PR2 A1

WORKSHOP FOR LECTURES

360 REWIN

CONTENT

Welcome to the workshop for teachers. This tool aims to provide practical training for teachers who wish to apply the contents of the project in the subjects they teach.

In the following sections you will find useful information to carry out, in an agile and simple way, this process of knowledge transfer to the classroom.

Introduction

This workshop is part of the Erasmus+ Action Type KA220-HED - Cooperation partnerships in higher education, Call 2021. 360 REWIN-REsilient immigrant Women interventions for INclusion (360 REWIN).

This project aims to promote the development of specialised training programmes for higher education students in the field of health, education, and other related disciplines. It aims to acquire skills and abilities to support migrant women who have suffered or are suffering from violence and gender inequality.

It also aims to influence the inclusion and well-being of these women, training professionals to identify and manage the difficulties and problems they may present and, if necessary, to intervene as soon as possible.

To this end, a toolkit and this e-learning platform have been created which, through flexible learning pathways and modular courses, promotes lifelong learning, facilitating the completion, validation and recognition of short courses leading to micro-credentials.

What is the aim of this workshop?

The aim of this workshop is to provide guidance and teaching strategies to teachers of the different European higher education degrees, especially those of the University of Leiria (Portugal) and the University of Burgos (Spain), in order to apply the contents of the 360 Rewin course in the classroom in an efficient way.

In this way, the modules, chapters, and lessons recommended for each degree are specified according to the objectives, competences and contents in the subjects selected for each degree or master's degree.

Who is it aimed at?

This workshop is specifically aimed at university lecturers who teach subjects related to violence and inequality.

What will you find in this workshop? Sections

Teachers have a proposal of contents to apply in the classroom, which they can adapt according to the competences and objectives that have been programmed in the different subjects. In addition, an estimate of hours of student work is provided, which corresponds to the contents related to the project as set out in the different teaching guides analyzed.

The information has been organized into sheets that group together three main areas of knowledge[1]:

Sheet 1: Degrees related to education sciences and legal sciences.

- Degree in Primary Education
- Degree in Early Childhood Education
- Degree in Law
- Master's Degree in Teacher Training

Sheet 2: Degrees aimed at health promotion.

- Degree in Nursing
- Degree in Occupational Therapy
- Degree in Psychology
- Master's Degree in Health Sciences.
- Master's in nursing

Sheet 3: Degrees related to Social Sciences and Comunication

- Degree in Social Education
- Degree in Pedagogy
- Degree in Audiovisual Communication
- Degree in Social Work
- Master's Degree in Intercultural Mediation and Social Intervention
- Master's Degree in Education and Inclusive Society

One sheet is provided for each branch of knowledge.

Each of these sheets begins by contextualising and justifying the relevance of the degree and its relationship with the project. This is followed by a table with specific information on the selected degrees and subjects (semester distribution, credits, and teaching hours).

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[1] In each area there is a list of degrees proposed by the universities that have participated in the project (Leiria and Burgos). These serve as examples, but can be generalized and extended to other universities, degrees or subjects.

In the following section, a list of objectives and competences related in some way to the central theme: migrant women is presented. This serves as a guide so that the teacher can choose the ones, he/she wants to work on in his/her subject.

Following the proposed outline, a second table establishes the parallels between the specific contents of each of the degrees and the specific lessons developed in the project.

Finally, the relevance of the subject is justified, and a reflection is introduced on the social importance of dealing with this type of content in the training of future professionals.

What steps should be taken to implement the content in the classroom?

First, you must go to the file that includes the degree in which the subject you are interested in is included. Here you will be able to consult all the information regarding objectives and competences.

As mentioned above, it is necessary to bear in mind that not all subjects and degrees are listed, so it is recommended that you choose those that are most similar to the ones you are interested in.

The table below shows the correspondence between the contents of the subjects and the contents of the project. Select the ones you consider most appropriate according to the time you plan to devote to your teaching practice.

Once you have made your choice, go to the home page of the course https://360rewin.eu/course/curso-360-rewin-espanol/ and go to the chosen subject.

Here you will find the development of the theoretical contents and a series of practical activities to be applied in the classroom. In general, the starting point is an initial assessment to define the level of prior knowledge of the students, their competences with respect to the curriculum to be developed and their needs.

A series of activities and/or tasks are included in the different lessons to reflect the degree of acquisition of the contents.

In addition, a number of links are provided which can be used as further information for students who wish to study the subject in greater depth.

SHEET 1: DEGREES RELATED TO EDUCATION SCIENCES AND LEGAL SCIENCES

- Degree in Primary Education
- Degree in Early Childhood Education
- Degree in Law
- Master's Degree in Teacher Training

CONTEXTUALISATION AND JUSTIFICATION OF THE RELEVANCE OF THE DEGREES OR MASTER'S PROGRAMMES

Contextualisation
The Degrees in Early Childhood Education and Primary Education qualify students to exercise the regulated profession of teacher in the field of Early Childhood Education (0-6 years) and Primary Education (6-12 years). The Master's Degree in Compulsory Secondary Education and Baccalaureate, Vocational Training and Language Teaching offers the pedagogical and didactic training required by current regulations for future teachers of Compulsory Secondary Education and Baccalaureate, Vocational Training and Language Teaching. This Master's Degree is an essential requirement for entry into the teaching profession. The Degree in Law provides the knowledge, skills, abilities and aptitudes necessary for the exercise of a legal profession, in its wide variety of possibilities. Its importance lies in the protection of rights, the resolution of conflicts and the promotion of justice.

Justification of relevance

The problems faced by women, especially migrant women, such as violence, legal abandonment, loneliness, inequality, etc., make it necessary to develop strategies to help reverse these situations. To this end, it is vitally important to develop actions in the educational and legal spheres.

The school is an important context of formal socialisation and, through the dynamics that are worked on there, the prevailing values in modern societies are transmitted. If we ensure that children and adolescents get good role models from school, these will tend to be maintained.

Likewise, at school we are going to meet the children of migrant women who may have gone through the problem situations mentioned above. These children may have witnessed violence, neglect, poverty, sexism... so we must be prepared to intervene as teachers.

On another level, we have a notorious tendency to reproduce the models of behaviour we have witnessed in childhood, especially of the people to whom we have a strong attachment, but our capacity to transform them is also strong. This requires a sine qua non condition: imagining that other realities are possible. This capacity finds in adolescence a particularly relevant moment to question the basic models and expectations to which the individual may have been exposed, parallel to the capacity for introspection and the growing need for autonomy and interest in oneself that arises at that age.

Likewise, studies that delve into the legal framework can be a powerful tool to address the problems faced by migrant women. They can advocate for access to justice, education, and health for all women, regardless of their nationality or migration status, as well as contribute to actions that promote their autonomy.

CURRICULUM DEVELOPMENT AND DEDICATION IN EDUCATION AND LAW DEGREES

Table 1. Curriculum development and dedication in education sciences and legal sciences

Title	Subject: title	Semester	Hours of teaching dedication (students)	
			Presential	Autonomous work
Primary Education	Curricular development of Social Sciences	3ª	4,5	8
Early Childhood Education	Intercultural, peace and equality education	4º	4,5	8
	Psychological development in early childhood and its promotion.	1º	4,5	8
Master's degree in teaching	Detection and evaluation of socio-educational risk factors	1º	6	11
Law	Nationality and Foreigners	7º	1	1

INCLUSION IN TEACHING GUIDES OR TRAINING PLANS

OBJECTIVES RELATED TO THE PROJECT

MAIN OBJECTIVES

The main objectives of this branch of knowledge are the following:

- To understand the scientific nature of the Social Sciences and their disciplinary and interdisciplinary versatility.
- To develop strategies to promote democratic values and equal opportunities.
- To generate social awareness of interculturality, peace and equality through education.
- Respect and tolerate different perspectives on life, valuing coexistence between cultures.
- Encourage openness to elements of other cultures for personal and cultural enrichment.
- Overcome prejudices about ethnic and cultural groups.
- To approach equal opportunities from the point of view of human rights and the problem of gender inequality.
- Critically analyse the socialisation processes that perpetuate ideas of masculinity and femininity.
- Propose alternatives to promote educational processes in favour of equal opportunities.
- Use developmental psychology to assess and deal with diversity in the early childhood education classroom.
- To know resources and channels of collaboration to address socio-educational needs.
- Identify socio-educational risk and protection factors and their relationship with the teaching-learning process.
- Use assessment instruments to identify socio-educational needs.
- Master communication skills to transmit information to families and professionals.
- Understand International Private Law and its interconnection with state, European and international regulations.
- Master regulatory techniques to solve problems of regulatory application in conflicts of laws and jurisdictions.
- Develop critical capacity to analyse regulations, practical cases, and judicial decisions in the field of Private International Law.

OBJECTIVES LINKED TO EACH SUBJECT

Within each subject the objectives addressed are as follows:

Curricular development of Social Sciences
- 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 versatility to work in school in a disciplinary or interdisciplinary way.
- To develop strategies that promote democratic values and equal opportunities.

Intercultural, peace and equality education
- To create social awareness of interculturality, peace and equality in order to address alternatives through education and professional learning of the undergraduate student.
- Respect and tolerate different ways of understanding life.
- To value the positive aspects of coexistence between cultures.
- Encourage openness to elements of other cultures in order to favour mutual personal and cultural enrichment.
- To overcome prejudices about other ethnic and cultural groups.
- To raise equal opportunities from the recognition and practice of Universal Human Rights, as well as an approach to the problem of gender inequality, from different areas and situations. To identify many injustices disguised as normality.
- Explore the causes of inequality between men and women, addressing the basic concepts necessary to analyse the problem: sexism, sex, gender, and patriarchy.
- Critically review the socialisation processes through which ideas of masculinity and femininity are perpetuated.
- Propose alternatives to promote educational processes in favour of equal opportunities between men and women, between male and female pupils and between male and female pupils.

Psychological development in early childhood and its promotion.
- To present the contents of Developmental Psychology that can help the Early Childhood Education teacher to assess the level of development of their pupils, promote their improvement and adequately attend to their diversity according to their personal and contextual characteristics.

Detection and evaluation of socio-educational risk factors
- 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.
- Know the relationship between risk and protective factors in the optimisation of the teaching-learning process.

- Identify socio-educational needs through the most common assessment instruments.
- Master communication skills for the transmission of knowledge and socio-educational needs of the student to families and/or other professionals.

<u>Nationality and Foreigners</u>

- Understand the specificities of Private International Law and the interconnection between state, European and international regulations.
- Master the techniques of regulation to solve problems of regulatory application, especially in conflicts of laws and jurisdictions.
- Develop a critical capacity to analyse current regulations, practical cases and judicial decisions, applying this analysis to the field of Private International Law.

PROJECT-RELATED COMPETENCES

CORE COMPETENCIES

The main competences of this branch of knowledge are the following:

- Develop an ethical commitment to configure oneself as a professional with a comprehensive education, fostering critical and responsible attitudes, and guaranteeing gender equality, opportunities, universal accessibility and democratic and peace values.
- Collaborate with associations and social entities to improve the environment.
- Gather and interpret relevant data on Early Childhood Education in order to make reflective judgements on social, scientific and ethical issues.
- Recognise and promote diversity and multiculturalism.
- Participate and collaborate in citizen actions inside and outside school, promoted by families, town councils and other institutions.
- Acquire knowledge about the evolution of thought, customs, beliefs and social and political movements throughout history.
- To take responsibility for one's own training and the role of the profession in society.
- Integrate knowledge and formulate judgements in complex situations, considering social and ethical responsibilities.
- To learn about the characteristics of students from different educational levels and their social contexts and motivations.
- To become aware of the importance of international law as a regulatory system for heterogeneous social relations.

COMPETENCES LINKED TO EACH SUBJECT

Within each subject the competences covered are the following:

Curricular evelopment of social sciences

- To develop an ethical commitment in their configuration as professionals, 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.

Intercultural, peace and equality education

- Collaborate with associations or entities in the social environment aimed at improving it.
- Have the ability to gather and interpret relevant data on early childhood education in order to make judgements that include a reflection on relevant social, scientific or ethical issues.
- Recognition of diversity and multiculturalism.
- Promote and collaborate in actions inside and outside school, organized by families, town councils and other institutions with an impact on citizenship education. Acquire knowledge about the evolution of thought, customs, beliefs and social and political movements throughout history.

Psychological development in early childhood and its promotion.

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

Detection and evaluation of socio-educational risk factors

- Students must be able to integrate knowledge and face the complexity of making judgements based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.
- Know the characteristics of students in secondary school, baccalaureate, vocational training and language teaching, their different social contexts and motivations.

Nationality and foreigners

- To become aware of the importance of international law as a regulatory system for heterogeneous social relations.

CURRICULAR CONTENTS RELATED TO THE PROJECT

MAIN CONTENTS

The main contents of this branch of knowledge are as follows:

Education for Democratic Citizenship

- Social and civic values in citizenship education.
- Contribution of Social Sciences to the promotion of values.
- Coexistence and education for democracy.

Human Rights, Interculturality and Equality

- Human rights and active citizenship.
- Intercultural education and respect for difference.
- Education for equality with a focus on opportunities and respect for diversity.

Globalisation and the Current Environment

- Reflection on the current world and globalisation.

The Social Role of the Teacher in Early Childhood Education:

- The educational and social role of the teacher in Early Childhood Education.

Risk and Protection Factors in Childhood and Adolescence

- Identification of risk factors (dysfunctional parenting styles, isolation, emotional problems, etc.).
- Recognition of personal, family and social protection factors.

Constitutional Framework for Foreigners

- Regulations and requirements for entering and leaving the territory.
- Visas, access to the labour market and sanctions in the context of foreigners.

CONTENTS LINKED TO EACH SUBJECT

Within each subject the contents covered are as follows:

Curricular development of Social Sciences

- 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.

Intercultural, peace and equality education

- Human rights, intercultural education and active citizenship.
- Education for equality is based on respect for difference and equal opportunities.
- The contents of the project can be grouped into the following units:
- The world we live in, globalisation.
- Education for equality is based on respect for difference and equal opportunities.

Psychological development in early childhood and its promotion.

- The social and educational role of the teacher in Early Childhood Education.

Detection and evaluation of socio-educational risk factors

- Risk factors and personal, family, and social (cultural) vulnerability in childhood and adolescence.
  - Dysfunctional parenting styles
  - Isolation and difficulties in relating to the environment.
  - Emotional (affective) problems
  - Behaviours related to externalising problems: aggressiveness.
  - o Abuse and maltreatment
  - Substance abuse
- Personal, family, and social (cultural) protective factors in childhood and adolescence.

Nacionalidad y Extranjería Nationality and Foreigners

This subject deals with fundamental issues for this project such as:

- The Constitutional framework of foreigners, the requirements and prohibitions for entry and exit of the territory, the visa, the access of the foreigner to the labour market or the possible crimes and sanctions.

Table 2 Relationships between the contents of the subjects and the contents of the project

Subject contents	Project contents (proposal)
Primary school grade	

Social and civic values for a democratic citizenship education. Social Sciences and their contribution to the formation of social and civic values. Coexistence and social values. Education for democracy.	**General module:** migration and women.
	    Lesson 1. Migratory phenomena and the role of women.
	    Lesson 5- Keys to intervention with migrant women.
	Chapter 8. Prevention and education on gender-based violence.
	    Lesson 1. Education in equality in minors: educational, social, and family contexts
	Lesson 2. Prevention of gender-based violence in migrant women
	Awareness-raising on gender-based violence among migrant women and their families.
	Chapter 4. Health, migration, and a gender perspective
	    Lesson 2. Consequences: Sons and daughters in the face of gender-based violence.

Degree in Early Childhood	

The social and educational role of the teacher in Early Childhood Education.
 	
Human rights, intercultural education, and active citizenship.
 	
Equality education is based on respect for difference and equal opportunities.
	General module: migration and women.
	1. Migratory phenomena and the role of women.
	   1.7. Inequalities in the world.
	5. Keys to intervention with migrant women.
	   5.1. Promoting human rights
	   5.2. Taking a stand on cultural difference.
	Chapter 8. Prevention and education on gender-based violence.
	   Lesson 1. Education in equality in minors: educational, social and family contexts
	   Lesson 2. Prevention of gender-based violence in migrant women
	   Awareness-raising on gender-based violence among migrant women and their families.
	Chapter 4. Health, migration and a gender perspective
	   Lesson 2. Consequences: Sons and daughters in the face of gender-based violence.

Master's Degree in Teaching	

Personal, family and socio-cultural risk and vulnerability factors in childhood and adolescence.
 	
Personal, family and social (cultural) protective factors in childhood and adolescence.
	Chapter 3. Understanding Gender-Based Violence
	   Lesson 4. Violence through Technology
	   Lesson 5. Gender-based violence in adolescent couples
	Chapter 4. Health, migration, and a gender perspective
	   Lesson 2. Consequences: Sons and daughters in the face of gender-based violence.

Degree in Law	

The constitutional framework for foreigners.
 	
Entry and exit from Spain: requirements, prohibitions, visas.
 	
The situation of immigrants in Spain.
 	
Access of foreigners to the labour market.
	Chapter 2. Regulatory framework, employment, and training
	   Lesson 1. European regulations.
	   Lesson 2. Gender division of labour Glass ceiling. Wage gap. Double working hours. Reconciliation of work, personal and family life.
	Chapter 6. Other manifestations of violence.
	   Lesson 5. Trafficking in persons for the purpose of sexual exploitation.

Offences and sanctions. Sanctioning powers.	- International and state legal framework of trafficking in persons for the purpose of sexual exploitation. - Guaranteeing the rights of victims - Protection of minors. - Protection system. - Protocols for action - Framework Protocol for the Protection of Victims of Trafficking in Human Beings.

LIST OF CONTENTS FOR ACCESS TO THE MICRO-CREDENTIAL JUSTIFYING THE OF EDUCATIONAL SCIENCES AND LEGAL SCIENCES DEGREES

General module: migration and women

    Lesson 1. Migratory phenomena and the role of women

    Lesson 5. Key issues in the intervention with migrant women

Chapter 2. Regulatory framework, employment, and training

    Lesson 1. European regulations.

    Lesson 2. Sexual division of labour Glass ceiling. Wage gap. Double working hours. Reconciliation of work, personal and family life.

Chapter 3. Understanding gender-based violence.

    Lesson 4. Violence through technology.

    Lesson 5. Gender-based violence in adolescent partnerships

Chapter 4. Health, Migration and the Gender Approach

    Lesson 2. Consequences: Sons and daughters in the face of gender-based violence

Chapter 6. Other Manifestations of Violence

    Lesson 5. Trafficking in persons for sexual exploitation.

Chapter 8. Prevention and education on gender violence

    Lesson 1. Equality education for minors: educational, social and family contexts

    Lesson 2. Prevention of gender-based violence among migrant women Raising awareness of gender-based violence among migrant women and their families

JUSTIFICATION OF RELEVANCE

In recent years, awareness of the impact of gender-based violence on the woman who suffers it has been growing, with little consideration of the repercussions on the nuclear family. But recent research suggests that it can have long-term consequences for children and affect their functioning in adult life. For this reason, the work of teachers is essential in detecting and dealing with violence, improving school coexistence, training and raising awareness of gender issues.

It is also important to prioritise issues that are specifically linked to the legal framework and the promotion of human rights.

SHEET 2. DEGREES AIMED AT HEALTH PROMOTION

- Degree in Nursing
- Degree in Occupational Therapy
- Degree in Psychology
- Master's Degree in Health Sciences.
- Masters in Nursing

CONTEXTUALISATION AND JUSTIFICATION OF THE RELEVANCE OF THE DEGREES OR MASTER'S PROGRAMMES

Contextualisation
In these degrees in the field of Health Sciences (Nursing, Occupational Therapy, Psychology, as well as in the Master´s in Health Sciences and Nursing) the aim is to prepare professionals capable of providing the most appropriate technical and professional care according to the needs of each person and their circumstances, and in this way, achieve their maximum well-being and avoid, as far as possible, an aggravation of their problems or discomfort. In their future work, these professionals will have to intervene with people belonging to vulnerable groups such as migrant women, so knowledge of the individual and collective dimension of the subject will be of great help to them in understanding the needs of the patient-user, detecting possible difficulties, preventing possible complications and carrying out the most suitable intervention in order to improve their physical, psychological and social health.

Justification of relevance

Migrant women are a group at risk of health problems and social exclusion, and the risk increases when they suffer situations of violence. Their access to health and social services is often affected by their limited knowledge of the language, lack of understanding of socio-cultural and economic differences, specific situations, and the fact of being a woman, a migrant, and a victim of violence. It is essential that future health professionals receive specific training on this issue, as it can have a huge impact on the emotional and physical well-being of women, and even on their own survival. Primary, secondary, and tertiary prevention associated with situations of violence, allows not only the identification of situations and intervention with this population to prevent violence and cope with it, but also to intervene in the consequences generated by violence, i.e. the consequences associated with health.

Furthermore, the social and health care environment for migrant women needs professionals who understand the challenge of adapting social and health care resources and the health care system to the needs of these women. Therefore, these professionals must learn to adapt their technical and professional knowledge and skills to this group and to each particular case, understanding the particular needs of migrant women. Therefore, these professionals must learn to adapt their technical and professional knowledge and skills to this group and to each particular case, understanding the particular needs of migrant women and/or victims of gender-based violence from a perspective of respect for diversity, learning to communicate and interact appropriately with them (avoiding secondary victimisation).

The integration of these professionals in multidisciplinary care teams allows an intervention approach to migrant women, throughout their life cycle, in order to protect their health. They will be able to intervene and act in the health services accessed by this population, but also in community terms, including with the general population and other actors.

On the other hand, care, attention, and the most appropriate tools must be provided to efficiently address any social or health problems that may arise, but also to facilitate or accompany these women in the process of social and labour inclusion. About this issue (social and labour inclusion), the role played by these women in the social and health care of dependent and elderly people in the receiving countries should be highlighted, in many cases becoming an essential support in the promotion of the health of other vulnerable groups.

CURRICULAR DEVELOPMENT AND DEDICATION IN HEALTH SCIENCES DEGREES

Table 3 Curriculum development and dedication at health promotion

Title	Subject: title	Semester	Hours of teaching dedication (students)	
			Presential	Autonomus work
Nursing	Nursing Management. Quality Management	6º	4,5	7,5
	Nursing in ageing and dependency care	6º	6	4
	Health and gender	6º	48	32
	Mental health and psychiatric nursing	5º	4	9,5
Occupational therapy	Psychology I	2º	6	20
	Personal and professional development II	7ª	4	9,5
Psychology	Psychosocial intervention in gender and domestic violence	6º	9	16
Master's Degree in Health Sciences	Global health and cooperation	2º	3	2
Master's Degree in Mental Health and Psychiatric Nursing	Promotion and prevention in mental health	2º	4	9,5

Master's Degree in Medical-Surgical Nursing - Specialisation in Critical Care Nursing	Nursing in emergency, exception and catastrophe situations	2º	4	9,5
Master's Degree in Community Nursing - Community Health Nursing and Public Health Nursing	Community and public health nursing I	1º	8	6
	Community and public health nursing II	2º	8	6
Higher Technical Course in Clinical Secretarial Work	Health literacy	3º	4	9,5

INCLUSION IN TEACHING GUIDES OR TRAINING PLANS

OBJECTIVES RELATED TO THE PROJECT

MAIN OBJECTIVES

The main objectives of this branch of knowledge are as follows:

- To be able to pinpoint global health problems, identify the causes and initiatives to address them.
- To be aware of the rights of individuals in health care.
- Understand the principles associated with health literacy.
- Critically and contextually analyse the concept of vulnerability and/or social and health inequality in the current socio-economic context.
- Characterise suffering and determinants including mental health.
- Acquire scientific knowledge in the socio-health field related to the person in a critical situation.
- To acquire knowledge about the culture of migrants, especially in relation to women.
- To study the different perspectives that explain the processes of violence and its manifestations in order to prevent, detect, assist and rehabilitate the victims.
- To identify structural, functional, psychological and lifestyle modifications associated with migration, women, and violence.
- Select, modify, and apply theory, practical models and intervention methods or techniques appropriately to meet the occupational and health needs of individuals and populations.
- Modify aspects of the physical and human environment to promote participation.
- Apply the person-environment-occupation relationship to occupational therapy assessment, planning, and intervention in daily practice.
- Develop appropriate assessments of health problems and plan the most appropriate care to meet the needs of patients/users.
- Develop specialised interventions for medium and high-risk patients.
- Select socio-health interventions aimed at treating or preventing health problems and adaptation to everyday life in a personalised and comprehensive way.
- Recognise the importance of improving quality of life, as well as the most suitable strategies and activities in health care in any environment of the person.
- Know the strategies and the importance of resource management in the provision of care.

OBJECTIVES LINKED TO EACH SUBJECT

Within each subject the objectives addressed are the following:

Nursing Management. Quality Management

- Critically use the tools of evaluation and audit of care in accordance with relevant quality standards.
- Recognise the importance of quality improvement activities in health care.
- Identify quality improvement strategies in any health care setting.

Nursing in ageing and dependency care.

- Identify structural, functional, psychological and lifestyle modifications associated with the ageing process (and their impact on self-care).
- Identify health situations susceptible to attention in the elderly and their relatives and/or carers.
- Select care interventions aimed at treating or preventing health problems and their adaptation to everyday life through local resources and support for the elderly person, in a personalised and comprehensive manner, in accordance with 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.

Health and gender

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

Psychology I

- Select, modify and apply theory, practical models and intervention methods or techniques appropriately to meet the occupational and health needs of individuals and populations.
- Modify aspects of the physical and human environment to promote participation.
- Apply the person-environment-occupation relationship to occupational therapy assessment, planning and intervention in daily practice.

- Develop skills to apply the factors that influence occupational performance in occupational therapy interventions for the promotion of independence and personal autonomy.

Personal and Professional Development II

- To provide the student with the means to apply knowledge to the professional practice of Occupational Therapy.
- Characterise conflict resolution strategies
- Characterise stress-inducing events and coping strategies.
- To understand the causes, indicators, and consequences of stress

Psychosocial intervention in gender and domestic violence

- Study the different perspectives that explain the processes of violence and its manifestations in order to prevent, detect, assist and rehabilitate victims.
- To speed up the response in emergency, exception, and catastrophe situations.
- Promote the capacity to make ethical decisions.
- Stimulate processes of change and innovation in the light of scientific knowledge and research.

Nursing in emergency, exception and catastrophe situations

- Acquire scientific knowledge in the field of nursing for people in critical situations.
- Develop specialised nursing interventions for medium- and high-risk patients, integrating the family into the health team.
- Caring for the person and family experiencing complex processes of critical illness and/or organ failure
- To speed up the response in emergency, exception, and catastrophe situations
- Maximise prevention, intervention and control of infection and antimicrobial resistance in the critically ill person and/or organ failure.
- To stimulate the construction and dissemination of knowledge in the area of nursing for the critically ill person.
- Promote the ability to make ethical decisions.
- Stimulate processes of change and innovation in the light of scientific knowledge and research
- To learn the strategies and importance of resource management in the provision of care
- Develop skills for the organisation and evaluation of nursing care.

Global health and cooperation

- Identify current international health challenges, as well as existing initiatives to address them.
- Be able to pinpoint global health problems, identify the causes, lines of research and make a proposal for planning interventions to tackle them.

Mental Health Promotion and Prevention

- 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 MHPNs.
- Demonstrate ability to integrate community engagement and client empowerment intervention models into specialist MHPN practice.

Community and Public Health Nursing I

- Analyse the impact of social and health determinants on human responses in groups and communities.
- Describe social and health determinants.
- Assess the determinants and health profile of groups and communities.

Community and Public Health Nursing II

- Understand the processes of empowerment of groups and communities.
- To know the priority national health programmes and the most commonly worked/implemented ones.
- To reflect on the operationalisation of these programmes at the different levels of care.
- Identify training and empowerment strategies for groups and communities.
- Identify the health priorities of a community based on sensitive indicators for nursing care.

Mental health and psychiatric nursing

- Develop skills to care for the person with mental illness: identification, diagnosis, planning, intervention and assessment, identification of health outcomes.
- Characterise mental distress and mental health determinants.
- Discuss strategies for mental health promotion and prevention.

Health literacy

- Understand the principles associated with health literacy.

PROJECT-RELATED COMPETENCES

CORE COMPETENCIES

The main competences of this branch of knowledge are as follows.
- Value diversity and multiculturalism with ethical commitment.
- Providing care with respect for dignity, privacy, and taking into account individual and cultural characteristics.

- Understand interactive behaviour based on gender, group, or community in social and multicultural contexts.
- Treat people without prejudice, respecting physical, psychological, and social aspects, ensuring privacy and confidentiality.
- Design care systems and evaluate their impact, directing, assessing, and providing comprehensive care.
- Characterise mental suffering and determinants of mental health such as migration and gender-based violence.
- Discuss strategies for the promotion and prevention of mental health considering its determinants.
- Recognise the influence of individual, religious and cultural customs on occupation and participation.
- Acquire skills and practical experience in socio-health and community contexts.
- Collect and interpret relevant data to make socially, scientifically, and ethically reflective judgements.
- Promote health, prevent disability, and participate in education and health promotion programmes.
- Appreciate and respect individual differences, cultural beliefs, and customs.
- Demonstrate self-confidence, self-knowledge, and self-criticism as an occupational therapist.
- Synthesise and apply relevant knowledge in biology, medicine, humanities, and psychology.
- Understand social responsibility and ethical commitment.
- Identify needs and demands of users, promoting health and well-being.
- Make inclusive, user-centred and sustainable psychological interventions.
- Know models and theories to interpret the needs of individuals and groups at risk.
- Participate in prevention and wellbeing programmes for users.
- Apply principles of inclusion and sustainability in individuals and social groups.
- Promote equal opportunities and universal accessibility.
- Respect fundamental rights, democratic values, and culture of peace.
- Act with empathy and respect for the code of ethics in professional activities.
- Plan inclusive and user-centred interventions to promote health and well-being.
- Develop communication and interpersonal skills.
- Discriminate social, political, and economic inequalities that affect the international distribution of health.
- Understand international cooperation strategies to achieve sustainable development objectives in health.
- Analyse the impact of social and health determinants on the human responses of groups and communities.

- Describe and evaluate determinants and health profiles of groups and communities.
- Deepen knowledge in mental health promotion, mental illness prevention and early intervention.
- Analyse mental health awareness and risk reduction programmes.
- Deepen knowledge in community-based participatory assessment and intervention with minorities.
- Apply client empowerment strategies in mental health problem solving.
- Understand the promotion of health literacy and know the rights of the population in relation to health.

COMPETENCES LINKED TO EACH SUBJECT

Within each subject, the competences covered are the following:

Nursing Management. Quality Management .

- Design care systems aimed at individuals, families or groups, evaluating their impact and establishing the appropriate modifications.
- Manage, evaluate and provide comprehensive nursing care to the individual, the family and the community.

Nursing in ageing and dependency care.

- Appreciation of diversity and multiculturalism. Ethical commitment.
- Provide care, guaranteeing the patient's and family's right to dignity, privacy, intimacy, confidentiality and decision-making capacity. Individualise care taking into account age, gender, cultural differences, ethnicity, beliefs and values.

Health and gender

- Understand the interactive behaviour of the person based on gender, group or community, within their social and multicultural context.
- Understand 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.

Psychology I

- Recognise the influence of individual, religious, cultural and participation customs on occupation and participation.
- Acquire and develop skills, abilities and practical experience in the health and social care and community context.
- Students have the ability to collect and interpret relevant data (generally within their area of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.

- Promote health and prevent disability, acquire or recover the occupational performance required at each stage of the life cycle in order to achieve independence and autonomy in the areas of occupational performance of those people who suffer situations of risk, organic deficit, activity limitation and participation and/or social marginalisation.
- Know, evaluate, analyse, develop and participate in education and health promotion programmes in the field of Occupational Therapy to prevent occupational dysfunctions in general and after medical, surgical, psychiatric and social maladjustment conditions.
- I appreciate and respect individual differences, cultural beliefs, customs and their influence on occupation and participation.
- Demonstrate self-confidence, self-knowledge, self-criticism and knowledge of their own limitations as an occupational therapist.
- Synthesis and apply relevant biological, medical, human, pedagogical and psychological knowledge.

Personal and Professional Development II

- Understanding social responsibility
- Understanding ethical commitment

Psychosocial intervention in gender and domestic violence.

- Promote and influence the health, quality of life, empowerment and well-being of individuals, groups, communities and organisations in different contexts.
- Make psychological interventions inclusive, user-centred and sustainable.
- Know the models and theories that help to interpret the needs and demands of at-risk or disadvantaged individuals and groups.
- Know the programmes, techniques and resources to prevent future problems and improve the well-being of users (individuals, groups, organisations).
- Know the basic principles of inclusion and sustainability applied to individuals and social groups.
- Promote equal opportunities and universal accessibility.
- Respect fundamental rights, democratic values and the culture of peace and coexistence.
- Present an empathetic attitude in the performance of professional activity.
- Achieve the ability to approach professional and training activity with respect for the Code of Ethics required for professional work.
- Plan interventions or develop inclusive, user-centred and sustainable programmes to promote health, quality of life and well-being. Be able to listen and transmit information, ideas, problems and solutions.
- Knowing communication techniques and social skills for the development of psychology.
- Be skilled in interpersonal relationships.
- Apply communication skills (verbal and non-verbal) and interactive skills.

Global health and cooperation

- Discriminate the social, political and economic inequalities that influence the unequal international distribution of the health of populations.
- Know the new strategies of international cooperation to achieve the sustainable development objectives linked to health.

Mental Health Promotion and Prevention

- Deepen knowledge in mental health promotion, positive mental health, prevention of mental illness and mental ill health, and early intervention
- Analyse the determinants of mental health in terms of the impact of social and environmental factors, related to age and contexts and the ethical and social implications for MHPN practice
- Discuss the impact of protective and predisposing factors of mental illness and the implications for MHPN practice
- Analyse awareness, risk reduction and intervention programmes in highly complex situations
- Deepen knowledge of community-based participatory assessment models, minority intervention
- Apply client empowerment strategies in mental health problem solving

Community and Public Health Nursing I

- Define interventions that promote gender inequality and prevent violence against women, including migrant women.

Community and Public Health Nursing II

- Define interventions that promote gender inequality and prevent violence against women, including migrant women.

Mental health and psychiatric nursing

- Characterise mental distress and the determinants of mental health, namely migration and gender-based violence.
- Discuss strategies for mental health promotion and prevention with respect to mental health determinants.

Health literacy

- Understand how health literacy can be promoted.
- Demonstrate knowledge of people's rights in relation to health.

CONTENTS RELATED TO THE PROJECT

MAIN CONTENTS

The main contents of this branch of knowledge are as follows:

- Development of care plans from a gender and vulnerability perspective, covering both the immigrant caregiver and the elderly person.
- Gender-sensitive problem solving and detection of violence against vulnerable women.
- Exploration of the concepts of sex, gender, and gender identity, including gender roles and stereotypes.
- Identifying and addressing gender bias in health care, as well as gender-based violence in the health system.
- Development of service quality improvement plans with an ethical approach.
- Analysis of general concepts and determinants of mental health, with emphasis on mental health promotion and prevention.
- Examining gender violence in different stages of life and strategies for conflict resolution, stress management and coping.
- Professional integration with ethical commitment.
- Distinction between gender-based violence and domestic violence, and psychosocial intervention approaches to domestic violence.
- Assessment of social determinants of health in the international dimension and exploration of new trends in development cooperation.
- Global health research, addressing issues of migration, health policy, globalisation and transnational risks.
- Analysis of migratory movements, including climate refugees and economic and political tensions.
- Application of socio-cultural mediation, social intervention, and strategies to prevent violence and health problems in migrant women.
- Consideration of social, environmental and health determinants and factors, with measures to prevent mental disorders, especially in vulnerable groups.
- Development of awareness-raising and risk reduction programmes and community-based participatory assessment models.
- Exploration of technical guidelines, legislation and policies for vulnerable individuals, groups, and communities, focusing on ethnic minorities.
- Educational and training strategies and methodologies in the education of individuals, groups, and communities.

CONTENTS LINKED TO EACH SUBJECT

Within each subject, the contents covered are as follows:

Nursing Management. Quality Management

- Elaboration of Service Quality Improvement Plans.

Nursing in ageing and dependency care.

- Making proposals for care plans from the perspective of gender and vulnerability of both the immigrant carer and the elderly.
- Current related subject: the mistreated elderly person.

Health and gender

- Sex, gender and gender identity
- Gender roles and stereotypes
- Gender bias in health care
- Gender-based violence in the health system

Psychology I

- This subject incorporates the gender perspective transversally throughout the syllabus.
- Students also prepare work on gender-based violence in the different stages of life: vicarious violence, violence in young, adult and older couples.
- With this way of working, the aim is for students to 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.

Personal and Professional Development II

- Conflict and Emotional Intelligence.
- Conflict resolution strategies.
- Emotional Intelligence
- Stress and coping
- Occupational stress
- Causes, indicators and consequences of stress in individuals and organisations.
- Coping: definition and characterisation of coping strategies
- Professional integration
- Ethical commitment

Psychosocial intervention in gender and domestic violence

- Characteristics and differences between gender-based violence and domestic violence.
- Gender-based violence as a social phenomenon.
    - Intimate partner violence against women and sexual harassment.
    - Explanatory models of gender violence.
    - Partner violence against women.

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

Nursing in emergency, exception and catastrophe situations

- Intervention and strategies for intervening with migrant women to prevent violence and health problems
- Social Work, Education and Mediation
- Socio-cultural mediation and social intervention
- Mediation in the recreation of the social relationship/Resocialisation
- Contexts and practices of socio-educational mediation
- Different types of socio-cultural mediation
- Social mediation and intercultural mediation

Global health and cooperation

- Social determinants for health in its international dimension.
- New trends in development cooperation.
- Lines of research in Global Health

Mental Health Promotion and Prevention

- Social and environmental factors: components of global mental health policy, mentally healthy communities; cross-culturality; factors related to the physical environment; leisure activities.
- Measures to prevent mental disorders and protect mental health, particularly in vulnerable groups.
- Awareness raising and risk reduction programmes (stress, violence, suicide, alcohol, drugs and other addictions)
- Community-based participatory assessment models
- Technical guidelines, legislation and policies for vulnerable individuals, groups and communities, with emphasis on ethnic minorities
- Strategies for the empowerment of the individual, family, group or community at risk of or with mental health problems
- Educational and training strategies and methodologies in the education of the individual, groups and communities.

Community and Public Health Nursing I

- Social and health determinants:
  - Fixed or biological
  - Social and economic
  - Environmental
  - Lifestyles
  - Access to services

- Assessment of determinants and health profile of groups, communities as a contribution to the implementation of the local health plan.
- Migration, countries of origin, transit and arrival: where politics and health intersect.
  - Globalisation and transnational risks
  - Migratory movements: Climate refugees, economic and political tensions

Community and Public Health Nursing II

- Community health and group intervention: empowering groups and communities
  - The community in the nursing care unit perspective
  - Community empowerment
  - Communication and social marketing in community health

Mental health and psychiatric nursing

- General concepts and determinants of mental health
- Mental health promotion and prevention

Health literacy

- Strategies and Techniques for Promoting Health Literacy
- Sources of health literacy

Table 4 Relationships between the contents of the subjects and the contents of the project

Subject contents	Project contents (proposal)
Degree in Nursing	
Care plans from the perspective of gender and vulnerability of both the immigrant caregiver and the elderly person. Problem solving from a gender perspective and detecting violence against vulnerable women. Sex, gender and gender identity. Gender roles and stereotypes. Gender biases in health care.	**General module**: Migration and women Lesson 1. The migration phenomenon Lesson 5. Keys in the intervention with migrant women **Chapter 3**. Understanding Gender-Based Violence Lesson 1. Introduction Lesson 2. Approaching the Concept of Violence Against Women or Gender-based Violence Lesson 3. Types of Violence Lesson 4. Technological Violence **Chapter 4.** Health, migration and the gender perspective Lesson 1. Introduction: Migratory grief, stress, shock and difficulties of adaptation

Gender-based violence in the health system. Development of service quality improvement plans. General concepts and determinants of mental health, promotion and prevention in mental health.	Lesson 2. Consequences **Chapter 7**. Basic strategies for intervention with victims of gender violence Lesson 1. Intervention with the victim Lesson 2. Interview with the victim Lesson 5. Professional qualities of those who care for women victims of gender violence. **Chapter 8.** Prevention and education in gender violence. Lesson 3. Sensitization and training of health professionals in the field of gender-based violence.
Degree in Occupational Therapy	
Gender violence in the different stages of life. Conflict resolution strategies, Stress and coping, Causes, indicators and consequences of stress in individuals and organizations. Professional integration: Ethical commitment	**General module**: Migration and women Lesson 3. General Concepts of Women's Migration. Lesson 4. Inclusion, social adaptation and access to resources. Lesson 5. Keys in the intervention with migrant women **Chapter 3**. Understanding Gender-Based Violence Lesson 1. Introduction Lesson 2. Approaching the Concept of Violence Against Women or Gender-based Violence Lesson 3. Types of Violence Lesson 4. Technological Violence Lesson 5. Gender violence in adolescent couples. **Chapter 4.** Health, migration and the gender perspective Lesson 1. Introduction: Migratory grief, stress, shock and difficulties of adaptation Lesson 2. Consequences **Chapter 7**. Basic strategies for intervention with victims of gender violence Lesson 1. Intervention with the victim

	Lesson 2. Interview with the victim
	Lesson 5. Professional qualities of those who care for women victims of gender violence.
	Chapter 8. Prevention and education in gender violence.
	Lesson 3. Sensitization and training of health professionals in the field of gender-based violence.
Degree in Psychology	
Characteristics and differences between gender violence and domestic violence. Psychosocial intervention on domestic violence.	**General module**: Migration and women Lesson 3. General Concepts of Women's Migration. Lesson 5. Keys in the intervention with migrant women **Chapter 3**. Understanding Gender-Based Violence Lesson 1. Introduction Lesson 2. Approaching the Concept of Violence Against Women or Gender-based Violence Lesson 3. Types of Violence Lesson 4. Technological Violence **Chapter 4.** Health, migration and the gender perspective Lesson 1. Introduction: Migratory grief, stress, shock and difficulties of adaptation Lesson 2. Consequences **Chapter 5.** Theories on gender violence. Lesson 1. Introduction Lesson 2. From the first unicausal theories to psychological theories. **Chapter 7**. Basic strategies for intervention with victims of gender violence Lesson 1. Intervention with the victim Lesson 2. Interview with the victim Lesson 4. Intervention with the victimizer. Lesson 5. Professional qualities of those who care for women victims of gender violence.

	Chapter 8. Prevention and education in gender violence.
	Lesson 2. Prevention of gender violence in migrant women.
	Lesson 3. Sensitization and training of health professionals in the field of gender-based violence.

Master in Health Sciences	
Social determinants of health in its international dimension. New trends in development cooperation. Lines of research in Global Health	**General module**: Migration and women Lesson 3. General Concepts of Women's Migration. Lesson 5. Keys in the intervention with migrant women **Chapter 4.** Health, migration and the gender perspective Lesson 1. Introduction: Migratory grief, stress, shock and difficulties of adaptation Lesson 2. Consequences **Chapter 8.** Prevention and education in gender violence. Lesson 2. Prevention of gender violence in migrant women. Lesson 3. Sensitization and training of health professionals in the field of gender-based violence.

Master's Degree in Nursing	
(Master's Degree in Mental Health and Psychiatric Nursing; Master's Degree in Medical-Surgical Nursing - Specialization in Critical Care Nursing; Master's Degree in Community Nursing - Community Health Nursing and Public Health Nursing). Higher technical course in clinical secretarial work	
Migration, countries of origin, transit and arrival: where politics and health intersect Globalization and transnational risks	**General module**: Migration and women Lesson 1. Migration and the role of women Lesson 3. General Concepts of Women's Migration. Lesson 4. Inclusion, social adaptation and access to resources.

Migratory movements: climate refugees, economic and political tensions

Socio-cultural mediation, social intervention and resocialization contexts and practices of socio-educational mediation

Intervention and strategies for intervening with migrant women to prevent violence and health problems.

Social, environmental and health determinants/factors.

Measures to prevent mental disorders and protect mental health, particularly in vulnerable groups.

Awareness and risk reduction programs (stress, violence, suicide, alcohol, drugs and other addictions).

Community-based participatory assessment models

Technical guidelines, legislation and policies for vulnerable individuals, groups, and communities, with emphasis on ethnic minorities.

Educational and training strategies and methodologies in the education of individuals, groups, and communities.

Lesson 5. Keys in the intervention with migrant women

Chapter 3. Understanding Gender-Based Violence

Lesson 1. Introduction

Lesson 2. Approaching the Concept of Violence Against Women or Gender-based Violence

Lesson 3. Types of Violence

Lesson 4. Technological Violence

Chapter 4. Health, migration and the gender perspective

Lesson 1. Introduction: Migratory grief, stress, shock and difficulties of adaptation

Lesson 2. Consequences

Chapter 5. Theories on gender violence.

Lesson 1. Introduction

Lesson 2. From the first unicausal theories to psychological theories.

Chapter 7. Basic strategies for intervention with victims of gender violence

Lesson 1. Intervention with the victim

Lesson 2. Interview with the victim

Lesson 5. Professional qualities of those who care for women victims of gender violence.

Chapter 8. Prevention and education in gender violence.

Lesson 2. Prevention of gender violence in migrant women.

Lesson 3. Sensitization and training of health professionals in the field of gender-based violence.

LIST OF CONTENTS TO ACCESS THE MICRO-CREDENTIAL JUSTIFYING THE HEALTH PROMOTION DEGREES

General module: Migration and women

Lesson 1. Migration and the role of women

Lesson 3. General Concepts of Women's Migration.

Lesson 4. Inclusion, social adaptation, and access to resources.

Lesson 5. Keys in the intervention with migrant women

Chapter 3. Understanding Gender-Based Violence

Lesson 1. Introduction

Lesson 2. Approaching the Concept of Violence Against Women or Gender-based Violence

Lesson 3. Types of Violence

Lesson 4. Technological Violence

Lesson 5. Gender violence in adolescent couples.

Chapter 4. Health, migration and the gender perspective

Lesson 1. Introduction: Migratory grief, stress, shock and difficulties of adaptation

Lesson 2. Consequences

Chapter 5. Theories on gender violence.

Lesson 1. Introduction

Lesson 2. From the first unicausal theories to psychological theories.

Chapter 7. Basic strategies for intervention with victims of gender violence

Lesson 1. Intervention with the victim

Lesson 2. Interview with the victim

Lesson 4. Intervention with the victimizer.

Lesson 5. Professional qualities of those who care for women victims of gender violence.

Chapter 8. Prevention and education in gender violence.

> Lesson 2. Prevention of gender violence in migrant women.

> Lesson 3. Sensitization and training of health professionals in the field of gender-based violence.

JUSTIFICATION OF RELEVANCE

In relation to the project, two points are proposed in these subjects, which are not exclusive. On the one hand, to include in the contents the condition of migrant women and/or victims of gender violence, in those subjects in which the gender perspective is already addressed, given the special situation of vulnerability of these women. And on the other hand, provide content for students to identify health problems or potential problems or quality of care for these women to enable them to design care plans and interventions to achieve good results (For example: identify the risk of abuse and prevention and action actions in migrant women or victims of gender violence, seek or propose programs to improve accessibility to the health system and health care for these women, ...). In addition, these contents can be used in the analysis of the challenges to ensure the Sustainable Development Goals and within these, those related to health.

SHEET 3. DEGREES RELATED TO SOCIAL SCIENCES AND COMUNICATION

- Degree in Social Education

- Degree in Pedagogy

- Degree in Audiovisual Communication

- Degree in Social Work

- Master's Degree in Intercultural Mediation and Social Intervention

- Master's Degree in Education and Inclusive Society

CONTEXTUALISATION AND JUSTIFICATION OF THE RELEVANCE OF THE DEGREES OR MASTER'S PROGRAMMES

Contextualization
The degrees of Social Education, Social Work, Pedagogy and Audiovisual Communication prepare professionals who will intervene in the socio-educational and community field. They act at the level of social realities and problems, developing a preventive, therapeutic or awareness function, having as privileged universe the individual/group at risk. They respond to emerging needs and demands. Their action is globalizing, but also personalized. Their work is oriented to the personal and group accompaniment of vulnerable groups and with temporary needs of social, personal and cultural development, as well as to the diffusion and sensitization from the inclusion and non-discrimination. They are competent in the design, management, development and evaluation of plans, projects, programs and training and educational actions adapted and contextualized, their analysis, monitoring and evaluation. They also create audiovisual products aimed at eliminating sexism and discrimination. They present a critical attitude and promote the development of socio-educational practices based on multidisciplinary, always supported by civic values and Human Rights.
The Master's in Education and Inclusive Society and in Intercultural Mediation and Social Intervention and the Advanced Technical Course in Social and Community Intervention provide knowledge and skills at a theoretical, practical and methodological level in key areas to improve understanding of the multicultural nature of contemporary society and social work among diverse cultures and social groups. In addition, they deepen the scientific and technical basis for the development of inclusive education programs, from the rigor in the social sciences and a comprehensive approach to the users of the intervention from a transdisciplinary perspective. All this to train professionals capable of intervening in various social areas, contributing to community development and qualified to act and work with diversified audiences in the most varied contexts.

Justification of relevance

Changes in society require a comprehensive vision of cultural diversity for the harmonization of societies. These professionals work with vulnerable groups and, in the current social framework, great needs for educational and social support converge in migrant women as they are one of the most vulnerable groups in society. The focus is on the need for a comprehensive approach to the cultural reality of the users and an optimization of the possibilities and resources to improve their quality of life, as well as raising awareness of the situation through the media.

Professionals with these degrees must be able to detect and diagnose needs in any human group and in the different contexts in which it operates, as well as to eliminate sexism and discrimination in the media. On this basis, they must be able to design plans, projects, programs, and training actions adapted to specific agents and circumstances. At the same time, they must be able to manage, implement, monitor and evaluate them. For all these reasons, it is considered essential to train in the subject of migrant women as a vulnerable group that these professionals will attend to in their various professional facets. Competencies and skills must be developed to understand the needs of the vulnerable group, highlighting communication skills, understanding of the other's point of view and the dynamization of pro-social actions. In this context, it is relevant to promote professional qualities for the analysis of needs with cultural contrast and awareness of a future professional who will provide services to migrant women.

CURRICULUM DEVELOPMENT AND DEDICATION IN SOCIAL SCIENCES AND COMMUNICATION DEGREES

Table 5 Curriculum development and dedication in social sciences and communication

Title	Subject: title	Semester	Hours of teaching dedication (students)	
			Presential	Autonomus work
Social Education	Equality and Gender Perspective	4º	9	16
Pedagogy	Multiculturalism, Interculturalism and Social Inclusion	2º	4,5	8
Audiovisual Communication	Social Psychology	4º	-	-
	Myth Creation in a Mass Society	6º	2	0
	Gender and communication (pending)	3º	-	-
Master's Degree in Inclusive Education and Society	Diversity and homogeneity of social groups and groups with disabilities.	1º	6	11
Degree in Social Education	Education and Social Intervention in the Family Context	3º	4	9,5
	Human Rights and Education	1º	4,5	9,5
	Social Education Observatory	4º	8	19

Master in Intercultural Mediation and Social Intervention Master in Intercultural Mediation and Social Intervention	Migration, Globalization and Social Cohesion	1º	8	19
TeSP in Social and Community Intervention Higher Technical Course in Social and Community Intervention	Social and Cultural Mediation	3º	4	9,5
Degree in Social Work	Social Intervention and Dynamics with Groups at Risk	4º	4	9,5
	Interdisciplinary Seminar	4º	8	19

INCLUSION IN DIDACTIC GUIDES OR IN TRAINING PLANS

OBJECTIVES RELATED TO THE PROJECT

MAIN OBJECTIVES

The main objectives of this branch of knowledge are the following.

- Analyze the processes of gender construction and promote the gender perspective to prevent gender violence.
- Facilitate the development of equality programs and adapt teaching methodology to understand multiculturalism and social inclusion.
- Design training plans in various fields and study the pedagogical needs of groups with specific needs or at risk.
- Analyze the impact of audiovisual communication from the perspective of Social Psychology, including verbal and non-verbal aspects, as well as the concept of myth.
- Identify common variables in disabled and social groups, develop common work proposals, evaluate limitations in interventions, and solve practical cases of social inclusion.
- Know the family dynamics in contemporary society, promote intervention skills in crisis situations and work in multidisciplinary teams.
- Demonstrate knowledge in the field of Human Rights and reflect on their importance in education and citizenship.
- Master strategies and techniques to analyze socio-educational contexts, identify social support networks and explore new emerging fields in social education.
- To analyze contemporary migrations and their relationship with transnational citizenship.
- To develop sociocultural mediation skills in a multicultural context.
- To recognize the importance of group dynamization, to train technical resources for team building and to understand the concepts of risk, danger, and social intervention.
- To identify risk and protection factors, as well as to intervene in different areas with risk groups and to reflect on the role of the social worker in different contexts of social intervention.

OBJECTIVES LINKED TO EACH SUBJECT

Within each subject the objectives addressed are the following:

Equality and gender perspective

- To analyze the processes in the construction of gender.
- Promote the need to apply the gender perspective.
- Facilitate the development of equality programs. Prevent gender violence.
- Adapt the teaching methodology ensuring its continuity and online follow-up, without prejudice to the quality of the contents and supervision of the students.

Multiculturalism, interculturalism and social inclusion

- Understand the phenomenon of multiculturalism, interculturalism and social inclusion, and its repercussions in the political, economic, social and educational spheres.
- Design training plans in formal, non-formal and informal settings.
- Study the pedagogical needs of groups with specific needs or at risk.
- Apply the knowledge acquired to situations of multiculturalism and social inclusion.
- Analyse the different ways in which the educational treatment of cultural diversity can modify thinking and attitudes towards others.

Social psychology

- This course deals with the main theoretical and practical aspects that link psychology and 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 element.
- 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.
- Communicative processes will be analysed from the perspective of the sender and the receiver. The aim is to understand how audiovisual creation is perceived with the eyes and ears but understood and experienced with the mind and body.

Myth-making in a mass society

- To familiarise students with the concept of myth, its historical evolution and its various interpretations in mass society.
- Adequate and up-to-date conceptual language in the field of communication.
- In-depth knowledge of the scientific and humanistic contributions to the study of contemporary communication phenomena.
- Myth: concept, evolution and interpretations

- Interpret and reason the presence of myth in the media: comics, cinema, television and advertising.
- Value the role played by the hero/heroine in myth and analyse their (re)interpretation in contemporary media and in different cultural products.

<u>Diversity and homogeneity of social groups and groups with disabilities</u>
- Diversity and homogeneity of social groups and groups with disabilities.
- Identify the intervening variables common to the different groups: with disabilities and social groups.
- To develop work proposals common to different groups.
- Evaluate the limitations in the interventions carried out in contexts with different groups.
- Critically analyse different proposals made in general.
- Solve practical cases of social inclusion, based on real experiences in the European Union.

<u>Education and social intervention in the family context</u>
- To understand the concept of family, its transformations and the development of new family structures in contemporary society.
- To identify family dynamics at risk.
- Promote intervention and behaviour management skills, of an educational, preventive and intervening nature as a response to crisis situations.
- Develop technical and professional skills to intervene with families.
- Know the programmes and services for socio-educational intervention in the family context.
- Work in multidisciplinary teams.

<u>Human rights and education</u>
- Demonstrate knowledge in the field of human rights and 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.
- Demonstrate skills in research, selection, interpretation and use of information in the production of proposals for reasoned intervention in the field of human rights and educational situations related to them.

<u>Social education observatory</u>

- <u>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.</u>

- Identify social support networks.

- To carry out analyses of institutional dynamics.
- Identify new emerging fields in the field of social education.

Migration, globalisation and social cohesion

- The course analyses contemporary migration and its relationship to modes of integration and citizenship practices. The focus will be on migrants' experiences, their interaction with the host society and the ways in which they manage the relationship between state sovereignty, immigration, and forms of immigrant integration. The approach to contemporary migration processes and forms of belonging is carried out through the analysis of the processes that lead to the development of transnational citizenship, which under the impact of globalisation emerge as one of the distinctive features of international migrations and the interaction of migrants with the contexts of origin and destination.

Social mediation

- Sociocultural mediation is part of the second semester of the second year of the Higher Technical Course for Professionals (CTeSP) in 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 educational, transformative, but based on a logic of social relationship, dialogical and, therefore, nourished by the paradigms of intercultural mediation.

Social intervention and dynamics with at-risk groups

- Recognise the importance of group dynamisation using different techniques.
- To train technical resources and interventions for the formation and development of teams.
- Understand the concepts of risk, danger and social intervention.
- Identify the risk and protective factors underlying a particular social situation.
- Outline strategies and methodologies for intervention in different areas of intervention with at-risk groups.

Interdisciplinary seminar

- Develop a reflective professional attitude.
- 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 they are children, young people, the elderly, drug addicts, the disabled, the sick, ethnic minorities and other excluded people.
- Reflect on the role of the social worker in various contexts of social intervention.

PROJECT-RELATED COMPETENCES

MAIN COMPETENCIES

The main competences of this branch of knowledge are as follows:

- Know the contributions of psychology, pedagogy and sociology applied to social education.
- Understand biological, psychological, social, and cultural factors that affect intervention areas and groups.
- Apply the theoretical foundations of social education in intervention areas and groups.
- Design and manage socio-educational programmes.
- Organisational, planning, and critical thinking skills.
- Ethical commitment and motivation for quality.
- Knowledge of theoretical, historical, cultural, political, and legal references in education.
- Design training plans for professionals and adapt them to new situations.
- Coordinate educational interventions in situations of risk and inequality.
- Carry out prospective and evaluative studies in pedagogy.
- Skills in interpersonal relations and recognition of diversity
- Adaptation to new situations and knowledge of other cultures.
- Willingness to cooperate and work in a team.
- Independent thinking and work.
- Awareness of solidarity and respect for human rights.
- Capacity for planning and coordination.
- Critical analysis of audiovisual structures and content.
- Critical perception of the audiovisual panorama.
- Multidisciplinary problem solving in social and educational inclusion.
- Instrumental management of sources and research methods.
- Ethical and critical reflection on research in inclusive education.
- Resolution of practical cases in inclusive education.
- Understanding debates and developments in the study of migration.
- Identify issues in the integration of immigrants and areas of social intervention.
- Understand socio-cultural phenomena and cultural diversity.
- Use sociocultural mediation as a strategy for social transformation.
- Develop skills in social work with groups at risk.
- Use group dynamics techniques to facilitate learning and personal development.
- Exercise the profession of Social Worker in a systematic and organised manner.

COMPETENCES LINKED TO EACH SUBJECT

Within each subject, the competences covered are as follows:

<u>Equality and gender perspective</u>

- To know the contributions of psychology, pedagogy and sociology applied to social education.
- Know the biological, psychological, environmental, social, and cultural factors that affect the areas and groups of intervention in social education.
- Know how to apply the theoretical foundations of social education to the different areas and groups of intervention.
- Be able to design, manage and apply socio-educational programmes.
- Organisation and planning
- Critical thinking
- Ethical commitment
- Motivation for quality

<u>Multiculturalism, interculturalism and social inclusion</u>

- Understand the theoretical, historical, cultural, comparative, political, environmental, and legal references that constitute the human being as the protagonist of education.
- Design training plans for teachers, trainers, and other professionals, adapted to new situations, needs and contexts.
- Develop and coordinate educational interventions with people or groups with specific needs in situations of risk, inequality or discrimination based on gender, class, ethnicity, age and/or religion.
- Carry out prospective and evaluative studies on characteristics, needs and pedagogical requirements.
- Skills in interpersonal relations.
- Recognition of diversity and multiculturalism.
- Critical reasoning.
- Ethical commitment.
- Adaptation to new situations.
- Knowledge of other cultures and customs.

<u>Social psychology</u>

- Willingness to be flexible and adaptable.
- Willingness to help and cooperate, to play fair, and team spirit. Ability to work in a team, share one's own ideas and create a supportive environment.

<u>Myth making in a mass society</u>

- Independent thinking and work.
- Solidarity awareness. Respect for all human beings and human rights, in accordance with the requirements of RD1393/2007.
- Participation.
- Capacity for planning, coordination, organisation and climate management.

- Analyse the structures, contents, and styles of audiovisual stories according to their context.
- Critically perceive the audiovisual panorama offered by the media, considering the messages in their context.

Diversity and homogeneity of social groups and groups with disabilities

- Students are able to integrate knowledge and use multidisciplinary problem solving in relation to social and educational inclusion environments. Instrumental management of research sources and methods for the detection, verification, and proposal of solutions to social and/or educational inclusion problems.
- Ability to work both in a team -disciplinary and interdisciplinary- and autonomously.
- 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.
- Students must resolve practical assumptions by making critical judgements and formulating proposals in inclusive education and social inclusion.
- Critical thinking
- Ethical commitment
- Motivation for quality

Education and social intervention in the family context

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

Human rights and education

- The competences to be acquired by students, related to the project in this curricular unit, are related to Human Rights, with special emphasis on their place in education for citizenship. In addition, education as a fundamental right for the integral development of people and as an indispensable right for the consolidation of other human rights, promoting in the student the ability to critically analyse situations and to plan and implement socio-educational actions in these fields.

Social education observatory

- It is important to know the emerging fields in the field of social education and to observe and make contact with different social networks and professional cultures. To lead the student to identify social support networks 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 to master strategies and techniques for analysing socio-educational contexts.

Migration, globalisation and social cohesion

- Understand the main debates surrounding the study of migration.
- To identify the evolutions registered in the Portuguese migratory landscape.

- To know the main issues in the study of immigrant integration.
- Analyse the areas of social intervention with immigrant populations.

Social mediation

- Understands socio-cultural phenomena and the problems of coexistence between different people.
- Acquires knowledge about cultural diversity, potentialities, and difficulties in its management in public spaces.
- Understands the existence of different multicultural contexts in global society and learns theoretical and practical tools to build contexts of peace, understanding and hospitality.
- Recognises, knows, and uses socio-cultural mediation as a strategy for prevention, social transformation and management of tensions and conflicts.
- Understands socio-cultural mediation as an instrument of social intervention that improves life in a favourable way.
- Understands socio-cultural mediation as an instrument of social intervention that favourably improves life in common and interpersonal relationships of those involved in the use of different techniques and approaches of intercultural communication.
- Uses the culture of mediation as an instrument of communication and of social and personal change.
- Uses socio-cultural mediation as a strategy for recomposing social links.

Social intervention and dynamics with at-risk groups

- The 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 techniques of group dynamics, whose main objective is to facilitate and promote learning, personal development, team management, facilitating and perfecting group action.

Interdisciplinary seminar

- The student must be able to carry out the profession of Social Worker in all its aspects.
- The 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.

CONTENTS RELATED TO THE PROJECT

The main contents of this branch of knowledge are as follows:

Gender and Equality:

- Gender construction and basic concepts.
- Principles for equality promotion programs.
- Prevention of gender violence.

Multiculturality, Communication and Myths:

- Definition of concepts about multiculturalism and interculturality.
- Social processes and migratory movements.
- Social attitudes and stereotypes in communication.
- Founding myths in various cultures.

Family and Social Education:

- The family as a system and professional roles.
- Programs, services, and resources for family intervention.
- Human rights, historical milestones, and generations.

Social Problems and Networks:

- Identification of social problems.
- Dynamics of social networks and observation of institutions.
- Diversification of migratory flows and challenges of diversity

Migration, Integration and Mediation:

- Conceptualization and trends in migration.
- Integration, ethnic diversity, and mediation.
- Functions and powers of the mediator,

Social Intervention and risk groups:

- Concept of risk and protection.
- Professional practice with risk groups.
- Animation techniques and group dynamics.

Professional Analysis and Organizations:

- Analysis of the social work profession.
- Analysis of social intervention organizations.
- Social intervention in diversified contexts

CONTENT LINKED TO EACH SUBJECT

Within each subject the contents covered are the following:

<u>DEGREE IN SOCIAL EDUCATION</u>

- Gender construction.
- Basic concepts: gender, gender identity, gender stereotypes, gender roles, sexism and asymmetries.
- Principles for the development of programs to promote equality.
- Integration or integration of the gender equality perspective in all areas, action measures and areas of action.
- Prevention of gender violence.

<u>DEGREE IN PEDAGOGY</u>

- Definition of concepts linked to multiculturalism, interculturality and social inclusion:
- Definition of fundamental concepts and practical implications:
    - Culture; Inter/multiculturality
    - Difference; inequality
    - Marginality; exclusion
    - Minorities and majority
    - Citizenship; nationality
    - Racism
    - Assimilation; integration
- Current social processes that contribute to the visibility of differences and inequality:
- Transnational migratory movements
- New global division of labor
- Intercultural education: curricular policies and strategies regarding cultural diversity.
- Strategies to cultivate intercultural attitudes.
- Educate for democracy and coexistence.
- Trainers in intercultural education. Planning for change.

<u>Social psychology</u>

- Social attitudes and stereotypes in communication.
- Social attitudes and stereotypes in the media.
- Persuasive communication. Psychosocial aspects.
- The effectiveness of appealing to fear.
- Psychosocial effects of Communication.
- Definition of media effect.

<u>Creation of myths in a mass society</u>

- Founding myths in different cultures.
- Nature of myths.

- The myth, the legend and the popular tale.
- Heroes and heroines.
- The hero's journey.
- Heroes and superheroes in mass culture.
- Popular heroes: fame and notoriety.

<u>MASTER IN EDUCATION AND INCLUSIVE SOCIETY</u>

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

<u>Education and social intervention in the family context</u>

- The family as a system: concept, functions and types of families.
- The role of professionals in intervention with families.
- Programs, services and resources for education and family intervention.
- Evaluation and intervention with families.
- Evaluation and diagnosis tools.
- The family intervention plan.
- Families at risk: protective factors and risk factors.
- Community support structures.

<u>Human rights and education</u>

- Human rights in the global and local sociopolitical 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 speeches to human rights education practices.

<u>Social education observatory</u>

- The contents of the curriculum related to the project are:
- New emerging areas in the field of social education.
- Identification of social problems.
- Detect "new" social problems and "new professional fields.
- Exchange of information with other professional groups.
- Observation, contact and social networks.
- Exploring the dynamics of social networks.
- Observation of institutions/organizations in the field of social education.
- Contact with professional cultures of the specialty area.

Migration, globalization and social cohesion

- Conceptualization and current trends in the understanding of migration.
- Definitions and sources of information on international migration.
- Migrations as a topic of interdisciplinary research.
- Theoretical perspectives on international migrations.
- Globalization and international migrations: migratory flows today.
- Current immigration systems.
- Forced migrations: displaced people and refugees.
- 2.3 Migration and development.
- The diversification of current migratory flows.
- Challenges of diversity: assimilation, multiculturalism and interculturality.
- Immigrant integration processes.
- The Portuguese integration model.
- The integration of the second generation.
- Social intervention with immigrants.
- Ethnic diversity as a variable in social intervention.
- Different political areas.

Social mediation

- Mediation concept.
- Introduction to the concept of Mediation.
- Preventive mediation and decisive mediation.
- Brief history of Mediation.
- Historical approach to mediation.
- Conceptions and models of mediation.
- The particularity of 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 the social relationship/Resocialization.
- Contexts and practices of socio-educational mediation.
- The different types of Sociocultural Mediation.
- Social mediation and intercultural mediation.

Social intervention and dynamics with risk groups

- Social intervention and dynamics with risk groups
- The contents of the curriculum related to the project are:
- Social intervention with risk groups
- The concept of risk and danger
- Risk and protective factors
- Professional practice of social workers with risk groups

- Groups and stages of development
- Animation techniques and group dynamics
- Types of dynamics
- Stages of dynamics

<u>Interdisciplinary seminar</u>

- Contributions to an analysis of the social work profession.
- Contributions for an analysis of social intervention organizations.
- Contributions for an analysis of social intervention in diversified contexts, such as: Childhood; families at risk; Socially disadvantaged groups; Disease; Disability.

Table 6 Relationships between the contents of the subjects and the contents of the project

Subject contents	Project contents (proposal)
SOCIAL EDUCATION	
Construction of gender. Basic concepts: gender, gender identity, gender stereotypes, gender roles, sexism, and asymmetries. Principles for the development of programs to promote equality. Integration or integration of the gender equality perspective in all areas, action measures and areas of action. Prevention of gender violence.	**General module**: Migration and women Lesson 1. Migration and the role of women Lesson 2. *Structural* factors system, capitalism and patriarchy. Lesson 3. General Concepts of Women's Migration. Lesson 4. Inclusion, social adaptation, and access to resources. Lesson 5. Keys in the intervention with migrant women **Chapter 1**. Inequality as a cause of gender violence Lesson 1. Introduction. Lesson 2. Basic concepts Lesson 3. Formal equality/real equality. Discrimination based on sex. **Chapter 3**. Understanding gender violence Lesson 1. Introduction Lesson 2. Approach to the concept of violence against women or gender violence Lesson 3. Types of violence

	Lesson 4. Violence through technologies
	Lesson 5. Gender violence in adolescent couples
	Chapter 5. Theories about gender violence
	Lesson 1. Basic concepts
	Lesson 2. From the first unicausal theories to psychological theories
	Chapter 7. Basic intervention strategies with victims of gender violence
	Lesson 5. Professional qualities of those who care for women victims of gender violence.
	Chapter 8. Prevention and education in gender violence
	Lesson 1. Education in equality in minors: educational, social, and family contexts
	Lesson 2. Prevention of gender violence in migrant women

PEDAGOGY

Block I: Definition of concepts linked to multiculturalism, interculturality and social inclusion:	**General module**: Migration and women
	Lesson 1. Migration and the role of women
I.1 Definition of fundamental concepts and practical implications:	Lesson 2. Structural factors system, capitalism and patriarchy
	Lesson 3. General Concepts of Women's Migration.
Culture; Inter/multiculturality.	Lesson 4. Inclusion, social adaptation, and access to resources.
Difference; inequality	Lesson 5. Keys in the intervention with migrant women
Marginality; exclusion	
Minorities and majority	**Chapter 2.** Regulatory framework, employment, and training
Citizenship; nationality	Lesson 3. Migration, women, and training
Racism	**Chapter 4**. Health, migration, and gender approach
Assimilation; integration	Lesson 1. Introduction

I. 3 Current social processes that contribute to the visibility of differences and inequality: Transnational migratory movements New global division of labor **Block II.** Intercultural education: curricular policies and strategies regarding cultural diversity. II.2. Strategies to cultivate intercultural attitudes. III.3. Educate for democracy and coexistence. IV.4. Trainers in intercultural education. Planning for change	Lesson 2. Consequences **Chapter 7.** Basic intervention strategies with victims of gender violence Lesson 1. Intervention with the victim Lesson 2. Interview with the victim Lesson 4. Intervention with the perpetrator Lesson 5. Professional qualities of those who care for women victims of gender violence. **Chapter 8**. Prevention and education in gender violence Lesson 1. Education in equality in minors: educational, social and family contexts Lesson 2. Prevention of gender violence in migrant women Lesson 3. Awareness-raising and training of health professionals in the face of gender violence
AUDIOVISUAL COMMUNICATION	
Social psychology	
4.- Social attitudes and stereotypes in communication. 4.7.- Social attitudes and stereotypes in the media. 5.- Persuasive communication. Psychosocial aspects. 5.5.- The effectiveness of appealing to fear. 6.- Psychosocial effects of Communication. 6.2.- Definition of media effect.	**General module**: Migration and women Lesson 1. Migration and the role of women Lesson 2. *Structural* factors system, capitalism and patriarchy. Lesson 3. General Concepts of Women's Migration. Lesson 4. Inclusion, social adaptation, and access to resources. Lesson 5. Keys in the intervention with migrant women **Chapter 7.** Basic intervention strategies with victims of gender violence Lesson 1. Intervention with the victim Lesson 2. Interview with the victim Lesson 4. Intervention with the perpetrator

	Lesson 5. Professional qualities of those who care for women victims of gender violence.
	Chapter 8. Prevention and education in gender violence
	Lesson 1. Education in equality in minors: educational, social, and family contexts
	Lesson 2. Prevention of gender violence in migrant women

Creation of myths in a mass society	
1.2. Founding myths in different cultures.	**General module**: Migration and women
1.3. Nature of myths.	Lesson 1. Migration and the role of women
1.4. The myth, the legend, and the popular tale.	Lesson 2. *Structural* factors system, capitalism and patriarchy.
3. Heroes and heroines.	Lesson 3. General Concepts of Women's Migration.
3.2. The hero's journey.	Lesson 4. Inclusion, social adaptation, and access to resources.
3.3. Heroes and superheroes in mass culture.	Lesson 5. Keys in the intervention with migrant women
3.4. Popular heroes: fame and notoriety.	**Chapter 7.** Basic intervention strategies with victims of gender violence
	Lesson 1. Intervention with the victim
	Lesson 2. Interview with the victim
	Lesson 4. Intervention with the perpetrator
	Lesson 5. Professional qualities of those who care for women victims of gender violence
	Chapter 8. Prevention and education in gender violence
	Lesson 1. Education in equality in minors: educational, social, and family contexts
	Lesson 2. Prevention of gender violence in migrant women

MÁSTER EN EDUCACIÓN Y SOCIEDAD INCLUSIVA	
Social groups and groups of people with disabilities: intervening variables. Social groups and social participation Topology of intervention programs. Social campaign and proposal for the group. Specific action plans.	**General module**: Migration and women Lesson 1. Migration and the role of women Lesson 2. *Structural* factors system, capitalism and patriarchy. Lesson 3. General Concepts of Women's Migration. Lesson 4. Inclusion, social adaptation and access to resources. Lesson 5. Keys in the intervention with migrant women **Chapter 2.** Regulatory framework, employment, and training Lesson 3. Migration, women, and training **Chapter 4**. Health, migration, and gender approach Lesson 1. Introduction Lesson 2. Consequences **Chapter 7.** Basic intervention strategies with victims of gender violence Lesson 1. Intervention with the victim Lesson 2. Interview with the victim Lesson 4. Intervention with the perpetrator Lesson 5. Professional qualities of those who care for women victims of gender violence. **Chapter 8**. Prevention and education in gender violence Lesson 1. Education in equality in minors: educational, social, and family contexts Lesson 2. Prevention of gender violence in migrant women Lesson 3. Awareness-raising and training of health professionals in the face of gender violence

SOCIAL EDUCATION

Education and social intervention in the family context

The family as a system: concept, functions, and types of families.	**General module**: Migration and women
	Lesson 1. Migration and the role of women
The role of professionals in intervention with families.	Lesson 2. *Structural* factors system, capitalism and patriarchy.
Programs, services and resources for education and family intervention.	Lesson 3. General Concepts of Women's Migration.
	Lesson 4. Inclusion, social adaptation, and access to resources.
Evaluation and intervention with families.	Lesson 5. Keys in the intervention with migrant women
Evaluation and diagnosis tools.	**Chapter 2.** Regulatory framework, employment, and training
The family intervention plan.	Lesson 3. Migration, women, and training
Families at risk: protective factors and risk factors.	**Chapter 4**. Health, migration, and gender approach
Community support structures.	Lesson 1. Introduction
	Lesson 2. Consequences
	Chapter 7. Basic intervention strategies with victims of gender violence
	Lesson 1. Intervention with the victim
	Lesson 2. Interview with the victim
	Lesson 4. Intervention with the perpetrator
	Lesson 5. Professional qualities of those who care for women victims of gender violence.
	Chapter 8. Prevention and education in gender violence
	Lesson 1. Education in equality in minors: educational, social, and family contexts
	Lesson 2. Prevention of gender violence in migrant women

	Lesson 3. Awareness-raising and training of health professionals in the face of gender violence
Human rights and education	
Human rights in the global and local sociopolitical context.	**General module**: Migration and women
	Lesson 1. Migration and the role of women
Historical milestones in the construction of human rights.	Lesson 2. *Structural* factors system, capitalism and patriarchy.
Generations of human rights.	Lesson 3. General Concepts of Women's Migration.
The rights of refugees and internally displaced persons as a fundamental part of human rights.	Lesson 4. Inclusion, social adaptation, and access to resources.
From the political nature of Human Rights to human rights education policies.	Lesson 5. Keys in the intervention with migrant women
	Chapter 2. Regulatory framework, employment, and training
From political speeches to human rights education practices.	Lesson 3. Migration, women, and training
	Chapter 4. Health, migration, and gender approach
	Lesson 1. Introduction
	Lesson 2. Consequences
	Chapter 7. Basic intervention strategies with victims of gender violence
	Lesson 1. Intervention with the victim
	Lesson 2. Interview with the victim
	Lesson 4. Intervention with the perpetrator
	Lesson 5. Professional qualities of those who care for women victims of gender violence.
	Chapter 8. Prevention and education in gender violence
	Lesson 1. Education in equality in minors: educational, social and family contexts
	Lesson 2. Prevention of gender violence in migrant women

	Lesson 3. Awareness-raising and training of health professionals in the face of gender violence
Social education observatory	
New emerging areas in the field of social education. Identification of social problems. Detect "new" social problems and "new professional fields. Exchange of information with other professional groups. Observation, contact and social networks. Exploring the dynamics of social networks. Observation of institutions/organizations in the field of social education. Contact with professional cultures of the specialty area.	**General module**: Migration and women Lesson 1. Migration and the role of women Lesson 2. *Structural* factors system, capitalism and patriarchy. Lesson 3. General Concepts of Women's Migration. Lesson 4. Inclusion, social adaptation, and access to resources. Lesson 5. Keys in the intervention with migrant women **Chapter 2.** Regulatory framework, employment, and training Lesson 3. Migration, women, and training **Chapter 4**. Health, migration, and gender approach Lesson 1. Introduction Lesson 2. Consequences **Chapter 7.** Basic intervention strategies with victims of gender violence Lesson 1. Intervention with the victim Lesson 2. Interview with the victim Lesson 4. Intervention with the perpetrator Lesson 5. Professional qualities of those who care for women victims of gender violence. **Chapter 8**. Prevention and education in gender violence Lesson 1. Education in equality in minors: educational, social and family contexts Lesson 2. Prevention of gender violence in migrant women

	Lesson 3. Awareness-raising and training of health professionals in the face of gender violence
MASTER IN INTERCULTURAL MEDIATION AND SOCIAL INTERVENTION	
Migration, globalization and social cohesion	
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 topic of interdisciplinary research. 1.3. Theoretical perspectives on international migrations. 2. Globalization and international migrations: migratory flows today. 2.1. Current immigration systems. 2.2. Forced migrations: displaced people and refugees. 2.3 Migration and development. 2.4. The diversification of current migratory flows. 3. Challenges of diversity: assimilation, multiculturalism and interculturality. 3.1. Immigrant integration processes. 3.2. The Portuguese integration model. 3.3. The integration of the second generation. 4. Social intervention with immigrants.	**General module**: Migration and women Lesson 1. Migration and the role of women Lesson 2. *Structural* factors system, capitalism and patriarchy. Lesson 3. General Concepts of Women's Migration. Lesson 4. Inclusion, social adaptation, and access to resources. Lesson 5. Keys in the intervention with migrant women **Chapter 2.** Regulatory framework, employment, and training Lesson 3. Migration, women, and training **Chapter 4**. Health, migration, and gender approach Lesson 1. Introduction Lesson 2. Consequences **Chapter 7.** Basic intervention strategies with victims of gender violence Lesson 1. Intervention with the victim Lesson 2. Interview with the victim Lesson 4. Intervention with the perpetrator Lesson 5. Professional qualities of those who care for women victims of gender violence. **Chapter 8**. Prevention and education in gender violence Lesson 1. Education in equality in minors: educational, social and family contexts

4.1. Ethnic diversity as a variable in social intervention.	Lesson 2. Prevention of gender violence in migrant women
4.2. Different political areas.	Lesson 3. Awareness-raising and training of health professionals in the face of gender violence

HIGHER TECHNICAL COURSE OF SOCIAL AND COMMUNITY INTERVENTION	
Social mediation	

Mediation concept.	**General module**: Migration and women
Introduction to the concept of Mediation.	Lesson 1. Migration and the role of women
Preventive mediation and decisive mediation.	Lesson 2. *Structural* factors system, capitalism and patriarchy.
Brief history of Mediation.	Lesson 3. General Concepts of Women's Migration.
Historical approach to mediation.	Lesson 4. Inclusion, social adaptation, and access to resources.
Conceptions and models of mediation.	Lesson 5. Keys in the intervention with migrant women
The particularity of Sociocultural and Intercultural Mediation.	**Chapter 2.** Regulatory framework, employment, and training
The mediators: Who are they? What training? What professionalization?	Lesson 3. Migration, women, and training
Mediators and performance profiles.	**Chapter 4**. Health, migration, and gender approach
Functions and competencies of the conflict mediator and the intercultural mediator.	Lesson 1. Introduction
	Lesson 2. Consequences
Neutrality, impartiality and multipartiality.	**Chapter 7.** Basic intervention strategies with victims of gender violence
Social Work, Education and Mediation	Lesson 1. Intervention with the victim
	Lesson 2. Interview with the victim
Sociocultural mediation and social intervention	Lesson 4. Intervention with the perpetrator
	Lesson 5. Professional qualities of those who care for women victims of gender violence.
	Chapter 8. Prevention and education in gender violence

	Lesson 1. Education in equality in minors: educational, social, and family contexts
	Lesson 2. Prevention of gender violence in migrant women
	Lesson 3. Awareness-raising and training of health professionals in the face of gender violence

SOCIAL WORK

Social intervention and dynamics with risk groups

The contents of the curriculum related to the project are:	**General module**: Migration and women
-Social intervention with risk groups.	Lesson 1. Migration and the role of women
-The concept of risk and danger.	Lesson 2. *Structural* factors system, capitalism and patriarchy.
-Risk and protection factors.	Lesson 3. General Concepts of Women's Migration.
-Professional practice of social workers with risk groups.	Lesson 4. Inclusion, social adaptation, and access to resources.
-Groups and stages of development.	Lesson 5. Keys in the intervention with migrant women
-Group dynamics and animation techniques.	**Chapter 2.** Regulatory framework, employment, and training
-Types of dynamics.	Lesson 3. Migration, women, and training
-Stages of dynamics.	**Chapter 4**. Health, migration, and gender approach
	Lesson 1. Introduction
	Lesson 2. Consequences
	Chapter 7. Basic intervention strategies with victims of gender violence
	Lesson 1. Intervention with the victim
	Lesson 2. Interview with the victim
	Lesson 4. Intervention with the perpetrator
	Lesson 5. Professional qualities of those who care for women victims of gender violence.

	Chapter 8. Prevention and education in gender violence

Lesson 1. Education in equality in minors: educational, social and family contexts

Lesson 2. Prevention of gender violence in migrant women

Lesson 3. Awareness-raising and training of health professionals in the face of gender violence |
| **Interdisciplinary seminar** | |
| Contributions to an analysis of the social work profession.

Contributions for an analysis of social intervention organizations.

Contributions for an analysis of social intervention in diversified contexts, such as: Childhood; families at risk; Socially disadvantaged groups; Disease; Disability. | **General module**: Migration and women

Lesson 1. Migration and the role of women

Lesson 2. *Structural* factors system, capitalism and patriarchy.

Lesson 3. General Concepts of Women's Migration.

Lesson 4. Inclusion, social adaptation, and access to resources.

Lesson 5. Keys in the intervention with migrant women

Chapter 2. Regulatory framework, employment, and training

Lesson 3. Migration, women, and training

Chapter 4. Health, migration, and gender approach

Lesson 1. Introduction

Lesson 2. Consequences

Chapter 7. Basic intervention strategies with victims of gender violence

Lesson 1. Intervention with the victim

Lesson 2. Interview with the victim

Lesson 4. Intervention with the perpetrator

Lesson 5. Professional qualities of those who care for women victims of gender violence. |

	Chapter 8. Prevention and education in gender violence
	Lesson 1. Education in equality in minors: educational, social and family contexts
	Lesson 2. Prevention of gender violence in migrant women
	Lesson 3. Awareness-raising and training of health professionals in the face of gender violence

LIST OF CONTENTS FOR ACCESS TO THE MICRO-CREDENTIAL JUSTIFYING THE SOCIAL SCIENCES AND COMMUNICATION DEGREES

JUSTIFICATION OF RELEVANCE

These subjects are especially sensitive to issues of human rights, gender, migration, minorities, exclusion, inequality and violence. The objective is to guarantee respect for the human rights of each individual and the construction of an inclusive and non-discriminatory society. A solid conceptual mastery, reflection and the development of a critical spirit are encouraged. A gender perspective is provided for the analysis of the real needs of migrant women and their support, as well as tools for intervention and capable of constructing inclusive and non-discriminatory messages. It is relevant to train these future professionals in the real needs of migrant women and their support to help build a future that addresses the improvement of the quality of life of migrant women through the comprehensive development of people as an indispensable right for consolidation of human rights and help eliminate sexism and discrimination in the media.