

**COURSE DATA****Data Subject**

Code	33466
Name	Educational intervention in social maladaptation processes
Cycle	Grade
ECTS Credits	6.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Faculty of Philosophy and Educational Sciences	3	First term

Subject-matter

Degree	Subject-matter	Character
1306 - Degree in Social Education	260 - Socio-educational intervention I	Obligatory

Coordination

Name	Department
BELLVER MORENO, MARIA CARMEN	335 - Education Theory
CANDEL ARTAL, LAURA	335 - Education Theory

SUMMARY

The course Educational Intervention in processes of social adaptation focuses on the study, analysis and intervention for different subjects who have social, relational problems and difficulties of an antisocial nature throughout their evolutionary development and students with functional diversity. It is intended that students obtain the knowledge (theoretical and practical), competencies and instrumental skills necessary to analyze the causes, consequences and efficient and effective intervention programs to carry out an individualized treatment project and carry it out. The purpose is that the student knows and analyzes the different areas of social risk and is provided with analysis and action tools in all of them



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

OUTCOMES

1306 - Degree in Social Education

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

LEARNING OUTCOMES

CE2 . Know and understand the teaching and learning processes and their impact on the formation and integral development of individuals and communities- Analyze the main factors involved in the etiology and maintenance of violent behavior and possible criminal careers .- Recognize the value and importance of family, school and community risk factors or protection of the subject throughout his childhood and pre- adolescence- Analyze the contributions made by different important authors in the field of crime CE3 . Diagnose needs, complex situations and possibilities of people to support educational activities- Contrasting different studies indexed the characteristics of the most effective intervention programs with offenders .

EC4. Prospective and evaluation studies on characteristics, needs and educational demands- Clarify the types of abuse they may experience the child in the family, school and community context-CE5. Design plans, programs, projects, activities and educational resources in different contexts- Take stock of the achievements of the Administration of Justice and Social Welfare as agencies of secondary and tertiary prevention, given the prevalence and incidence delat crime CE6. Develop and coordinate educational interventions with individuals or groups with special needs, at risk, inequality or discrimination based on gender, class, ethnicity, age, disability and / or religion.- Differentiate the areas of education addressing



especially centers and prison reform EC8. Intervene in projects and socio-educational and community services.- Deepen the knowledge of the techniques of the most effective programs- Analyze the advantages offered by the ART, ERIC programs and anger management EC9. Develop and manage means and resources for the socio-educational intervention.- To understand the interaction between the processes of prediction, prevention and treatment of crime.- Know the main techniques and methodology of educational intervention

CE15 . Develop and interpret technical reports, research and evaluation of actions , processes and educational outcomes.- Analyze data related to social maladjustment and crime- Identify the main factors contributing to the increase of certain crimes- Discover the theoretical and practical given the theoretical postulates that are the basis of the different programs (ART , ERIC and Anger Management) connections- Analyze the different phases of the process to be followed for diagnostic evaluation and intervention- Reflect on the importance of information gathering phase or crime investigation .

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Development of group work	25,00	0
Development of individual work	10,00	0
Study and independent work	18,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	8,00	0
Preparing lectures	15,00	0
Preparation of practical classes and problem	4,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

Theoretical classes:

The theory sessions of actual type behave a presentation of the relevant item by the teacher, which will facilitate objectives, content outline, references, materials, etc ... explain the precise concepts and provide the necessary guidance for the student's work contained in the non-contact sessions and personal study. In these sessions will be held also clarify doubts, sharing the work of students and recapitulation and synthesis of their contributions.

Practical classes:



practices linked to the given theory that students will prepare a written report will be made. The practices involve use of techniques, videoforum, practical exercises, case studies and management assessment tools. Students will have a lab notebook with the activities undertaken.

Jobs:

a research, mandatory for all students to perform in small groups (3-4 people), which will be delivered in a timely manner to the teacher for evaluation will be conducted. On the date set the scheme of work the teacher will be delivered and keep track of it will be held in tutorials and sessions, finally, there will be an exhibition and sharing the work of the groups.

In the practical part, for people who are enrolled in three subjects or more than the 1st semester of 3º, the elaboration of an integrating project will be considered. From this subject will work and assess the section of evaluation of the project. This work will mean 50% of the grade (practical part). For people who do not have enrolled the other subjects of the 1st semester, a specific work plan will be designed.

EVALUATION

Continuous assessment activities will be promoted, which in turn can be combined with the requirement to pass specific activities, including a global final assessment. The classroom guide will specify the details of the process, taking into account the circumstances, maintaining the weight in the grade: a) an objective test that will include 50% of the grade b) Group work on a project of 'intervention in the chosen field that will comprise 40% of the note and c) 10% internships.

REFERENCES

Basic

- Ayuste González, A. y Payá Sánchez, M. (2014). La relación educativa con mujeres en contextos de prostitución: La dimensión pedagógica de la intervención. *Educación XX1*, 17 (1), 289-308. doi: 10.5944/educxx1.17.1.10715.
 - Bellver Moreno, M^o C. y Candel Artal, L. (2020) Manual para estudiar casos prácticos, grado en Educación Social. Tirant Lo Banch Apuntes. Valencia.
 - Bellver, M.C. y Verde, I. (coord.) (2020). Educación social y creatividad. Fundamentación, estrategias de intervención socioeducativa y experiencias desde diferentes lenguajes artísticos. NauLlibres: Valencia.
 - Bisquerra, R. (2011) Educación emocional: propuestas para educadores y familias. Desclée. Bilbao.
 - Corona, H. F. y Peralta, V. E. (2011). Prevención de conductas de riesgo. *Revista Médica Clínica Las Condes*, 22(1), 68-75.
 - Oliva, A. (2008). La promoción del desarrollo adolescente: recursos y estrategias de intervención.
- R e c u p e r a d o d e :



https://idus.us.es/bitstream/handle/11441/32154/promocion_desarrollo_adolescente.pdf?sequence=1

Additional

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Referencia c1: Bases de datos a consultar:

ERIC (EDUCATIONAL RESOURCES INFORMATION CENTER)

PsycINFO. Base de datos de la American Psychological Association

PSYKE

PSICODOC Base de datos de artículos de revista y libros del COP y la Facultad de Psicología de la UCM

DIALNET

Referencia c2: Otras bases a consultar:

ACADEMIC SEARCH ELITE (EBSCOHOST)

BIOLOGICAL ABSTRACTS

CINDOC: ISOC E ICYT

COMPLUDOC

CURRENT CONTENTS 7 SERIES (HUMANIDADES, CC. SALUD, CIENCIA Y TECNOL., CC.SOCIALES)

EMBASE. DRUGS & PHARMACOLOGY

FIRSTSEARCH

FRANCIS

ISSN COMPACT

MEDLINE PLUS

PUBLISHER'S INTERNATIONAL ISBN DIRECTORY PLUS

REBIUN

TESEO

Referencia c3: 1) Bases de datos de libre acceso en internet a consultar:

MEDSCAPE .Psychiatry Home Page.

MEDLINE (National Library of Medicine).

BIBLIOTECA NACIONAL DE CIENCIAS DE LA SALUD (C17).

PSEDISOC. Autoría: CINDOC. Centro de Información y Documentación Científica del C.S.I.C. (Base de datos de psicología y educación).

PSYCHO-SEARCH (Base de datos de artículos de revistas elaborada por el Colegio Oficial de Psicólogos).

Referencia c4: REVISTAS A CONSULTAR

- Infancia y Aprendizaje

- Pedagogía Social

-Psicothema

- Cuadernos de Psiquiatría y Psicoterapia Infantil

- Cuadernos de Pedagogía

- Aggressive Behavior

- Educatio Siglo XXI



- Teoría de la Educación. (Revista Interuniversitaria)
- Revista de Psicología General y Aplicada
- Cuadernos d

