COURSE DATA

DATA SUBJECT

Code: 44368
Name: Family mediation
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2192 - Master's Degree in Social and Education Action	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2192 - Master's Degree in Social and Education Action	Family mediation	ELECTIVES

COORDINATION

SAHUQUILLO MATEO PIEDAD MARIA

RIQUELME SOTO VERONICA

SUMMARY

This subject starts from the pedagogical sense of mediation. Spaces such as family, school or community are ideal settings for the application of mediation as a socio-educational intervention strategy. Starting from a brief description of the beginnings and the legal framework in which it is based, the fundamental models and principles of the same are reviewed, emphasizing the basic singularities presented by the use of mediating techniques in the family context. Knowledge, analysis and experimentation of the process and techniques of family mediation occupy a central part in the subject, as well as the design and application of interventions from family mediation based on specific cases. Finally, it is intended to guide students in professional access to family mediation from the public and private sectors.

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 particularly related to subjects such as Identity and Ethics of the Mediator, which provides a deontological and reflective basis for the professional role of the mediator, and Intercultural Mediation and Migration, which broadens the perspective of working with families in diverse cultural contexts. It is also closely related to Community Mediation, which allows for establishing links between the family context and socio-educational action in broader social settings, as well as to Socio-Educational Policies for Mediation and Conflict Resolution in Schools, which allows for linking family mediation practice with the educational context.
In addition, it is linked to compulsory subjects such as Communication, Learning, and Social Skills Strategies, which offers basic tools for intervention with families, and International Trends in Socio-Educational Intervention, which provides a broad framework for socio-educational policies and practices in different contexts. Overall, this subject is part of a coherent itinerary within the master's degree, which contributes to the specialization of students in family mediation from a comprehensive, critical and professionalizing perspective.

COMPETENCES / LEARNING OUTCOMES

2192 - Master's Degree in Social and Education Action

Analyze and synthesize situations, theoretical and methodological contributions, and diverse intervention strategies.

Analyze the environments, contexts, and experiences of social and educational action, in order to critically review, design, and develop the principles and assumptions of intervention.

Anticipating consequences and placing the specific problems of the socio-educational intervention context within historical development.

Evaluate theories and methodologies to formulate critical judgments about one's own socio-educational practice and the context in which it develops.

Integrate into and lead interdisciplinary work teams, to offer a complex perspective in the analysis of situations and the design of interventions.

Know how to apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.

Knowing how to design, use and evaluate communication strategies and social skills, both in interdisciplinary groups of experts and in the relationship with the subjects of intervention.

Possess the learning skills that will allow them to continue studying in a way that will be largely self-directed or autonomous.

Recognizing and valuing diversity and difference and their role in social and educational intervention.

Take responsibility for your own professional development and specialization in the social and educational field.

To be able to integrate knowledge and face the complexity of formulating judgments from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

To critically analyze the discourses of the educational relationship, and to construct the elements of revision of one's own professional identity and of the relationship with the other.

To problematize complex social realities and attempt to resolve situations and conflicts, which from a socio-educational perspective require the understanding and relating of divergent interests.

Understanding and using advanced knowledge in the context of socio-educational research.

DESCRIPTION OF CONTENTS

1. Family Dynamics and Conflict: Analysis of family systems, roles, and functions within the family. Types of family conflicts and their causes. Impact of conflicts on family members.
2. Socio-educational Foundations for Family Mediation: Theoretical and practical foundations that support mediation from an educational and social perspective. Competencies of the mediation professional. Values and ethical principles of intervention. Emotional education and emotional intelligence as tools for conflict resolution. Importance of developing empathy, assertiveness, and active listening in the mediation process.
3. The Family Mediation Process: Detailed description of the phases of the mediation process: reception, conflict identification, generation of alternatives, negotiation, and agreements. Communication strategies and techniques.
4. Regulatory Framework for Family Mediation: Current legislation on family mediation at the regional and national levels. Rights and responsibilities of the parties. Legal recognition of agreements.
5. Family mediation initiatives and resources in the Valencian Community: Analysis of mediation programs and services implemented at the regional level. Evaluation of experiences and best practices. Institutional networks and interdisciplinary collaboration.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	5,00
Seminar	10,50
Classroom practices	5,50
Total hours	**21,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	17,00
Independent study and work	32,00
Preparation of lessons	5,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	**54,00**

TEACHING METHODOLOGY

-Participatory lecture.

- Problem resolution

- Collaborative and / or cooperative learning

- Design and development projects

- Exhibition, debate and coordination

EVALUATION

-Examination, which will consist of taking one or more oral and / or written tests
- Briefcase
- Participation in the different class activities.
In exceptional situations, classified as such by the CCA of the MASE, the teaching staff will establish specific evaluation systems.
Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

10.1 Referències bàsiques

Ato-Lozano, E., Galián-Conesa, M. D. y Fernández-Vilar, M. A. (2020). Temperamento difícil y desajuste social en la niñez: El papel mediador del ambiente familiar. Anales de Psicología, 36(3), 492¿502.
Bolaños, I. (2008). Hijos alineados y padres alienados. Mediación familiar en las rupturas conflictivas. Reus Editorial.
Escribá, P. (2003). La comprensión de la familia desde el enfoque ecosistémico. En A. C. Poyatos García (Eds.), Mediación familiar y social en diferentes contextos. Publicaciones Digitales S.A.
González-Fernández, A. I. (2022). La mediación como método de resolución de controversias. Tesis doctoral. Universidad de Vigo.
Sahuquillo, P., Riquelme, V. y Cánovas, P. (2022). Educación, familias e infancia: desafíos y propuestas. Tirant Humanidades.
Suares, M. (2005). Mediando en sistemas familiares. Editorial Paidós.
Vallejo, G. (2019). La mediación familiar en el Sistema Jurídico Español. Reus.

10.2 Referències complementàries

Brandt, L. M. & Brandt, J. L. (2018). A mediação como forma alternativa para as soluções dos conflitos familiares. Revista Prolegómenos Derechos y Valores, 21(42), 177193.
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Cánovas, P., Sahuquillo, P. y Riquelme, V. (2019). Familia, emociones y mediación familiar. En Romero, C y Mateos, T (Eds.), Redescubrir lo educativo: nuevas miradas. Octaedro Editorial.
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