

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

Code: 44501
Name: Family counselling and social and labour counselling
Cycle: Master's Degree
ECTS Credits: 4.5
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
2215 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2215 - Master's Degree in Special Education	Counselling and intervention in learning disabilities and behavioural difficulties	COMPULSORY

COORDINATION

BISQUERT MARTINEZ MARIA MERCEDES

SANCHEZ PEREZ MARIA JOSE

SUMMARY

It is a compulsory subject taught by teachers from the Department of Research Methods and Diagnosis in Education (MIDE) of the *Faculty of Philosophy and Educational Sciences.

As a scientific discipline, Family and Socio-Labor Guidance aims to train participants in the knowledge, principles, skills and intervention strategies aimed at promoting positive family dynamics, from the perspective of Educational Guidance, in the face of profound social and labor transformations. that in recent years have caused changes in the structure and internal dynamics of the family.

Family and Socio-labour Guidance, through training programs, can help to create appropriate family educational styles (EEF) that allow guiding the relationships between its members by developing their own human resources.



solve problems (positive parenting).

Within the framework of the Master's Degree in Special Education, guidance for families is especially relevant, not only in improving relations between its members or in those of the family with the educational center, but also for vocational choice and occupational insertion of children with certain special/specific educational needs. Likewise, disability concerns in the first instance, both the person as an individual and their family, affecting in many cases internal relations, destabilizing them; It is then necessary to consider a new restructuring and learning to live differently and achieve full personal, family, school, social and work normalization.

This subject, in addition to providing the theoretical foundation, aims to be eminently practical and functional, based on the approach and resolution of cases, practical applications, proposal and design of activities and resources that, from professional practice, imply the improvement of the counselor's skills familiar

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

2215 - Master's Degree in Special Education

Buscar, gestionar y analizar información científico-profesional

Conocer e interpretar informes técnicos, de investigación y de evaluación sobre acciones, procesos y resultados educativos

Conocer y comprender el impacto de las necesidades específicas de apoyo educativo sobre las relaciones familiares

Conocer y comprender procesos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social

Diseñar, planificar y evaluar medidas ordinarias y específicas de atención en función de las diferentes necesidades específicas de apoyo educativo y en el contexto social

Diseñar y aplicar procedimientos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social

Saber colaborar en los ámbitos académico y social con familias, profesionales e instituciones



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

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.

Tener un compromiso activo con la no discriminación, la igualdad de oportunidades y la equidad

DESCRIPTION OF CONTENTS

1. FAMILY GUIDANCE: CONCEPT, PRINCIPLES AND FUNCTIONS

- 1.1 Historical background and family typologies
- 1.2 Conceptual delimitation. Family Guidance, Family Therapy and Family Mediation
- 1.3 Principles and functions of Family Guidance.
- 1.4 Contexts and models of intervention in Family Guidance.

2. THE FAMILY SYSTEM

- 2.1 Profile of the Family Counselor
- 2.2 Ethical sense of action
professional. Ethical standards and deontological code
- 2.3 Competences for Family Guidance professionals.

3. FAMILY ASSESSMENT METHODS AND INSTRUMENTS

- 3.1 Interview Techniques.
- 3.2 Systemic techniques and cognitive-behavioral techniques.
- 3.3 Questionnaires and family evaluation scales.



4. EDUCATIONAL COMPETENCES FOR THE DEVELOPMENT OF POSITIVE PARENTING

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4.1 The family as a system of interpersonal relationship. Intrapersonal and interpersonal communication as a means of help for future family life and human maturity.

4.2 Family mediation.

Human self-esteem within the family balance and its proper development.

4.4 Contributions of family guidance in the development of educational styles that optimize the skills of parents in their relationships with their children.

5. FAMILY ORIENTATION IN THE SCHOOL FIELD

5.1 The family before a child with a disability.

5.2 Family Guidance and educational inclusion: counseling for families.

5.3 Relations and collaboration between the Family and the educational center. Legal regulations.

6. SOCIO-LABOR INSERTION IN SUBJECTS WITH NEEDS E.E.

6.1 Orientation and professional insertion. Collectives vulnerable.

6.2 Entry for professional orientation.

6.3 Educational system and different programs and transitions from school to work: adult life transition programs, PFCB, FPB...

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	31,50
Total hours	31,50

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	1,50
Individual or group project	10,00



Independent study and work	25,00
Preparation of lessons	20,00
Preparation for assessment activities	11,00
Resolution of case studies	10,00
Total hours	77,50

TEACHING METHODOLOGY

The methodology to be followed may combine or be carried out, depending on the type of activity carried out (theoretical class, practical class, case resolution or tutorial), the following work modalities: presentation of the content by the teaching staff, cooperative learning, presentation of the work carried out by the students, learning based on the resolution of cases, tutored readings, debates, resolution of interactive activities designed in the virtual classroom...

Theoretical-practical classes:

They will mainly be dedicated to the analysis, study and understanding of the fundamental concepts included in the subject's syllabus. To achieve the best implication and participation of the students, practical cases, exhibitions, analysis of good practices, etc. will be included. The possibility of inviting experts in family guidance to intervene in class on issues related to the agenda is contemplated.

It is mandatory to attend a minimum of 80% of the classes that are held in order to be evaluated.

Group work or cooperative teamwork:

Interactive dynamics of cooperative learning for the elaboration of one or more works on the contents of the program with possible public exhibition. If the exhibition is public, there will be a part of the evaluation that will be co-evaluation.

Study and autonomous work:

It is about directing the student in activities oriented to learning in the study and preparation of the contents, in the elaboration of documents, in the preparation of evaluation tests and in the elaboration of individual and/or group works.

Tutorials:

Tutorials are offered for solving problems, directing and supervising work, etc. Also boss the possibility of tutoring by email.

EVALUATION

The methodology to be followed may combine or be carried out, depending on the type of activity carried



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In the evaluation of the acquisition of competences by the students, a combination of different types of information will be carried out, linked to the different activities that the students develop. Therefore, the evaluation procedures will contemplate:

a) Oral and/or written tests on paper or online.

It will consist of taking a written test made up of objective questions with multiple answers and/or development. This test will have a weight of 50% in the final grade, in addition, a minimum mastery of 50% must be achieved to pass the subject. This requirement is recoverable on second call.

b) Classroom activities.

Preparatory activities and activities carried out in the face-to-face sessions. A minimum of 80% must be achieved in these activities and they will have a weight of 20% in the final grade.

In the event of non-compliance with this requirement in the first call, the student will have to take and pass an additional assessment test on the skills worked on in the classroom activities in the second call.

c) Group work (cooperative team) and individual work carried out by the student.

It will have a weight of 30% in the final grade. In case of non-compliance with this requirement in the first call, the student may recover it in the second call.



The final grade for the subject will be based on the weighted average of the grades obtained in each of the sections taught by the teacher.

If any part of the evaluation is not passed in the first call, the qualifications obtained in the sections already passed will be kept for the second call.

The face-to-face nature of the master's degree requires attendance at classes. Consequently, the fulfillment of certain tasks carried out in person in the classroom may be required as requirements to pass the subject.

At a general level, continuous assessment activities will be promoted, which on the other hand can be combined with the requirement to pass specific activities, including a global final assessment, online exam. If students cannot follow the continuous assessment, they may take a final exam, in which they will have to demonstrate mastery of their skills.

As general evaluation criteria for the different activities, the following will be assessed:

- ¿ Class attendance and punctuality.
- ¿ Implication, active participation, commitment and interest.
- ¿ Correct resolution of the cases and proposed activities.
- ¿ Quality and relevance of the research papers presented: adaptation to the theoretical concepts explained, careful preparation, originality, clarity, precision, quality and scientific rigor.
- ¿ Compliance with the established delivery deadlines and the times for carrying out the activities in class.

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).

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