

Degree	Type	Year
2500260 Social Education	OT	3
2500260 Social Education	OT	4

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

It is recommended to follow the information that appears in the written press or other news in the media related to the course.  
The reading of some of the bibliographic proposals contained in this guide is recommended.

## Objectives and Contextualisation

1. knowing closed and open institutions in the field of justice: prisons.
2. Analysing the basic conceptual and regulatory framework regulating justice institutions.
3. Acquiring the concepts of reeducation, rehabilitation and social reintegration.
4. Knowing how to make reeducational treatment programs.
5. Analysing the functions of the social educator in institutions of justice and in open institutions.

## Competences

### Social Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.

- Promote autonomy among participants and seek a balance between roles as advisor, facilitator and promoter of socio-educational dynamics.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

## Learning Outcomes

1. Acquire educational intervention skills in compliance with court orders.
2. Acquire procedural knowledge to perform an intervention program in educational fields of justice.
3. Acquire values and attitudes of respect for the different social and cultural environments that are unique to our contemporary societies.
4. Analyse the ethical aspects of social education when working with people at risk of exclusion.
5. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
6. Analyse the socio-historical evolution of different forms of marginalization and social exclusion.
7. Clarify the ethical dilemmas and debates raised when working with immigrant populations in a situation of social inequality as exists today.
8. Communicate using language that is not sexist or discriminatory.
9. Critically analyse the principles, values and procedures that govern the exercise of the profession.
10. Design and implement educational measures to prevent discriminatory attitudes and actions.
11. Design guidance programs for social inclusion and finding employment.
12. Design plans and programs for groups at risk of exclusion.
13. Identify situations in which a change or improvement is needed.
14. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
15. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
16. Identifying and assessing the multiplicity of historical, social, political and legal references pertaining to inclusive education.
17. In the educational sphere pertaining to the institutions of justice, knowing how to attend to its internal population according to their specific needs.
18. Know the main lines of intervention in health education.
19. Planning and developing educational interventions with a variety of individuals and groups.
20. Propose new experience-based methods or alternative solutions.
21. Recognising the assimilating, segregating, integrating or inclusive nature of the proposed socio-educational initiatives aimed at working with the immigrant population.
22. Understand the characteristics and conditions that make up educational proposals in contexts of diversity.
23. Understand the theoretical and methodological foundations of health education.
24. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

## Content

1. REEDUCATION AND REINTEGRATION
  - 1.1. Definition and understanding of concepts
  - 1.2. Differences with related notions
  - 1.3. Conceptual and regulatory framework
  - 1.4. Approach to the theories of the penalty function
  - 1.5 Restorative justice

## 2. PENITENTIARY SERVICES

2.1. Penitentiary centres: types and characteristics

2.2. Approach to basic regulations

2.3. Organisation of penitentiary and professional centres and generic functions they develop

2.4. Effects of deprivation of freedom on inmates

## 3. PENITENTIARY TREATMENT

3.1. Penitentiary treatment and rehabilitation programs

3.2. Functions of social educators in penitentiary centres

3.3. Skills of social educators in the penitentiary field

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exhibitions by teachers the content and basic issues syllabus. It is done with the whole group and allows class exposure main contents through a open participation by students.	45	1.8	4, 7, 13, 20
Type: Supervised			
Distance work directed from pautes provided by teachers.	30	1.2	4, 7, 13, 20
Type: Autonomous			
Own work to acquire the skills of self-regulated manner.	75	3	4, 5, 7, 8, 9, 13, 14, 15, 20, 24

Teacher and student presentations, participatory work of case studies and discussion of articles or professional aspects of current events related to the subject.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group work to be developed in relation to a specific topic to choose among several presented by the teacher	25%	0	0	1, 4, 6, 7, 10, 16, 17, 21, 22, 23
Individual examination of the relevant contents.	50%	0	0	1, 2, 3, 4, 6, 7, 10, 11, 12, 16, 17, 18, 19, 21, 22, 23
Individual practical work to be proposed in class and will be resolved along the course.	25%	0	0	1, 4, 5, 6, 7, 8, 9, 10, 13, 14, 15, 16, 20, 21, 22, 23, 24

### Continuous Assessment

A visit to the Model Prison of Barcelona will be organized whenever possible. The date will be determined at least one month in advance and will take place between October and November. The visit will occur on a Wednesday from 8:30 AM to 9:30 AM. Admission will be free, with the only expense being transportation.

Students will be assessed as long as they have completed activities that account for a minimum of two-thirds of the total course grade. If the value of the completed activities does not reach this threshold, the course instructor may consider the student as non-assessable. To pass the course, all required activities must be submitted, and a minimum grade of 5 out of 10 must be obtained on average across the three assessment activities. The course will not be considered passed if a minimum of 4 out of 10 is not achieved in each of the three assessment areas.

The continuous assessment will consist of three categories:

- The first category is an individual written exam that will cover all the content discussed in the course, including theoretical explanations by the professor, viewing of graphic documents, readings, and conclusions from group work. This will constitute 50% of the final grade. The exam will take place on December 18, 2024.
- The second assessment activity is a final group project on the development of a rehabilitation program. The content of the project will be agreed upon with the course instructor. This project accounts for 25% of the final grade. The deadline for submitting the group project is December 3, 2024.
- Finally, 25% of the final grade will be based on presentations, participation, and individual thematic topics proposed by the instructor.

For students requesting a review, the date and time will be agreed upon with the instructor (approximately 3 to 4 days after the individual written exam).

The retake exam will be on January 29, 2025, and will be similar to the regular exam. To participate in the retake exam, students must have completed activities that account for at least two-thirds of the course grade.

### Single Assessment

The single assessment will consist of two elements:

- A written exam covering the course content, which will account for 50% of the final grade. The exam date is January 22, 2025.
- An individual project on the development of a rehabilitation program, accounting for 50% of the final grade. This project must be submitted at the beginning of the written exam and will be defended orally before two experts in the field. The oral defense will follow the written exam according to a schedule set by the instructor.

To pass the course under the single assessment mode, students must achieve a minimum grade of 5 out of 10 on average across the two assessment elements. The course will not be considered passed if a minimum of 4 out of 10 is not achieved in each of the two assessment areas.

The retake exam will be on January 29, 2025, and will be similar to the regular exam. For students requesting a review, the date and time will be agreed upon with the instructor (approximately 3 to 4 days after the

individual written exam). To participate in the retake exam, students must have completed activities that account for at least two-thirds of the course grade.

### Important Information for Both Assessment Modes

The course is primarily professional-oriented, focusing on student participation in class. Therefore, attendance is mandatory. If a student misses more than 20% of classes without a valid reason, they will not be eligible for assessment. Justified absences must be documented, and only absences due to unforeseen circumstances such as illness or similar situations preventing class attendance will be considered. Attendance at other degree-related activities may be considered justified if approved in advance by the course instructor.

Classes start punctually. Late arrivals and early departures are not permitted. Classroom behavior should be proactive, respectful, and constructive. Students are encouraged to contribute relevant ideas, questions, and comments to enrich collective debate and learning.

Students' ability to relate conceptual and procedural content, framed by the professional ethical values, will be evaluated. Additionally, communication competence, both oral and written, and a good command of the course language as stated in the syllabus will be assessed. All activities will consider linguistic accuracy, writing quality, and presentation formality. Students must express themselves fluently and correctly. An activity may be returned (not graded) or failed if it does not meet these requirements.

It should be noted that plagiarism or copying in any assessment activity will result in a failing grade.

## Bibliography

### Bibliography

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LARRAURI, E., ROVIRA, M., SALES, A. (2017): Qualitat de vida als centres penitenciaris i programes d'intervenció; Centre d'Estudis Jurídics i Formació Especialitzada. Generalitat de Catalunya

LÓPEZ PAYAN, Samuel y otros (2018): Gènere i presó; Programa de perspectiva i equitat de gènere en l'àmbit penitenciari; Programa compartim; Edició Generalitat de Catalunya.

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REDONDO, S.,(2000) Psicología aplicada: Los programas de rehabilitación en Europa. Barcelona

ROMANS, M., PETRUS, A. y TRILLA, J. (2000): De profesión, educador(a) social. *Papeles de Pedagogía*; Editorial Paidós; Barcelona

SAINZ, M Y GONZÁLEZ, S. (2004). "El Vis a Vis como un espacio psicoterapéutico para la reestructuración familiar dentro de la prisión". Comunicación del II Congreso la Familia en la sociedad del siglo XXI Fundación de Ayuda contra la Drogadicción.

## Software

No specific programs are used

## Language list

Name	Group	Language	Semester	Turn
(TE) Theory	4	Catalan	first semester	morning-mixed

PROVISIONAL