

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

<b>Code</b>	44722
<b>Name</b>	Intervention in migrant populations
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	30.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2228 - M.D. in International Migrations Studies	Faculty of Psychology and Speech Therapy	2	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2228 - M.D. in International Migrations Studies	4 - Intervention in migrant populations	Obligatory

**SUMMARY**

This module, which is part of the second year, is taught in the period of mandatory mobility required by the joint master's degree. Therefore, it will be taught at a University of the consortium, with the exception of the University of Valencia, since all the rest is taken there. For this reason, this guide is subject to the variations that each European center in which the module is taught is convenient. Within the framework of international mobility, the reality and family complexity that entails, leads us to propose this module that represents the social and community work necessary for a complete training of the migration technician. We try to respond to the need for specific professionals to manage, but above all, specialize in organizational, technical and socio-educational aspects that are closely related to the reality experienced by families and their children in different cultural realities. This subject, first of all, creates a framework of knowledge that serves as a conceptual basis for mediation strategies, that is, the study of the construction of interculturality and its application in community intervention lay the foundations for mediation. In this second part, the concept and applications of family mediation are analyzed in depth, making a review of its role as an intervention strategy in view of the wide family diversity we have today. Along these lines, family-school co-involvement is essential for the good, individual and social development of minors. As for its structure, it has a theoretical part, an analytical part and finally, a more applied part in which both work techniques and methodologies are reviewed as well as the main ones problems and challenges that arise, reviewing for this the main models.



## 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

### 2228 - M.D. in International Migrations Studies

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Que los estudiantes puedan fomentar políticas de cooperación internacional.
- Que los estudiantes sepan sensibilizar y prevenir conductas y actitudes xenófobas, racistas y dogmáticas tanto en la población de acogida como en los diferentes grupos de migrantes.

## LEARNING OUTCOMES

At the end of the subject the student will have achieved:

- a) Review concepts related to family mediation (conceptualization of families, family typologies, educational styles, etc.).
- b) Know what mediation is as a tool and as a culture: models, features and principles.
- c) Acquire knowledge about the theoretical and socio-political foundations of mediation, in general, and family mediation, in particular.
- d) Understand the importance of considering the child as a subject of rights within the framework of family mediation.



- e) Influence the identity of the intercultural mediator based on the definition of the idiosyncratic features of this professional figure and the models that define it.
- f) Know different techniques to use in the framework of family mediation.
- h) Understand the fundamental problems presented in the figure of the family mediator, in multicultural fields

## DESCRIPTION OF CONTENTS

### 1. Construction of interculturality

The construction of citizenship or the formation of a culture of well-being. Participatory democracies and conciliatory environments: eclecticism and social mediation. Social resources and citizen participation. Migration policies and social cohesion. Group stereotypes and their modification. Group intervention for the prevention of discriminatory and xenophobic attitudes.

### 2. Community intervention

The current context of community intervention. Community definition. Structural factors of the community and of social intervention: territory, population, demands and resources. Social conflicts and the factors of exclusion and marginalization. Origin of mediation. Its role in today's society. The concept of mediation. Sectors and types of mediation. Community mediation processes. Community mediation programs and projects. Community Planning and intervention projects.

### 3. Intercultural mediation

Legal framework for the development of intercultural mediation. Intercultural mediation: conceptualization and ways of understanding it. Mediation models and their application in the intercultural field. Mediation for the prevention and resolution of cultural conflicts. Mediation for the creation of new relationship and intervention strategies. Phases in intercultural mediation processes. Some techniques in the practice of mediation: analytical questionnaire and method of critical incidents. Assessment instruments in intercultural mediation.

### 4. Designs of psychosocial intervention programs and evaluation with immigrant populations

Phases of the cycle of an intervention project. Identification, formulation, execution and evaluation. Identification: diagnosis of reality / needs; the problem; the potential beneficiaries / actors. Diagnostic instruments. Formulation of the intervention project: analysis of objectives, group and alternatives; intervention methodologies; areas of intervention. Execution: techniques and instruments of intervention; the agents of the intervention process. Evaluation of the intervention: techniques and instruments; purposes; indicators of the degree of achievement of the expected results and sources of verification. Criteria for a model of intervention with immigrants.

**5. The schooling of the children of migrants**

Multiculturalism and interculturality in classrooms. European, Spanish and Valencian legislation regarding multilingualism. Second language learning from a multidisciplinary perspective. The communication process in multilingual contexts. Intercultural education in the framework of social education. Socio-educational action for adult immigrants.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	300,00	100
Attendance at events and external activities	50,00	0
Development of group work	50,00	0
Development of individual work	100,00	0
Study and independent work	50,00	0
Readings supplementary material	50,00	0
Preparation of evaluation activities	20,00	0
Preparing lectures	20,00	0
Preparation of practical classes and problem	60,00	0
Resolution of case studies	50,00	0
<b>TOTAL</b>	<b>750,00</b>	

**TEACHING METHODOLOGY**

Teaching is taught primarily through a system of face-to-face classes, theoretical and practical. The theoretical class allows the introduction and development of the theoretical content of each topic. The practical classes, through the illustration of the contents, facilitate student learning by allowing a more dynamic and close relationship with them. However, it is also important to carry out seminars or other complementary tasks proposed by teachers, such as carrying out work. With this type of tasks, autonomous or group work is encouraged, but also and in a relevant way, the acquisition of skills regarding the presentation and writing of topics. The tutorials are the means through which teachers guide and supervise students in the development of complementary activities, in particular, and resolve their doubts or difficulties related to the subject, in general. In short, through tutorials, which facilitate a closer and more direct relationship, teachers guide students in the construction of their knowledge

**EVALUATION**



Since the contents are evaluated according to their thematic areas, different evaluation methodologies will be used: objective tests, short question exams, development exams and essay formulation.

## REFERENCES

### Basic

- AGUADO, M<sup>a</sup> T. et al (2002) Mediación social en el ámbito socioeducativo. Identificación de necesidades y formulación de propuestas de actuación en contextos educativos. [www.UNED.es/centrointer/mediación](http://www.UNED.es/centrointer/mediación)
- CÁNOVAS, P. y SAHUQUILLO, P. M. (2007) La Mediación Familiar en LÓPEZ MARTÍN (Coord) Las múltiples caras de la mediación Y llegó para quedarse. (pp.117-170) Valencia, Universitat de València.
- CONVENCIÓN DE LOS DERECHOS DE LA INFANCIA (1989)
- MACCOBY, E.E. y MARTIN, J.A. (1983) Socialization in the context of the family: parent-child interaction, en HETHERINGTON, E.M. y MUSSEN, P. H. (Eds.) Handbook of child psychology, vol.4. Socialization, personality and social development. (pp. 1-101). N.Y., Wiley.
- RIPOL-MILLET, Aleix. Familia, trabajo social y mediación, Paidós, 2001. ROMERO, F (2002) La mediación familiar. Un ejemplo de aplicación práctica: la comunicación a los hijos de la separación de los padres. Revista del Ministerio de Trabajo y Asuntos Sociales, 40, 31-54.
- CORTINA, A y GARCÍA-MARZÁ, D. (2003) Razón pública y éticas aplicadas. Los caminos de la razón práctica en una sociedad pluralista. Madrid, Tecnos.
- COTTRELL, L. S. (1933) Roles and marital adjustment. American Sociological Society Publication, 27, 107-115.
- DUPUIS, Juan Carlos. Mediación y Conciliación, Ed. Abeledo-Perrot, 1997. KANOUTÉ, F. Y LLEVOT, N. (2007): La relation école-famille immigrante au Québec et en Catalogne. Éducation et Francophonie, en prensa.