COURSE GUIDE
Subject: Practicum III.
Study and Intervention in Socio-educational
Contexts
Catholic University of Valencia

Year 2023/24

Course guide

Course guide to Study and Intervention in Socio-educational Contexts

	ECTS
SUBJECT: Practicum III. Study and Intervention in Socio-educational Contexts	12
Subject: Practicum	24

Type of learning: Core Curricula	**YEAR**: 4º **Semester**: 1º y 2º.
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SUBJECT ORGANIZATION

Practicum III			**Nº ECTS: 6**	
Subjects and Courses				
Subject	**ECTS**	**COURSES**	**ECTS**	**year/ semester**
Practicum I y II	12	Prácticum I. Observation in socio-educational contexts	6	3/1
		Prácticum II. Knowledge in socio-educational contexts	6	3/2
Practicum III	12	Prácticum III. Study and Intervention in Socioeducational Contexts	12	4/2

COURSE GUIDE SUBJECT: PRACTICUM III

GENERAL OBJECTIVES

Integrate the student in a learning context located in real fields related to the practice and performance of the professional role of the social educator.

Enable students to acquire knowledge, skills, information, and practice necessary for the exercise of the professional role in a certain field of social education

BASIC AND GENERAL COMPETENCES	Competence measuring scale			
	1	**2**	**3**	**4**
CB1. That students have demonstrated possession and understanding of knowledge in an area of study that starts from the base of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that imply knowledge coming from the forefront of their field of study.				**x**
CB2. That students know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.				**x**
CG2. Organization and planning				**x**
TRANSVERSAL COMPETENCES	**1**	**2**	**3**	**4**
Instrumentals				
1. Capacity for analysis and synthesis				**x**
2. Organization and planning			**x**	
3. Oral and written communication in the mother tongue/s				**x**
4. Communication in a foreign language	**x**			
5. Use of ICT in the field of study and context Professional			**x**	
6. Information management				**x**
7. Problem solving and decision making			**x**	
	1	**2**	**3**	**4**

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Interpersonal	1	2	3	4
8. Critical and self-critical capacity			x	
9. Ability to integrate and communicate with experts from other areas and in different contexts				X
10. Recognition and respect for diversity and multiculturalism			x	
11. Interpersonal skills				x
12. Ethical commitment		X		
Systemic	**1**	**2**	**3**	**4**
13. Autonomy in learning			x	
14. Adaptation to new situations				x
15. Creativity				x
16. Leadership			x	
17. Initiative and entrepreneurial spirit	x			
18. Openness towards lifelong learning		x		
19. Commitment to identity, development and professional ethics			x	

SPECIFIC COMPETENCES	1	2	3	4
2. Understand and identify the historical, socio-cultural, political and legislative processes that are in the consolidation of the profession and socio-educational intervention		x		
4.- Know and diagnose the fundamental needs and interests, as a basis for planning the socio-educational intervention			x	
5. Analyze and diagnose the different complex realities that support the development of adequate socio-educational processes.			x	

7. Plan, design, manage and evaluate socio-educational programs and projects in the different fields of action.		x	
9. Know and use the tools, instruments and resources necessary to incorporate them into the socio-educational intervention of the different fields of action	X		X
11. Know to favor the processes of social, cultural and educational mediation.	X		
13. Design and develop processes of social participation and community development		x	
14. Develop programs and projects in the field of specialized education (addictive behaviors, prisons, groups at risk of exclusion, special educational needs.)			x
15. Know and use specific socio-educational and community intervention techniques (group dynamics, motivation, negotiation, assertiveness, etc.)	X		X
16. Commitment to the quality of the performance and respect for the ethical principles of the social educator			x
17. Prepare and interpret technical, research and evaluation reports on actions, processes and socio-educational results		x	
20. Show an empathetic, respectful, supportive and trusting attitude towards the subjects and institutions of social education			x

LEARNING OUTCOMES	COMPETENCES
R1. Students adequately identify and analyze different elements related to social education: Areas, contexts and functions of the social educator, as well as the legislative regulations that support each center.	All
R2. Students adequately compare these elements with what they have learned in their theoretical training	All

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R3. The students identify the pedagogical assumptions and the socio-educational actions that are at the base of the intervention of the social educator	All
R4. The students identify and analyze the methodology that the social educator uses based on the realities with which he works.	All
R5.Students use observation strategies appropriately and the results are adequately presented in writing and orally.	All
R6. Students use reflective practice as a learning tool to self-assess themselves and appropriately record the conclusions.	All
R7. The students collaborate with the social educator and with the professional team, respecting the users of the resource and showing an attitude of respect and empathy.	All
R8. The students analyze and reflect on the diverse realities, differentiating their characteristics from those of other groups.	All
R9. The students relate the aspects related to the practice with what they learned in the theoretical training	All
R10. The student body actively participates in the activities of the internship center and the university	All

PRESENTIAL WORK TRAINING ACTIVITIES			
EXERCISE	**Teaching-Learning Methodology**	**Relationship with Learning Results of the subject**	**ECTS**
*FACE-TO-FACE CLASS AND SEMINARS	Attend the lectures/expository classes of the teaching professor	ALL	7 (18 hours)
*FACE-TO-FACE ACTIVITY AT THE UNIVERSITY AND PRACTICAL CLASSES	Preparation for the incorporation of the student to the center, follow-up with the academic tutor, explanation of the key elements of the Practicum. Practical activities at the university related to the Practicum and tutorials.	R1, R2, R4, R8, R10	3 (7 hours)
		Total	10

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STUDENT SELF-WORK TRAINING ACTIVITIES			
EXERCISE	**Teaching-Learning Methodology**	**Relationship with Learning Results of the subject**	**ECTS**
PRESENTIAL ACTIVITY IN THE INTERNSHIP CENTER	Activities carried out at the internship center according to the modality chosen on the established dates.	R1, R2, R3, R4, R5, R7, R8, R10	9 (200 h.)
AUTONOMOUS WORK	Preparation of the student's work folder in which all the documents related to the Practicum are collected.	R2, R5, R6, R8, R9	5 (25 h)
		Total	**24**

ASSESSMENT SYSTEM FOR THE ACQUISITION OF COMPETENCES AND GRADING SYSTEM		
Evaluation instrument [1]	**EVALUATED LEARNING OUTCOMES**	**Percentage granted**
Attendance, active participation and attitudes shown in seminars, tutored interviews and practical activities	Participation in debates, with an attitude of active listening and respect for different opinions ALL LEARNING OUTCOMES	20%

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[1] Assessment techniques and instruments: oral exam-exposition, written tests (objective tests, development tests, concept maps...), supervised work, projects, case studies, observation notebooks, portfolio, etc.

Delivery of the individual final work	Critical analysis of the internship experience in relation to theoretical and/or methodological content ALL LEARNING OUTCOMES	30%
Evaluation of external internship tutors	Evaluation of the student's attitude and the performance of their activities in the internship center ALL LEARNING OUTCOMES	40%
Autoevaluación	Student self-assessment ALL LEARNING OUTCOMES	10%

MINIMUM REQUIREMENTS TO PASS THE SUBJECT

Attendance at theoretical classes is compulsory. In any case, the student must attend a minimum of 80% of them, always justifying her absences with documents. In the event that the student exceeds 20% of unjustified absences, she will not be able to attend the 1st call and will carry out other complementary activities.

The student must also pass (minimum 5 in the grade) all parts of the Practicum, otherwise they must pass the corresponding part. This point will be taken into account as long as the first has been met.

CRITERIA FOR THE GRANTING OF HONORS:

To achieve the MH, all assessments must be of maximum excellence.
The teacher will be free to choose whether to award honors to any of the students who have obtained an outstanding (minimum 9).

Catholic University of Valencia "San Vicente Mártir"

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DESCRIPTION OF CONTENTS	COMPETENCIES
Knowledge, analysis and intervention in areas of Social Education	All
Design and development of socio-educational projects	All
Implementation of a socio-educational intervention methodology	All

BIBLIOGRAPHY

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Addendum to the Course Guide of the Subject Practicum III

(Degree in Social Education)

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.

Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

Microsoft Teams

Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

Microsoft Teams   Kaltura

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

ONLINE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.