

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

Code: 43330
Name: Workshop on domestic abuse
Cycle: Master's Degree
ECTS Credits: 1
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

D'OCON GIMENEZ ANA MARIA

SUMMARY

The **Course on Child Maltreatment in the Family Context**, which is compulsory and worth 1 ECTS credit, is delivered during the first year of the Master's Degree in Psychological Intervention in Social Settings (MIPAS). Its aim is to provide students with specialized training in the detection, understanding, and intervention in situations of child abuse, approached from an integrative perspective that considers biological, psychological, and social factors.

This is a theoretical-practical course that addresses the different forms of child maltreatment, both visible and invisible, as well as their neurobiological consequences and their impact on the overall development of the child. Special attention is given to psychological abuse related to parental separation and divorce, analyzing how dynamics such as the instrumentalization of children and parental interference may arise, placing children and adolescents in situations of vulnerability and chronic stress. These adverse experiences significantly affect attachment bonds, compromise emotional regulation abilities, and hinder the development of healthy interpersonal relationships, with lasting consequences into adulthood.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**



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

OTHER REQUIREMENTS

It is recommended that students have basic knowledge of attachment theory and child maltreatment. Likewise, the advanced foundational modules of the master's programme should have been completed beforehand, as they provide a theoretical and methodological framework that facilitates a better understanding and integration of the content covered in this course.

COMPETENCES / LEARNING OUTCOMES

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

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

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.

Entender las bases biológicas de los procesos psíquicos y comportamientos tanto en su funcionamiento normal como patológico así como los principios y elementos básicos para la aplicación de técnicas de intervención aplicadas a la salud física y mental.

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 seleccionar, diseñar, adaptar y validar instrumentos de diagnóstico psicológico y social adaptados a los sectores propios de 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

DESCRIPTION OF CONTENTS

1. Adverse experiences in the early stages of life

Classification of violent experiences: making visible child maltreatment in all its forms. Dimensional perspective on adverse experiences. Differentiation between post-traumatic stress disorder (PTSD) and complex post-traumatic stress disorder (C-PTSD) or relational trauma



2. Neurobiology of child maltreatment

Neurobiological consequences of child maltreatment in the central nervous system (CNS), autonomic nervous system (ANS), endocrine system, and immune system. Alterations in key structures are explained, including the neural circuit regulating emotion.

3. Maltreatment during parental separation and divorce

Stressful events that minors may experience, which result in their needs being unmet. High-conflict separations and divorces. Positioning of children in relation to their parents: what role do they play in the parental conflict? Child instrumentalization and parental interference: key elements for detection and intervention.

3. Psychological assessment of parents and minors

Assessment of psychological status and parental competence in the context of high-conflict separations and divorces. The parental competence model by Jorge Barudy and Maryorie Dantagnan (2010) is introduced, with special emphasis on attachment and empathy capacities. Psychological evaluation of children and adolescents, focusing on the attachment bond (emotional and behavioural manifestations of secure, avoidant, anxious-ambivalent, and disorganized attachment). Tools for assessing psychological harm resulting from situations of child maltreatment.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Seminar	5,00
Laboratory	3,00
Classroom practices	2,00
Total hours	10,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	5,00
Independent study and work	0,00
Preparation of lessons	5,00
Preparation for assessment activities	5,00
Resolution of case studies	0,00
Total hours	15,00



TEACHING METHODOLOGY

The teaching methodology will be varied and combined, including the presentation of theoretical content, the viewing of videos that illustrate or help identify the concepts covered, as well as the completion of two simple classroom exercises aimed at applying the knowledge acquired.

EVALUATION

The assessment of the course will be based on the analysis of a practical case (based on a real situation) that will allow students to apply the knowledge acquired during the two seminars. The use of artificial intelligence tools or other technological supports must be properly justified and documented in the corresponding appendix. The use of such tools without appropriate justification will result in the automatic failure of the activity. As a minimum requirement, attendance at at least one of the two seminars will be mandatory. Non-attendance must be properly justified with supporting documentation. Failure to meet this minimum attendance will require the student to take the second exam session. To be eligible for a grade higher than 8 in the course evaluation, both in the first and second calls, attendance at both seminars will be mandatory. Failure of the practical case in the first session may be recovered in the second session by submitting a new practical case, which will differ from the first.

REFERENCES

Required references:

- Mesa-Gresa, P., Moya-Albiol, L. (2011). Neurobiología del maltrato infantil: el ciclo de la violencia. *Revista de Neurología*, 52 (8), 489-503.

Supplementary references:

- Gonzalo Marrodán, J.L. (2018). Cuando mi corazón tiembla. Cuento para explicar la separación de los padres y seres queridos. Madrid: Editorial Sentir.
- Tejedor Huerta, A., Molina Bartumeus, A., & Vázquez Orellana, N. (2013). PIVIP. Programa de Intervención para Víctimas de Interferencias Parentales. Madrid: Editorial EOS.
- Martínez de Mandojana Valle, I. (2021). Pero a tu lado. De la parentalidad positiva a la crianza terapéutica. El Hilo Ediciones: Madrid