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## **COURSE GUIDE**

### **SOCIOEDUCATIONAL INTERVENTION ON DISABILITY**

### **DEGREE IN SOCIAL EDUCATION**

**Universidad Católica de Valencia**

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Year 2023/2024



## COURSE GUIDE TO SOCIOEDUCATIONAL INTERVENTION ON DISABILITY

		ECTS
<b>MODULE:</b> Socioeducational Intervention on Disability		6 ECTS
<b>FIELD:</b> Socioeducational Intervention in specific contexts		30 ECTS
<b>Subject:</b> Socioeducational intervention processes		30 ECTS
<b>Type of learning:</b> Obligatory	<b>YEAR:</b> 4th <b>Semester:</b> 1st	
<b>Teachers:</b> Gabriel Martínez Rico PhD Carlos Guillamó Minguez PhD	<b>Departamento:</b> Educación Inclusiva, desarrollo sociocomunitario y ciencias de la ocupación	
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### SUBJECT ORGANIZATION

Socioeducational Intervention Processes	Nº ECTS 30
<p><b>Subjects and Courses:</b></p> <p>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.</p> <p>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.</p> <p>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.</p>	



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
<b>R-6</b> 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.		
<b>MENTION OF DISTINCTION:</b> 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)		





DESCRIPTION OF CONTENTS	COMPETENCES
1. Current conception of disability and inclusion: Keys Interpretation: <ul style="list-style-type: none"><li>- Paradigm supports: Person Centered Planning.</li><li>- Model for Quality of Life.</li><li>- Family Centered Model.</li><li>- Approach of the person rights and dignity</li></ul>	1-2-4-7-12-13-14
2. Good practiques from the Social Educator <ul style="list-style-type: none"><li>- Intellectual or developmental disability.</li><li>- Physical and Organic.</li><li>- Sensory Disabilities.</li><li>- Mental illness.</li><li>- Rare or minority diseases</li></ul>	1-2-4-7-10-12-13-14
3. a) Employment. Labor integration.. b) Supervised housing management.	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.	2
2-3	MENTAL HEALTH. Good practiques from the Social Educato	11
4	a) Employment. Labor integration.	8
4	b) Supervised housing management. Resources for people with disabilities	8



## 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<sup>a</sup>. A. (2009). La inclusión educativa en un horizonte de posibilidades. Madrid: La Muralla.
- De Lorenzo, R y Pérez Bueno L.C. (Dirs.) (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<sup>a</sup>. 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.
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Direcciones de internet/webgrafía....

- Revista de Educación, edición electrónica [http://www.mecd.gob.es/revista-de\\_educacion/](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/>
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## Addendum to the Course Guide of the Subject

### SOCIOEDUCATIONAL INTERVENTION ON DISABILITY

#### 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 and 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 and 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
Final written test of the theoretical contents	25%	The final test will be done through a personal interview with an oral exam	Teams UCV

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.