

Academic Year/course: 2021/22

61122 - Teamwork

Syllabus Information

Academic Year: 2021/22

Subject: 61122 - Teamwork

Faculty / School: 127 - Facultad de Ciencias de la Salud

Degree: 374 - Master's in Social Gerontology

ECTS: 2.0

Year: 1

Semester: Second Four-month period

Subject Type: Optional

Module:

1. General information

1.1. Aims of the course

The subject and its expected results respond to the following approaches and objectives:

The subject Teamwork has a double objective, on the one hand to acquire relevant knowledge and ability to apply in the professional context the new aspects of teamwork, identifying the components of the same and on the other hand experience the difficulties that this entails on a personal level and as a collective to work in team.

These subject Objectives are linked to the following healthy Development Goals SDGs of the United Nations 2030 agenda (<https://www.un.org/sustainabledevelopment/es>), so that the acquisition of the subject learning outcomes provides training and competence to contribute to some extent to their achievement:

Goal 3: Health and Well-being.

Goal 5: Gender Equality

1.2. Context and importance of this course in the degree

The subject is part together with Physiotherapy and Other Therapeutics of the elective subjects.

This subject aims for the student to deepen the importance of teamwork in attention to the older people, what factors they relate to, how they impact on themselves and their environment and what they are the new knowledge that arises in relation to this subject.

1.3. Recommendations to take this course

Those students who want to take it must be willing to participate actively in their activities.

2. Learning goals

2.1. Competences

Upon passing the subject, the student will be more competent to:

Generic Competences:

1. Multidisciplinary teamwork
2. Motivation for quality.
3. Skills to work in an international context.
4. Leadership
5. Creativity
6. Information management skills.
7. Ability to work autonomously.
8. Ability to generate new ideas.

9. Skills of handling new technologies.
10. Knowledge of other cultures and customs.

Specific competences:

1. Knowledge, skills and abilities to optimize current resources in the field of gerontology.
2. Relevant knowledge of and ability to apply the elements that revolve around teamwork, taking
3. as a reference to people.
4. Relevant knowledge of and ability to apply new aspects of teamwork in geriatrics and
5. gerontology.
6. Knowledge, abilities and skills to work skills related to communication, leadership,
7. motivation and conflicts.
8. Knowledge, skills and abilities for professional performance in the field of geriatrics and gerontology.

2.2. Learning goals

The student, to pass this subject, must demonstrate the following results:

1. Identify, analyze and discuss the contributions of teamwork presented in this module under the gerontological and geriatric perspective.
2. Identify, analyze and apply the skills related to communication, motivation and conflicts.
3. Experiment in a participative way the theoretical knowledge presented

2.3. Importance of learning goals

In the gerontological field, interdisciplinary team work is essential. The problems of the elderly require an interdisciplinary approach and this can only be achieved through teamwork.

There are multiple barriers to working as a team. It is important that people identify their own barriers so that they can be modified.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

The student must demonstrate that he has achieved the expected learning outcomes through the following assessment activities

Assistance and participation in classes, seminars, guided study and tutorials.

Attendance: The reason why the attendance is evaluated is to encourage the same since the learning is associated to the presence of the student in the different activities programmed by the teacher.

Participation: Mere assistance is not considered participation. Participating means contributing to the development of the different programmed activities in an intelligent and useful way for both the classmates and the teacher. The "wrong" contributions will not be negatively evaluated since they also help to clarify the difficult concepts.

This activity will accredit the achievement of learning outcomes 1, 2 and 3 and will be evaluated according to the following criteria and levels of demand:

The qualification of the attendance will be from 0 to 5 and will be 5% of the final grade of the subject. The qualification of the participation will be from 0 to 15 and will represent 15% of the final grade of the subject.

The overall rating of this activity will be from 0 to 20 and will represent 20% of the student's grade in the subject.

Observation: those students who have not attended the classes of the subject must carry out a single program, with greater demands than those of the students who have attended, the final score of these activities will be subtracted 1 point for not attendance and participation.

Experiment in a participatory way the theoretical knowledge presented.

The student will participate in some of the different dynamics and identify the theoretical elements that have been presented in the subject.

Dynamics 1: Puzzle.

Dynamics 2: Distortion in communication.

Dynamics 3: Broken Phone

Dynamics 4: The Myths

Dynamics 5: Motivation

Dynamics 6: Interpretation of facts

The overall rating of this activity will be from 0 to 80 and will represent 80% of the student's grade in the subject.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The learning process that has been designed for this subject is based on the following:

The subject has a mixed orientation, both theoretical and applied, therefore the activities that are planned are focused on the acquisition of a series of knowledge and skills related to group communication.

4.2. Learning tasks

The program offered to the student to help him achieve the expected results includes the following activities:

Theoretical classes: Expository and explanatory content sessions. Always accompanied by debate sessions. The relevant and novel aspects of teamwork will be presented.

Seminars: realization of different dynamics, with analysis of the results obtained.

Guided study: the student works with the ability to identify the relevant aspects of teamwork.

Individual work: It includes the study of contents related to the theoretical classes, preparation of seminars.

Group work: It includes the preparation of seminars, data analysis, information search and development of strategies for teamwork.

Tutoring / evaluation: Direct attention to the student. Identification of learning problems. Orientation in the subject. Both the skills learned and the skills that have been developed are evaluated, as well as the deficiencies in the rest of the training activities. In the case of continuing to detect deficiencies, complementary activities are provided.

4.3. Syllabus

- Teamwork
- What is a team
- What a team does
- Team values ??and skills
- Communication and teamwork
- Attitudes toward teamwork
- Tools for teamwork
- Leading teams
- Conflicts in the team

4.4. Course planning and calendar

Calendar of sessions and presentation of works

Consult schedule and moodle of the subject.

Check schedule and moodle

4.5. Bibliography and recommended resources

Acosta Vera J. *Trabajo En Equipo* [e-book]. Madrid : ESIC, D.L. 2011.; 2011.

Katzenbach J. *El Trabajo En Equipo : Ventajas Y Dificultades* [e-book]. Barcelona [etc.] : Granica, [2000]; 2000.