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# **EDUCATIONAL INTERVENTION IN SOCIAL MALADAPTATION PROBLEMS**

*(Bachelor's Degree en  
Pedagogy)*

**Universidad Católica de Valencia**

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**Year 2020/2021**



## TEACHING GUIDE FOR THE MATTER AND/OR SUBJECT

			ECTS
Subject: <b>EDUCATIONAL INTERVENTION IN PROBLEMS OF SOCIAL MALADAPTION</b>			<b>6</b>
Subject-matter: <b>SOCIO-COMMUNITY INTERVENTION</b>			<b>30</b>
Module: <b>SOCIO-COMMUNITY INTERVENTION</b>			<b>30</b>
Type of course: <b>ELECTIVE</b>	Year: <b>4th</b>	Semester: <b>1st</b>	
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### ORGANISATION OF THE MODULE

<b>SOCIO-COMMUNITY INTERVENTION</b>			<b>30 ECTS</b>	
Duration and temporal location within the curriculum: <span style="background-color: yellow;">(breve justificación)</span>				
<b>Subject-matters and Subjects</b>				
Subject-matter	ECTS	SUBJECT	ECTS	Year/ Semester
<b>SPECIFIC NEEDS AND ATTENTION TO DIVERSITY</b>	<b>30</b>	<b>Social policies and welfare systems</b>	<b>6</b>	<b>3rd/ 2nd</b>
		<b>Pedagogy, participation and associationism</b>	<b>6</b>	<b>3rd/ 2nd</b>
		<b>Educational intervention in maladaptation problems</b>	<b>6</b>	<b>4th/ 1st</b>
		<b>Socio-educational intervention in the elderly</b>	<b>6</b>	<b>4th/ 2nd</b>
		<b>Pedagogy of the Game</b>	<b>6</b>	<b>4th/ 2nd</b>



TEACHING GUIDE SUBJECT: <b>EDUCATIONAL INTERVENTION IN MALADAPTATION PROBLEMS</b>				
<b>Prerequisites:</b> THERE ARE NO PREREQUISITES				
<b>GENERAL GOALS</b>				
<b>CROSS-SECTIONAL SKILLS</b>	Importance of the skill			
	1	2	3	4
C7-. To solve problems and make decisions.			X	
C10.- To recognise and respect diversity and multiculturality.				X
C21.- To acquire the value of commitment with identity, development and professional ethics.			X	
<b>SPECIFIC SKILLS</b>	Importance of the skill			
	1	2	3	4
S6-. To know the models, principles and approaches of the educational, school and professional direction in diverse educational contexts.			X	
S7.- To know the principles and foundations of attention to diversity in education and to make educational decisions in agreement with individual differences.				X
S14.- To design techniques and construct instruments of diagnosis and detection of variables that justify a specific educational action (diagnosis of needs, capacities, factors of exclusion and social discrimination, learning				X
21.- To know and to incorporate the social abilities necessary for effective and educational action and personally enriching in the different work contexts work and interpersonal relation of the pedagogue.				X
<b>LEARNING OUTCOMES</b>	<b>SKILLS</b>			
3.- The student designs and evaluates prevention programmes.	C7, C10, C21, S6, S7, S14, S21			



<b>EDUCATIONAL ACTIVITIES OF CLASSROOM WORK</b>			
<b>ACTIVITY</b>	<b>Teaching-learning Methodology</b>	<b>Relation with skills of the module</b>	<b>ECTS</b>
PARTICIPATIVE MASTER CLASSES	Teacher presentation of contents, analysis of skills, explanation and demonstration of capacities, abilities and knowledge in the classroom.	C-1, C- 5, S-6, S-7, S-21	5.4
PRACTICAL EXERCISES	Sessions of group work supervised by the professor. Study of cases, diagnostic analyses, problems, field work, computer classroom, visits, data search, libraries, network, Internet, etc. Meaningful construction of knowledge through the interaction and activity of the student.	C-10, C-19, S-11 S-14	2.2
SEMINARS	Supervised monographic sessions with shared participation	C-9, C-11, S-20	1.3
GROUP PRESENTATION OF PAPERS	Application of interdisciplinary knowledge	C-7, C-11 S-14	1
IN-PERSON SUPERVISION	Customised attention and in small group. Period of instruction and/or direction carried out by an advisor with the aim of reviewing and discussing the materials and subjects presented in the classes, seminaries, readings, paper writing, etc.	ALL	1.6
IN-PERSON ASSESSMENT	Set of tests oral and/or written used in the initial, formative or additive evaluation of the student.	ALL	0.5
Total			18



<b>EDUCATIONAL ACTIVITIES OF INDEPENDENT STUDENT WORK (BLENDED)</b>			
<b>ACTIVITY</b>	<b>Teaching-Learning Methodology</b>	<b>Relation with Skills of the Module</b>	<b>ECTS</b>
THEORETICAL ASYNCHRONOUS VIRTUAL SESSIONS	Through previous planning the professor distributes a detailed guide with the order of study of the materials that he/she activates in the virtual classroom: documents, video-lessons created by the professor at UCV, external links and/or additional bibliography.	C-6, C-7, S-8, S-9	0.80
VIRTUAL SUPERVISING	Individual attention for the follow-up and direction of the learning process carried out by the advisor with the intention of reviewing and discussing the materials and subjects, seminars, readings, paper writing, etc.	ALL	0.30
GROUP WORK	Group preparation of readings, essays, resolution of problems, seminars, papers, reports, etc. to present or to submit in the theoretical classes, practical classes and/or small group session. Work carried out on the platform or other virtual spaces.	C-9, C-11, C-18, S-13, S-20	0.90
DISCUSSION FORUMS	Active participation in discussion forums referred to the subject matter, moderated by the professor of the subject.	C-8, C-10, S-20	0.30
CONTINUOUS ASSESSMENT ACTIVITIES	Self-assessments, submission of individual tasks on: resolution of problems, commentaries, reviews,... to submit at different times throughout the course.	ALL	0.40
INDEPENDENT WORK	Study carried out by the student: Individual preparation of readings, tests, resolution of problems, seminars, paper writings, reports, etc. . to present or to submit in the theoretical classes, practical exercises and/or individual or small groups. Work carried out on the platform or other virtual	C-2, C-15, C-21, S-11, S-13, S-21	0.90
Total			3.60



<b>SYSTEM OF EVALUATION OF SKILL ACQUISITION AND MARKING SYSTEM</b>	
<b>Assessment Instrument</b>	<b>Allocated percentage</b>
Written tests	40 %
Resolution of practical cases	20 %
Oral presentation of group and individual papers	15 %
Follow-up of student work in the non-face-to-face sessions	15 %
Active Participation in the theoretical-practical sessions, seminars and supervised sessions positions of a guardian.	10 %

### **CRITERIA FOR THE CONCESSION OF A PASS WITH HONOURS DISTINCTION:**

*To specify concrete criteria for the subject and faculty to which the degree is ascribed and in agreement with the general norm indicating that only a pass with honours can be granted to every 20 students. It cannot be granted to a fraction of 20 excluding the case of groups with fewer than 20 students altogether, in which case only one pass with honours can be granted.*

<b>BRIEF DESCRIPTION OF THE SUBJECT</b>
<p><b>Educational intervention in social maladaptation problems</b> Fundamental problems of social maladaptation. Strategies of intervention. Educational intervention as a fundamental strategy. Difficulties in basic psychological processes. Behaviour alterations. Maladaptation and sociocultural disadvantage. Directions for intervention.</p>



DESCRIPTION OF CONTENTS	SKILLS
Organisation in blocks of content or thematic groups. Development of the contents in the teaching guides.	(Indicate, numerically, the related skills)
BLOCK I.- Delimitation of the concept of social maladaptation Boundary of the concept of social maladaptation. <ul style="list-style-type: none"> <li>Unit 1.- Some previous considerations on the concept.</li> <li>Unit 2.- Explanatory theories of social maladaptation processes</li> <li>Unit 3.- Main socialising guidelines that influence maladaptation processes.</li> <li>Unit 4.- Prediction of antisocial behaviour.</li> </ul>	C10, C21, S6, S7, S14
BLOCK II.- Methodology of educational intervention. <ul style="list-style-type: none"> <li>Unit 5.- Principles and models of socio-educational intervention: The educational relationship.</li> </ul>	C7, S21

<b>TEMPORAL ORGANISATION OF LEARNING (First enrolment students):</b>		
	CONTENT BLOCK / DIDACTIC UNIT	Nº OF SESSIONS
1	Some previous considerations on the concept of social maladaptation.	2
2	Explanatory theories of social maladaptation processes.	3
3	Main socialising guidelines that influence maladaptation processes.	2
4	Prediction of antisocial behaviour	2
5	Principles and models of socio-educational intervention: the educational relationship.	6



## BIBLIOGRAPHY

### BASIC

- Amorós, P & Eyerbe, P. (2000). Intervención educativa en inadaptación social. Madrid: Síntesis Educación.
- Garrido, V. (2005). Manual de intervención educativa en readaptación social. Valencia: Tirant lo Blanch.
- Valverde, J. (2002). Proceso de inadaptación social. Madrid: Editorial Popular.

### COMPLEMENTARY

- Garrido, V & López, M. (2005). Manual de intervención educativa en readaptación social. Los programas de pensamiento prosocial. Valencia: Tirant lo Blanch.
- Martín A, Gallego D, & Alonso, C (2010). El educador social en acción: de la teoría a la praxis. Madrid: Uned.
- Sedó, C. (1999). Treballant com a educadora o educador social. Barcelona: Edicions pleniluni.
- Tarín, M & Navarro, J (2006). Adolescentes en riesgo. Casos prácticos y estrategias de intervención socioeducativa. Madrid: Editorial CCS.
- Valles, J (2009). Manual del educador social. (2009). Madrid: Pirámide

## 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

*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.

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**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.

