



PEDAGOGY AND FAMILY COUNSELLING

Universidad Católica de Valencia

Academic Year 2019-20



TEACHING GUIDE FOR THE MATTER AND/OR SUBJECT

		ECTS
SUBJECT: PEDAGOGY AND FAMILY COUNSELLING		6
Matter: Social Pedagogy		16.5
Module: Sociology		33
Type of learning¹: COMPULSORY	YEAR: 3rd Semester: 1st or 2nd	
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ORGANISATION OF THE MODULE

SOCIOLOGY			Nº ECTS	
Matters and subjects				
Matter	ECTS	SUBJECT	ECTS	Year/ Semester
Sociology	16.5	Sociology of Education	4,5	1st/2nd
		Intercultural education	6	1st/1st
		Pedagogy and Family Counselling	6	3rd/2nd

¹ Basic learning (common subject), Compulsory subjects, Electives, Practicum, Bachelor's Thesis



TEACHING GUIDE FOR PEDAGOGY AND FAMILY COUNSELLING

Prerequisites: there are no prerequisites

GENERAL GOALS

- To design and evaluate viable plans of family intervention
- To elaborate pedagogical reports geared to different professionals.
- To learn how to present ideas adequately with united and coherent speech, integrating theory and practice and using with property specific vocabulary
- To value the own work and that of others in a reasoned manner using systematic observation tools

CROSS-SECTIONAL SKILLS	Measure scale for the skill			
	1	2	3	4
Instrumental				
1. To acquire the aptitude to analyse and synthesise information				x
2. To organise and plan				x
7. To solve problems and make decisions				x
Interpersonal	1	2	3	4
9. Have the ability to become integrated and communicate with experts in other fields and in different contexts.				x
11. To apply interpersonal skills				x
Systemic	1	2	3	4
16. Have the ability to adapt to new situations.				x

SPECIFIC SKILLS				
Conceptual	1	2	3	4



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11. Design, develop and evaluate educational intervention programs adapted to the distinctive features of the subjects and situations in the different educational fields.				x
12. To design, develop and evaluate orientation programs adapted to the differential characteristics of subjects and situations in the different educational areas				x
20. To know forms of collaboration with the different sectors of the educational community and of the social environment.				x
21. To know and incorporate the social skills necessary for an educational effective and personally wealth-producing action in the different contexts of work and interpersonal relation of the pedagogue				x

LEARNING OUTCOMES	SKILLS
R-1 The student assumes education as a life-learning task	T20, E13, E21
R-2 The student proves commitment with identity, development and professional ethics in the proposal he or she makes in analysing the topics discussed	T21, E20
R-9 The student is capable of critically and comprehensively the different social events and their repercussions.	T1, T2, T8, E2

ON-CAMPUS EDUCATIONAL ACTIVITIES



ACTIVITY	Teaching-Learning Methodology	Relationship with Learning Outcomes for the subject	ECTS
LECTURES	Teacher presentation of contents, skills analysis, explanation and in-class display of skills, abilities and knowledge	R-1, R-2, R-3, R-4	0.6
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line and Internet work etc. Meaningful construction of knowledge through interaction and student activity.	R-3, R-4	0.8
TEAM PRESENTATION	Application of interdisciplinary knowledge	R-3, R-4	0.5
MENTORING	Personalised and small group attention. Period of instruction and/or orientation carried out by a mentor for the purpose of reviewing and discussing the materials and topics presented in lectures, seminars, readings, writing papers, etc.	R-3, R-4	0.3
ASSESSMENT	Group of oral and/or written tests used during initial, formative or additive assessment.	R-1, R-2, R-3, R-4	0.2
Total			(2.4*)

EDUCATIONAL ACTIVITIES OF STUDENT INDEPENDENT WORK (BLENDED)			ECTS
ACTIVITY	Teaching-Learning Methodology	Relationship with Learning Outcomes for the course	ECTS



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VIRTUAL MENTORING	Personalised and small group attention. Period of instruction and/or orientation carried out by a mentor for the purpose of reviewing and discussing the materials and topics presented in lectures, seminars, readings, writing papers, etc.	G-1, G-7 E-11, E-12	0.2
DISCUSSION FORUMS	Active participation in discussion forums related to the subject moderated by the teacher.	G-1, G-11 E-20, E-21	0.2
ACTIVITIES OF CONTINUOUS EDUCATION	Self-assessments, delivery of individual tasks on: resolution of problems, comments, recessions... to deliver in different periods throughout the course.	G-2, G-7, G-16	0.4
INDEPENDENT WORK	Student study: individual preparation of readings, testing, problema solving, seminars, papers, reports, etc. To be submitted or presented in the lectures, practical and / or small group mentoring. Work done on the university e-learning platform or other virtual spaces.	G-1, G-2, G-7 E-11, E-12	0.2

STUDENT INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship of Course with Learning Outcome	ECTS
TEAMWORK	Teamwork on readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group mentoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R.3, R.4	1.3
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 (www.plataforma.ucv.es)	R.1, R.2	1.3
Total			(3.6*)



SYSTEM FOR ASSESSING SKILLS ACQUISITION AND ASSESSMENT SYSTEM		
Assessment Tool²	LEARNING OUTCOMES ASSESSED	Allocated Percentage
ORAL GROUP PRESENTATION	R-3, R-4	20%
PORTFOLIOS	R-1, R-2	30%
ATTENDANCE AND PARTICIPATION IN THE ACTIVITIES	R-1, R-2, R-3, R-4	10%
WRITTEN TEST	R.3, R.4	40%

DESCRIPTION OF CONTENTS	SKILLS
1. FAMILY AND COMPANY <ul style="list-style-type: none"> <input type="checkbox"/> Concept, typology and functions of the Family. <input type="checkbox"/> The construction of values in the family. <input type="checkbox"/> 3. Socialisation between parents and children. 	G-9 E-11, E-12, E-20, E-21
2. FAMILY AND EDUCATION <ul style="list-style-type: none"> <input type="checkbox"/> The family as a primary area of education. <input type="checkbox"/> Strategies and styles in the family. <input type="checkbox"/> 3. The participation of the parents in school education. 	G-9 E-20, E-21
3. TECHNOLOGIES AND STRATEGIES APPLIED TO THE AREA OF FAMILY COUNSELLING <ul style="list-style-type: none"> <input type="checkbox"/> Mediation. <input type="checkbox"/> The interview. <input type="checkbox"/> 3. Other technologies and strategies. 	G-1, G-2, G-7, G-16 E-11, E-12, E-20, E-21

² Techniques and evaluation tools: oral test-presentation, writing tests (multiple choice tests, true/false, essay questions, concept maps...), guided papers, projects, case studies, observation logs, portfolios, etc.



<p>4. PSYCHOPEDAGOGICAL INTERVENTION IN THE FAMILY CONTEXT.</p> <ul style="list-style-type: none"> □ Family Pedagogy. <ul style="list-style-type: none"> □ Family Orientation: concept, models and areas of intervention. □ Educational Orientation in the family and in the school. □ Parent training <ul style="list-style-type: none"> □ 5.Parenting and Grandparenting Schools. 	<p>G-1, G-2, G-9, G-11 E-11, E-12, E-20, E-21</p>
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TEMPORAL ORGANISATION OF LEARNING (Students of first enrolment):

	CONTENT UNIT/DIDACTIC UNIT	Nº OF SESSIONS
1	FAMILY AND COMPANY	2
2	FAMILY AND EDUCATION	2
3	TECHNOLOGIES AND STRATEGIES APPLIED TO THE AREA OF FAMILY COUNSELLING	3
4	PSYCHOPEDAGOGICAL INTERVENTION IN THE FAMILY CONTEXT.	3

REFERENCES



Basic bibliography

- Álvarez, B. (2003). *Orientación familiar. Intervención familiar en el ámbito de la diversidad*. Madrid: Sanz y Torres.
- García, L. y Martínez, M^a. de C. (2003). *Orientación educativa en la familia y en la escuela*. Madrid: Dykinson.
- Martínez, M^a. de C. y Álvarez, B. (2002). *Orientación familiar*. Madrid: UNED.

Complementary bibliography

- Alberdi, I. (1999). *La nueva familia española*. Barcelona: Taurus.
- Altarejos, F. (1999). *Dimensión ética de la educación*. Pamplona: EUNSA.
- Boutín, G. y Durning, P. (1997). *Intervenciones socioeducativas en el medio familiar*. Madrid: Narcea.
- Carrobes, J.A.I. y Pérez, F.J. (2001). *Escuela de padres: guía práctica para evitar problemas de conducta y mejorar el desarrollo infantil*. Madrid: Pirámide.
- Fortes, M^aC., Flores, A., Serra, M^aV. (2001). *Optimización de las competencias del padre y de la madre*. Valencia: Promolibro.
- García, F. (2004). *Familia y escuela*. Madrid: CCS-ICCE.
- Gervilla, E. (Coord.). (2002). *Educación Familiar. Nuevas relaciones humanas y humanizadoras*. Madrid: Nancea.
- Gómez Navasquillo, P. (2006). *Programa de intervención para padres y menores con conductas de maltrato*. Valencia: Generalitat Valenciana. Conselleria de Benestar Social.
- González, R. y Díez, E. (2001). *Valores en familia, orientación, tutoría y escuela de padres en Educación Infantil, Primaria y ESO*. Madrid: CCS.
- Maiquez, M.L., Rodrigo, M.J., Capote, C. y Vermaes, I. (2001). *Aprender en la vida cotidiana. Un programa experiencial para padres*. Madrid: Aprendizaje Visor.



- Musitu, G. y Cava, M^a.J. (2001). *La familia y la educación*. Barcelona: Octaedro.
- Pérez de Ayala, Elisa. (1999). *Trabajando con familias. Teoría y práctica*. Zaragoza: Certeza.
- Pérez, P. y Cánovas, P. (1996). *Valores y pautas de crianza familiar*. Madrid: Fundación S.M.
- Pérez, P. y Cánovas, P. (2002). *Pautas de interacción familiar en la adolescencia*. Madrid: Fundación S.M.
- Rio, D. del, Álvarez, B., Beltrán, S. y Téllez, J.A. (2003). *Orientación y Educación Familiar*. Madrid: UNED.
- Roche, R, Sol, M. (1998). *Educación prosocial de las emociones, valores y actitudes positivas para los adolescentes en entornos familiares y escolares*. Barcelona: Blume.
- Rodrigo, M^a.J. y Palacios, J. (coord.). (1998). *Familia y desarrollo humano*. Madrid: Alianza Editorial.
- Romeo Soriano, F.J. (Coord.) (2003). *El paper de l'àmbit educatiu en la detecció i abordatge de situacions de desprotecció o maltractament infantil*. Valencia: Generalitat Valenciana.
- Santos, M. A., Touriñán, J.M. (eds). (2004). *Familia, Educación y Sociedad Civil*. Universidade de Santiago de Compostela.
- Sarramona, J. (1999). *La educación en la familia y en la escuela*. Madrid: PPC.

NOTE: The bibliography will be complemented with specific references as a function of the topics discussed and the papers chosen by the students.

ADDITIONAL INFORMATION:

TEACHING OF THE SUBJECT FOR STUDENTS IN SECOND AND SUBSEQUENT ENROLMENT:

There will be a specific group of students who do not enroll for the first time and one professor in charge of the mentioned group.

In that group there will be a number of monitoring and mentoring sessions established by

UCV (from 2 to 6 hours each one) where the work on the skills the students need to pass the course will be emphasised.

Those sessions are included in the following timeframe.



TEMPORAL ORGANISATION OF LEARNING (Students in second and subsequent enrolments):		
	CONTENT UNIT/DIDACTIC UNIT	Nº OF SESSIONS (must add 6)
1	FAMILY AND COMPANY	1
2	FAMILY AND EDUCATION	1
3	TECHNOLOGIES AND STRATEGIES APPLIED TO THE AREA OF FAMILY COUNSELLING	2
4	PSYCHOPEDAGOGICAL INTERVENTION IN THE FAMILY CONTEXT.	2



Addendum to the Course Guide of the Subject

(Degree)

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



Blackboard Collaborate Ultra



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



Blackboard Collaborate Ultra



Kaltura



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.