

**COURSE DATA****DATA SUBJECT****Code:** 44722**Name:** Intervention in migrant populations**Cycle:** Master's Degree**ECTS Credits:** 30**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2259 - Master's Degree in Migrations	Facultat de Psicologia i Logopèdia	2	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2259 - Master's Degree in Migrations	Intervención en poblaciones migrantes	COMPULSORY

COORDINATION

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SUMMARY

This module, which is part of the second year, is taught in the period of mandatory mobility required by the international joint master's degree. Therefore, it will be taught at a university of the consortium, with the exception of the University of Valencia, since all the rest is taken there. For this reason, this guide is subject to the variations that each European center in which the module is taught is convenient. Within the framework of international mobility, the reality and family complexity that entails, leads us to propose this module that represents the social and community work necessary for a complete training of the migration technician. We try to respond to the need for specific professionals to manage, but above all, specialize in organizational, technical and socio-educational aspects that are closely related to the reality experienced by families and their children in different cultural realities. This subject, first of all, creates a framework of knowledge that serves as a conceptual basis for mediation strategies, that is, the study of the construction of interculturality and its application in community intervention lay the foundations for mediation. In this second part, the concept and applications of family mediation are analyzed in depth, making a review of its role as an intervention strategy in view of the wide family diversity we have today. Along these lines, family-school co-involvement is essential for the good, individual and social development of minors. As for its structure, it has a theoretical part, an analytical part and finally, a more applied part in which both work techniques and methodologies are reviewed as well as the main ones problems and challenges that arise, reviewing for this the main models.



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 completed the previous five modules.

COMPETENCES / LEARNING OUTCOMES

2259 - Master's Degree in Migrations

Act autonomously in learning, make informed decisions in different contexts, issue judgements based on experimentation and analysis and transfer knowledge to new situations.

Apply knowledge and skills to understand a field of study related to migration and master related research skills and methods.

Be able to apply knowledge and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) migration-related contexts.

Be able to apply knowledge and techniques of intercultural mediation.

Be able to communicate conclusions (and the knowledge and rationale underpinning these) to specialist and non-specialist audiences clearly and unambiguously.

Be able to create and promote international cooperation policies.

Be able to deal with interpersonal problems, both at individual and small group level, with native populations, migrants and refugees.

Be able to design, manage and assess programmes for assisting human groups with population mobility.

Be able to develop a critical spirit that allows students to have a broad and global view of migration.

Be able to integrate knowledge and to handle the complexity of formulating judgements with incomplete or limited information, but that includes reflections on social and ethical responsibilities linked to the application of knowledge and judgements.

Be able to promote a culture of peace and to spread democratic values.

Be able to use knowledge to promote cultural relativism over ethnocentrism, based on a respectful analysis of differences.

Be prepared to manage and coordinate migration issues.

Collaborate effectively in work teams, taking on responsibilities and leadership roles and contributing to collective improvement and development.



Contribute to designing, developing and implementing solutions that address social demands, taking the Sustainable Development Goals as a reference.

Demonstrate critical and self-critical reasoning within the field of study, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Demonstrate knowledge and understanding that provides a basis or opportunity to be original in developing and/or applying ideas, often within a research context.

Gain knowledge of the theoretical and socio-political foundations of mediation in general and in family mediation in particular.

Have expertise in community intervention and intercultural mediation with mobile populations.

Have the learning skills that allow students to continue to study in a manner that may be largely self-directed or autonomous.

Know and understand the main problems that arise in the role of the family mediator in multicultural environments.

Know and value the importance of considering minors (both immigrant and native) as subjects of rights within the framework of family mediation.

Know how to apply knowledge in the field of education from an interdisciplinary perspective.

Know how to apply the knowledge of the process of communication in multilingual contexts.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know how to conceive, design and develop scientific research on the phenomenon of migration that allows for an adequate professional teaching and research practice.

Know how to critically assess the content taught in the subjects from both a sociocultural and an individual perspective, to apply this content to future professional practice.

Know how to generate alternative hypotheses to the usual ones according to the prevailing theoretical models of human mobility.

Know how to raise awareness and prevent xenophobic, racist and dogmatic behaviour and attitudes among both the host population and the different migrant groups.

Know what mediation is as a tool and as a culture: models, features and principles.

Learn concepts related to family mediation (conceptualisation of families, family types, educational styles, etc.).

Learn different techniques to be used in the framework of family mediation.

Properly assess the needs of the immigrant community.

Propose creative and innovative solutions to complex situations or problems specific to the field of



knowledge, to respond to different professional and social needs.

Que los estudiantes adquieran la perspectiva histórica, junto con la delimitación conceptual de los términos referentes a las migraciones.

Que los estudiantes sean capaces de desarrollar políticas migratorias eficaces.

Que los estudiantes sean capaces de impulsar los principios de igualdad de oportunidades entre hombres y mujeres y de accesibilidad al mercado laboral de los colectivos desfavorecidos.

Que los estudiantes sean capaces de originar las buenas prácticas en el ámbito de la cooperación y el desarrollo internacional.

Que los estudiantes sean capaces de promover la cohesión social a través de la lucha contra la discriminación, la explotación y las desigualdades sociales tanto a nivel local, nacional, europeo como internacional.

Students should be familiar with the theoretical models from different areas of knowledge and become accustomed to working with facts and empirical data to corroborate the hypotheses derived from these models.

Students should develop a global view of the migration process, with special emphasis on the effects of the context on the migrating individual and group.

Understand and comprehend, from the field of study, inequalities based on sex, gender and other axes of discrimination in society; integrate different needs and preferences in the design of solutions and problem-solving, considering these axes of discrimi

Understand the identity of the intercultural mediator by defining the idiosyncratic features of this professional figure and the models that define it.

DESCRIPTION OF CONTENTS

1. Construction of interculturality

The construction of citizenship or the formation of a culture of well-being. Participatory democracies and conciliatory environments: eclecticism and social mediation. Social resources and citizen participation. Migration policies and social cohesion. Group stereotypes and their modification. Group intervention for the prevention of discriminatory and xenophobic attitudes.

Subjet 1: ECTS: 6; Language of instruction: French or Italian

2. Community intervention

The current context of community intervention. Community definition. Structural factors of the community and of social intervention: territory, population, demands and resources. Social conflicts and the factors of



exclusion and marginalization. Origin of mediation. Its role in today's society. The concept of mediation. Sectors and types of mediation. Community mediation processes. Community mediation programs and projects. Community Planning and intervention projects.

Subjet 2: ECTS: 6; Language of instruction: French or Italian

3. Intercultural mediation

Legal framework for the development of intercultural mediation. Intercultural mediation: conceptualization and ways of understanding it. Mediation models and their application in the intercultural field. Mediation for the prevention and resolution of cultural conflicts. Mediation for the creation of new relationship and intervention strategies. Phases in intercultural mediation processes. Some techniques in the practice of mediation: analytical questionnaire and method of critical incidents. Assessment instruments in intercultural mediation.

Subjet 3: ECTS: 6; Language of instruction: French or Italian

4. Designs of psychosocial intervention programs and evaluation with immigrant populations

Phases of the cycle of an intervention project. Identification, formulation, execution and evaluation. Identification: diagnosis of reality/needs; the problem; the potential beneficiaries/actors. Diagnostic instruments. Formulation of the intervention project: analysis of objectives, group and alternatives; intervention methodologies; areas of intervention. Execution: techniques and instruments of intervention; the agents of the intervention process. Evaluation of the intervention: techniques and instruments; purposes; indicators of the degree of achievement of the expected results and sources of verification. Criteria for a model of intervention with immigrants.

Subjet 4: ECTS: 6; Language of instruction: French or Italian

5. The schooling of the children of migrants

Multiculturalism and interculturality in classrooms. European, Spanish and Valencian legislation regarding multilingualism. Second language learning from a multidisciplinary perspective. The communication process in multilingual contexts. Intercultural education in the framework of social education. Socio-educational action for adult immigrants persons.

Subjet 5: ECTS: 6; Language of instruction: French or Italian

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	300,00
Total hours	300,00

NON PRESENCIAL ACTIVITIES



Activity	Hours
Attendance at other activities	50,00
Individual or group project	110,00
Independent study and work	150,00
Preparation of lessons	80,00
Preparation for assessment activities	20,00
Resolution of case studies	40,00
Total hours	450,00

TEACHING METHODOLOGY

Teaching is taught primarily through a system of face-to-face classes, theoretical and practical. The theoretical class allows the introduction and development of the theoretical content of each topic. The practical classes, through the illustration of the contents, facilitate student learning by allowing a more dynamic and close relationship with them. However, it is also important to carry out seminars or other complementary tasks proposed by teachers, such as carrying out work. With this type of tasks, autonomous or group work is encouraged, but also and in a relevant way, the acquisition of skills regarding the presentation and writing of topics. The tutorials are the means through which teachers guide and supervise students in the development of complementary activities, in particular, and resolve their doubts or difficulties related to the subject, in general. In short, through tutorials, which facilitate a closer and more direct relationship, teachers guide students in the construction of their knowledge

EVALUATION

Since the contents are evaluated according to their thematic areas, different evaluation methodologies will be used: objective tests, short question exams, development exams and essay formulation.

EVALUATION SYSTEMS

SE1.- Assessment of theoretical and practical contents through oral, written or skills performance tests. This section constitutes 80% of the final grade.

SE2.- Oral or written presentation of reports, individual or group work, clinical cases, problem solving and handling of diagnostic tests. This section constitutes 20% of the final grade.

Both assessment systems can be retaken in the second sitting.

Minimum requirements: To pass the subject, both in the first and second sitting, the student must obtain a minimum grade of 5 points out of 10 in the final grade.

REFERENCES

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