



Universitat de Lleida

DEGREE CURRICULUM
**HEALTHY AND SUSTAINABLE
ORGANISATIONS**

Coordination: RAMOS PLA, ANA ISABEL

Academic year 2022-23

Subject's general information

Subject name	HEALTHY AND SUSTAINABLE ORGANISATIONS			
Code	14466			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Master's Degree in Psychopedagogy	1	OPTIONAL	Attendance-based
Course number of credits (ECTS)	5			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	3		2
	Number of groups	1		1
Coordination	RAMOS PLA, ANA ISABEL			
Department	PEDAGOGIA			
Important information on data processing	Consult this link for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
RAMOS PLA, ANA ISABEL	anabel.ramos@udl.cat	5	

Subject's extra information

Taking as a reference framework the SDGs set out in the 2030 Agenda and the WHO definition of health as "a state of complete physical, mental and social well-being and not only the absence of diseases or illnesses", this optional subject implies giving a Basic training to develop competencies in psychopedagogy professionals that allow them to diagnose, design, implement and evaluate concrete actions to generate healthy and well-being organizational environments (public, private and third sector), all from a multidisciplinary coordination of different professionals involved and with the participation of the members of the organization. The figure of the psychopeguer / a in the design, management and monitoring of programs to promote healthy organizations can become key

Learning objectives

Key objectives of this optional subject are:

- Understand the importance of organizations becoming promoters of the well-being of the people who are part of them.
- Design, implement, maintain and evaluate healthy organization and corporate welfare management programs / projects
- Know models and instruments for diagnosis, monitoring and evaluation of intervention plans to achieve healthy and well-being environments: the job as a health asset
- Know reference practices of healthy and sustainable environments in private, public and third sector organizations

Competences

General competences

- GC1: Be involved in one's own training and continuous updating, developing personal autonomy, teamwork and interest in constant improvement.
- GC2: Integrate knowledge and advances in psychopedagogy in their professional performance, with a reflective and critical attitude, making decisions based on an analysis of the problems, integrating knowledge and facing the complexity derived from incomplete information.
- GC3. Respect the fundamental rights of equality between men and women, the promotion of human rights, the values of the culture of peace, democratic values and the objectives for sustainable development.

Specific competences

- SC1. Acquire the vision of a healthy and sustainable organisation: structure, processes, models and management.
- SC2. Diagnose and assess the educational needs of individuals, groups and organisations using different methodologies, instruments and techniques, considering the singularities of the context in which the activity takes place.
- SC3. Manage, lead and dynamise teams, favouring collaborative networking with the different socio-educational agents and institutions.
- SC4. Know how to identify, diagnose and respond to the challenges faced by organisations (public, private and third sector) within the framework of sustainable development.
- SC5. Design actions, programmes/projects for the promotion of health and well-being from a systemic and

multidisciplinary point of view.

- SC6. Design strategies of corporate social responsibility and labour sustainability at an internal level of the organisations.
- CE7. Acquire communication skills that enable the development of communication campaigns that involve the entire organisation in the success of the project of a healthy and sustainable organisation.

Subject contents

1. Conceptualization:

- Concept of health according to the WHO: historical overview of health promotion
- Sustainable development: SDGs of the 2030 Agenda
- Healthy and sustainable organizations: definition, characteristics, models and management (public, private and third sector)
- Benefits of being a healthy and sustainable organization.

2. The work environment as a health asset

- Promotion versus prevention
- Definition and characteristics of healthy and sustainable work environments
- Health-work-community interrelation
- Foundations for developing healthy work environments: ethical, of business interest, legal, global, etc.
- Future challenges and opportunities for a healthy and sustainable environment: technology, demography, feminism, sustainable development, new models of labor organization.

3. The management of a healthy and sustainable organization

- Principles in management
- Improvement objectives and health and wellness indicators
- Transformational leadership and commitment
- Communication and participation
- Design, implementation and evaluation of projects / programs and healthy and sustainable organization plans from continuous improvement: WHO model.

4. Real experiences of health and well-being in organizations

- Organizations of the first sector: healthy organizations, healthy schools, ...
- Organizations of the second sector.
- Third sector organizations

Methodology

From a methodological and participatory multivariate, the following will be sought:

- Significantly improve the classroom work environment.
- Turn the classroom into an active workspace for everyone
- Encourage creativity, reflection and critical thinking.

It will be very important to establish a clear line between theory and practice and for this reason there will be professionals who have developed successful experiences in the sustainable and healthy development of the organization where they carry out their professional performance. The flipped classroom pedagogical model will be the framework for action with the aim of transferring some activities of the teaching / learning process outside the classroom and thus using class time to facilitate other learning, reflection and knowledge acquisition processes that benefit for teaching experience and mediation. In addition, to carry out activities, different types of organization of the group will be attended: individual activities, as a couple and in small work teams. For the development of communication skills, oral presentations will also be held.

Issues to consider in case of confinement:

- In the event that face-to-face teaching is not possible due to a situation of confinement or similar, the sessions will be broadcast by videoconference respecting the same established schedule. The different

options of the videoconferencing tool will be used so that the sessions can remain participatory and can perform the same tasks planned for the classroom. The sessions can be recorded.

- Recordings and data protection. Information on data protection in audiovisual recording in the subject: in accordance with current regulations on the protection of personal data, we inform you that:
 - The University of Lleida - UdL- is responsible for the recording and use of your image and voice (contact details of the representative: General Secretariat. Plaça Víctor Siurana, 1, 25003 Lleida; sg@udl.cat; contact details of the data protection delegate: dpd@udl.cat).
 - Your recorded image and voice will be used exclusively for the purposes inherent in the teaching of the subject.
 - Your recorded image and voice will be kept until the end of the current academic year, and will be destroyed in the terms and conditions provided for in the regulations on conservation and disposal of administrative documents of the UdL, and the document evaluation tables approved by the Generalitat de Catalunya (<http://www.udl.cat/ca/serveis/arxiu/>).
 - Your voice and image is essential to teach in this subject, and teaching is a right and a duty of the teaching staff of the Universities, which must exercise with freedom of chair, as provided in article 33.2 of the Law organic 6/2001, of 21 December, of universities. For this reason, the UdL does not need your consent to record your voice and image for this sole purpose, to teach in this subject.
 - The UdL will not transfer the data to third parties, except in the cases strictly provided for in the Law.
 - You can access your data; request rectification, deletion or portability; oppose the treatment and request its limitation, as long as it is compatible with the purposes of teaching, by writing to the address dpd@udl.cat. You can also submit a complaint to the Catalan Data Protection Authority, through the Authority's electronic office (<https://seu.apd.cat>) or by non-electronic means.

In summary, the following teaching strategies will be applied in this subject:

Theoretical sessions: To establish the theoretical foundation and contextualize from scientific knowledge	Classroom practices To approach from reflection and analysis concrete proposals, relating theory to practice	Practices To gain a deeper understanding of realities and successful experiences
<ul style="list-style-type: none"> • Exhibitions and master classes • Conferences • Discussion led • Reading • Forum 	<ul style="list-style-type: none"> • Study of cases • Information search and analysis • Design of a project • Personalized tutoring 	<ul style="list-style-type: none"> • Videoforums • Departures (visit) • Seminars, expert conferences. • Practice Individual counseling

Development plan

The topics to be developed according to the weeks established for the semester will be organized:

1	1. Conceptualization:	<ul style="list-style-type: none"> • Concept of health according to the WHO: historical overview of health promotion • Sustainable development: SDGs of the 2030 Agenda
2		<ul style="list-style-type: none"> • Healthy and sustainable organizations: definition, characteristics, models and management (public, private and third sector)

3		<ul style="list-style-type: none"> • Benefits of being a healthy and sustainable organization
4	2. The work environment as a health asset	<ul style="list-style-type: none"> • Promotion versus prevention • Definition and characteristics of healthy and sustainable work environments
5		<ul style="list-style-type: none"> • Health-work-community interrelation • Foundations for developing healthy work environments: ethical, of business interest, legal, global, etc.
6		<ul style="list-style-type: none"> • Future challenges and opportunities for a healthy and sustainable environment: technology, demography, feminism, sustainable development, new models of labor organization
7	3. Managing a healthy and sustainable organization	<ul style="list-style-type: none"> • Principles in management • Improvement objectives and health and wellness indicators • Transformational leadership and commitment
8		<ul style="list-style-type: none"> • Transformational leadership and commitment • Communication and participation
9		<ul style="list-style-type: none"> • Design, implementation and evaluation of healthy and sustainable projects / programs and organization plans from continuous improvement: WHO model
10	4. Real experiences of health and well-being in organizations	<ul style="list-style-type: none"> • Organizations of the first sector: healthy organizations, healthy schools, ... • Organizations of the second sector. • Third sector organizations.
11		<ul style="list-style-type: none"> • Organizations of the first sector: healthy organizations, healthy schools, ... • Organizations of the second sector. • Third sector organizations.
12		<ul style="list-style-type: none"> • Organizations of the first sector: healthy organizations, healthy schools, ... • Organizations of the second sector. • Third sector organizations.
13		<ul style="list-style-type: none"> • Organizations of the first sector: healthy organizations, healthy schools, ... • Organizations of the second sector. • Third sector organizations.
14	The figure of the educational psychologist in the field of healthy and sustainable organizations	
15		
16-19	Evaluation weeks	

Formation activities

	Formation activiti	Hours allocated to training activity (*)	On-site percentage
1	Master class. Teachers' exhibitions	20	100%
4	Discussion / reflection	15	75%
6	Seminars, expert conferences	10	100%
13	Reading, study and discussion of the contents exposed in class	15	50%
39	Collective debate and analysis forum (virtual)	20	0%
17	Study, discussion and presentation of cases	15	60%
22	Communication (oral presentations)	10	100%
27	Drafting of projects	15	25%
21	Departures (visit)	5	100%
	Total hours 5 ECTSx25h =	125	

(*) The allocation is approximate and is based on the possible adjustments that will have to be made during the course based on the effects of the COVID-19 pandemic and the possible hybrid teaching processes.

Evaluation

Taking into account the normative regulations of the Evaluation and Qualification of Teaching in the Degrees and Masters at the UdL approved by the Governing Council February 26, 2014, the evaluation of this subject will be

Continuous assessment:

By students who will attend regularly in class:

			OBSERVACIONES
TO KNOW	Test	25%	The TEST will be carried out preferably by CV, where the questions on each topic will be posted. At the individual level
KNOW TO DO	Project: Safe, healthy and sustainable organization	25%	Written project. It will be done by teams
		20%	Defense of the project. It will be done by teams and with co-evaluation
	Reference Practice Dossier	15%	It will be done by teams, a minimum of three reference practices must be recompiled

KNOW HOW TO BE AND BE	Participation in the forum	15%	Discussion topics will be opened in the FORUM to reflect in an argued way and build knowledge collectively
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ALTERNATIVE EVALUATION (According to article 1.5 of the ADDITIONAL RULES OF THE FEPTS THE NORMATIVE OF THE EVALUATION AND QUALIFICATION OF TEACHING IN THE DEGREES AND MASTERS IN THE UdL) The student who opts for this evaluation must do:	
TEST (the same day as the rest of the group)	25%
Project: Safe, healthy and sustainable organization (report)	25%
Development of a topic proposed by the professor	25%
Reference Practice Dossier	25%

Delivery dates of the different evaluation activities

Week 16	TEST
Week 14-15	Presentation of the project and defense
Week 16	Presentation of the dossier
The FORUM will open from week 2 until week 13	

THE DELIVERY OF THE ACTIVITIES WILL BE MADE VIA THE VIRTUAL SAKAI CAMPUS AND TO THE ACTIVITIES SECTION. NO JOBS WILL BE ADMITTED OUTSIDE THIS SECTION OF SAKAI. ALL THE WORKS MUST BE DELIVERED VIA ONLINE AND THE FILE WILL BE IDENTIFIED WITH THE NAME AND SURNAMES OF THE AUTHOR OR AUTHORS. Exercises that are not self-made will not be accepted: the reference bibliography, both published by traditional methods and accessible via the internet, must serve as a basis and not be copied literally, and must also be punctually and conveniently referenced.

NEITHER THE FINAL NOTE OR THE WORK FOR FUTURE COURSES WILL BE SAVED IN THE EVENT THAT THE MATTER IS SUSPENDED.

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