

**Psychopedagogic Intervention in Populations with
Social Difficulties**

Code: 42977
ECTS Credits: 10

Degree	Type	Year	Semester
4313754 Psychopedagogy	OT	0	A

Contact

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Use of languages

Principal working language: catalan (cat)

Teachers

Nair Elizabeth Zárate Alva

Prerequisites

Once you have accessed the master no prerequisites are required for this module.

Objectives and Contextualisation

In this context, the subject of psychoeducational intervention in people with social difficulties general aims for its students:

Train education professionals able to guarantee school and social integration of all students, with special attention to students most at risk of social exclusion.

Train professionals who can maximize school performance, using available and showing positive expectations regarding the pathways the school population socially disadvantaged tools.

In this context, the subject of psychoeducational intervention in people with social difficulties specific objectives for its students:

Knowing the structures of families in social difficulty.

Analyze the unique characteristics of students from families with social problems.

Study the different intervention strategies with school population socially disadvantaged.

Skills

- Assess the educational psychology needs of pupils, groups and organisations by applying different methodologies, instruments and techniques.
- Continue the learning process, to a large extent autonomously
- Develop skills and techniques for guiding and counselling families.
- Generate proposals that are innovative and competitive.

- Manage and engage educational teams to provide an appropriate response to the educational psychology needs of pupils, groups and organisations.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Work in and with unidisciplinary or multidisciplinary teams and participate actively as a member of the community.

Learning outcomes

1. Continue the learning process, to a large extent autonomously
2. Draw up an action plan to involve families in the educational processes, in order to minimise social difficulties.
3. Draw up an engagement plan for educational psychology teams in the different social and educational institutions.
4. Generate proposals that are innovative and competitive.
5. Identify the key elements that help to lead and engage the educational teams working with pupils who have social difficulties.
6. Identify the personal, social and educational needs of persons with social difficulties.
7. Implement community-wide prevention programmes that involve children's families.
8. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
9. Work in and with unidisciplinary or multidisciplinary teams and participate actively as a member of the community.

Content

1. sociocommunity intervention services

Municipal services

regional services

unique specialized services

total institutions

2. School population socially disadvantaged

Host Process

Needs Assessment

Integration process tutorial

Monitoring and non-curricular adaptations

3. Attention student's newcomers with integration difficulties

Reception and integration

Reception classroom

Adaptations curriculum for students Newcomers

Student assessment newcomers

Classroom teacher's tutors host

Incorporation of students from foreign educational systems

Methodology

The methodology of classes is based on cooperative learning and the case method. The working sessions will be theoretical, practical or mixed.

The lectures will be based on oral presentations by the teacher / a supplemented

audiovisual teaching resources type (PWP, videos, etc.) as well as basic recommended bibliography. They carried out different work activities personal training and group work.

In summary, the following teaching methods will be taken into account:

- Lectures Exhibitions
- Document Analysis and reflection
- Case studies and simulations of professional situations
- Work in cooperative groups

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Exhibitions by teachers of content and basic issues on the agenda. It is done with the whole group class and allows exposure of the main content through an open and active participation by students.	65	2.6	7, 4, 5, 6, 9
Type: Supervised			
Individual Treball i / or grups SuperViSAT pel professorat on mitjançant anàlisi of documents, resolució case or activitats diverses s'aprofundeix in continguts els i temàtiques treballades	119	4.76	2, 3
Type: Autonomous			
Individual work focuses verse achieving competencies to achieve by the student	60	2.4	7, 2, 3, 5, 6, 1, 8

Evaluation

It will start from a criterion based on continuous assessment, which makes classroom attendance mandatory, which will allow us to measure the degree of specific competences of the program that the student has achieved.

The following elements shall be taken into account:

- Class attendance (sharing and expressing opinions and reflections) (10%). It will consist of class attendance and individual delivery of a review on one of the topics addressed in the module and chosen by the student.
- Theory-practical tests (85%). They will consist of 3 evidences (can be individual and / or in group will be determined in each of the cases) proposed by the two teachers of the module from the analysis of cases and the work of personal formation realized. One will refer to items 1, 2, 3 and 4, another will refer to items 5, 6, and 7. The third evidence will cover all topics. It will be more specific at the beginning of each theme.

Self-assessment of the student (5%), which will consist of a final written reflection of the module individually (self-assessment refers to the student's own participation, to their involvement, in their learning process, in what the module , etc.). This self-assessment will be integrated within the third evidence work.

The results of the evaluation of each one of the evidences must be published in the virtual campus in the maximum term of one month after its realization.

To overcome the module, it is necessary to have approved all the evidence. In case the module is suspended, the student will have to register again of the module in the next edition of the master. In this case, no note of evidence will be saved.

Throughout the evaluative process, the student will be guided on the evidences to present, if it were necessary.

According to the UAB regulations, the plagiarism or copy of some written work or test will be penalized with a 0 as evidence note losing the possibility of recovering it, whether it is an individual or group work (inthis case, all members Of the group will have a 0).

Attendance to the classroom sessions is mandatory, the student must attend a minimum of 80%. Otherwise the evaluation will correspond to a NP.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Class attendance	10%	0	0	7, 2, 4, 5, 6, 1, 8, 9
Student self assessment	5%	0	0	7, 2, 3, 5, 6, 1, 8
Theoretical-practical tests	85%	6	0.24	7, 2, 3, 5, 6, 1, 8

Bibliography

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12. Lanbide (CAE 2012). Población en riesgo de pobreza o exclusión social.
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