

Degree	Type	Year
4313754 Psychopedagogy	OT	0

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Teachers

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Teaching groups languages

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

Prerequisites

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

Objectives and Contextualisation

The subject of "Psychoeducational intervention with people with social difficulties" is aimed at acquiring the necessary competencies to comprehensively attend to people in a socially disadvantaged situation.

In this context, the subject's general objectives are:

- Train educational professionals to ensure the social integration of people, with special attention to those with the highest risk of social exclusion.
- Train professionals so that they can deploy the necessary tools and show positive expectations regarding increasing the possibilities of integration and learning of the population in contexts of social and educational inequality.

And as specific objectives, the following:

- Analyze the unique characteristics of people in contexts of social and educational inequality.
- Identify the different psychoeducational intervention strategies for attending to people in a socially disadvantaged situation.

Learning Outcomes

1. CA10 (Competence) Draw up a plan for the active involvement of the psychopedagogical teams from the different socio-educational institutions.
2. CA11 (Competence) Generate innovative and competitive proposals in professional practice in specific educational contexts.
3. CA12 (Competence) Propose projects and actions that include the gender perspective in contexts of social and educational inequality.
4. KA09 (Knowledge) Identify the personal, social and educational needs of the population with social problems.
5. KA10 (Knowledge) Describe the key elements that enable the leadership and dynamism of educational teams working with people with social problems.
6. SA15 (Skill) Implement preventive socio-community outreach programmes involving families and communities.
7. SA16 (Skill) Develop an attitude of participation and cooperation as an active member of the community through work in teams and with teams (in the same field or interdisciplinary).
8. SA17 (Skill) Encourage the participation and collaboration of families in educational processes in order to minimise social problems through the development of action plans.

Content

1. Plans and services for an inclusive socio-community intervention

- Local plans for social inclusion
- Community development plans
- Comprehensive community action programs
- Specialized singular services
- Total institutions

2. Population in a socially disadvantaged situation. Conceptualization and analytical perspectives

- Social justice and equity in education
- Social and educational inequalities
- People on the margins
- Intersectional theory as an answer to the problem of fragmentation
- Outreach work in psychopedagogy

3. Welcome and inclusion of migrant people

- Migration and refuge. Diversity management
- Racism. Concept, dimensions and psycho-educational intervention
- Devices of reception and inclusion. Figure and role of the educational psychologist
- Areas of non-formal intervention: migrant women, unaccompanied minors...

4. Psycho-educational intervention with people with SNES

- Educational care within the framework of an inclusive educational system: from access to transformation
- Specific Needs for Educational Support (SNES)
- Measures, supports and networks for inclusive education

5. Indicators of psychosocial vulnerability

- Child abuse: Sources, biological bases, and consequences

- Clarification of concepts. Protection and risk factors
- Strategies and actions
- From abuse to care
- Family care, comprehensive health, emotional support, basic material resources...
- Gender violence
- Peer violence

6. Family and centers

- Counselling, Guidance and Family Intervention in face-to-face and online environments
- Participation and plurality of experiences of families
- Intervention in the cases of parental problems in relation to the children

7. Coordinated multidisciplinary intervention.

- Multidisciplinarity, interdisciplinarity and interculturality
- Networking model and educational coresponsability
- Coordination between primary and secondary school; transfer of cycles; formal and non-formal centers and services
- Prevention and guidance. Strategies

8. Resources, equipment and services within the community and referral

- External and specific educational services
- Mental health services
- Services of the Department of Social Rights
- Other singular resources and services

Activities and Methodology

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	CA11, CA12, KA09, SA16, SA17, CA11
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	CA10, CA11, CA12, KA09, KA10, SA15, SA16, SA17, CA10
Type: Autonomous			
Individual activities addressed to achieve the necessary skills to pass the module.	60	2.4	CA10, CA11, CA12, KA09, KA10, CA10

The methodology of the subject is based on cooperative learning and the case study method. The working sessions will be theoretical, practical or mixed, in coherence with the teaching of the master's degree in psychopedagogy which has a face-to-face nature.

The theoretical sessions are organized based on lectures by the teaching staff, complemented with audiovisual resources (slide presentations, videos, etc.) as well as recommended basic bibliography. Different activities of personal training work and group work will be carried out.

Briefly, the subject makes use of the following learning methods

- Lectures Exhibitions
- Document Analysis and reflection
- Case studies and simulations of professional situations
- Work in cooperative groups
- Tutoring
- Group dynamics and interpersonal work

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
Class attendance	10%	0	0	SA16
Student self assessment	5%	0	0	KA10, SA16
Theoretical-practical tests	85%	6	0.24	CA10, CA11, CA12, KA09, KA10, SA15, SA16, SA17

The subject adopts the criterion based on continuous assessment, which makes class attendance mandatory, in order to ensure the acquisition and development of specific competencies of the program.

The evaluation consists of 4 tasks of theoretical-practical learning (two in a group and two individual-based) resulting from the analysis of cases and the personal training work carried out. Two of them refer to topics 1, 2, 3 and 4; and, two to topics 5, 6, 7 and 8.

- Project-oriented learning. Completion and defence of a group research project to solve a problem (20%). This evidence will be prepared during December and January 2024 and will be delivered at the beginning of February.
- Critical individual analysis associated with the project presented (20%). This evidence will be delivered in early February.
- Group intervention program (20%). This evidence will be developed in March and delivered in early April.
- Individual resolution of a practical case of psycho-pedagogical intervention (25%). At the end of April 2024, this individual evidence will be delivered.

In addition, the evaluation includes:

- Attendance and participation in class (sharing and expressing opinions and reflections) (10%). Includes class attendance and participation in classroom activities. To pass this subject it is necessary to show an attitude compatible with the educational profession.

- Student self-assessment (5%). It consists of an individual final written reflection of the learnings derived from the module. Self-assessment means the student's own participation, her/his involvement in the learning process, the transfer of learning to his/her professional role, etc. Its delivery takes place at the end of April 2024.

In May, the 7th, 2024, the previous pieces of evidence will be reassessed (if applicable).

The results of the evaluation of each activity submitted will be published on the virtual campus within a maximum period of one month after its completion.

To pass the module, students must have passed all the activities. If the student fails a module, he or she must re-enrol in the module in the next edition of the Master. In this case, no mark will be kept.

Throughout the evaluation process, the student will be guided on the evidence to be presented.

Single evaluation

The single evaluation consists of the elaboration of a project of inquiry with its critical analysis (40%), an intervention program (25%), a practical test of the resolution of a case (20%) and a theoretical review of a book of the recommended bibliography (15%). These activities will be delivered on April the 22nd and the practical test will take place that day.

The same recovery system will be applied as for continuous evaluation: activities will be re-delivered and/or re-evaluated on May, the 7th.

According to UAB regulations, plagiarism, or a copy of a work or written test will be penalized with a 0, losing the possibility of resubmitting it, whether it is made individually or in a group (in this last case, all members of the group will be marked with a 0).

Attendance at face-to-face sessions is mandatory, the student must attend a minimum of 80%. Otherwise, the evaluation will correspond to a Not Presented.

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Software

No software needed.

Language list

Name	Group	Language	Semester	Turn
(TEm) Theory (master)	1	Catalan/Spanish	annual	afternoon