

**COURSE DATA****DATA SUBJECT****Code:** 44462**Name:** Psychological counselling for families at psycho-social risk**Cycle:** Master's Degree**ECTS Credits:** 4.5**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2211 - Master's Degree in Psychopedagogy	Facultat de Filosofia i Ciències de l'Educació	2	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2211 - Master's Degree in Psychopedagogy	Social and community psychopedagogy II	ELECTIVES

COORDINATION

DE LA BARRERA MARZAL USUE

SUMMARY

The family has been and continues to be a crucial group and phenomenon in the psychosocial development of individuals, particularly children and adolescents. Among its functions, facilitating the comprehensive development of minors and their integration into the social environment stands out. Changes in family history, relationships between adults and social isolation, among others, can turn the family into a risky environment for the development of its members, especially the minors. Evaluating family functionality and early detection of risk situations, neglect, and abuse are important tasks in psychopedagogy, where professionals play a crucial role that needs to be enhanced. Additionally, the educational community plays an important role in training families, in preventive tasks, and in recreating the school as a resilient environment. The content focuses on analyzing the most relevant dimensions of the family, as well as family assessment and counseling. These tasks require starting with reflection on one's own family of origin.

This course will foster knowledge of the legal framework and fundamental principles of Organic Law 10/2022, of September 6, on the comprehensive guarantee of sexual freedom. It will cover topics related to equality and gender perspective, and will address strategies for the prevention, awareness-raising, and detection of sexual violence in educational settings. At the same time, it will integrate teaching practices for the prevention and detection of sexual violence, in coordination with institutional resources and protocols established by the University of Valencia.



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

No prerequisites required.

COMPETENCES / LEARNING OUTCOMES

2211 - Master's Degree in Psychopedagogy

Actuar con profesionalidad y comportamiento ético en el desempeño de sus tareas.

Colaborar con el profesorado en el desempeño de la función docente, tutorial y en la de organización de los centros educativos y Asesorarle y colaborar con él en el diseño de procedimientos e instrumentos de evaluación, tanto de los aprendizajes del alumnado, como del mismo proceso de enseñanza, así como en técnicas de dinámica y manejo de grupo, resolución de conflictos, mediación escolar y fomento de la convivencia y valores democráticos

Desarrollar la capacidad de autoformación de las personas y la búsqueda de recursos para su desarrollo profesional a lo largo de la vida.

Desarrollar la innovación y la creatividad en la práctica profesional y aplicar los conocimientos teóricos y los avances científicos a la práctica profesional y a la investigación.

Diagnosticar, asesorar, prevenir e intervenir a fin de favorecer el desarrollo y el aprendizaje en personas con necesidades educativas especiales, trastornos del aprendizaje y con riesgo de exclusión educativa y/o social.

Diseñar, aplicar y evaluar programas, procesos, recursos y prácticas educativas dirigidas a cualquier persona o grupo social tomando en consideración su nivel de desarrollo, sus necesidades y limitaciones, así como los contextos multiculturales

Diseñar, asesorar, coordinar y evaluar programas y medidas de compensación de las desigualdades educativas; analizar las necesidades y demandas referidas a la escolarización de alumnos en situación de desventaja social, familiar o personal, así como aquellas condiciones personales y sociales que faciliten o dificulten el proceso de enseñanza y aprendizaje del alumnado y su adaptación al ámbito escolar.

Diseñar, evaluar y adaptar procesos de enseñanza - aprendizaje a los modelos de convivencia en los distintos contextos sociales, lingüísticos y culturales en los que desempeñe su trabajo.

Diseñar, implementar, coordinar y evaluar intervenciones y programas de orientación psicopedagógica sobre el proceso de enseñanza-aprendizaje, sobre la adaptación personal y social y sobre las salidas profesionales del alumnado.



Emitir informes técnicos, peritajes y auditorias relacionados con el puesto de trabajo y analizar, diseñar y promover procesos de enseñanza y aprendizaje mediante el uso de diferentes lenguajes, medios y recursos.

Evaluar procesos de desarrollo y aprendizaje humano, tanto normales como atípicos, a lo largo del ciclo vital.

Evaluar y diagnosticar a los aprendices en los diferentes aspectos del desarrollo (aptitudes, intereses, personalidad, motivación....) con el objetivo de adoptar las medidas ordinarias y extraordinarias de atención a la diversidad.

Mantener un comportamiento reflexivo y crítico ante la realidad social y educativa y favorecer los cambios, transformaciones e innovaciones que lleven a mejorar la calidad de vida individual y social.

Mejorar la calidad del ejercicio profesional y, en particular, la propia formación y desarrollar estrategias que faciliten la colaboración, la creación de redes, la implicación de los diferentes agentes educativos y/o sociales que participan en procesos psicoeducativos.

Promover, organizar y evaluar cuantas medidas de asesoramiento e intervención posibiliten una mejor implicación y capacitación de las familias en la educación de sus hijos, así como su participación y colaboración con centros escolares y con otras instituciones, tanto en la dimensión personal, como en la evolutiva y/o la social.

Que los estudiantes se impliquen de manera general y transversal, en la aplicación y defensa de todos los derechos fundamentales y democráticos, así como los principios de mejora social

Realizar la evaluación y la valoración sociopsicopedagógica del alumnado y determinar el modelo y los servicios de su escolarización mas adecuados.

Reunir e interpretar datos relevantes para emitir juicios psicopedagógicos que incluyan una reflexión sobre cuestiones de índole social, científica o técnica.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

Trabajar con la comunidad para desarrollar, implementar y evaluar planes de acción con miras de mejora económica, social, educativa y del empleo y proyectos, servicios, políticas y prácticas psicoeducativas, con el fin de dar respuesta a las necesidades de las personas, organizaciones y/o colectivos específicos en colaboración con otros profesionales y agentes sociales.



Usar las tecnologías de la información y la comunicación para obtener, elaborar y proporcionar información educativa y propia de las ocupaciones (bases de datos, programas informáticos).

DESCRIPTION OF CONTENTS

1. The family as a context for human development

Conceptualization and definition of the family.

Analysis of the evolution of the term, the functions of the family system, and the types of family.

2. Perspectives and models of family relationships

Models of family relationships from different theoretical approaches and perspectives

3. Family relationships across different stages of development

Family relationships from a lifespan perspective.

Analysis of communication, affection, and power within the family.

4. Family culture: strengths, weaknesses, and opportunities

Family culture, family values, and beliefs within families. Strengths, weaknesses, and opportunities within the family system.

5. Family counseling: core principles and techniques

Techniques and tools that can be useful for family counseling.

Conducting a diagnosis of family dynamics.

6. Interventions and strategies in specific situations

Analysis of family dynamics in different situations and contexts.

Approach to situations and formulation of strategies and interventions.

Family counseling.

WORKLOAD

PRESENCIAL ACTIVITIES



Activity	Hours
Tutorials	6,00
Theory	9,00
Group work	9,00
Classroom practices	9,00
Total hours	33,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	30,00
Preparation of lessons	7,50
Preparation for assessment activities	0,00
Resolution of case studies	10,00
Total hours	67,50

TEACHING METHODOLOGY

Teaching is primarily conducted through a system of face-to-face theoretical-practical classes. The theoretical component allows for the introduction and development of each topic's content. The practical component facilitates the acquisition of competencies and promotes the consolidation of learning.

An active and participatory methodology is employed, integrating various instructional methods aimed at enhancing meaningful learning of knowledge and the development of competencies. Key techniques include:

- (1) Lectures and presentations of subject matter content.
- (2) Practical activities such as case studies, debates, and text analyses.
- (3) Autonomous preparation of assignments, creation, and presentation of reports.
- (4) Formative and summative assessment.

Tutorials serve as a means through which instructors guide and supervise students in group work, as well as address their doubts or difficulties related to the subject matter. Instructors guide students in constructing their knowledge and facilitate a closer, more direct relationship. The use of mobile devices, tablets, and laptops will be available to support the methodology proposed by each instructor.

EVALUATION

ASSESSMENT SYSTEM

SE1. Exam. The exam will consist of multiple-choice questions and applied theoretical and practical questions. It accounts for 50% of the final grade for the course. The exam can be made up in its entirety in the second sitting and its weight of 50% will be maintained.

SE2. Portfolios (learning activities and fieldwork):



SE2a. Learning Activities. Activities will be carried out in class and submitted throughout the course. It accounts for 25% of the final grade for the course. If this requirement is not met in the first sitting, the student must complete and pass an additional assessment test on the skills developed in the activities in the second sitting.

SE2b. Fieldwork. A group project will consist of a written report and an oral presentation. It accounts for 25% of the final grade for the course. Fieldwork can be recovered in the second call by submitting an individual work or report similar to that of the first call.

MINIMUM REQUIREMENTS. In order to pass the course, students must achieve at least 50% of the marks in each of the following sections: Exam (SE1), Learning activities (SE2a) and Fieldwork (SE2b). Failure to achieve 50% in any of the sections will result in failure of the course. This applies to the first and second sittings. The sum of the sections must be equal to or higher than 5 (out of 10) of the final grade.

WARNING

Manifest copying or plagiarism of any assessment task will result in failing the course. Such cases will be subject to appropriate disciplinary procedures. It should be noted that, in accordance with Article 13. d) of the Student Statute (RD 1791/2010, December 30), it is the duty of students to abstain from using or cooperating in fraudulent practices during evaluations, assignments, or official university documents. Instances of fraud will be handled according to the Protocol for dealing with fraudulent practices at the Universitat de València (ACGUV 123/2020). During office hours, faculty may request individual or group interviews to verify the degree of participation and achievement of objectives in any assigned task. Failure to comply with such verification may result in failure to pass the respective task or activity.

GRADING SYSTEM

Grading for the course will adhere to the provisions of the Evaluation and Qualification Regulations of the Universitat de València for Bachelor's and Master's degrees (ACGUV 108/2017, May 30, 2017). According to this regulation, grades will be expressed numerically from 0 to 10 with one decimal place, using the following scale:

- 0 to 4.9: Unsatisfactory
- 5 to 6.9: Pass
- 7 to 8.9: Good
- 9 to 10: Excellent or Excellent with honors

Only the scores from the components in which the minimum requirement is met will be aggregated to determine the final grade.

The course record will indicate the grade obtained in the first assessment period based on the following rules:

- If there is no grade for the component with the highest weight, it will be recorded as NOT PRESENTED, regardless of the other components.
- If there is a grade for the component with the highest weight and it does not meet the minimum requirements, it will be recorded as Unsatisfactory with a numerical grade out of 10 for that component.
- If there is a grade for the component with the highest weight and it meets the minimum requirements, but not all other components do, it will be recorded as Unsatisfactory with a numerical grade out of 10 for the component(s) that did not meet the requirements.

In the second assessment period, the procedure will be as follows:

- NOT PRESENTED will only apply if a student has not submitted evidence for more than one assessment component, including the component with the highest weight.
- If grades are available for all assessment components and the minimum requirements are not met in



one or more components, it will be recorded as Unsatisfactory with the numerical grade out of 10 for the component(s) that were not passed. If more than one component is not passed, the maximum grade within the unsatisfactory range of 0 to 4.9 will be recorded.

- If minimum requirements are not met for one or more components and one assessment component is missing, it will be recorded as Unsatisfactory with the numerical grade out of 10 for the component that was not passed.
- If two assessment components are passed and evidence is missing for a third component, it will be recorded as Unsatisfactory with the average score, with the missing part scored as 0.0 (maximum possible 4.9).
- If the highest-weighted assessment component is passed but evidence is missing for one or more of the remaining components, it will be recorded as Unsatisfactory. The scores will be aggregated, and if the sum is less than 5, it will be recorded as such; if the sum is more than 5, it will be recorded as 4.9.

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