

5.1 Counselling in areas of social  
exclusion

	<p><b>COURSE GUIDE</b></p> <p><b>5.1 COUNSELLING IN AREAS OF SOCIAL EXCLUSION</b></p> <p><b>DR.D. CESAR MATEU HERNANDEZ</b></p> <p><b>DR.D. ÁNGEL MANUEL TURBI PINAZO</b></p> <p><b>DR.D. LUIS DIE OLMOS</b></p> <p><b>MASTER IN RESPECT OF SUPPORT AND COUNSELLING</b></p> <p><b>2018-2019</b></p>
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## 5.1 Counselling in areas of social exclusion

**PRELIMINARY REMARKS:**

The teaching of this course is online. As specified in the section on Teaching Methodology of this guide, it is interactive teaching mediated primarily audiovisual resources.

**1.-DATA OF THE SUBJECT**

<b>TITLE:</b> COUNSELLING IN AREAS OF SOCIAL EXCLUSION	6 ECTS
<b>NAME OF MODULE:</b> COUNSELLING, VULNERABILITY AND EXCLUSION	6 ECTS
<b>CHARACTER</b> COMPULSORY – ON-LINE	<b>COURSE:</b> 2017-18 <b>SEMESTER:</b> 2º
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### 2.- SUMMARY OF THE SUBJECT

This subject is addressed, in general, the particularities which presupposes the application of counseling in areas of exclusion and in particular the particularities (knowledge, skills and abilities) situations related to drug and other addictions, the prison environment and intervention with individuals and immigrant families.

#### CONTENTS

Exposure of the main characteristics of priority areas for intervention through the aid relationship: understanding of reality, updating, case analysis.

1. Counselling and its application in intervention in drug and other addictions.
2. prison Scope: characteristics and specific skills to help relationship
3. The phenomenon of crime and sexual offenses
4. Intervention immigrants. The migratory grief and other processes

### 3.- COMPETENCIES TO BE ACQUIRED BY THE STUDENT

<b>Basics competencies [BC]</b>
<p><b>CB7</b> - To be able to apply the acquired knowledges and the ability of problems resolution in new environments inside wider contexts (or multidisciplinary contexts).</p> <p><b>CB8</b> - 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.</p>
<b>General competencies [GC]</b>
<p><b>CG1</b> - Collect information concerning the relationship of help from different sources scientifically proven, incorporating the habit of verification and prioritization of sources of interest.</p> <p><b>CG3</b> - Design creatively intervention and research projects, helping to expand the frontiers of knowledge of the relationship of help and counseling.</p> <p><b>CG7</b> - Develop new knowledge and techniques Relationship Counselling help and suitable for intervention</p> <p><b>CG8</b> - 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</p> <p><b>CG9</b> - 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</p>
<b>Specific Competencies [SC]</b>

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**CE2** - Apply the characteristics of the helping relationship techniques, integrating attitudes assistant or counselor for different contexts of exclusion.

**CE3** - Distinguish the limits of the aid relationship and key criteria for pointing out the need for further assistance strategies.

**CE4** - promote the person who aids, strategies for self-help and learning in situations of adversity

**CE7** - Describe the different psycho-emotional reactions that occur in the intervention helping relationship-counseling both facilitator and as individuals or collective aid recipients.

**CE9** - Develop attitudes and skills effective for intervention with groups of people within the helping relationship

**CE10** - Identify key ethical issues in existing intervention aid relationship-counseling

**CE14** - Pointing out the elements that characterize a sufficient command of intelligence emotional competence of professional agent help.

Learning outcomes	COMPETENCIES
<p><b>RA1.</b> The student understands the concept of emotional intelligence.</p>	<p>CB7-8 CG1,3,7,8,9 CE9,10,14,2,3,4,7</p>
<p><b>RA2.</b> The student identifies the elements of emotional intelligence</p>	<p>CB7-8 CG1,3,7,8,9 CE9,10,14,2,3,4,7</p>
<p><b>RA3.</b> The student makes an assertive expression of their thoughts and feelings.</p>	<p>CB7-8</p>

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	CG1,3,7,8,9 CE9,10,14,2,3,4,7
RA4. The student identifies the emotions that come into play in the relationship and recognizes its importance in the process.	CB7-8 CG1,3,7,8,9 CE9,10,14,2,3,4,7

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### 4.- METHODOLOGY

E-PRESENCIAL / ONLINE WORK TRAINING ACTIVITIES			
ACTIVITY	TEACHING METHODOLOGY LEARNING	Relationship with learning outcomes	ECTS
MASTER CLASSES	<p>a) With the real-time participation of students: Synchronous learning (in principle this means that both students and teachers are simultaneously connected through their respective computers) using multimedia resources via interactive web conferencing. Synchronous learning has the obvious advantage of providing immediate access and feedback from the lecturer. Although the activity is synchronous, the webinar is recorded and stored in the Virtual Classroom and therefore can be watched 24 hours a day, 365 days a year.</p> <p>b) Asynchronous learning using videotaped lectures by the lecturer or an invited expert.</p>	RA1-3	1.2
WORKSHOPS (GUIDED ACTIVITIES EXCEPT SEMINARS)	<p>METHODOLOGY OF TEACHING AND LEARNING: Synchronous learning (teaching that, in principle, requires that students and teachers are simultaneously at their respective computers) using multimedia resources via interactive web conferencing.</p> <p>The main objective of these practical classes is to help achieve a deep understanding of the theories and</p>	RA1-3	1

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	<p>concepts presented in lectures. Although the activity is synchronous, the webinar is recorded and stored in the Virtual Classroom and therefore can be watched 24 hours a day, 365 days a year.</p>		
(INDIVIDUAL OR GROUP) TUTORIALS	<p>METHODOLOGY OF TEACHING AND LEARNING: Individual interview via skype and virtual group interactions via web conferencing:</p> <p>a) For the analysis of the literature; b) For the reparation of assessments; c) For the monitoring of the course progress</p>	RA1-3	0.6
<b>AUTONOMOUS TRAINING ACTIVITIES</b>			
<b>ACTIVIDAD</b>	<b>TEACHING METHODOLOGY LEARNING</b>	<b>Relationship with learning outcomes</b>	<b>ECTS</b>
STUDY, TASK PREPARATION AND TESTING.	<p>Autonomous work: Student study of the proposed bibliography. Preparation of required tasks: reading, text analysis, case study, preparation of tests, realization of memories, etc. Work done on the university platform. Autonomous search of data in libraries, on the Internet, etc.</p>	RA1-3	3.2
<b>COMPETITION ACQUISITION EVALUATION SYSTEM AND QUALIFICATION SYSTEM</b>			
<b>EVALUATION INSTRUMENT</b>	<b>LEARNING RESULTS EVALUATED</b>	<b>PERCENTAGE MAXIMUM GRANTED</b>	
E1. Attendance and participation in the activities of synchronous communication	RA1-3	10%	
E2. Making deliverables activities	RA1-3	80%	



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E3. Ongoing assessments using multiple choice questions	RA1-3	10%
TOTAL		100%

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### 5.- DESCRIPTION OF CONTENTS

CONTENTS	COMPETENCIES
<p><b>LESSON 23: INTERVENTION IN DRUGS AND OTHER ADDICTION</b></p>	<p>CB7, CB8, CG1, CG3, CG7, CG8, CG9, CE9, CE10, CE.14, CE12, CE3, CE4,CE7</p>
<p><b>LESSON 24: INTERVENTION IN PRISON AREA</b></p> <ul style="list-style-type: none"> <li>- Understanding of the phenomenon of crime</li> <li>- Some sex crimes</li> </ul>	<p>CB7, CB8, CG1, CG3, CG7, CG8, CG9, CE9, CE10, CE.14, CE12, CE3, CE4,CE7</p>
<p><b>LESSON 25: INTERVENTION WITH IMMIGRANTS</b></p> <p>The need to unlearn to cultural diversity.</p> <ul style="list-style-type: none"> <li>- Strengthening the construction of reality.</li> <li>- Models and alternative thinking strategies.</li> </ul> <p>Immigration in their social and personal context.</p> <ul style="list-style-type: none"> <li>- Causes of migration.</li> <li>- The psychosocial approach on migration.</li> </ul> <p>The impact of migration on family relationships.</p> <ul style="list-style-type: none"> <li>- The family, before and after migration.</li> </ul>	<p>CB7, CB8, CG1, CG3, CG7, CG8, CG9, CE9, CE10, CE.14, CE12, CE3, CE4,CE7</p>

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<ul style="list-style-type: none"> <li>- Family and Intercultural Intervention.</li> </ul> <p>The impact of migration on children.</p> <ul style="list-style-type: none"> <li>- Experiences experienced by children in immigrant families.</li> <li>- Urgency and possibility of intercultural education.</li> </ul> <p>Community intervention with immigrants.</p> <ul style="list-style-type: none"> <li>- Immigrant Communities: between transnationalism and vulnerability.</li> <li>- Community Intervention in groups of immigrants</li> </ul> <p>Migration and mental health: towards a new model of health.</p> <ul style="list-style-type: none"> <li>- The migration process: adaptation and mourning.</li> <li>- Resilience, prevention and psychosocial intervention.</li> </ul> <p>Determining factors in psychosocial intervention.</p> <ul style="list-style-type: none"> <li>- Contextual Variables.</li> <li>- Social, group and individual variables.</li> <li>- The uncertainties.</li> </ul> <p>Tools and capabilities needed.</p> <ul style="list-style-type: none"> <li>- Acquisition of cultural competence.</li> <li>- The work of the professional on itself.</li> <li>- The professional relationship with the person.</li> </ul>	
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Migration and Exclusion: recapitulation and conclusion.	
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### 6.- TEMPORARY ORGANIZATION

<b>LESSON 23: INTERVENTION IN DRUGS AND OTHER ADDICTION</b>	7, 11, 12 and 13 of March
<b>LESSON 24: INTERVENTION IN PRISON AREA</b>	14, 20, 21 y 25 of March
<b>LESSON 25: INTERVENTION WITH IMMIGRANTS</b>	26, 27 and 28 of March 1 of April

## 7.- REFERENCE BIBLIOGRAPHY

### 7.1.- Basic Bibliography.

eTexto de la asignatura, preparado por Dr. D. Francisco J. Bueno Cañigral, accesible en el Aula Virtual.

eTexto de la asignatura, preparado por Dr. D. de Luis Die Olmos, accesible en el Aula Virtual.

eTexto de la asignatura, preparado por Dr. D. Joan Paredes, Dr. D. Francisco J. Bueno Cañigral y por el Dr. Ángel M. Turbi Picazo, accesible en el Aula Virtual.

### 7.2.- 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/0/64E6AA9051C53402C12580E2004127C4/\\$FILE/Mercado%20Emergentes.%20MONOGRAF%C3%8DA.pdf?OpenElement&lang=1](http://www.valencia.es/ayuntamiento/drogodependencias.nsf/0/64E6AA9051C53402C12580E2004127C4/$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)

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[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)