COURSE DATA

DATA SUBJECT

Code: 44368
Name: Family mediation
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2026-27

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

RIQUELME SOTO VERONICA

SUMMARY

Course description
This course focuses on the pedagogical approach to mediation. Spaces such as the family, school, and community are ideal environments for the application of mediation as a socio-educational intervention strategy. Based on a brief description of its origins and the legal framework that supports it, the fundamental models and principles of mediation are reviewed, emphasizing the specificities of using mediation techniques in the family context. Knowledge, analysis, and experimentation with the process and techniques of family mediation occupy a central place in the course, as do the design and implementation of family mediation interventions based on specific cases. Finally, the course aims to guide students in accessing professional family mediation, both in the public and private sectors.
Furthermore, the course is closely aligned with the 2030 Agenda and, in particular, with Sustainable Development Goal (SDG) 16: Peace, Justice and Strong Institutions, as it promotes the peaceful management of family conflicts, dialogue, participation, and the development of fairer and more cohesive relationships. It also contributes to SDG 5: Gender Equality through the analysis of family dynamics from a perspective of equity and shared responsibility, and to SDG 10: Reduced Inequalities by fostering inclusion and addressing family and cultural diversity. In this regard, training in family mediation constitutes a key tool for strengthening coexistence, social cohesion, and the well-being of individuals and families.
The course will promote knowledge of the regulatory framework and the fundamental principles of Organic Law 10/2022, of September 6, on the Integral Guarantee of Sexual Freedom. It will cover content on equality and from a gender perspective, and will address strategies for the prevention, awareness, and detection of situations of sexual violence in the educational setting, while integrating teaching practices for

the prevention and detection of sexual violence, in coordination with the institutional resources and protocols established by UV.

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

Assessment in the Family Mediation course will be based on a continuous assessment system designed to evaluate both the acquisition of theoretical knowledge and the development of analytical and practical skills related to intervention in family contexts.
1. Active Participation in Class Sessions (10%)
Students' attendance, engagement, and active participation in class activities will be assessed, together with their contribution to discussions, case analyses, and practical exercises carried out during the course.
2. Analysis of a Family Mediation Case Study (50%)
Students will work in groups of approximately five members to analyse a family mediation case study. This activity will enable them to apply the theoretical and methodological contents of the course to the examination of a family conflict situation, identifying needs, stakeholders, intervention strategies, and possible resolution pathways.
The assessment criteria will include:
- Appropriate application of the theoretical foundations of family mediation.
- Ability to analyse and diagnose the situation presented.
- Soundness and feasibility of the proposed intervention strategies.
- Quality of argumentation and collaborative work.
- Clarity, coherence, and academic rigour in the presentation of findings.

3. Individual Written Examination (40%)
Students will complete an individual written examination aimed at assessing their understanding, integration, and application of the theoretical contents covered throughout the course. The examination may include essay questions, critical analyses of situations related to family mediation, and tasks designed to evaluate students' reflective and argumentative abilities.
Assessment will consider the following aspects:
- Knowledge of the concepts, models, and procedures of family mediation.
- Ability to connect theory and practice.
- Conceptual rigour and accurate use of terminology.
- Analytical, critical thinking, and argumentative skills.
- Clarity, coherence, and accuracy in written expression.

To successfully pass the course, students must obtain an overall passing grade in the assessed activities.

In exceptional situations, classified as such by the CCA of the MASE, the teaching staff will establish specific evaluation systems.
Any fraudulent behaviour during assessment, including total or partial plagiarism, cheating, impersonation, or the unauthorised use of materials or tools, including generative artificial intelligence applications, shall be subject to the Assessment and Grading Regulations of the University of Valencia (ACGUV 108/2017), its amendment (ACGUV 123/2020), and the Academic Fraud Regulations (ACGUV 300/2023, Official Gazette of the Valencian Government No. 9747, 18 December 2023), without prejudice to any additional responsibilities that may arise.
Students are responsible for the authorship, originality and accuracy of all submitted assignments and assessment activities.

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.
Bolaños, I. (2003). Mediación familiar en contextos judiciales. En A. C. Poyatos García y A. P. García (Ed.), Mediación Familiar y Social en diferentes contextos. Publicaciones Digitales S.A.
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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Ripol-Millet, A. (2001). Familias, trabajo social y mediación. Paidós.