institute of Leiria dedicated to teaching, research and service to the community in the areas of health, as well as for collaboration with national and foreign entities, public or private, in activities of common interest.

The master's in Mental Health and Psychiatric Nursing aims to specialize nurses in Mental Health and Psychiatric Nursing care to perform in health care units and community. It comprises 1,5 years and 90 ECTS.

The creation of the Master's Degree in Mental Health and Psychiatric Nursing was structured based on the most recent theoretical references in Mental Health and Psychiatric Nursing, complying with the criteria defined for the training of 2nd cycle students, as well as with the training requirements for the specialized level defined by the Nursing Order.

The aim of this course is, therefore, to train professionals at 2nd cycle level and to provide master's competencies, but also competencies that meet the profile of the specialist nurse in Mental Health Nursing, as defined by the Nursing Order and by several international organizations that regulate nursing practice, such as the International Council of Nurses (ICN) and the World Health Organization's mental health directives.

The educational component proposed in this course aims to improve professional performance, seeking to contribute to the development of competencies that allow students to have lifelong learning and problem-solving skills in new and/or complex situations in multidisciplinary contexts, developing solutions and passing judgments, including reflections on their ethical and social implications and communicating conclusions clearly and unambiguously.

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This Master will contribute to the existence of professionals who constitute critical mass for the implementation of mental health policies in the region and participate with other health professionals, national and international, in the organization policies of mental health care and in the design, implementation and evaluation of health projects aimed at the well-being and quality of life related to the mental health of the populations.

It is intended to train nurses who, within the scope of their MHPN competencies, possess:

- Knowledge and ability to understand mental health, at an in-depth level, and the person with mental illness, family, group and community that form the basis for the development and/or original applications, including the context of research;
- Ability to apply knowledge, understand and solve problems in new and unfamiliar situations in multidisciplinary mental health settings;
- Ability to integrate knowledge, deal with complex issues, develop solutions or make judgments in situations of limited/incomplete information, including reflections on ethical and social implications and responsibilities;
- Ability to communicate their conclusions, the knowledge and reasoning behind them clearly and unambiguously;
- Competencies that enable them to engage in lifelong learning that is fundamentally self-directed and autonomous.

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## Justification of relevance to the master.

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The mental health and psychiatric nurse specialist acquires skills to work with various vulnerable populations to promote their mental health. The identification of mental health determinants and the development of appropriate intervention programs that include not only the vulnerable population, but all social actors involved is something that these students are expected to develop. It is important that these professionals are able to intervene appropriately, with scientifically valid and structured programs, involving migrant women but also all those who interfere as a phenomenon or who may be important for the prevention of mental health problems.

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## Subject: Promotion and Prevention in Mental Health.

<b>Subject Code</b>	??
<b>Year</b>	1st
<b>Semester</b>	2nd
<b>Kind of subject</b>	Compulsory
<b>ECTS</b>	5
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	1
<b>Number of students involved</b>	25

## Dedication to the project in the subject

<b>Total hours for student</b>	13
<b>ECTS (student)</b>	0.5
<b>Practical Hours</b>	2
<b>Hours of theory</b>	2
<b>Autonomous work</b>	9.5
<b>Hours of teaching dedication</b>	4

## Inclusion in the teaching guide or Training Plan

### Current objectives (in relation to the project)

- Understand new approaches to mental health promotion, mental illness prevention and early intervention;



- Ability to apply knowledge about the structural determinants of mental health in understanding new and unfamiliar situations in MHPN
- Demonstrate ability to integrate intervention models of community participation and client empowerment into specialized MHPN practice.

### Current competences (in relation to the project)

The competences related to the project are:

- To deepen knowledge in mental health promotion, positive mental health, mental illness prevention and mental illness, and early intervention
- Analyze the determinants of mental health in terms of the impact of social and environmental factors, age-related and contexts and ethical and social implications for MHPN practice
- Discuss the impact of protective and predisposing factors of mental illness and the implications for the practice of MHPN
- Analyze programs for awareness, risk reduction, and intervention in situations of high complexity
- Deepen the knowledge about models of community-based participatory evaluation, minorities intervention
- Apply strategies of client empowerment in the resolution of mental health problems

### Curriculum content (in relation to the project)

- Social and environmental factors: components of the global mental health policy, the mentally healthy communities; The transculturality; Factors related to the physical environment; leisure activities;
- Measures to prevent mental disorder and protect mental health in particular in vulnerable groups;
- Awareness programs and risk reduction (stress, violence, suicide, alcohol, drugs and other addictions);
- Models of community-based participatory assessment;
- Technical guidelines, legislation and policies for vulnerable people, groups and communities, with emphasis on ethnic minorities.



- Strategies for empowerment of the person, family, group or community at risk of or with mental health problems;
- Strategies and educational methodologies and training in the education of the individual, groups and communities.

### **Justification of relevance**

Migration and violence are determinants of mental health that place this population in situations of extreme vulnerability. For an adequate intervention by specialist nurses, the knowledge of participative models, guidelines, intervention and education strategies to be used in these situations is fundamental.

### **Modification in teaching guide**

Not expected

### **Justification for the dedication**

The expected hours of work are those whose we considered to be the necessary to explore this vulnerable situation in each theoretical topic and to work on an autonomous work.



# Master's in Community Nursing - Community Health Nursing and Public Health Nursing

## Contextualization of the Master.

The School of Health of Leiria is an organic unity of teaching and research at the Polytechnic Institute of Leiria dedicated to teaching, research and service to the community in the areas of health, as well as for collaboration with national and foreign entities, public or private, in activities of common interest.

The Master in Community Nursing - Community Health Nursing and Public Health Nursing aims to support its students in the deepening of knowledge that will enable the development of research and intervention in the area of Community Health Nursing and Public Health, in different contexts and autonomously.

The course underlines the importance of the application of this knowledge in the understanding and resolution of problems in new, complex situations, in different contexts, in a multidisciplinary perspective, seeking adequate and participative solutions in the community. The Master aims to demonstrate the importance of integrating knowledge in the management of complex situations, in developing solutions or making judgments in situations of limited or incomplete information, including reflections on the ethical and social implications and responsibilities that result from or condition these solutions and judgments. Skills are also developed for the clear communication of information, knowledge and reasoning, underlying for specialists and non-specialists, in a clear and unambiguous way, and also for a self-directed and



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autonomous lifelong learning.

It aims:

- Develop a professional practice with professional, ethical and legal responsibility in the area of specialty;
- Develop skills in the field of continuous quality improvement;
- Develop skills in the management of care;
- Develop skills in the field of professional learning development;
- Establish, based on the methodology of Health Planning, the evaluation of the health status of a community
- Contribute to the process of empowerment of groups and communities;
- Integrate the coordination of Health Programs of community scope and in the achievement of the objectives of the National Health Plan;
- Perform and cooperate in the epidemiological surveillance of geodemographic scope of a population and or community.

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## Justification of relevance to the master.

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The recognition of the relationship between socio-economic development and health has translated into the adoption of intersectoral approach strategies by current national and international policies, such as "Health in All Policies". In Portugal, along with the reform of primary health care, the challenge for "Sustainable Development", and the definition of community-based strategies, health policies have sought to facilitate the identification and control of health determinants, in conjunction with stakeholders.

In the training of the Specialist Nurse in Community Nursing - In the Nursing Area of Community Health and Public Health, with context of action, the community space and focus on the action on social and health determinants, taking into account human responses to life processes, health projects of groups experiencing health/disease processes, and community and environmental, avoidable processes, it is relevant to reinforce the importance of these determinants in order to obtain health gains.

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## Subject 1: Community and Public Health Nursing I.

<b>Subject Code</b>	2177110
<b>Year</b>	1
<b>Semester</b>	1
<b>Kind of subject</b>	Compulsory
<b>ECTS</b>	5
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	1
<b>Number of students involved</b>	20

## Dedication to the project in the subject

<b>Total hours for student</b>	14
<b>ECTS (student)</b>	0,5
<b>Practical Hours</b>	4
<b>Hours of theory</b>	4
<b>Autonomous work</b>	6
<b>Hours of teaching dedication</b>	14

## Inclusion in the teaching guide or Training Plan

### Current objectives (in relation to the project)

G2 Analyse the impact of social and health determinants on human responses of groups and communities



E2 Describe social and health determinants

E3 Assess the determinants and health profile of groups and communities

### **Curriculum content (in relation to the project)**

CP2. Social and Health Determinants:

2.1 Fixed or biological

2.2 Social and Economic

2.3 Environmental

2.4 Lifestyles

2.5 Access to services

2.6 Assessing the determinants and profile of health of groups, communities as a contribution to the implementation of the Local Health Plan

CP3. Migration, countries of origin, transit and arrival: where politics and health intersect

3.1 Globalization and Transnational Risks

3.4 Migration movements: climate refugees, economic and political tensions

### **Justification of relevance**

At the end of the course unit the learner is expected to be able to: recognize the Social and Health Determinants in migrant populations and accessibility to health services of this population as well as evaluate the determinants and the profile of health of this group as a contribution to the implementation of the Local Health Plan

### **Modification in teaching guide**

We will need to include four topics: Gender Construction; Prevention of gender violence; migrant women and their needs and skills for working with migrant women.

### **Justification for the dedication**

The inclusion of this theme in this master's degree will contribute to the process of training nurses who are able to work with individuals, groups, and the community

These professionals will

- a) Lead community processes aiming at the empowerment of groups and communities in the achievement of health projects and the exercise of citizenship.
- b) Integrate, in community mobilization and participation processes, knowledge from different disciplines.
- c) Managing health information for groups and communities will promote gender equality, respect for cultural differences and the prevention of violence against women.

## Subject 2: Community and Public Health Nursing II.

<b>Subject Code</b>	2169109
<b>Year</b>	1
<b>Semester</b>	2
<b>Kind of subject</b>	Compulsory
<b>ECTS</b>	6
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	1
<b>Number of students involved</b>	20

## Dedication to the project in the subject

<b>Total hours for student</b>	14
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ECTS (student)	0,5
Practical Hours	4
Hours of theory	4
Autonomous work	6
Hours of teaching dedication	14

## Inclusion in the teaching guide or Training Plan

### Current objectives (in relation to the project)

G1. To know the processes of empowerment of groups and communities

G2. To know the priority national health programs and the most commonly worked/implemented ones

G3. To reflect about the operationalization of these programs in the different levels of care

E1. To identify training and empowerment strategies for groups and communities

E3. To identify the health priorities of a community based on sensitive indicators for nursing care

### Current competences (in relation to the project)

At the end of the course unit the students are expected to be able to define interventions that promote gender inequality and prevent violence against women, including migrant women.

### Curriculum content (in relation to the project)

CP1. Community health and intervention in groups: empowerment of groups and communities

1.1 The community in the perspective of nurses' care unit



1.2 The community empowerment

1.3. communication and social marketing in community health

### **Justification of relevance**

The training of nurses, as students, to work in the community against gender inequality is fundamental. This training will then be important for the empowerment of these migrant women. The empowerment of these women as well as the direct support from nurses will be fundamental for their awareness of these situations

### **Modification in teaching guide**

Not expected

### **Justification for the dedication**

The inclusion of this theme in this master's degree will contribute to the process of training nurses who are able to work with individuals, groups, and the community

These professionals will

- a) Lead community processes aiming at the empowerment of groups and communities in the achievement of health projects and the exercise of citizenship.
- b) Integrate, in community mobilization and participation processes, knowledge from different disciplines.
- c) Managing health information for groups and communities will promote gender equality, respect for cultural differences and the prevention of violence against women.

# Bachelor's in nursing

## Contextualization of the degree.

The School of Health of Leiria is an organic unity of teaching and research at the Polytechnic Institute of Leiria dedicated to teaching, research and service to the community in the areas of health, as well as for collaboration with national and foreign entities, public or private, in activities of common interest.

The bachelor's in nursing aims to educate nurses to act in any healthcare environment. It comprises 4 years and 240 ECTS, two of those years (120 ECTS) are clinical practice curricular units, occurring in health institutions.

The bachelor's in nursing enables the student to:

- Develop nursing care autonomously, integrated into multidisciplinary teams.
- Provide, manage and communicate nursing care of promotional, preventive, curative, rehabilitative and continuing nature.
- Demonstrate skills that enable them to evaluate, justify and develop nursing care to the person throughout the life cycle.
- Cooperate with healthy or sick people, as well as with their surroundings and other professionals, regardless of ethnic, cultural and religious backgrounds, for the autonomy of their health promotion
- Develop the participation in research work, taking responsibility for the application of its results, respecting the ethical and deontological principles
- - Motivate for lifelong learning, both in the professional aspects and in those that fulfill you as a person. Students learn to develop a complex of diversified competencies at all levels of health, anchored in the following strategies: professional judgment, helping relationship, therapeutic communication, critical reflection, empowerment, teamwork.

## Justification of relevance to the degree.

Nursing care for vulnerable groups is an integral part of the course's objectives. The integration in multidisciplinary care teams allows for an intervention approach to migrant women, throughout their life cycle, in order to protect their health. Primary, secondary and tertiary prevention associated to violence situations, allows not only the identification of situations and intervention with this population to prevent violence and deal with it, but also to intervene in the consequences generated by violence, namely consequences associated to health. They will be able to intervene and act in health services to which this population access, but also in community terms, including with the general population and other actors who influence the phenomenon.

Nurses have the skills to intervene at the three levels of prevention throughout the entire life cycle.

## Subject: Mental health and psychiatric nursing

<b>Subject Code</b>	9500328
<b>Year</b>	3rd
<b>Semester</b>	1st
<b>Kind of subject</b>	Compulsory
<b>ECTS</b>	7
<b>Number of teaching groups</b>	2
<b>Number of practice subgroups</b>	8
<b>Number of students involved</b>	100

## Dedication to the project in the subject



<b>Total hours for student</b>	13.5
<b>ECTS (student)</b>	0.5
<b>Practical Hours</b>	2
<b>Hours of theory</b>	2
<b>Autonomous work</b>	9.5
<b>Hours of teaching dedication</b>	20

## Inclusion in the teaching guide or Training Plan

### Current objectives (in relation to the project)

G2 - Develop skills to care for the person with mental illness: identification, diagnosis, planning, intervention and evaluation, identifying health outcomes

E3 - Characterize mental suffering and determinants of mental health

E2 - Discuss strategies for mental health promotion and prevention

### Current competences (in relation to the project)

E3 - Characterize mental suffering and determinants of mental health, namely migration and gender violence

E2 - Discuss strategies for mental health promotion and prevention regarding mental health determinants

### Curriculum content (in relation to the project)

CP1. General concepts and determinants of mental health

CP3. Promotion and prevention in mental health

### Justification of relevance

The mental health of migrant women is influenced by specific determinants that should be known and explored, so that the prevention of mental health problems is



carried out in a relevant and planned way the mental health of migrant women is influenced by specific determinants that should be known and explored, so that the prevention of mental health problems is carried out in a relevant and planned way.

### **Modification in teaching guide**

Not expected

### **Justification for the dedication**

De dedication will be framed in the themes considering that there are still other relevant topics to integrate will be framed in the themes considering that there are still other relevant topics to integrate.

# Higher Technical Professional Course of Clinical Secretariat

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## Contextualization of the Master.

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The School of Health of Leiria is an organic unity of teaching and research at the Polytechnic Institute of Leiria dedicated to teaching, research and service to the community in the areas of health, as well as for collaboration with national and foreign entities, public or private, in activities of common interest.

The Higher Technical Professional Course of Clinical Secretariat aims to educate Clinical Secretariat staff to work in any healthcare institution. It comprises 2 years and 120 ECTS.

The course in Clinical Secretarial aims to enable professionals to plan, manage and perform secretarial activities in health and/or rehabilitation institutions.

The higher professional technician in Clinical Secretariat will acquire knowledge and skills for the performance of their professional activity, such as: understanding of the nature, characteristics and process of human development and its respective implications in interpersonal relationships; recognition of the importance of communication in social interactions and the ability to communicate effectively with users, family members and other health professionals.

The Higher Technical Professional Course in Clinical Secretarial aims to train professionals equipped with the means that allow them to apply the knowledge acquired to the professional exercise of Clinical Secretarial.

Main activities of the professional profile:

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- Plan independently, secretarial activities in health and/or rehabilitation institutions;
  - Perform, in an independent manner, the secretarial activities inherent to the daily institutional functioning;
  - Record in the platforms of requisition, registration, referral and protocols in health; establish with users, relatives, caregivers and other professionals a responsible, professional, assertive and adapted to the service, the context and the health condition of the person;
  - Plan the development of activities, organization and monitoring of work to ensure a rapid, professional, caring and personalized to the health condition of the person and specific needs of the service;
  - Provide information in a reasoned, updated, explicit and adapted to the health condition of the person;
  - Ensure good document, information and stock management taking into account the characteristics of the service and ensuring data confidentiality;
  - Collaborate in the organization of space as well as in the implementation and maintenance of a functional, confidential and practical document archive;
  - Collaborate in the evaluation of the quality of services provided, in the quantitative evaluation of the work developed, as well as in the certification process of the institution, proposing and implementing measures aimed at improving the care and secretarial work, taking into account the corresponding quality standards and good practices;
  - Participate in the elaboration of protocols and facilitating and functional procedures adapted and personalized taking into account the service, the institution and the population using it.
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## Justification of relevance to the master.

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Clinical secretaries are the first point of contact for clients in health services. They are the ones who receive and refer clients, often providing guidance from a counseling and health literacy perspective. Migrant women, due to their vulnerability inherent to the migration process, often have barriers to health care, including language barriers, literacy barriers, knowledge of rights, and knowledge of how services are organized. The professionals who receive them in institutions must support them in using services in a useful, conscientious, and

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efficient manner.

## Subject: Health literacy.

<b>Subject Code</b>	-
<b>Year</b>	2nd
<b>Semester</b>	1st
<b>Kind of subject</b>	Compulsory
<b>ECTS</b>	4
<b>Number of teaching groups</b>	1
<b>Number of practice subgroups</b>	1
<b>Number of students involved</b>	15

## Dedication to the project in the subject

<b>Total hours for student</b>	13.5
<b>ECTS (student)</b>	0.5
<b>Practical Hours</b>	2
<b>Hours of theory</b>	2
<b>Autonomous work</b>	9.5
<b>Hours of teaching dedication</b>	4

## Inclusion in the teaching guide or Training Plan

### Current objectives (in relation to the project)



Understand the principles associated with Health Literacy.

### **Current competences (in relation to the project)**

Understand how health literacy can be promoted

Demonstrate knowledge about the population's rights in relation to health.

### **Curriculum content (in relation to the project)**

- Strategies and techniques to promote health literacy
- Sources of health literacy

### **Justification of relevance**

Clinical secretaries as members of the health teams should support the promotion of health literacy among users and their families. In the case of migrant women, it is important that they understand what factors may limit their literacy and effective use of health services, so that they can act in collaboration with the rest of the health team.

### **Modification in teaching guide**

Not expected

### **Justification for the dedication**

The topic of migrant women and their determinants for health literacy can be explored in some hours, in order for the students to work autonomously in the theme and propose relevant intervention.