



Information about the subject

Degree: Official Master's Degree in the Relationship of Aid and Counselling

Faculty: Faculty of Psychology

Code: 1420008 **Name:** Counselling in Areas of Social Exclusion

Credits: 6,00 **ECTS Year:** 1 **Semester:** 2

Module: MODULO 5. COUNSELLING, VULNERABILIDAD Y EXCLUSIÓN

Subject Matter: 5.1 Counselling in areas of social exclusión **Type:** Compulsory

Department:

Type of learning: Online

Languages in which it is taught: Spanish

Lecturer/-s:



Module organization

MODULO 5. COUNSELLING, VULNERABILIDAD Y EXCLUSIÓN

Subject Matter	ECTS	Subject	ECTS	Year/semester
5.1 Counselling in areas of social exclusión	6,00	Counselling in Areas of Social Exclusion	6,00	1/2
5.2. Application of Counseling in other areas	6,00	Application of Counselling in Other Fields	6,00	1/2

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student knows the characteristics of the groups of drug addicts and other addictions to perform the intervention.
- R2 The student describes the characteristics of the prison environment and the specific skills for the intervention.
- R3 The student identifies being able to solve cases associated with the phenomenon of crime and sexual crimes.
- R4 The student understands the characteristics of the group of immigrants in order to intervene.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB7	To be able to apply the acquired knowledges and the ability of problems resolution in new environments inside wider contexts (or multidisciplinary contexts).				X
CB8	To be able to integrate different knowledges in order to face the complexity of making judgments from incomplete or limited information, that includes reflections about social and ethical responsibilities related to their knowledges and judgements.				X

GENERAL		Weighting			
		1	2	3	4
CG1	Collect information concerning the relationship of help from different sources scientifically proven, incorporating the habit of verification and prioritization of sources of interest.		X		
CG3	Design creatively intervention and research projects, helping to expand the frontiers of knowledge of the relationship of help and counseling.			X	
CG7	Develop new knowledge and techniques Relationship Counselling help and suitable for intervention.				X
CG8	Mastering the skills and techniques and social skills necessary to foster a climate that facilitates the relationship, and that is participatory and promoter of change in crisis.			X	
CG9	Acquire knowledge of scientific interest to provide a sufficient vision for the development of ideas and projects of intervention in situations of exclusion and vulnerability.		X		



SPECIFIC	Weighting			
	1	2	3	4
CE3 Distinguish the limits of the aid relationship and key criteria for pointing out the need for further assistance strategies.			X	
CE4 Promote the person who aids, strategies for self-help and learning in situations of adversity .		X		
CE7 Describe the different psycho-emotional reactions that occur in the intervention helping relationship-counseling both facilitator and as individuals or collective aid recipients.			X	
CE9 Develop attitudes and skills effective for intervention with groups of people within the helping relationship.				X
CE10 Identify key ethical issues in existing intervention aid relationship-counseling.		X		
CE14 Pointing out the elements that characterize a sufficient command of intelligence emotional competence of professional agent help.			X	

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	10,00%	Attendance and participation in the activities of synchronous communication.
R1, R2, R3, R4	80,00%	Making deliverables activities.
R1, R2, R3, R4	10,00%	Ongoing assessments using multiple choice questions.

Observations



Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Content exposure by the teacher.
- M2 Preparation of topics on presented materials: readings, viewing of films or documentaries.
- M4 Realization of deepening exercises and analysis.
- M5 Individual attention to resolve doubts and orientation of the learning process.
- M17 Debate.



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
SYNCHRONOUS VIRTUAL SESSION: Content exposure by the teacher. M1, M17	R1, R2, R3, R4	18,00	0,72
PRACTICAL SYNCHRONOUS VIRTUAL SESSION: Group work sessions through chat moderated by the teacher. M1, M4	R1, R2, R3, R4	18,00	0,72
SYNCHRONOUS INDIVIDUAL OR GROUP TUTORIES: Individual attention for monitoring and orientation of the learning process, carried out by a tutor in order to review and discuss the materials and topics, seminars, readings, works, etc. M1, M4, M5	R1, R2, R3, R4	24,00	0,96
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
INDIVIDUAL WORK ACTIVITIES: Preparation of topics on the materials presented for discussion or delivery in electronic format. M2, M4	R1, R2, R3, R4	80,00	3,20
DISCUSSION FORUMS: Participation and contributions to discussion forums related to the subject, moderated by the teacher of the subject. M4, M17	R1, R2, R3, R4	10,00	0,40
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
LESSON 23 INTERVENTION IN DRUGS AND OTHER ADDICTIONS	<ul style="list-style-type: none">·Introduction·General concepts·Epidemiology·Social Perception·National Drug Strategy 2017 - 2024·III Strategic Plan for Drug Dependence and Other Addictive Disorders in the Region of Valencia·Risk Factors for Addictions·Addiction Protection Factors·Theoretical models that explain addictions·Challenges for the future·Addictions without substance·Intervention.
LESSON 24 Intervention in the field of prisons	<ul style="list-style-type: none">·Community, prison environment and aid relationship·The prison context: health, deprivation of liberty and support relationship·Prison environment: needs, problems and protective factors·Salutogenic approach to the aid relationship: sense of coherence and assets for health·Mental health promotion in prison: group and individual intervention
LESSON 25: INTERVENTION WITH IMMIGRANTS	<ul style="list-style-type: none">·The need to unlearn in the face of cultural diversity·Immigration in its social and personal context.·The impact of migration on family relations.·The impact of migration on children.·Community intervention with immigrants.·Migration and mental health: towards a new health model.·Determining factors in psychosocial intervention.·Tools and capacities needed.·Migrations and exclusion: summary and conclusion



Temporary organization of learning:

Block of content	Number of sessions	Hours
LESSON 23 INTERVENTION IN DRUGS AND OTHER ADDICTIONS	10,00	20,00
LESSON 24 Intervention in the field of prisons	10,00	20,00
LESSON 25: INTERVENTION WITH IMMIGRANTS	10,00	20,00

References

Basic Bibliography.

eText of the course, prepared by Dr. D. Francisco J. Bueno Cañigral, accessible in the Virtual Classroom.

eText of the course, prepared by Dr. D. de Luis Die Olmos, accessible in the Virtual Classroom.

eText of the subject, prepared by Dr. D. Joan Paredes, Dr. D. Francisco J. Bueno Cañigral and by Dr. Ángel M. Turbi Picazo, accessible in the Virtual Classroom.

Complementary Bibliography

Es un compendio sobre las bases biológicas, psicológicas, sociales, diagnósticas, terapéuticas y de salud pública de los trastornos adictivos. En él se resumen las evidencias más actuales sobre investigaciones, así como las directrices de los tratamientos más efectivos.

[http://www.valencia.es/ayuntamiento/drogodependencias.nsf/0/64E6AA9051C53402C12580E204127C4/\\$FILE/Mercado%20Emergentes.%20MONOGRAF%C3%8DA.pdf?OpenElement&lang=1](http://www.valencia.es/ayuntamiento/drogodependencias.nsf/0/64E6AA9051C53402C12580E204127C4/$FILE/Mercado%20Emergentes.%20MONOGRAF%C3%8DA.pdf?OpenElement&lang=1)

[http://www.valencia.es/ayuntamiento/drogodependencias.nsf/0/C0C8816937C1855BC125795A003AF941/\\$FILE/XVIIIJornadas2012.pdf?OpenElement](http://www.valencia.es/ayuntamiento/drogodependencias.nsf/0/C0C8816937C1855BC125795A003AF941/$FILE/XVIIIJornadas2012.pdf?OpenElement)

[https://www.valencia.es/ayuntamiento/drogodependencias.nsf/0/6153558C5BD60FBAC1257F550044CA4F/\\$FILE/TIC%20Guia%20para%20Padres-n38.pdf?OpenElement&lang=1](https://www.valencia.es/ayuntamiento/drogodependencias.nsf/0/6153558C5BD60FBAC1257F550044CA4F/$FILE/TIC%20Guia%20para%20Padres-n38.pdf?OpenElement&lang=1)

[https://www.valencia.es/ayuntamiento/drogodependencias.nsf/0/B7480C2989F92BA2C1257F6F0045B95F/\\$FILE/Los%20Adolescentes%20y%20el%20Ciberacoso.pdf?OpenElement&lang=2](https://www.valencia.es/ayuntamiento/drogodependencias.nsf/0/B7480C2989F92BA2C1257F6F0045B95F/$FILE/Los%20Adolescentes%20y%20el%20Ciberacoso.pdf?OpenElement&lang=2)

[https://www.valencia.es/ayuntamiento/drogodependencias.nsf/0/C4B024F39AB611C8C1257F550041AF44/\\$FILE/Nuevas%20Tecnolog%C3%ADas-39-Gu%C3%ADa%20Adolescentes.pdf?OpenElement&lang=1](https://www.valencia.es/ayuntamiento/drogodependencias.nsf/0/C4B024F39AB611C8C1257F550041AF44/$FILE/Nuevas%20Tecnolog%C3%ADas-39-Gu%C3%ADa%20Adolescentes.pdf?OpenElement&lang=1)



Addendum to the Course Guide of the Subject

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 activities to be developed in the classroom as indicated in this field of the guide of the subject, 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:



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.

Comments to the Assessment System: