



Course Guide
Educational intervention on social adjustment problems

PI-02-F-16 ED. 00

COURSE GUIDE
Universidad Católica de Valencia

**Educational intervention on social adjustment
problems**

Year 2024-25



COURSE GUIDE TO Educational intervention on social adjustment problems

		ECTS
MODULE:		
FIELD: Resources and knowledge in the diferents areas of socio-educational intervention		
Subject: Educational intervention on social adjustment problems		6
Type of learning: Core Curricula	YEAR: 2 Semester: 1	
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SUBJECT ORGANIZATION

Educational intervention on social adjustment problems			Nº ECTS: 6	
Duration and temporal location within the curriculum: Educational intervention on issues of social maladjustment problems is a subject belonging to the matter of Resources and knowledge in the diferents areas of socio-educational intervention . This subject is taught in the second semester of second year including the following: The concept of social maladjustment problems and the different perspectives for consideration. The context in which generate social adjustment Difficulties in basic psychological processes and pervasive developmental disorders				
Subjects and Courses				
Subject	ECTS	Courses	ECTS	Course/ semester
Techniques and media intervention in the socioeducational.	12	Music Education and art of teaching	6	1
		Plastic Education and Teaching.	6	2
Resources and knowledge in the diferents areas of socio-educational intervention.	12	Educational Intervention on problems of social maladjustment	6	2
		Attention to students with specific educational support needs	6	3



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COURSE GUIDE TO THE SUBJECT:
SOCIAL FOUNDATIONS OF EDUCATION

Prerequisites: N/A

GENERAL GOALS

- a- Understanding the phenomenon of social maladjustment as a dynamic and complex fact, subject to different social and ideological conceptions.
- b- Identify key factors that place the person in a social disadvantage, knowing the major educational intervention strategies to address them.
- c- Understanding different models of intervention and some of the current measures that try to give answers to the social maladjustment problems.

CROSS-SECTIONAL COMPETENCES

**Competence
measuring scale**

Instrumental

1 2 3 4

1. Ability to analyze and synthesize.

X

2. Ability to organize and plan.

X

6. Information management skills.

X

7. Ability for problem-solving and decision-taking

X

Interpersonal

8. Ability for general assessment and self assessment

X

11. Interpersonal skills.

X

12. Ethical commitment.

X

Systemic

1 2 3 4

13. Independence in learning.

X

14. Self-adaptation to new situations.

X

SPECIFIC COMPETENCES



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	1	2	3	4
4. Ability to know and diagnose the special needs and main interests to plan the social educational performance.				X
5. Ability to analyze and diagnose the current situations that might need the socio-educational performance.				X
6. Ability to know the pedagogical, sociological and psychological assumptions underlying the processes of the socio-educational performance.			X	
9. Ability to know and use the tools and necessary resources in the different performance areas.				X
15. Ability to know and use the specific techniques for socio-educational and community performance (team-building, motivation, negotiation, assertiveness, etc)				X
20. Be empathetic, respectful, helpful and reliable with people and institutions related to the social education.			X	

LEARNING OUTCOMES	COMPETENCES
R1- The student understands the phenomenon of social maladjustment as a dynamic and complex fact, subject to different social and ideological conceptions.	G1, G2, G8 E4, E5
R2- The student identifies the main factors that place the person in a social disadvantage, knowing intervencióeducativa the main strategies to address them.	G6, G12 E4,E6
R3- The student is able to interpret different intervention models and some some of the current measures that try to give answers to the social maladjustment problems.	G6, G7, G13 E5, E6, E9
R4- The student knows and uses the tools, instruments and resources needed for incorporation into the socio-educational intervention in situations of social maladjustment.	G6, G11, G14 E9, E15
R5- The student shows an empathetic attitude, respectful, caring and trust towards the subjects and social education institutions	G8, G12 E15, E20
R6- The student solves practical cases, individually and in group, related to the contents of the subject.	G13, G14, G15 E5, E9



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ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R1, R2, R3, R4	0.5
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	R3, R4, R5	1.2
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge	R5, R6	0.5
OFFICE ASSISTANCE	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.	R1, R2, R3, R4, R5, R6	0.1
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	R1, R2, R3, R4, R5, R6	0.2
Total			2,5



INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship of Course with Learning Outcomes	ECTS
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (UCVNet)	R1, R2, R3,R4,R5,R6	1,2
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (UCVNet)	R1, R2, R3,R4,R5,R6	2,3
Total			3,5

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Multiple-choice test	R1, R2, R3, R4, R5, R6	50 %



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Activities	R1, R2, R3, R4, R5, R6	20 %
Attendance to practice sessions	R1, R2, R3, R4, R5, R6	30 %

Note: In order to pass the subject the student must pass both the theoretical and the practical content separately.

MENTION OF DISTINCTION:

Obtain the highest grade in all the tests carried out (number according to the general normative criteria of the university)

Single assessment: Exceptionally, those students who, in a justified and accredited manner, cannot submit to the continuous assessment system and request it to their teacher within the first month of each semester, may opt for this assessment system.

According to UCV assessment regulations, the single assessment consists of a set of assignments and/or exam(s) that allow the student to assess the acquisition of all the competences of the subject by the student.



DESCRIPTION OF CONTENTS	COMPETENCES
DIDACTIC UNIT I: Defining the concept of social maladjustment. Unit 1 .- Some preliminary findings on the concept of maladjustment. Unit 2 .- Explanatory theories of social maladjustment. Unit 3 .- Main socializing patterns of social maladjustment processes. Unit 4 .- Difficulties in basic psychological processes and pervasive developmental disorders	G1, G6, G9, G12, G13, G7, G8, E4, E5, E6 E9
DIDACTIC UNIT II: Methodology of educational intervention. Unit 6 .- Principles and models of socio-educational intervention: The educational relationship.	G1, G6, G9, G12, G13, G7, G8, E4, E5, E6 E9

REFERENCES
BASIC <ul style="list-style-type: none">- Garrido, V. (2005). Manual de intervención educativa en readaptación social. Valencia: Tirant lo Blanch.- Marchesi, A; Palacios, J; Coll, C (2017). <i>Desarrollo psicológico y educación. Respuestas educativas a las dificultades de aprendizaje y desarrollo</i>. Madrid: Alianza editorial.- Quintanal, J & Goig, R. (2020). Miradas a la realidad social. Madrid. Editorial CCS. COMPLEMENTARY <ul style="list-style-type: none">- Amorós, P & Eyerbe, P. (2000). <i>Intervención educativa en inadaptación social</i>. Madrid: Síntesis Educación.- Avila, D & Cassian, N & Garcia, S & Perez, M. (2019). <i>Por una acción social crítica</i>. Barcelona: editorial UOC.- Martín A, Gallego D, & Alonso,C (2010).El educador social en acción: de la teoria a la praxis. Madrid: Uned.- Paserin, T (2021). <i>Atención a la diversidad: Claves para una inclusión real en el aula ordinaria</i>. Editorial: Independently published.- Tarin, M & Navarro, J (2006).<i>Adolescentes en riesgo. Casos prácticos y estrategias de intervención socioeducativa</i>. Madrid: Editorial CCS.- Valles,J (2009). Manual del educador social. (2009). Madrid: Pirámide.- Valverde, J. (2002). <i>Proceso de inadaptación social</i>. Madrid: Editorial Popular.