



43326 Psychological assessment and intervention in foster care and residential care: assessment of birth f

COURSE DATA

DATA SUBJECT

Code: 43326
Name: Psychological assessment and intervention in foster care and residential care: assessment of birth f
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2026-27

STUDY (S)

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

GONZALEZ SALA FRANCISCO

SUMMARY

The subject Psychological assessment and intervention in family and residential care consists of a total of 3 theoretical-practical credits. It is a four-month subject taught in the first year during the second term and forms part of the group of subjects that make up the Psychological Assessment and Intervention in Family and Childhood module.

Our country maintains a child protection system that is justified from a legal and psychological point of view: The resources offered by the community are divided into two groups: the normalised system that all minors enjoy and the specialised protection system that is applied in situations of risk and neglect. The specialised protection system-Social Services-, which is activated in situations of risk and neglect, requires the professional to be able to assess these situations. It includes family and extra-family protection measures, such as foster care in extended families, foster care and residential care. Each type of foster care entails advantages and disadvantages that the professional must be aware of in order to choose the most appropriate resource in each case. Good practice in foster care requires a) An adequate assessment of the biological family b) Decision-making by the multi-professional team on the most appropriate protective measure c) Assessment of the foster families. d) Assessment of the children's residences y) Monitoring and support of the child f) Assessment of the visiting regime g) Intervention with the families and the protected children.

PREVIOUS KNOWLEDGE



RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

Having completed the first module of advanced basic training.

COMPETENCES / LEARNING OUTCOMES

2151 - Master's degree in Psychological Intervention in the Social Environment

Capacidad de búsqueda y de gestión de la información a través de diferentes fuentes documentales especializadas.

Capacidad para exponer en público con rigor conceptual y con el uso adecuado del vocabulario específico de la disciplina.

Capacidad para plantear y elaborar un trabajo escrito comprensible, organizado y coherente.

Capacidad para trabajar en equipo sobre la base de la colaboración, respeto por las diferencias y resolución negociada de conflictos.

Conocer y saber aplicar métodos y técnicas de análisis cualitativo y cuantitativo para obtener, integrar y valorar información individual, grupal y/o comunitaria.

Conocer y saber identificar los factores psicosociales relacionados con la promoción del bienestar psicológico y social de las personas, grupos, comunidades y poblaciones en general.

Poseer las habilidades de aprendizaje que permitan continuar estudiando de un modo que deberá ser en gran medida autodirigido y autónomo en el área de estudio de la psicología de la intervención social y comunitaria.

Saber aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con el área de estudio de la intervención psicosocial.

Saber comunicar en el contexto de la intervención psicológica en ámbitos sociales, las conclusiones (y los conocimientos y razones últimas que las sustentan) a públicos especializados y no especializados de un modo claro y sin ambigüedades.

Saber justificar, diseñar, planificar, implementar, evaluar y divulgar planes y programas de intervención psicosocial con diferentes objetivos, niveles de acción y destinatarios.

Ser capaz de definir objetivos y de aplicar metas de intervención atendiendo a los grupos, poblaciones y contextos donde se desarrolla la intervención psicosocial.

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



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Ser capaz de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios en el ámbito de la intervención psicosocial.

Ser capaz de utilizar recursos, estrategias y técnicas de intervención individual, microsocia y/o macrosocia para promover el desarrollo positivo de las personas, grupos y comunidades y/o para prevenir conductas de riesgo en los sectores propios de la intervención psicosocia.

DESCRIPTION OF CONTENTS

1. Legal basis for foster care.

The different laws and decrees specifically related to foster care and in general to childhood, such as Decree 78/2023, of 26 May, of the Consell, modifying Decree 35/2021, of 26 February, of the Consell, regulating foster care, or the Civil Code, are dealt with. The legislation will make it possible to differentiate between situations of risk and situations of neglect, and in the latter case, to differentiate the different existing protection measures (Article 17.1 of Organic Law 1/1996, in the wording given by Organic Law 8/2021, of 4 June, on the comprehensive protection of children and adolescents against violence).

All of this is covered in a first topic entitled Theme 1: Legislation on foster care.

Students are expected to acquire the basic legal concepts in relation to foster care.

2. Assessment of the biological family and the minor

This unit is divided into two sections. On the one hand, the psychosocial assessment of the child or adolescent in relation to risk and protective factors. On the other hand, the psychosocial assessment of the biological family from a systemic perspective. All of this is covered in two topics.

Theme 2: Psychosocial assessment of the child or adolescent. In this topic different instruments are used to carry out these assessments, such as VALORA-CV instrument for the assessment of the seriousness of situations of child lack of protection or the notification form for risk situations in the educational environment.

Theme 3: Psychosocial assessment of the biological family. This includes the assessment from a systemic perspective, the genogram, the ecomap, the family sculpture and the analysis of the family's needs.

Students are expected to be able to make an assessment of the psychosocial situation of the child and the family and to make a reasoned proposal for a protective measure based on the assessment made previously.

3. Assessment of foster care

This unit deals with everything related to the foster care process from the beginning to the end of the foster care process. For this purpose, the unit is divided into the following topics.



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Theme 4: The foster care process: child-centred based on the Steinglass model.

This topic focuses on the three phases in the foster care process once the child enters the family. In addition, it addresses the needs and demands of the child and the tasks associated with each of these phases.

Theme 5: Assessment of the foster family. Process, interview and instruments.

This topic provides information on the assessment of the family, as well as the process that will lead to becoming a foster family. The different phases are described and examples of initial interviews, referral sheets, registration procedure in the Register of Foster Families and main assessment tools are given.

Theme 6: Good practice in foster care: Transitions and Life Book.

This topic covers two fundamental aspects associated with good practices. On the one hand, it addresses the impact that transitions have on children, mainly caused by a change of measures, and which variables have to be taken into consideration, with special relevance to attachment and its relationship with attachment disorders. On the other hand, the elaboration of the life book in foster care as a non-therapeutic but protective tool for the elaboration of the foster child's life history and its impact on psychological health is addressed. In addition, different models of life books elaborated in different Autonomous Communities are offered.

Students are expected to acquire the necessary skills and be aware of the existing resources in the assessment of the foster family and be able to make a differential diagnosis between suitable and unsuitable families. In addition, students are expected to acquire knowledge about good practices in foster care.

4. Assessment of residential care

This unit contains a single topic entitled Theme 7: Assessment of residential care.

This topic deals with the specific legislation on residential care, the different intervention programmes in the residential centre related to the cessation of care due to coming of age or return, as well as due to a change of measure. It deals with the centre project of the residential centre where the educational project, the functions of the staff, the internal regulations, among other aspects, are included. Finally, it deals with the individualised plan and the assessment of the minor according to the established plan.

WORKLOAD

PRESENCIAL ACTIVITIES

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

NON PRESENCIAL ACTIVITIES

Activity	Hours
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Attendance at other activities	3,00
Individual or group project	15,00
Independent study and work	15,00
Preparation of lessons	0,00
Preparation for assessment activities	10,00
Resolution of case studies	2,00
Total hours	45,00

TEACHING METHODOLOGY

-Lectures / Presentations / Teacher guidance.

This will be used in theory classes, as this model offers the possibility of providing an overall view of the subject and focusing on the key concepts for its understanding. Likewise, students will be shown the most recommendable resources for the subsequent in-depth preparation of the subject. These classes will include innovative teaching methodologies related to teaching innovation projects.

-Orientations in small groups. Focused above all on the orientation of specific work to be carried out individually or in groups. It is also useful to achieve three objectives: the development of communication skills, the development of intellectual and professional competences and personal growth.

- Individual study.

This involves directing the student in learning-oriented activities. The activity will focus on research, localisation, analysis, elaboration and presentation of the information worked on.

- Attendance at tutorials.

Tutorials will be done individually and in small groups to solve problems, direct work, etc. If possible, the Virtual Classroom forum will be used to facilitate queries and clarifications that may be of interest to the working groups.

- Preparation of team work.

The student will have to carry out in-depth work and application of the contents as well as field work.

- Complementary activities preferably carried out by experts.

experts. These include: Conferences, Panel of Experts, Seminars-workshops, Visits, Cinefòrum, etc. In each case, the timetable and venue, whether or not they are compulsory, and their impact on the assessment will be indicated.

Other training activities that facilitate active learning and practical knowledge are: case studies, both real (e.g. using press reports) and simulated, solving exercises and problems, project-oriented learning (e.g. developing projects and/or campaigns in the area of childhood and the family), and cooperative learning through the use of interdisciplinary groups. In practice sessions, and in carrying out group work.

- Other resources:

1) Virtual classroom. In this virtual space, students can find documents, information or news relevant to the subject. The teacher deposits all the information that he/she considers appropriate for the development of the subject. 2) Library, newspaper library. The use of relevant and updated bibliographic sources from the university itself and online bibliographic sources will be encouraged.



EVALUATION

1) A final test oriented to assess the basic concepts. The final exam will consist of two short questions and between 15-20 multiple-choice questions. This section will constitute 40% of the mark (4 points).

2) Attendance and continuous assessment activities. Participation and activities carried out in the classroom (individual and/or group) will be taken into account. Attendance will be controlled by means of a signature. This section will constitute 60% of the final mark (6 points).

Requirements The following will be essential requirements for passing the subject: To have obtained a minimum mark of 50% in the final exam To have attended 80% of the sessions To have obtained a minimum mark of 50% of the points corresponding to the section Attendance and participation.

These conditions will be similar for the second call.

In the case of fraudulent practices, the procedure will be in accordance with the Protocol of action in the case of fraudulent practices at the University of Valencia (ACGUV 123/2020):

<https://www.uv.es/sgeneral/protocols/c83sp.pdf>

REFERENCES

Basic references:

- Decreto 35/2021, de 26 de febrero, del Consell, de regulación del acogimiento familiar (DOGV núm. 9036, de 8 de marzo de 2021).
- VALORA-CV instrumento para la valoración de la gravedad de las situaciones de desprotección infantil. <https://serviciosociales.gva.es/es/web/menor/valora-cv>
- Material docente en aula virtual.

Supplementary references:

- Decreto 78/2023, de 26 de mayo, del Consell, de modificación del Decreto 35/2021, de 26 de febrero, del Consell, de regulación del acogimiento familiar y del Decreto 60/2021, de 14 de mayo, de regulación y coordinación de los órganos de la Administración de la Generalitat, de participación infantil y adolescente, y de protección de la infancia y la adolescencia (DOGV núm 9606 de 30 de mayo de 2023).
- Código Civil (publicado por Real Decreto de 24 de julio de 1989; BOE núm. 206, de 25 de julio de 1889).
- Talmón-Knuser, F.; González-Sala, F.; Lacomba-Trejo, L.; Samper-García, P. Reactive Attachment Disorder and Its Relationship to Psychopathology: A Systematic Review. *Children* 2023, 10, 1892. <https://doi.org/10.3390/children10121892>.



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- Talmón-Knuser, F.; Soler, M.; González-Sala, F.; Lacomba-Trejo, L.; Samper-García, P. A Systematic Review on Assessing Assessments: Unveiling Psychometric Properties of Instruments for Reactive Attachment Disorder and Disinhibited Social
- Engagement Disorder in Minors under Protective Measures. *Children* 2024, 11, 144. <https://doi.org/10.3390/children11020144>. Martínez, E., Gimeno, A. y González-Sala, F. (2021). Acogimiento en familia extensa: perfil psicosocial de las familias y de los menores acogidos. *Revista sobre la Infancia y la Adolescencia*, 20, 96-117.