

**Elective Subject**  
**(Academic Course 2025-2026)**

Subject title: **LEARNING TO CARE WHILE SERVING THE COMMUNITY**

Code:

Subject: **Elective**

Responsibility Center: **Faculty of Nursing, Physiotherapy and Podiatry**

Credits: **3 ECTS**

Number of places offered: **30**

	Total	Theory	Seminars	Service	Others
<b>Classroom activities</b>	<b>24</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>2</b>
<b>e-learning</b>	<b>51</b>		<b>10</b>	<b>31</b>	<b>10</b>
<b>Total</b>	<b>75</b>				

Course schedule: **First semester** of the course. **Afternoon classes (14:30 – 15:30 h).**

**STUDENT PROFILE (University degrees for which they are offered, if applicable)**

**Third-year students of Nursing, Physiotherapy and Podiatry degrees.**

**BRIEF DESCRIPTOR**

Elective subject with external practices, based on the "service-learning" methodology, that would integrate students from the three degrees taught in the Faculty of Nursing, Physiotherapy and Podiatry.

It offers the student the possibility of learning through its involvement in the service to the community, participating in projects that will be developed in collaboration with public institutions (municipalities, community of Madrid, hospitals, etc...). That will allow students to acquire skills and improve learning in real environments, while doing a community service. It is a teaching strategy based on experience and social responsibility.

This subject might allow the students to understand the usefulness of the learned knowledge for improving quality of life of the society, addressing new challenges and motivating them in their social commitment.

**OBJECTIVES**

- To create an active and critical culture in the students who attend this subject.
- To acquire skills for reflection, self-evaluation and recognition of their own and other values.
- To develop teamwork skills and solve problems in a non-habitual social environment.
- To foster personal development, generating skills for interaction and consensus building.
- To strengthen the values of solidarity, justice and social commitment.
- To improve academic training through social responsibility, identification of problems, action and reflection.
- To promote habits and health care for the wellbeing of individuals, families and communities.

## ACADEMIC SKILLS

The Service Learning methodology in teaching offers a valuable opportunity to promote meaningful learning, civic engagement and the development of social and emotional skills in students, development of values and ethics, while contributing positively to the community.

ApS projects often require students to apply theoretical and conceptual knowledge learned in the classroom to real-world situations, developing students' understanding of these first aid concepts as well as their ability to communicate them effectively during their intervention.

It will contribute to the development and improvement of social and emotional skills, such as communication, teamwork, and empathy and conflict resolution. Additionally, engagement in service projects can foster empathy toward others and promote a sense of civic responsibility, as well as critical thinking, leadership, and conflict resolution skills.

In summary, the aim is to develop the transversal competencies (instrumental, personal and systemic) of

the students: Instrumentals:

- C.T. 1 Analysis and synthesis capacity.
- C.T. 2 Organizational and planning capacity
- C.T. 3 Oral and written communication in the native language
- C.T. 5 Computer skills related to the field of study
- C.T. 6 Information management capacity
- C.T. 7 Problem-solving abilities
- C.T. 8 Decision Making

Interpersonal:

- C.T. 9 Teamwork
- C.T. 12 Skills in interpersonal relationship
- C.T. 13 Recognition of diversity and multiculturalism.
- C.T. 14 Critical reasoning
- C.T. 15 Ethical commitment

Systemic:

- C.T. 16 Develop learner autonomy
- C.T. 18 Creativity
- C.T. 20 Knowledge of other cultures and customs
- C.T. 22 Motivation for quality
- C.T. 23 Ability to adapt to new situations.
- C.T. 24 Leadership

## LEARNING OUTCOMES

Once the course is completed, students will be able to:

Propose and collaborate in health promotion initiatives in interdisciplinary contexts.

Improve academic training through social responsibility, identification of problems, action and reflection.

Perform a comprehensive and systematic assessment of the health care needs of a group or community, formulate, the plan of the intervention to be carry out in collaboration with the people served.

Develop the plan of intervention.

Evaluate the progress made in achieving the expected results, in collaboration with the population group in which it is involved.

Use the evaluation data to know the final results and to improve, if necessary, the established care plan.

## **TEACHING ACTIVITIES** (theoretical, practical, seminars, workshops, etc.)

### Face-to-face Classroom activities:

- 2 hours of visits and meetings with the intervention group
- 12 hours of periodic seminars/workshops (discussion, design, adequacy and scheduling of the service to be carried out) along with on-line didactic support activities.
- 10 hours of Community service activities participating in the different projects planned (intervention in the population, social entities, associations or center destined for it).

### Non-contact Community activities:

- 10 hours for basic knowledge in methodology and development of service learning.
- 31 hours for the designed activities, elaboration of the intervention plan, organization and registration of activities, individual and/or teamwork.
- 10 hours of preparation for the final student's report.

## **CONTENT TOPICS**

- Civic mission of the university. Education in values.
- Professional ethics.
- Service-learning methodology.
- Diagnosis of socio-sanitary needs.
- Strategies of group and multidisciplinary work in the socio-sanitary necessities.
- Use of Communication and information techniques (TICs) (tools and systems of evaluation of results).

## **EVALUACIÓN**

- ✓ Attitude and participation of the student during the elaboration of the group project of social-sanitary Intervention, based on a questionnaire of satisfaction of the parties involved.
- ✓ Continuous evaluation of activities through the "field notebook".
- ✓ Final student's report of the activities carried out.

## BIBLIOGRAPHY - INTERNET Resources

### Bibliography:

- Ruiz-Corbella, M., y García-Gutiérrez, J. (2020). *Aprendizaje-Servicio en escenarios digitales de aprendizaje: propuesta innovadora en la educación superior*. RIED. Revista Iberoamericana de Educación a Distancia, 23(1), pp. 183-198. DOI: <https://doi.org/10.5944/ried.23.1.24391>
- Zayas Latorre, Belén.; Gozávez Pérez, Vicent. y Gracia Calandín, Javier. (2019). *La Dimensión Ética y Ciudadana del Aprendizaje Servicio: Una apuesta por su institucionalización en la Educación Superior*. Revista Complutense de Educación 30(1):1-15. DOI: <https://doi.org/10.5209/RCED.55443>.
- Cámara, Á. M., Díaz Pareja, E. M. y Ortega-Tudela, J. M. (2017). *Aprendizaje-servicio en la universidad: ayudando a la escuela a atender a la diversidad a través de las TIC*. Bordón. Revista de Pedagogía, 69(3):3.
- Lorenzo, M<sup>a</sup> M.; Mella, I.; García, J. y Varela, C. (2017). *Investigar para institucionalizar el aprendizaje servicio en la universidad española*. RIDAS, Revista Iberoamericana de Aprendizaje Servicio, 3, 118- 130. DOI10.1344/RIDAS2017.3.9
- Campo, L. (2015). *Una rúbrica para evaluar para mejorar los proyectos de aprendizaje servicio en la universidad*. RIDAS, Revista Iberoamericana de Aprendizaje y Servicio, 1, 91-111. DOI: [10.1344/RIDAS2015.1.6](https://doi.org/10.1344/RIDAS2015.1.6).
- Pilar Aramburuzabala, Héctor Opazo y Juan García-Gutiérrez. (2015). *EL Aprendizaje-servicio en las universidades De la iniciativa individual al apoyo institucional*. Universidad Nacional de Educación a Distancia, Madrid.
- Santos Rego, M. A.; Sotelino, A. y Lorenzo, M. (2015). *Aprendizaje-servicio y misión cívica de la universidad. Una propuesta de desarrollo*. Barcelona: Octaedro.
- Francisco Amat A, Moliner Mirave L (2010). *El Aprendizaje Servicio en la Universidad: una estrategia en la formación de ciudadanía crítica*. Revista Electrónica Interuniversitaria de Formación del Profesorado [Internet]. 2010;13(4):69-77.

### INTERNET Resources:

<https://aprendizajeservicio.net/que-es-el-aps/>  
<http://www.zerbikas.es/guias-practicas/>  
<https://roserbatlle.net/aprendizaje-servicio/>

**TEACHING STAFF** \*(It should be indicated whether teachers have completed all their teaching dedication or not)

### **Teacher Responsible (coordinator):**

**Name:** Ana M<sup>a</sup> Álvarez Méndez  
**Department:** Nursing

### **Teachers:**

- **Name:** Carmen Martínez Rincón.  
**Department:** Nursing
- **Name:** Ignacio Zaragoza.  
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