



COURSE GUIDE

SOCIOEDUCATIONAL INTERVENTION ON DISABILITY

DEGREE IN SOCIAL EDUCATION **Universidad Católica de Valencia**

Year 2024/2025



COURSE GUIDE TO SOCIOEDUCATIONAL INTERVENTION ON DISABILITY

	ECTS
MODULE: Socioeducational Intervention on Disability	6 ECTS
FIELD: Socioeducational Intervention in specific contexts	30 ECTS
Subject: Socioeducational intervention processes	30 ECTS
Type of learning: Obligatory	YEAR: 4th Semester: 1st
Teachers: Gabriel Martínez Rico PhD Carlos Guillamó Minguez PhD	Departamento: Educación Inclusiva, desarrollo sociocomunitario y ciencias de la ocupación
	E-mail: gabi.martinez@ucv.es

SUBJECT ORGANIZATION

Socioeducational Intervention Processes	Nº ECTS 30
Subjects and Courses: Socioeducational intervention on Disability is a subject pertaining to Socioeducational Intervention in specific contexts matter. This subject is taught in the second year of the Bachelor of Social Education, being a transverse field and related to subsequent subjects, providing a basis for understanding the role of the profession of Social Educator. The subject, along with, Socioeducational Intervention in the family, Socioeducational Intervention with children at risk, Socioeducational Intervention in drug addiction and Socioeducational Intervention in the elderly, aims to provide the student with the necessary knowledge about the different groups where you can intervene and their intervention methodologies, enabling him to work in different areas of social action. Subject is part of the methodology that has been implemented in Social Education Grade "project-oriented learning", the subject will be included in the project "Day of Life Experts". Its aim is to enable students to acquire the skills needed to organize a professional event within the sociocultural animation. It involved both students and elderly people, fostering an intergenerational encounter.	



Subject	ECTS	Courses	ECTS	Course/ semester
SOCIOEDUCATIONAL INTERVENTION IN SPECIFIC CONTEXTS	6	SOCIOEDUCATIONAL INTERVENTION IN SENIOR CITIZEN	6	2/1
SOCIOEDUCATIONAL INTERVENTION IN SPECIFIC CONTEXTS	6	SOCIOEDUCATIONAL INTERVENTION WITH CHILDREN AT RISK	6	2/2
SOCIOEDUCATIONAL INTERVENTION IN SPECIFIC CONTEXTS	6	SOCIO INTERVENTION IN THE FAMILY	6	2/2
SOCIOEDUCATIONAL INTERVENTION IN SPECIFIC CONTEXTS	6	SOCIO INTERVENTION IN DRUG ADDICTION	6	3/2
SOCIOEDUCATIONAL INTERVENTION IN SPECIFIC CONTEXTS	6	SOCIO INTERVENTION IN DISABILITY	6	4/1

COURSE GUIDE TO THE SUBJECT:
SOCIOEDUCATIVE INTERVENTION PROCESSES / SOCIOEDUCATIVE INTERVENTION IN DISABILITY SOCIO

Prerequisites: NONE

GENERAL GOALS

- a) To know the current models and the principal characteristics of people with disabilities with extensive reference to the field of mental health.
- b) To describe the course of dependence in order to identify and evaluate the main difficulties of people with disabilities and their labor integration process.
- c) To develop basic strategies of social and community intervention with people with disabilities and their families from the analysis and review of models of good practice.
- d) Be able to organize cultural events for people with disabilities.



Competence				
	1	2	3	4
1. Capacity for analysis and synthesis (1)			x	
2. Capacity of organization and planning (2)				x
3. Information management (6)			x	
4. Problem solving and decision making (7)			x	
5. Criticism and self criticism ability (8)				x
6. Recognition and respect for diversity and multiculturalism (10)				x
7. Interpersonal Skills (11)			x	
8. Ethical commitment (12)				x
9. Autonomy in learning (13)				x
10. Adaptability to new situations (14)				x
11. Creativity (15)				x



12. Learning openness along the whole life (17)				x
13. Commitment to identity, development and professional ethics (19)				x

SPECIFIC COMPETENCES				
	1	2	3	4
14. Ability to know and analyze the social welfare policies, the social changes and the legislation supporting the socio educational intervention (2)				x
15. Ability to know and diagnose the special needs and main interests to plan the social educational performance. (4)				x
16. Ability to analyze and diagnose the current situations that might need the socio - educational performance. (5)				x
17. Plan, design , manage and evaluate programs and socio projects in different fields of action (7)				x
18. Ability to know and use the tools and necessary resources in the different performance areas. (9)				x
19. know the processes in order to fauor social, cultural and educational mediation (11)				x
20. Knowing the different methodologies and research techniques socio-educational(12)				x
21. Ability to know and use the specific techniques for socio-educational and community performance (team-building, motivation, negotiation, assertiveness, etc) (15)				x
22. Be empathetic, respectful, helpful and reliable with people and institutions related to the social education (20)				x



LEARNING OUTCOMES	COMPETENCIAS
R-1 The student must know and discriminate different evolutionary stages and levels of development of the population with which we will intervene.	G1-G2-G3-G7-G9-E12-E13-E14
R-2 The student will learn and reflect on the concept of disability, dependence and autonomy.	G1-G2-G4-G7-E11
R-3 The student will be able to conceptualize and critically analyze the processes associated with disability status to know how to identify and assess the characteristics problems of disabled people.	G1-G2-G4-G7-E11
R-4 The student will learn the basic strategies of Socio Community intervention with the collective of disabled people through the analysis and review of various experiences.	G1-G2-G4-G7-E11
R-5. The student will be able to describe procedures and techniques to design, organize and manage projects of leisure and recreation for disabled people	G1-G2-G3-G4-G7-G9-G10- E11-E12-E13-E14
R-6 The student will have integrated the the knowledge acquired for designing intervention programs	G1-G2-G3-G4-G5-G6-G7- G8-G9-G10-E11-E12-E13- E114

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	1 (25h)



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.	R1-R2-R3-R4-R5-R6	0.25 (6,25h)
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge	R1-R2-R3-R4-R5	0.25 (6,25h)
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	0.3 (7,5h)
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	R1-R2-R3-R4-R5	0.1 (2,5h)
40% (60H) Total			(2,4)

INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS
GROUPWORK	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.	R1-R2-R3-4-R5	1,6 (40H)



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	R1-R2-R3-4-R5	2 (50H)
60% 90h Total			(3,6)

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
FINAL WRITTEN TEST OF THEORETICAL CONTENTS	R1-R2-R3-R4-R5	25%
PRACTICAL ACTIVITIES	R1-R2-R3-R4-R5-R6	15%
THEORETICAL EXHIBITION OF PROPOSED WORKS	R1-R2-R3-R4-R5	50%
ATTENDANCE AND IMPLICATION IN THE TASKS DELIVERY OF GROUP WORK	R1-R2-R3-R4-R5-R6	10%
In order to pass, you have to obtain a total score greater than five, having successfully passed all parts by 50% or more.		
MENTION OF DISTINCTION: The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.0. The number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (Royal Decree 1125/2003)		

In order to pass the course, it is necessary to demonstrate an advanced level of linguistic proficiency in all oral and written productions. Therefore, each spelling mistake will be penalized with 0.50 points in papers and exams. Three missing accents will be equivalent to one spelling mistake. For this purpose, the evaluation will include a long development question in the final exams.



DESCRIPTION OF CONTENTS	COMPETENCES
1. 1. CURRENT CONCEPTION OF DISABILITY AND INCLUSION: Keys to Interpretation. Support Paradigm: Person Centred Planning. Quality of Life Model. Family-centred model. Rights and dignity of the person approach.	1-2-4-7-12-13-14
2. 2. GOOD PRACTICE OF THE SOCIAL EDUCATOR IN THE DISABILITY AND MENTAL HEALTH SECTOR: - Intellectual or developmental disability. - Physical and organic disability. - Sensory disability. - Mental illness (Mental health) - Rare or minority diseases	1-2-4-7-10-12-13-14
3. MAP OF RESOURCES FOR PEOPLE WITH DISABILITIES AND PEOPLE WITH SEVERE MENTAL ILLNESS. EMPLOYMENT. SOCIAL AND LABOUR INSERTION.	1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-20

TEMPORAL ORGANIZATION OF LEARNING:		
	CONTENT/TEACHING UNIT	OF MEETINGS
1	Current conception of disability and inclusion: Keys Interpretation.	3
2	MENTAL HEALTH. Good practiques from the Social Educato	10
3	GOOD PRACTICE FOR SOCIAL EDUCATORS IN THE DISABILITY AND MENTAL HEALTH SECTOR	12
4	b MAP OF RESOURCES FOR PEOPLE WITH DISABILITIES AND PEOPLE WITH SEVERE MENTAL ILLNESS. EMPLOYMENT. SOCIAL AND LABOUR INSERTION.	5



REFERENCES

BASIC

- AAIDD (2011). Discapacidad Intelectual: definición, clasificación y sistemas de apoyo (undécima edición). Madrid: Alianza
- Casanova, M.A. (2011). Educación inclusiva: un modelo de futuro. Madrid: Wolters Kluwer
- Casanova, M^a. A. (2009). La inclusión educativa en un horizonte de posibilidades. Madrid: La Muralla.
- De Lorenzo, R y Pérez Bueno L.C. (Dir.) (2007). Tratado sobre discapacidad. Navarra: Aranzadi.
- Shalock, R. y Verdugo, M.A. (2003). Calidad de Vida. Manual para profesionales de la educación, salud y servicios sociales. Madrid: Alianza
- Verdugo Alonso, M.A.(coord) (2013). Discapacidad e inclusión. Manual para la docencia. Salamanca: Amarú
- VV.AA. (2009). El ocio y las personas con discapacidad intelectual. Siglo Cero, 231, 40
- VV.AA. (2006). Educación Social y Personas con Discapacidades. RES 5,

COMPLEMENTARTY

- Bueno, J. J., Núñez, T. e Iglesias, A. (Eds.) (2001). *Atención educativa a la diversidad en el nuevo milenio*. La Coruña: Universidade de A Coruña.
- Campoy Cervera, I. (2004). *Los derechos de las personas con discapacidad: Perspectivas sociales, políticas, jurídicas y filosóficas*. Madrid: Dykinson, S.L.
- Casanova, M^a. A. y Rodríguez, H. J. (Coords.) (2009). *La inclusión educativa, un horizonte de posibilidades*. Madrid: La Muralla.
- Olivar Parra, J. S. (2006). Lo que aprendí de las personas con autismo. *Revista de la Asociación Autismo Valladolid: 25 aniversario*.
- Palacios Rizzo, A. y Romañach Cabrero, J. (2006). *El modelo de la diversidad: la bioética y los derechos humanos como herramientas para alcanzar la plena dignidad en la diversidad funcional*. La Coruña: Ediciones Diversitas-AIES.
- Verdugo Alonso, M. A. (2011a) (trad.: American Association of Intellectual and Developmental Disabilities): *Discapacidad intelectual: definición, clasificación y sistemas de apoyo* (undécima edición). Madrid: Alianza.
- Verdugo Alonso, M. A. (2011b). Implicaciones de la convención de la ONU en la educación de los alumnos con discapacidad. En *Participación Educativa*. Educación inclusiva: todos iguales, todos diferentes. Madrid: Consejo Escolar del Estado, 18.
-



Direcciones de internet/webgrafía....

- Revista de Educación, edición electrónica <http://www.mecd.gob.es/revista-de-educacion/>
- Confederación Española a Favor de Organizaciones en favor de las Personas con Discapacidad Intelectual <http://www.feaps.org/>
- Servicio de Información sobre Discapacidad <http://sid.usal.es>
- DISCAPNET: Portal de las Personas con Discapacidad <http://www.discapnet.es/>


