



Course Guide
Socioeducational intervention with children at risk

PI-02-F-16 ED. 00

COURSE GUIDE
Universidad Católica de Valencia

Socioeducational intervention with children at risk

Year 2023-2024



COURSE GUIDE TO Socioeducational intervention with children at risk

		ECTS
MODULE: Processes of socioeducational intervention		36
FIELD: Socioeducational intervention in specific contexts		12
Subject: Socioeducational intervention with children at risk		6
Type of learning: Core Curricula	YEAR: 2 Semester: 2	
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SUBJECT ORGANIZATION

				Nº ECTS: 6
Duration and temporal location within the curriculum: Socioeducational intervention with children at risk is a subject matter pertaining to the socio-educational intervention in specific contexts. This course is taught in the second degree course in Social Education, being a cross-cutting and subsequent related subjects, providing a basis for understanding the role of the profession of Social Educator. The course, along with, socio-educational intervention in the family, social and educational intervention with children at risk, socio-educational intervention in drug addiction and on disability socio Intervention seeks to provide students with the necessary knowledge about the different groups where you can intervene and their own methodologies of intervention, enabling him to work in different areas of social action.				
Subjects and Courses				
Subject	ECTS	Courses	ECTS	Course/ semester
<i>Educational intervention in specific contexts</i>	6	<i>Educational intervention in the elderly</i>	6	2



Course Guide

Socioeducational intervention with children at risk

PI-02-F-16 ED. 00

<i>Educational intervention in specific contexts</i>	6	<i>Intervention with children at risk</i>	6	2
<i>Educational intervention in specific contexts</i>	6	<i>Educational intervention in the family</i>		2
<i>Educational intervention in specific contexts</i>	6	<i>Educational intervention in drug addiction</i>	6	3
<i>Educational intervention in specific contexts</i>	6	Intervención socioeducativa en la discapacidad	6	4

COURSE GUIDE TO THE SUBJECT:

SOCIAL FOUNDATIONS OF EDUCATION

Prerequisites: N/A

GENERAL GOALS

1. Knowing the key elements and main characteristics of aging such as population sector.
2. Analyze the aging process to be able to detect and assess the problems of those great features.
3. Learn basic strategies for community partner involvement with the group of great people from the analysis and review of various experiences.
4. Know the resources and programs and socio-cultural animation in our community.
5. Being able to organize socio-cultural events for older people.

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



Course guide
Socioeducational intervention with children at risk



PI-02-F-16 ED. 00

12. Ethical commitment.			X	
14. Interpersonal skills.		X		

Systemic	1	2	3	4
13. Independence in learning.				X
15. Creativity.		X		
19. Commitment to identity, development and professional ethics			X	
SPECIFIC COMPETENCES				
	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
9. Ability to know and use the tools and necessary resources in the different performance areas.				X
11. Know to favor the processes of social, cultural and educational mediation			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, E11



Course Guide

Socioeducational intervention with children at risk

PI-02-F-16 ED. 00

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, E11, 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, G14 E9, E15
R5- The student shows an empathetic attitude, respectful, caring and trust towards the subjects and social education institutions	G8, G12, G19 E15, E20
R6- The student solves practical cases, individually and in group, related to the contents of the subject.	G13, G14, G15 E5, E9

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	R1, R2, R3, R4, R5, R6	0.1



Course guide
Socioeducational intervention with children at risk



PI-02-F-16 ED. 00

	carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.		
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



Course Guide
Socioeducational intervention with children at risk

PI-02-F-16 ED. 00

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Multiple-choice test	R1, R2, R3	50 %
Activities	R1, R2, R3, R4, R5, R6	20 %
Practical laboratory	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)



DESCRIPTION OF CONTENTS	COMPETENCES
DIDACTIC UNIT I: Basic legislation for the care of minors in Valencia.	G7, G2, G13, G14, G15 E9, E15, E20 G8, G12 E5, E7, E9 G1, G6, G19, E4
DIDACTIC UNIT II: Children at risk and vulnerability: protective measures and resources.	
DIDACTIC UNIT III: Criminal responsibility of minors and proposed educational intervention.	
DIDACTIC UNIT IV: Tools and strategies for social intervention Educator.	

REFERENCES
<p>BASIC</p> <ul style="list-style-type: none">- Quintanal, J & Goig, R. (2020). Miradas a la realidad social. Madrid. Editorial CCS.- Sinisterra. L. (2019). Cuando la cigüeña se equivoca. Barcelona: Editorial Jorge García.- Tarin, M & Navarro, J (2006). <i>Adolescentes en riesgo. Casos prácticos y estrategias de intervención socioeducativa</i>. Madrid: Editorial CCS. <p>COMPLEMENTARY</p> <ul style="list-style-type: none">- Duran, F; Martinez, R (2019). <i>Menores migrantes y juventud migrante en España y en Italia</i>. Granada: Editorial Comares.- Fernandez J, Hamido A, Fernandez M. (2011) Educación social y atención a la infancia. Madrid: Pirámide- Fryd, P. (2011). Acción socioeducativa con infancias y adolescencias. Barcelona: UOC- Quicios, M. (2013). Infancia, adolescencia y juventud en dificultad social. Madrid: Mc Graw Hill- Velaz de Medrano, C. (2009). Educación y protección de menores en riesgo: un enfoque comunitario. Barcelona: Graó <p>LEGISLATION</p> <ul style="list-style-type: none">- LEY 3/2019, de 18 de febrero, de la Generalitat, de Servicios Sociales Inclusivos de la Comunitat Valenciana- Ley 26/2018, de 21 de diciembre, de la Generalitat, de derechos y garantías de la Infancia y la adolescencia (DOCV núm. 8450, de 24 de diciembre de 2018).



Course Guide

Socioeducational intervention with children at risk

PI-02-F-16 ED. 00

- Ley Orgánica 8/2015, de 22 de julio, de modificación del sistema de protección a la infancia y a la adolescencia ([BOE núm. 175, de 23 de julio de 2015](#)).
- Ley Orgánica 8/2021, de 4 de junio, de protección integral a la infancia y la adolescencia frente a la violencia ([BOE núm. 134, de 5 de junio de 2021](#)).
- Ley Orgánica 5/2000, de 12 de enero, reguladora de la responsabilidad penal de los menores ([BOE núm. 11, de 13 de enero de 2000](#)).

ADDITIONAL INFORMATION

1. **TEACHING WITH LIMITATION OF CAPACITY.**

- On-site training activities:

The contents of block I will be developed with face-to-face and online classes through the UCVNet platform and Microsoft Teams.

The contents of block II will be developed in person, dividing the class into 2 groups.

- Skills acquisition evaluation system:

Written test (50%), Individual work on proposed cases 20%), Attendance to practical classes of block II (30%).

2. **TEACHING WITH A CONFINED SITUATION.**

- On-site training activities:

The contents of block I will be developed with face-to-face and online classes through the UCVNet platform and Microsoft Teams.

The contents of block II will be developed with face-to-face and online classes through the UCVNet platform and Microsoft Teams.

- Skills acquisition evaluation system:

Written test (50%), Individual work on proposed cases 20%).