

Degree	Type	Year	Semester
4313754 Psychopedagogy	OT	0	A

Contact

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Use of languages

Principal working language: catalan (cat)

Teachers

Esther Maria Secanilla Campo

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

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
- Tutorials
- Group dynamics and interpersonal work
- Consultation and literature analysis

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Active participation in class	Active participation in class	6	0.24	7, 2, 4, 5, 6, 1, 8, 9
If you develop a group or individually	Self assessment	0	0	7, 2, 3, 5, 6, 1, 8
Self assessment	Self assessment	0	0	7, 2, 3, 5, 6, 1, 8

Bibliography

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