



COURSE DATA

DATA SUBJECT

Code: 43325

Name: Intervention in the family context in situations of child abuse and/or conflict

Cycle: Master's Degree

ECTS Credits: 3

Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2151 - Master's degree in Psychological Intervention in the Social Environment	Facultat de Psicologia i Logopèdia	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2151 - Master's degree in Psychological Intervention in the Social Environment	Psychological assessment and intervention in family and infancy	COMPULSORY

COORDINATION

PONS SALVADOR GEMMA

CEREZO JIMENEZ M ANGELES

SUMMARY

The subject **Intervention in the family environment in situations of conflict and/or child abuse** consists of a total of 3 theoretical-practical credits. It is a four-month subject taught in the first year during the second semester and forms part of the group of subjects that make up the compulsory module *Psychological Assessment and Intervention in Families and Children*.

This course aims to provide students with a comprehensive and integrated overview of the main aspects related to situations of family conflict and child abuse. It addresses the aspects that a professional working in the field of psychosocial intervention, specifically in the area of family and childhood, must be familiar with in order to detect, refer and/or establish intervention objectives, whether from a prevention or treatment perspective.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.



OTHER REQUIREMENTS

Completion of the first module of advanced basic training.

COMPETENCES / LEARNING OUTCOMES

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Ser capaz de identificar, analizar y evaluar de una manera crítica y reflexiva las necesidades, problemas y demandas sociales de poblaciones de riesgo e interés, propios de la intervención psicosocial

DESCRIPTION OF CONTENTS

1. Child Abuse

- Approaching its study from the perspective of good treatment of children
- The needs of children.
- Developmental goals and tasks.
- The notion of parental tasks.
- Parenting practices and competent practices.
- The relational perspective and the dynamics of family relationships

2. Problems with defining CM and the magnitude of the phenomenon

- Phenomenon vs. `case¿ of child abuse.
- Types of child abuse. Implications and areas of detection.
- Statistics and concepts of incidence and prevalence applied to child abuse.
- Data sources. Detection and risk factors
- The risk of risk factors. Protective and risk factors.
- Study of detection materials

3. Impact of Child Abuse

- Human, social and economic costs of child abuse
- Mortality in the child population and abuse.
- Survivors of child abuse.
- Levels of child development and impact by domain.
- Risk behaviours for the health of victims.
- The case of sexual abuse.
- Intergenerational transmission of child abuse



4. Prevention of child abuse and protocols for action

- Promotion of good practices.
- Support for parenting.
- Prevention strategies.
- Action programmes.
- Protocols for action in cases of suspected abuse.

5. Basic criteria for intervention

- Basic criteria for intervention in child abuse.
- Elements of an intervention programme
- Characteristics of abusive families that determine treatment programmes.
- Specification of treatment objectives
- Debate on physical punishment.

6. Treatment for families with problems of conflict and child abuse

- A family treatment model: Intervention in families with serious relationship problems and child abuse.
- The assessment process
- The therapeutic intervention process.
- Community support

7. Family breakdown processes

- Family breakdown processes.
- Conflictive divorces.
- Impact of divorce on children: buffering and modulating factors.
- Children in domestic violence situations.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	9,00
Theoretical and practical classes	21,00
Total hours	30,00

NON PRESENCIAL ACTIVITIES



Activity	Hours
Attendance at other activities	2,00
Individual or group project	13,00
Independent study and work	15,00
Preparation of lessons	8,00
Preparation for assessment activities	4,00
Resolution of case studies	3,00
Total hours	45,00

TEACHING METHODOLOGY

Face-to-face sessions. These consist of presenting the corresponding theoretical topic. This is a lecture-style model that allows the teacher to present the most relevant aspects of each topic. Participation will be encouraged as knowledge is imparted. In these face-to-face sessions, students will have worked independently on different aspects.

Non-face-to-face sessions. These sessions aim to encourage students to construct their own knowledge. They involve guiding students in activities geared towards their own learning. The activity may consist of searching for specialised documentary information, contrasting and justified reflection on a specific topic, or applying the knowledge acquired in class.

Tutorials. In tutorials, teachers guide students individually or in small groups in the construction of their knowledge. They guide them in the preparation of assignments and resolve any doubts or difficulties related to the subject matter. Students also have access to the Virtual Classroom forum for queries. In addition, in this virtual space, students can find documents, information or relevant news about the subjects of the different modules

EVALUATION

The assessment of the subject will be carried out by means of:

- 1) Performance assessment: final test aimed at assessing the basic concepts. student at the end of the module, will take a performance test on the level of competences or learning acquired in the subject. The final test or exam will consist of short questions, referring to the theoretical-practical activities developed in the classroom and to the materials indicated for the preparation of the exam, being obligatory to answer all of them. This section will constitute 40% of the mark (4 points). It is recoverable in the second sitting.
- 2) Evaluation of the process: continuous assessment activities and attendance. The knowledge, skills and competences acquired will be continuously assessed through student participation and the completion of the proposed activities (individual and/or group), representing 50% of the final grade (5 points), recoverable in the second call. Likewise, participation and attendance will be taken into account, which will be controlled by means of a signature, with a weight of 10% (1 point).

Requirements for passing the module. The following are essential requirements for passing the subject:

- To have obtained a minimum mark of 50% in the final test -performance assessment- (2 points).
- To have obtained a minimum score of 50% in the proposed activities of the continuous assessment (2.5



points) and in attendance and participation (0.5 points)

In both the 1st and 2nd Call there are no differences in terms of the minimum requirements to pass the subject. Only if the exam mark is equal to or higher than 2 and/or the continuous assessment mark is higher than 3, all the marks will be added together and the course will be passed if the final mark is equal to or higher than 5 points.

In the event of failing any of the parts of the course, the part passed will be maintained until the second sitting.

In the event of a tie in the final grade with the option of an honours degree, the Teaching Unit of the subject, if it so decides, will determine the procedure to be followed to award it.

WARNING:

In the event of fraudulent practices of any kind, the procedure to be followed will be as determined by the Protocol of action in the event of fraudulent practices at the University of Valencia (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

REFERENCES**Required references:**

- Butchart, A., et al. (2006). Preventing child maltreatment: a guide to taking action and generating evidence. WHO-ISPCAN http://whqlibdoc.who.int/publications/2006/9241594365_eng.pdf . En Español: https://iris.who.int/bitstream/10665/44228/1/9789243594361_spa.pdf
- Cerezo, M. A., Pons-Salvador, G. y Trenado, R (2008). Mother¿infant interaction and children¿s socio-emotional development with high- and low-risk mothers. *Infant Behavior & Development*, 31, 578-589. <https://doi.org/10.1016/j.infbeh.2008.07.010>
- Milner, J. S., et al. (2022). Child physical abuse risk factors: A systematic review and a meta-analysis. *Aggression and Violent Behavior*, 66, 101778. <https://doi.org/10.1016/j.avb.2022.101778>
- Pinheiro, P. S. (2006). Informe mundial sobre la violencia contra los niños y niñas. Estudio del Secretario General de las Naciones Unidas. https://violenceagainstchildren.un.org/sites/violenceagainstchildren.un.org/files/document_files/world_report_on_violence_against_children_sp.pdf
- Wekerle, C., Wolfe, D. A., Cohen, J. A., Bromberg, D. S., & Murray, L. (2019). *Maltrato infantil (2ª ed.)*. El Manual Moderno.

Supplementary references:



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- Cerezo, M.A. (1997). Abusive family interaction: A review. *Agression and Violent Behavior. A Review Journal*, 2, 215-240
- Cerezo, M.A. y Pons-Salvador, G. (1998) Modifying the Family Process in Two Cases of Physical Child Abuse and Secondary Functional Encopresis. *Child Maltreatment* 2(3): 171-185
- Cerezo, M. A., & Pons-Salvador, G. (1994). El maltrato paterno-filial: intervención en los procesos familiares. *Infancia y Sociedad*, 24, 201-222
- Cerezo, M. A., & Pons-Salvador, G. (2004). Improving child maltreatment detection systems: a large-scale case study involving health, social services, and school professionals. *Child abuse & neglect*, 28(11), 1153-1169. <https://doi.org/10.1016/j.chiabu.2004.06.007>
- Kendall-Tackett, K. A. (2013). *Treating the lifetime health effects of childhood victimization* (2nd ed.). Civic Research Institute
- Organización Mundial de la Salud (2024). Maltrato Infantil. <https://www.who.int/es/news-room/fact-sheets/detail/child-maltreatment>
- Pons-Salvador, G. (2022). Factores de riesgo y factores protectores en el ejercicio de la parentalidad. En Palau, G., et al. (Eds.), *Manual de Psicopatología perinatal e infantil* (pp. 69-76). ASMI WAIMH-España.
- Pons-Salvador, G., Trenado, R. M., & Cerezo, M. A. (2025). Contingency in maternal sensitivity and quality of child attachment. *Journal of Experimental Child Psychology*, 253, 106194. <https://doi.org/10.1016/j.jecp.2024.106194>
- Trenado, R. Pons-Salvador, G. y Cerezo, M. A. (2009) Proteger a la infancia: apoyando y asistiendo a las familias *Papeles del Psicólogo*, 30(1), 24-32.
- Vilella Llop, P. (2022). Análisis de la Ley Orgánica de protección integral a la infancia y la adolescencia frente a la violencia en España: los derechos de los menores implicados en procedimientos judiciales en materia de familia. *Revista Sobre La Infancia Y La Adolescencia*, (22), 84-97. <https://doi.org/10.4995/reinad.2022.15824>