



**TEACHING GUIDE FOR THE SUBJECT SOCIO-
EDUCATIONAL INTERVENTION IN THE FAMILY
Degree in Social Education
Faculty of Teaching and Education Sciences
Catholic University of Valencia San Vicente Mártir**

Year 2023/24



TEACHING GUIDE FOR THE SUBJECT

		ECTS
COURSE: Socio-educational Intervention in the Family		6
SUBJECT: Specific Intervention in Specific Contexts		30
MODULE: Socio-educational Intervention Processes		30
Type of course: Compulsory	COURSE: 2º Semester: 2º	
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MODULE ORGANISATION

SOCIO-EDUCATIONAL INTERVENTION PROCESSES				30 ECTS
subjects				
Principal subject	ECTS	SUBJECTS	ECTS	Curso/ semestre
SOCIO-EDUCATIONAL INTERVENTION IN SPECIFIC CONTEXTS	30	Socio-educational intervention in the elderly	6	2 / 1
		Socio-educational intervention in drug addictions	6	3 / 2
		Socio-educational intervention in disability	6	4 / 1
		Socio-educational intervention with minors at risk	6	2 / 2
		Socio-educational intervention in the family	6	2 / 2

**COURSE GUIDE: Intervención
Socio-educational Intervention in the Family**

Prerequisites: None

GENERAL OBJECTIVES

- a. Understand the ways in which families develop and evolve through the life cycle.
- b. To detect dysfunctional interactional processes that are at the basis of family dynamics.
- c. Knowing how to carry out an analysis of the family's demand and, if necessary, a redefinition that approaches the issue at the basis of family dysfunctions.
- d. Being able to evaluate the functioning of family systems both in their structural elements and in the processes of change and transformation.
- e. Be able to become aware of the interactional process between the social educator and the family in order to include processes of change and transformation.
- f. Apply strategies for family orientation and intervention
- g. Manage the demand of families through community resources.
- h. Develop an attitude of respect towards the different family microcultures, differentiating between the values of the educator and those of the family.
- i. Develop a scientific and critical attitude towards family issues, being able to give beneficial answers to families beyond social fashions.

TRANSVERSAL COMPETENCES**Competence
weighting****Instrumentals****1 2 3 4**

1. (1) Analytical and synthesis skills			X	
2. (2) Organisation and planning		X		
3. (6). Information management			X	
4. (7) Problem solving and decision making		X		
5. (8) Critical and self-critical skills			X	
6. (10) Recognition of and respect for diversity and multiculturalism				X
7. (11) Interpersonal skills		X		
8. (12) ethical commitment				X



9. (13) Autonomy in learning		X		
10. (14) Adaptation to new situations			X	
11. (15) Creativity			X	
12. (17) Initiative and entrepreneurship		X		
13. (19) commitment to professional identity, development and ethics				X

SPECIFIC COMPETENCES	Competence weighting			
	1	2	3	4
2. To know and analyse social welfare policies, social and economic changes and legislation that underpin the processes of socio-educational intervention.			X	
4. To know and diagnose the fundamental needs and interests, as a basis for the planning of the socio-educational intervention.			X	
5. Analyse and diagnose the different complex realities that underpin the development of appropriate socio-educational processes.			X	
7. Plan, design, manage and evaluate socio-educational programmes and projects in the different fields of action.			X	
9. Know and use the tools, instruments and resources necessary to incorporate them in the socio-educational intervention in the different fields of action..			X	
11. To know in order to favour social, cultural and educational mediation processes.			X	
12. Develop programmes and projects in the field of specialised education (addictive behaviour, prison, groups at risk of exclusion, special educational needs, etc.).			X	
15. Know and use specific techniques of socio-educational and community intervention (group dynamics, motivation, negotiation, assertiveness, etc.).				X
20. Show an empathetic, respectful, supportive and trusting attitude towards the subjects and institutions of social education.				X



LEARNING OUTCOMES	COMPETENCES
R-1. The student describes the main psychosocial changes that take place in families throughout the life cycle.	2, 4, 5, 20
R-2. The student evaluates family dynamics identifying dysfunctions and potentialities.	2, 4, 5, 9
R-3. The student proposes working hypotheses about dysfunctional family dynamics.	2, 4, 5, 7, 9, 11
R4- The student designs specific intervention plans adapted to different family realities.	2, 4, 5, 7, 9, 11, 12, 15, 20
R5- The student applies and develops skills and strategies specific to family intervention	2, 4, 5, 7, 9, 11, 12, 15, 20
R6- The student shows sensitivity and respect towards different human realities.	20

TRAINING ACTIVITIES IN ECTS CREDITS, THEIR TEACHING-LEARNING METHODOLOGY AND THEIR RELATIONSHIP WITH THE COMPETENCES METHODOLOGY AND ITS RELATION WITH THE COMPETENCES TO BE ACQUIRED BY THE STUDENT.			
FACE-TO-FACE TRAINING ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship to Subject Learning Outcomes	ECTS
THEORETICAL CLASSES	Presentation of contents by the teacher with the participation of the students.	R1, R2, R3, R4, R5, R6	1,4 ECTS



PRACTICAL CLASSES	Group work sessions supervised by the teacher. Case studies, field studies field study, computer classroom, visits and didactic itineraries, data search in libraries, on the Internet, etc. Activities carried out in spaces with specialised equipment.	R2, R3, R4, R5, R6	0,28 ECTS
EXHIBITION OF WORKS	Sharing of acquired knowledge. Teacher-student and student-student interaction.	R1, R2, R3, R4, R5, R6	0,4 ECTS
TUTORING	Personalised and small group attention.	R2, R3, R4, R5, R6	0,16 ECTS
	Period of instruction and/or guidance by a tutor for the purpose of reviewing and discussing the materials and topics presented in lectures, seminars, readings, assignments, etc. assignments, etc.		
EVALUATION TEST	Set of tests used in the initial, formative or summative assessment of the student.	R1, R2, R3, R4, R5, R6	0,16
		TOTAL	2,4



TRAINING ACTIVITIES IN ECTS CREDITS, THEIR TEACHING-LEARNING METHODOLOGY AND THEIR RELATION TO THE COMPETENCES TO BE ACQUIRED BY THE STUDENT			
TRAINING ACTIVITIES FOR AUTONOMOUS STUDENT WORK			
ACTIVITY	Methodology of Teaching-Learning	Relationship to Module Competences	ECTS
GROUP WORK	<p>Reading, preparation of essays, papers, case studies, reports, preparation of seminars, etc., to be presented or delivered in theory classes, practical classes and/or small group tutorials.</p> <p>seminars, etc. to present or deliver in theory classes, practical classes and/or small group tutorials.</p> <p>Work carried out on the university platform or other virtual spaces.</p> <p>Autonomous data research work</p>	R1, R2, R3, R4, R5, R6	1.2 ECTS



INDIVIDUAL WORK	<p>Student study of the proposed bibliography.</p> <p>Completion of required tasks: readings, text analysis, case studies, essays, reports, etc. Work carried out on the university platform or other virtual spaces.</p>	R1, R2, R3, R4, R5, R6	2.4 ECTS
TOTAL			3,6



ASSESSMENT INSTRUMENT	ASSESSED LEARNING OUTCOMES	Percentage awarded
Attendance, participation and favourable attitude in the practical activities planned in the classroom.	All	10 %
ACTIVITIES	All	40 %
WRITTEN TEST	All	50 %
Comments: Assessment will include a long essay question in the final exams and a reading book related to the subject.		
Assessment criteria: It is necessary to obtain a mark equal to or higher than 5 out of 10 in each of these sections, so that it can be added to the final mark. Otherwise, the grade obtained in the corresponding section will be reserved only until the second second sitting of the course.		
Criteria for the awarding of honours: Students who obtain the highest marks in the above criteria may opt for the honours examination in the manner deemed appropriate by the subject teacher. In accordance with the general regulations, only one honours degree can be awarded for every 20 students, not per fraction of 20, with the exception of groups of less than 20 students in total, in which one honours degree can be awarded.		



DESCRIPTION OF CONTENTS	COMPETENCES
UNIT I. The restorative model The family Theoretical principles Defining characteristics Functions of the family Aims and objectives Areas of intervention	1,2,3,4,5,7,8,9,15
UNIT II. The parental role Parenthood and parenting Parental role functions and needs Variables: Capacity, Ability and Plasticity The premises of intervention	1,2,3,4,5,7,8,9,15
UNIT III Intervention Methodology: the family interview The steps in the intervention ..1. Establishing the relationship with the family ..2. Study of the family situation ..2.1. Gathering information ..3. Assessment ..4. Diagnosis ..4.1.1. Negotiation of objectives 1..4.1.2. ..4.1.2. Projection of the future ..4.1.3. Exceptions and improvements 1..4.1.4. ..4.1.4. Scaling questions ..4.1.5. Praise ..4.1.6. Guidelines and tasks ..5. Intervention plan ..5.1.1. Awareness of the family situation 1..5.1.2. ..5.1.2. Family intervention on parental role ..6. Anchoring, generalisability and consistency of results	2,3,4,5,6,7,8,9,11,14,



TEMPORAL ORGANISATION OF LEARNING		
	CONTENT BLOCK/ DIDACTIC UNIT	NO. OF SESSIONS
1	UNIT I	6
2	UNIT II	12
3	UNIT III	12

BIBLIOGRAPHY
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- Loizaga F. (coord.) (2016). Evaluación del apego - attachment y los vínculos familiares. Instrumentos para el diagnóstico familiar en Infancia y Adolescencia. Madrid: CCS
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Addendum to the Teaching Guide of the subject Intervención socioeducativa en la

DEGREE IN SOCIAL EDUCATION

Given the exceptional situation caused by the health crisis caused by COVID-19 and taking into account the security measures relating to the development of educational activity in the university teaching environment in force, we are presenting the appropriate modifications to the teaching guide to ensure that students achieve the learning outcomes of the subject:

Situation 1: Teaching without capacity limitation (when the number of students enrolled is lower than the permitted capacity of the classroom, according to the established security measures).

In this case, no changes are made to the teaching guide.

Situation 2: Teaching with limited seating capacity (when the number of students enrolled exceeds the permitted capacity of the classroom, according to the established security measures).

In this case, the following modifications are provided for:

1. Training activities involving face-to-face work:

All the activities foreseen to be carried out in a classroom in this section of the teaching guide will be carried out through simultaneous face-to-face classroom teaching and synchronous virtual teaching. Students will be able to attend classes in person or through the telematic tools provided by the university (videoconferencing). In any case, students who receive face-to-face teaching and those who receive it by videoconference must rotate periodically.



In the specific case of this subject, these videoconferences will be held through:



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura

Situation 3: Confinement due to a new state of alarm.

In this case, the following modifications are provided for:

1. **Training activities involving face-to-face work:**

All the activities planned to be carried out in a classroom in this section of the teaching guide, as well as the personalised and group tutorials, will be carried out using the telematic tools provided by the university (videoconferencing). In the specific case of this subject, by means of:



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura

Clarifications on the practical sessions:

2. . System of assessment of the acquisition of competences and grading system

PRESENTIAL MODALITY

In terms of evaluation instruments:



No changes will be made to the assessment instruments. In the event of not being able to take the assessment tests in person, they will be taken online through the UCVnet campus



The following modifications will be made in order to adapt the evaluation of the subject to the non-classroom teaching

According to the teaching guide		Adaptation	
Evaluation instrument	% given	Description of proposed changes	Platform to be used
			UCV-Net

The rest of the assessment instruments will not be modified with respect to what appears in the teaching guide.

Comments on the evaluation system:



DISTANCE MODE

En cuanto a los instrumentos de evaluación:

In terms of evaluation instruments:



No changes will be made to the assessment instruments. In the event of not being able to take the assessment tests in person, they will be taken online through the UCVnet campus



The following modifications will be made in order to adapt the evaluation of the subject to the non-classroom teaching

The rest of the assessment instruments will not be modified with respect to what appears in the teaching guide.

According to the teaching guide		Adaptation	
Evaluation instrument	% given	Description of proposed changes	Platform to be used
			UCV-Net

Comments on the evaluation system: