

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

<b>Code</b>	33467
<b>Name</b>	Family and the minor
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2023 - 2024

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period</b>
1306 - Degree in Social Education	Faculty of Philosophy and Educational Sciences	3 Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1306 - Degree in Social Education	260 - Socio-educational intervention I	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
SAHUQUILLO MATEO, PIEDAD MARIA	335 - Education Theory

**SUMMARY**

Matter of Family and Child, which we present this guide is part of the title of Social Education was approved by Royal Decree 1393/2007, which begins at the University of Valencia in 2009-2010.

Specifically, is part of the subject "Socioeducative Intervention I" which includes, in addition, "Social Pedagogy" and "educational intervention in processes of social maladjustment."

This discipline is an innovative firm commitment from the University of Valencia, specifically from the Faculty of Philosophy and Education in the EHEA framework. It begins now but we can speak about an elective matter called "Family Education", it already present in a Diplom of Social Education Curriculum at the University of Valencia, RESOLUTION of 24 July 2000, Universitat de València (Estudi General) (BOE, on August 17, 2000).

"Family and Child" enables students in the area related to the tasks of education, training and socio-educational intervention (in the non-formal and informal education), particularly in the field of special education with children and their families, community development and social advancement and planning, management and evaluation in the field where they perform their functions, thereby avoiding more related to these areas



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

No hay requisitos

## 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

CE1. Understand the theoretical references that constitute the human being as the protagonist of education.

- Understand the child as being dependent in its early years and subject needs
- Analyze the main explanatory theories of education of the child in the family
- To deepen the approaches of each theory on education and development of children
- Clarify the differences between the contributions of each theory discussed
- Clarify the concept of educational styles and aspects that characterize
- Analyze the background in the scientific literature the concept of teaching style

CE2. Know and understand the teaching and learning processes and their impact on the formation and development of individuals and communities

- Reflect on the importance of human needs, and teaching-learning as a common framework for professionals working with the family and the child.
- Recognize the value and importance of the family as educator and socializing agency, throughout the history of mankind
- To analyze the contributions made by different authors relevant to the field of family education.
- Define the characteristics of family education and professional competence of



- Discover commonalities we find in different explanatory theories of family education
  - Clarify the components of parental educational styles in the development of family educational process
  - Analyze the educational implications for the child posed by different types of existing families
- CE3. Diagnose needs, complex situations and possibilities of people to support educational activities
- To compare different theories in relation to human needs and in particular the needs of the child.
  - Relate the lack of family response to the needs of children and different forms of abuse
  - Analyze the importance of family in relation to meeting the basic needs of the child.
  - Derive the need for a complex and eclectic theoretical perspective that allows us to get into the world of the child's upbringing
- CE4. Prospective studies and evaluated on characteristics, needs and educational demands
- Clarify the types of abuse that can occur in smaller due to the failure to meet family needs.
  - Distinguish the defining characteristics and family size
  - Reflecting on the impossibility of a permanent educational style and unchangeable
  - Analyze the existing measures and more appropriate for children in unprotected
  - Clarify the differences between different situations of vulnerability of the child
- CE5. Design plans, programs, projects, activities and educational resources in different contexts
- Take stock of the achievements of the family institution as educator of the child agency
  - Derive the importance of working with parents teaching styles involved in the process of family education.
  - Developing proposals leading to work and improve the Family Educational Styles
  - Discover the differences between parental training programs, family based on scope from which to work
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- Establish the need to consider each situation before planning a program of parental education, family
- CE6. Develop and coordinate educational interventions with individuals or groups with special educational needs, at risk, inequality or discrimination based on gender, class, ethnicity, age, disability and / or religion.
- Differentiate the fields of education by attending, especially those who have close relationship with family education
  - Analyze the characteristics of family education competence of parents
  - Differentiate family education and parenting skills of family education and professional competence
  - Think about the type of parent-training programs that most often family are in our context.
  - Develop a proposal for a case of vulnerability or risk of a child
- Ne7. Design and develop processes of social participation and community development.
- Think about the important role that space occupied by the family as education and social participation of the first order
  - To deepen the knowledge of "community support" as a strategy for socio-educational intervention
  - Analyze the advantages offered by the strategy of "community support" for the socio-educational intervention.
  - Contrast the objectives and the merits of the different training programs studied parental-family.
- CE8. Participate in projects and social and educational services and community.
- Make use of sources that can be used in the process of implementing the strategy of "community support"
  - Deduct the need to reflect over the process of implementing the strategy of "community support"
  - Resolving cases / situations that would be appropriate to use the strategy of "community support"
  - Reflect on the importance of responding from the professional point of view, each particular family reality
- CE9. Develop and manage media and resources for the socio-educational intervention.
- Analyze the various family forms exist today based on their composition



- Analyze the differences between different types of families according to their dynamics.
- Propose educational resources to help improve the educational reality family relationship with the child, according to their idiosyncrasies.
- Analyze different types of parent-training programs for family
- To deepen theoretical and practical knowledge of the most appropriate in situations of risk or vulnerability of the child.

**CE10. Mediate risk and conflict.**

- To deepen the perception that the child has for their family and of himself in that context, in order to respond to potential risk situations and / or conflict
- Apply the criteria of functionality / dysfunctional families in order to intervene educationally on the familiar reality in favor of functionality
- Clarify the differences between risk and vulnerability of the child
- Analyze the existing measures and more appropriate for children at risk
- Solve real case, based on the strategy they would be more appropriate in that situation

**CE11. Facilitate and manage the cooperation in the educational and professional**

- Be able to glimpse the continuum that can emerge between past, present and future projections more immediate discipline
- Clarify the difference between "Family Education" and related concepts
- Examine how research and action that the Family Education offers
- Reflect on the importance of defining the responsibility of the family and the Administration in each case

- Differentiate the foundation on which each proposed intervention strategies

**CE12. Advise and assist individuals and groups in socio-development processes**

- Identify the different functions that fall within the family in relation to children and adults
- Build proposals for improvements that help improve individual and social development of the Members of the family, especially the child.
- Clarify the issues taken into account when designing and implementing a training program-familiar parental

- Clarify the suitability of each intervention strategy based on the case to which we are

**CE13. Identify and reasoned judgments about socio-educational problems to improve professional practice in non-formal.**

- Analyze the gaps in relation to the needs of the child in a family-specific
- To propose actions aimed at optimizing the reality of the child in a family-specific
- Contrast the different contributions by different authors in relation to parental educational styles
- Clarify when it would be appropriate to separate or not the child of its core coexistence

**CE14. Design and implement program evaluation processes and socio-educational intervention strategies in different contexts.**

- Interpret the emergence of new family forms and the consolidation of other existing and responses and reactions to old dilemmas.
- Understand the requirements of the multiplicity of forms and family dynamics that coexist in the current landscape of family education and interpret it as a sign of vitality.
- Set the parameters from which must be defined the style of education
- Analyze the concept of "social network" and its implications for education
- Define indicators to consider when making a decision to case planning
- To analyze the different strategies available to the professional socio-educational intervention in working with families and their children

**CE15. Develop and interpret technical reports, research and evaluation of actions, processes and learning**





outcomes.

- Analyze data related to the reality experienced by the child in the family
- Identify the major factors contributing to the change in the current conceptualization of family
- Discover the theoretical and practical connections that occur with the theoretical postulates that are the basis of using the strategy of "community support"
- Analyze different phases of the process for the diagnostic evaluation and intervention in a case of risk or vulnerability of a child.
- Reflect on the importance of information gathering phase of a case or investigation

## DESCRIPTION OF CONTENTS

### 1. Conceptualización y evolución de la familia y el menor como realidades indisociables

This unit responds to the need to conceptualize and understand how the family has evolved as a first-rate educational agency in connection with the child in the context of our discipline. To do so, having considered the necessity and importance of it and the child as a subject of rights and needs, we embarked on in-depth analysis, based on the conceptualization of the family and the functions it has to play and different types family that the child will live their education and development under three different criteria: forms, family dynamics and basic problem. This is without doubt one of the most important conceptual aspects of the discipline and at the same time, future professional performance of our students. In turn, credits a gradient of complexity is justified, among others, from the inherent difficulty involved the analysis and study of issues such as those already mentioned. In the Unit also incorporates the analysis of different perspectives has been conceptualized the family and the child to coexist in the discipline, to provide students with different tools to undertake studies on the subject. Thus, this teaching unit is particularly suitable for different learning activities, as occur in the following, given the applied side of our subject.

### 2. La educación familiar como competencia parental: propuestas y retos

This unit focuses on one of the defining dimensions of family education, family and educational space. It will be the next teaching unit where students walk into the complexity of family life education from the professional field, but in this case is understood as parenting skills, as original and proper responsibility of parents.

In this sense, along the three themes that make up the second drive us deeper into the principles underpinning the education of the child in the family and serve as a reference in the daily lives of many families, as well as the complexity of the "teaching style" as constructs that guide and configured from one's own educational practice.

There is no doubt that all this is addressed taking into account the child as an active receptor but also family education. Ultimately it is he who becomes a subject of the education of their parents but particularly those who receive, first hand, the influences derived from such education for personal and



social construction

### 3. La educación familiar como competencia profesional. Tendencias, problemas y desafíos

The third and final theme of our course unit focuses on the work of professionals in the field of family education, collecting essential approaches in relation to the work performed but also with the complex situations that often are faced and approaches from which, mainly, work. Through the songs that make this unit the student will go deeper into various issues directly related to their future professional development, although the theory-practice unity has been planted along all the previous issues as well. The strategies can be implemented to work with families and the resources to use will be studied during this thematic unit, based at all times to the work of the professional and the need to actively involve families.

Just as in the previous two units, along this the students will complete various learning activities that will be necessary to apply the knowledge to be acquired

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Attendance at events and external activities	10,00	0
Development of group work	20,00	0
Development of individual work	10,00	0
Study and independent work	12,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	8,00	0
Preparation of practical classes and problem	20,00	0
<b>TOTAL</b>	<b>150,00</b>	

## TEACHING METHODOLOGY

Work-oriented approach on the whole class group:

- Participatory Lectures
- Learning by discovery
- Group discussion, debate, and so on.
- Follow-up

Work-oriented methodology in small group or individual:

- Research
- Development of reflections, comments, text, etc.
- Classroom Practices: Application of theory, case studies, problem solving, learning to use tests and instruments
- Tutorials-seminars



## EVALUATION

The student evaluation will consider the following:

- a) Review the oral-interview program issues relating to the subject (theoretical contents explained by the teacher and the student readings / a in relation to the issues) as well as a monograph chosen by the student / a. The value of the interview will be 30% of the final grade.
- b) Learning Activity Book:  
Report on the learning activities undertaken. The value of this section will be 30% of the final
- c) research team. Will be held during the course of research work related to the themes of the subject. The work will be discussed in class. The value of group work will be 40% of the final

## REFERENCES

### Basic

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- Gonzalo Marrodán, J. L. (2021a). Traumaterapeutas en la caja de arena. Sentir.
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- Martínez Torralba, M. A. y Vázquez-Bronfman, A. (2006) La resiliencia invisible: infancia, inclusión social y tutores de vida. Barcelona: Gedisa.
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- Sahuquillo, P., Riquelme, V. y Cánovas, P. (2022). Educación, familias e infancia: desafíos y propuestas. Tirant lo Blanch.
- Torío, S.; Rodríguez, y García-Pérez (2022). La parentalidad positiva y la teoría de la



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