

Degree	Type	Year	Semester
2500260 Social Education	OT	3	2
2500260 Social Education	OT	4	1

Contact

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Use of languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Adrià Pagès Mimó

Prerequisites

The student should have taken in some of the knowledge and abilities from other subjects before enrolling this course. So, we strongly encourage students to have previously taken the following courses:

- Aspectes psicobiològics de la persona (1st year)
- Comunicació i interacció educativa (1st year)
- Bases sociopolítiques de l'educació (2nd year)
- Educació de nens i joves (3rd year)

Objectives and Contextualisation

This course aims to go in depth in one of the most important professional areas of social educators, the children and youth protection. Previously the students has done a compulsory course that is a the basis of the social educators' interventions with children and adolescents.

The general formative goals of this subject are:

- To analyse the main social risk factors in childhood and adolescence and its effects on their development
- To reflect on Children protection system, its services, legislation and intervention programs
- To analyse the factors that promote resilience in children and youth in risk situations
- To analyse the interventions and programs that are implemented by different children protection agencies
- To analyse the role of the social educator in the children and youth protection

Skills

Social Education

- Accompany people in their processes of growth and emancipation.

- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Apply the socio-emotional skills needed to manage human relations.
- Generate innovative and competitive proposals in research and professional activity.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Promote autonomy among participants and seek a balance between roles as advisor, facilitator and promoter of socio-educational dynamics.

Learning outcomes

1. Analyse the dysfunctions that occur in the development of children and adolescents at risk as a result of situations social and family breakdown.
2. Analyse the ethical aspects of social education in the field of childhood.
3. Analyse the socio-emotional skills required for working with children and adolescents at risk.
4. Design and apply specific interventions for children at risk.
5. Develop strategies to foster resilience processes.
6. Guiding and accompanying unprotected children in their development processes and processes of integration into autonomous life.
7. Maintain an attitude of respect, practices and behaviors that address diversity and equality.
8. Proposing strategic areas of intervention to overcome the current difficulties.
9. Understand the social risk factors in childhood and adolescence.
10. Understand the specific legislation affecting the protection of children at risk.

Content

1. Main factors of social risk in childhood and adolescence and its effects on the development
2. Abuse and maltreatment in childhood and adolescence
3. The resilience in childhood and adolescence
4. Legal frame and institutional frame:
 - 4.1.Principles that regulate the children protection laws and politics
 - 4.2.Social services for children and adolescents
1. Adoption and foster: types, process, family assistance, etc.
2. Children and adolescents and their transition to adulthood: working net, programs and interventions
3. Prevention and protection: interventions from the community area and specialised services

Methodology

The methodology will be participative. Apart from the teacher explanations, case studies, text discussions, exercises and debates, will be proposed.

The autonomous activities will be object of the formative assessment

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			

Case studies, deepening in specific topics, professional invited seminars, debates and group discussions	20	0.8	2, 3, 1, 9, 4, 7, 6, 8
Teacher explanations about basic topics and complementary information, exposition and debates about the students activities, shared knowledge creation	30	1.2	2, 3, 1, 9, 10, 5, 7, 6, 8
Type: Supervised			
Individual and group tutorials	15	0.6	4
Type: Autonomous			
Text readings, search and analysis of information, projects, case studies and assessment activities	45	1.8	3, 1, 9, 5, 4, 7, 8

Evaluation

The assessment will be the product of two proofs, one individual and the other group. The individual proof will be a written proof in class, and the group proof will be a project to deepening in a topic. This project will be proposed at the beginning of the course and the timetable of the execution and the assessment will be settle in agreement with the students. Nevertheless, in general terms the project will be evaluated in a maximum of a month. The exercises and learning activities develop during the course will be also evaluated.

Any project that have contents partial or totally plagiarised (or that don't have the appropriate reference) will cause to fail the examination.

To pass the course, the student must get a minimum of a 5 in both, the written proof and the project.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Exercises and learning activities	10%	8	0.32	1, 9, 10, 5, 4, 7
Group project	40%	30	1.2	2, 4, 7, 8
Individual writing proof	50%	2	0.08	2, 3, 1, 9, 10, 5, 4, 7, 6, 8

Bibliography

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- Amorós, P.; Ayerbe, P. (coord.) (2000). Intervención educativa en inadaptación social. Madrid: Síntesis.
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- Barudy, J. (1998). El Dolor invisible de la infancia : una lectura ecosistemética del maltrato infantil. Barcelona: Paidós
- Barudy, J. (2011). La fiesta mágica y realista de la resiliencia infantil : manual y técnicas terapéuticas para apoyar y promover la resiliencia de los niños, niñas y adolescentes. Barcelona: Gedisa

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http://www.gifi.es/administrador/publicaciones/archives/65706_Int_soc_acores.pdf
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- Departament d'acció social i ciutadania. Secretaria d'infància i adolescència (2010). Protocol de coordinació d'actuacions per a la prevenció i l'abordatge del maltractament prenatal. Generalitat de Catalunya.
- Departament de Justícia. Violència filio-parental. Generalitat de Catalunya. En línia:
<http://www20.gencat.cat/docs/Justicia/Documents/ARXIUS/Violencia%20filio%20parental.pdf>
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Links

- Comitè dels drets del nen (ONU): <http://www2.ohchr.org/spanish/bodies/crc/index.htm>
- Departament de Benestar i Família:
<http://www20.gencat.cat/portal/site/bsf/menuitem.d36551e3177dc6b43f6c8910b0c0e1a0/?vgnnextchannel:>
- DIXIT. Centre de documentació dels serveis socials: <http://dixit.gencat.cat/portal/index.html>
- Institut d'Infància i el Mon Urbà: <http://www.ciimu.org/>
- Observatoridels drets de la Infància:
<http://www20.gencat.cat/portal/site/bsf/menuitem.c7a2fef9da184241e42a63a7b0c0e1a0/?vgnextoid=0941>
- Observatorio de la infancia: <http://www.observatoriodelainfancia.msps.es/presentacion/index.html>
- Sindic. Drets dels infants: <http://www.sindic.cat/ca/page.asp?id=113>

- Secretaria de joventut <http://www20.gencat.cat/portal/site/Joventut/>