

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

Code	33531
Name	Social psychology of maladaptation
Cycle	Grade
ECTS Credits	4.5
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. year	Period
1311 - Degree in Social Work	Faculty of Social Sciences	4	First term

Subject-matter

Degree	Subject-matter	Character
1311 - Degree in Social Work	30 - Social psychology of maladaptation	Optional

Coordination

Name	Department
PINAZO HERNANDIS, SACRAMENTO	306 - Social Psychology

SUMMARY

The content of this subject is located within the optional modules. From the particular perspective of Social Psychology, it is intended to deepen the knowledge of the social vulnerability produced in people who experience processes of rupture and personal alienation in situations of dependency and maladjustment. Situations of adaptation / maladjustment are analyzed as a process in which people live their relationships of socialization and ruptures through the main socializing institutions and evolutionary processes, so we will show particular attention to the concept of vital development and the ways in which the images and representations of dependency and social maladjustment are produced.

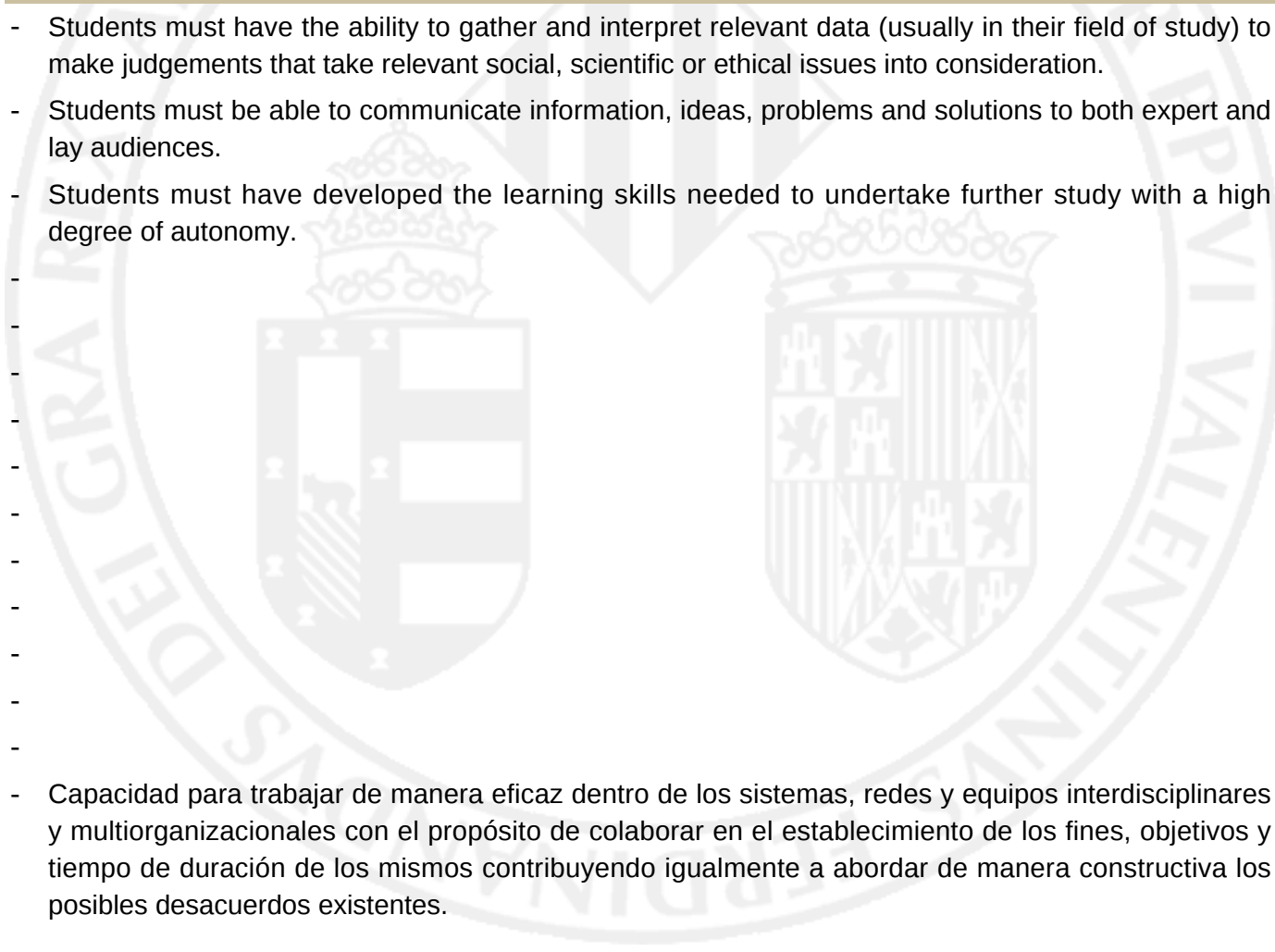
PREVIOUS KNOWLEDGE



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

Se establece como requisito el de participar en el itinerario número dos de interculturalidad, cooperación y exclusión social.

1311 - Degree in Social Work

- 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.
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- Capacidad para trabajar de manera eficaz dentro de los sistemas, redes y equipos interdisciplinares y multiorganizacionales con el propósito de colaborar en el establecimiento de los fines, objetivos y tiempo de duración de los mismos contribuyendo igualmente a abordar de manera constructiva los posibles desacuerdos existentes.



LEARNING OUTCOMES

R.A-13. To know the different meanings and conceptual approaches related to maladjustment situations.

R.A-14. To get to know the images and social representations of the different dependent groups in a situation of maladjustment.

R.A-15. To be capable of promoting commitment and sensitivity to situations of inequality and social problems.

R.A-16. To learn about the contributions of social psychology to the analysis of maladjustment situations from a personal, family and social perspective.

R.A-17 To have the ability to interpret the situation of uprooting and loss of social ties.

R.A-18. To recognize the psychosocial characteristics of the collectives or groups that live in situations of social maladjustment.

R.A-19-To use different qualitative techniques for the recognition and description of situations of social maladjustment.

R.A-20. To be able to interpret situations of social maladjustment from the accompaniment and knowledge of specific cases and situations.

DESCRIPTION OF CONTENTS

1. Conceptual aspects of social maladjustment

1. 1.- The concepts of Vulnerability, Social maladjustment and Social Exclusion before the analysis of social psychology.
1. 2.- Historical Beginnings of the concept of social exclusion. Background.
1. 3.- Theoretical approaches.

2.

Psychosocial bases of behavior in situations of social maladjustment.

- 2.1. From the definition of person to the construction of the subject.
- 2.2. The constructionist view of normality and maladjustment.
- 2.3. Socialization and personalization.
- 2.4. Social stigma

**3. Analysis from social psychology of situations of social maladjustment.**

3. 1.- Analysis from social psychology of situations of social maladjustment, in situations of chronic mental illness
- 3.2.- Analysis from social psychology of situations of social maladjustment, in situations of dementia and Alzheimer's disease.
- 3.3.- Analysis from social psychology of situations of social maladjustment, in situations of functional diversity.
- 3.4. Analysis of other situations of maladjustment and social exclusion.

4. The maladjustment from the perspective of social and community intervention

- 4.1.- La inadaptació des de la perspectiva de la Intervenció Social i Comunitària.
- 4.2.- La intervenció des de Models d'ajuda i capacitatció
- 4.3.- Suport Social formal i informal
- 4.4.- L'atenció social centrada en la persona. Model ACP

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Attendance at events and external activities	5,00	0
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	7,50	0
Preparation of practical classes and problem	5,00	0
Resolution of case studies	5,00	0
TOTAL	112,50	

TEACHING METHODOLOGY

- Participatory Master Lesson.
- Participatory debates and discussions.



- Exhibition-type activities: theoretical exhibitions, presentation of papers.
- Practical activities: resolution of cases.
- Collaborative work and teamwork of the students.
- Individual, group and virtual tutoring.

EVALUATION

The evaluation and qualification regulations of the University of Valencia will be applied for the Bachelor and Master degrees, approved by the Consell de Govern of May 30, 2017 (ACGUV 108/2017)

FIRST CALL

1.- Written test of open / closed answer to check the ability of written expression, the organization of ideas, the ability to apply, analysis and creativity. In addition, in this evaluative test the mastery of the knowledge and theoretical models acquired will be assessed. Weighting between 0.0 and 60.0

2- Evaluation of projects (program / project aimed at people and situations of social maladjustment) or academic works (theoretical review or short essay) that promote the development of abilities to search and select information, organization or critical thinking.

For the evaluation, the ability to search and select information, coherence, organization and sequencing of objectives, activities and results, critical thinking, creativity and applicability will be taken into account.

Weighting between 0.0 and 40.0

The final grade obtained by the students, in the First Call, will be the sum of the two scores (Written test + projects or academic work).

SECOND CALL

Same as on first call.

REFERENCES

Basic



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- Bueno, J.R. (2011) *Psicología social de la inadaptación*. En Pinazo, S. *Autonomía personal y dependencia*. Universitat de Valencia: Servei de Publicacions.
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- Camús, D., y Pinazo, S. (2016). *Asistencia sociosanitaria de emergencia a personas mayores en situación de riesgo. A propósito de un caso*. *Ehquidad International Welfare Policies and Social Work Journal*, 6, 115-138. DOI: 10.15257/ehquidad.2016.0011.
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- Jiménez, MI & López-Zafra, E(2011) *Actitudes sociales y adaptación social entre adolescentes españoles: el papel de la inteligencia emocional percibida*. *International Journal of Social Psychology*, 26:1,105-117. DOI: 10.1174/021347411794078417
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- Rodríguez, P (2013): *La atención integral y centrada en la persona*. Madrid: Fundación Pilares
Ver otras publicaciones: www.fundacionpilares.org
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- Sennett, R. (2000). *La corrosión del carácter*. Barcelona: Anagrama.

Additional

- Arce, Ramón; Seijo, Dolores; Fariña, Francisca; Mohamed-Mohand, Laila (2010): *Comportamiento antisocial en menores: Riesgo social y trayectoria natural de desarrollo* *Revista Mexicana de Psicología*, vol. 27, núm. 2, pp. 127-142
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- Chambon, A. Irving, A. y Epstein, L. (eds.), *Foucault y el Trabajo Social*. Granada: Maristán.
- Duschatzky, S. (comp.) (2000) *Tutelas y asistidos. Programas sociales, políticas públicas y subjetividad*. Buenos Aires: Paidós



- García Molina, J. (coord.) (2005) Exclusión social, exclusión educativa: lógicas contemporáneas. Barcelona: Diálogos
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- López, D. (2012) Del encierro a las redes del cuidado comunitario, de la lucha por la dignidad humana a la mejora de la calidad. Una lectura desde Foucault. En Planella, L. y Moyano, S. (coord). Voces de la educación social. Barcelona: UOC
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ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

FITXA D'ADDENDA DE LA GUIA DOCENT 1r quadrimestre CURS 2020-21	
Nom d'assignatura	PSICOLOGIA SOCIAL DE LA INDAPATACION SOCIAL
Titulació	TRABAJO SOCIAL

1. CONTINGUTS



Contents of the original teaching guide will be maintained.

2. VOLUM DE TREBALL I PLANIFICACIÓ TEMPORAL DE LA DOCÈNCIA

The activities and volume of work of the original teaching guide will be maintained. The planning of sessions will be specified at the beginning of the season.

3. METODOLOGIA DOCENT

- Synchronous videoconferences
- Practical activities and collective tutorials in face to face sessions.

If sanitary situation imposes that all classes must be on-line, all sessions will be substituted for (select): materials in virtual Classroom, synchronous videoconferencing or registered presentations. Practical activities will guarantee the interaction with students by videoconference, forum or chat in virtual classroom. Teachers will communicate these adaptations through virtual classroom.

FOR VULNERABLE OR AFFECTED STUDENTS

Methodology will be adapted to the following activities no face-to-face:

- Individual works
- Tutorials through videoconferencing
- Individual projects

4. AVALUACIÓ

The criteria of the teaching guide will be maintained regarding the estimation of each type of activity. For vulnerable or affected students, group activities qualification will be considered in individual activities.

In case that the sanitary situation impose that the final proof should be developed on-line, an evaluation by addition of activities of continuous evaluation.

5. BIBLIOGRAFIA

The bibliography of the guide will be maintained. If the sanitary situation imposes shutdown of libraries, teachers will facilitate materials of support in virtual classroom.