

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

Contact

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Teachers

Adrià Pagés Mimó

Teaching groups languages

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

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:

- Psychobiological Aspects of the Person (1st year)
- Development and Educational Psychology (1st year)
- Communication and Educational Interaction (1st year)
- Sociopolitical Basis of Education (2nd year)
- Education of Children and Young Adults (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

Competences

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.
- 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.
- 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. Understand the social risk factors in childhood and adolescence.
9. Understand the specific legislation affecting the protection of children at risk.
10. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

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

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Case studies, deepening in specific topics, professional invited seminars, debates and group discussions	20	0.8	1, 2, 3, 4, 6, 7, 8
Teacher explanations about basic topics and complementary information, exposition and debates about the students activities, shared knowledge creation	30	1.2	1, 2, 3, 5, 6, 7, 8, 9
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	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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.

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The proposed teaching methodology and assessment may change depending on the protection needs and the re

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

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exercices and learning activities (individual tasks)	10%	8	0.32	1, 4, 5, 7, 8, 9
Group Project	30%	30	1.2	2, 4, 7
Individual writting proof 1	30%	1	0.04	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Individual writting proof 2	30%	1	0.04	1, 2, 3, 4, 5, 6, 7, 8, 9

The evaluation of the subject will be carried out through three evidences:

- The exercises and learning activities that will be delivered throughout the course will have a weight of 10% of the final grade. These exercises are not recoverable.
- The 2 exams will account for 30% + 30% of the final grade. These will be held on 04/4 and 06/6. In order to take the exam, it will be necessary to have passed the learning exercises and activities and to have attended at least 80% of the classes.
- The work will account for 30% of the grade. Any work that presents partially or totally plagiarized content (or that does not have the proper reference) will result in a failure of the subject. This work is not recoverable.

To pass the subject, all three evidences must be passed.

The returns of the evaluative evidence will be made within a maximum period of 20 days.

The retake of the exam, which will be held on June 27, will only be able to take the exam and at most it can mean reaching a grade of 5 in the subject.

Single assessment: Students who request the single assessment will take a single written test on 16 June in which they will be assessed on the same content that is assessed in the different assessment tests and in which they will also present the work. The recovery of the single evaluation will be made on June 27. Only students who have taken the evaluation on 16/06 will be able to take the retake, and in this case the maximum grade will be 5.

To pass this course, the student must demonstrate good general communication skills, both orally and in writing, and a good command of the vehicular language(s) specified in the course guide. In all activities (individual and group), linguistic accuracy, writing, and formal aspects of presentation will be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of comprehension of academic texts. An activity may be returned (not assessed) or failed if the instructor considers that it does not meet these requirements.

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Software

No specific software is needed.

Language list

Name	Group	Language	Semester	Turn
(TE) Theory	3	Catalan	second semester	morning-mixed

PROVISIONAL