

**COURSE DATA****DATA SUBJECT**

Code: 43327
Name: Psychological assessment and intervention in adoptions
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, 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

LLORCA MESTRE ANNA

SUMMARY

The course: *Assessment and psychological intervention in adoptions* has a total of 3 credits. Its overall objective is that students receive more training in the area of family and children, from both a theoretical and applied perspective, focusing on adoptive families.

The aim is advanced and specialized training in conceptual, procedural, technical and attitudinal skills that allow professionals to increase their knowledge, their reflective and critical capacity and their professional practice.

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

Conocer y saber organizar, desarrollar, adaptar y valorar servicios y programas de asesoramiento e intervención psicosocial de acuerdo con las demandas y el contexto en el que se aplican.

DESCRIPTION OF CONTENTS

1. Adoptive Parenthood
2. Adoption Process
 - a) Legal and procedural aspects of adoption
 - b) Suitability assessment
3. Assessment and intervention with the adoptive family
 - a) Mutual adaptation between the family and the child
 - b) Counseling and intervention program: assessment focused on the family and assessment focused on the child
 - c) Identified issues and risk factors. Guidelines and intervention with families

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	6,00
Preparation for assessment activities	4,00
Resolution of case studies	5,00
Total hours	45,00

TEACHING METHODOLOGY

Methodology includes the following learning activities or training tasks:



- Lectures / Exhibitions / guidance of the teacher. It will be used in classroom, since this model offers an overview of the subject matter and to highlight those key concepts to understand it. Also, it will indicate to the students resources for more preparation. Presentations by experts.
- Tutoring group. Guidelines in small groups, to perform specific work group or individual achievement. Objectives: the development of communication skills, intellectual skills, cognitive skills and professional and personal growth
- Tutorials individual. The tutorials will be made individually and in small groups to solve problems, directing work, etc. It will use the Virtual Classroom forum to facilitate consultations that may be of interest to the working groups.
- Cooperative Learning: Developing teamwork. The student will perform in team work, application of content and field work.
- Learning guided, transfer, active learning and practical knowledge: a case study, both real and simulated, resolution of problems, project learning
- Self learning. The individual study and individual reflection. Development of a systematic search for information. Analysis, processing and presentation of information worked. Reflection, application and transfer the contents.

EVALUATION

The assessment of the subject will be carried out through:

1. **A final exam** aimed at evaluating basic concepts.
The final test will consist of short-answer questions, all of which must be answered. This section will account for 40% of the final grade (4 points).
2. **Attendance and continuous assessment activities.**
Participation and activities carried out in class (individual and/or group) will be considered. Attendance will be monitored by signature. This section will account for 60% of the final grade (6 points).

Requirements to pass the module:

To pass the subject, it is essential to:

- Obtain a minimum score of 50% in the final exam (2 points).
- Attend at least 80% of the sessions.
- Achieve a minimum score of 50% in section 2 (attendance and participation).

In cases of academic misconduct, action will be taken in accordance with the *Protocol for Dealing with Fraudulent Practices at the University of Valencia (ACGUV 123/2020)*:

<https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

**REFERENCES****Required References:**

- Aragón, M., Aznar, M., García, J. y Mariño, M. Ángeles (2010). Intervención con familias adoptivas. Editorial Síntesis.
- Legaz, E., Aguilar, C., et al. (2004). Los programas psicosociales de adopción. Módulo III: Preparación, Valoración y Apoyo a la familia adoptiva. En Diploma de Especialización Profesional Universitario sobre Asesoramiento en Materia de Adopciones (pp 7-22). Valencia: Servei de Publicacions de la Universitat de València.
- Mestre, V., Samper, P. y Tur-Porcar, A. M. (Eds.) (2008). Ajuste o Conflictividad familiar en el proceso de adopción: un programa de intervención. Valencia: Generalitat Valenciana
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- Tur-Porcar, A. M., Dolz, L., Mestre, M. V. (2005). Estilos de crianza y crecimiento personal de los hijos. En MV. Mestre, M.V. del Barrio, A.M. Tur-Porcar, L. Dolz, M.J. Nácher, M.T. Cortés, P. Samper, y L. Roa. Diploma de Especialización Profesional Universitario sobre Asesoramiento en Materia de Adopciones. Módulo I: Dimensiones psicosociales en el proceso de adopción (pp. 5-37). Valencia: Servei de Publicacions de la Universitat de València.

Supplementary References:

- Ley 26/2015, de 28 de julio, de modificación del sistema de protección a la infancia y a la adolescencia. . Boletín Oficial del Estado, núm. 180, de 29 de julio de 2015. <https://www.boe.es/eli/es/l/2015/07/28/26/con>
- Barone, L., Ozturk, Y., & Lionetti, F. (2019). The key role of positive parenting and childrens temperament in postinstitutionalized childrens socioemotional adjustment after adoption placement. ARCT study. *Social Development*, 28(1), 136-151.
- Berástegui, A. (2007). La adaptación familiar en Adopción Internacional: un proceso de estrés y afrontamiento. *Anuario de Psicología* 38(2), 209-224.
- Aramburu, I., Pérez-Testor, C., Mirabent, V., & Mercadal, J. (2018). Construyendo un apego seguro: intervención familiar en un caso de adopción internacional. *La Revue du REDIF*, 10, 42-53.
- Paniagua, C., Jiménez-Morago, J., & Palacios, J. (2016). Adopciones rotas en Andalucía: caracterización y propuestas para la intervención. *Apuntes de Psicología*, 34(2-3), 301-309.
- Requena, E. (2020). Necesidades específicas en la adopción: el trabajo de los orígenes en niños de 0 a 3 años de edad. *Educació Social. Revisat dIntervenció Socioeducativa*, 74, 37-53.
- Maganto, C. (2005) variables relacionadas con el proceso de adopción y problemas infantiles pre y post-adopción. *RIDEP* 19(1), 121-145.
- Mestre, M.V., Samper, P. y Tur, A.M. (2006). El fenómeno de la adopción: un programa para la adaptación familiar. *Informació Psicològica*, 88, 22-34.
- Mestre, MV.; Samper, P.; Tur-Porcar, AM; Cortés, M^aT.; Nácher, MJ. (2005). Factores de riesgo en la adopción: estudio empírico en nuestra población. En MV. Mestre, M.V. del Barrio, A.M. Tur-Porcar, L. Dolz, M.J. Nácher, M.T. Cortés, P. Samper, y L. Roa Módulo I: Dimensiones



psicosociales en el proceso de adopción. En Diploma de Especialización Profesional Universitario sobre Asesoramiento en Materia de Adopciones (pp 84-117). Valencia: Servei de Publicacions de la Universitat de València.

- Palacios, J. (2008). Intervenciones profesionales en adopción internacional: Valoración de idoneidad, asignación de menores a familias y seguimiento postadoptivo. Ministerio de Educación, Política Social y Deporte, Subdirección General de Información y Publicaciones.