



## COURSE DATA

### DATA SUBJECT

**Code:** 46926  
**Name:** Family and Socio-Labour Guidance  
**Cycle:** Master's Degree  
**ECTS Credits:** 4.5  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
2276 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
2276 - Master's Degree in Special Education	Orientación e Intervención en Dificultades de Aprendizaje y Comportamiento	COMPULSORY

### COORDINATION

BISQUERT MARTINEZ MARIA MERCEDES

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## 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 education



styles (EEF) that allow guiding the relationships between its members by developing their own human resources to 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 the 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 do 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

Having completed and passed the levels corresponding to the qualifications that give access to this Master.

Have knowledge acquired throughout academic and professional training, through training practices at the different possible types of educational centers, about the importance of promoting positive family relationships from orientation \*bassades in Family Educational Styles that promote it.

Evaluate the counselor's task within the educational and family environment in all possible areas of intervention: individual or personal, family, socio-labour, educational...

## COMPETENCES / LEARNING OUTCOMES

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Analyse the advantages and disadvantages of the programmes offered by the educational administration.

Be able to apply current regulations regarding attention to specific educational support needs and in the social context in different situations.

Be able to assess the consequences of different types of difficulties in self-regulation and learning in the social, personal and academic domains.

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



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

Design, plan and evaluate ordinary and specific care measures according to the different specific educational support needs, as well as in social and work contexts.

Design and implement family and socio-occupational orientation and intervention programmes in the field of inclusive education and disability care.

Have an active commitment to non-discrimination, equal opportunities and equity.

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 impact of specific educational support needs on family relationships.

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

Know the ethical principles of professional action in the field of specific educational support needs.

Know the fundamentals, principles, values and attitudes underlying the right to education of students with specific educational support needs.

Know the fundamentals, principles and functions of family and socio-occupational guidance integrated within the framework of inclusive education.

Know the manifestations of the different types of difficulties in self-regulation and learning in the social, personal and academic domains.

Search for, manage and analyse scientific-professional information, technical reports, research and/or evaluation reports on educational actions, processes and results.

## **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.

- 2.1 Profile of the Family Counselor
- 2.2 Ethical sense of action



## 2. THE FAMILY SYSTEM

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

## 3. MÈTODES I INSTRUMENTS D'AVAUACIÓ FAMILIAR

- 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

- 4.1 Contributions of family guidance to parental educational styles and positive parenting development.
- 4.2. The family as a system of interpersonal relationship. Process of approach in the system of relationships and family conflicts. Intra and interpersonal communication.
- 4.3. Family mediation. Self-esteem and relational maturity within family balance
- 4.4. O. F. Services and Programs in the School and Family Context: Parent School

## 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. Col lectius vulnerable.
- 6.2 Eines per a l'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	45,00
<b>Total hours</b>	<b>45,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	31,50
Individual or group project	8,00
Independent study and work	15,00
Preparation of lessons	20,00
Preparation for assessment activities	16,00
Resolution of case studies	10,00
<b>Total hours</b>	<b>100,50</b>

**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

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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).

## REFERENCES



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- **MINISTERIO DE EDUCACIÓN, CULTURA Y DEPORTE (2014).** La participación de las familias en la educación escolar. Catálogo de publicaciones del Ministerio: Madrid. **MORENO, A. (Ed.) (2014):** Manual de terapia sistémica. Principios y herramientas de intervención. Bilbao: Desclée de Brouwer. **PANTOJA, A., VILLANUEVA, C. y CANTERO, N. (2016):** La Orientación Educativa en la sociedad actual. Libro de Actas del III Congreso Internacional sobre Diagnóstico y Orientación. Jaén, 8-10 septiembre 2016. Barcelona: Fundación Universitaria Iberoamericana. **RÍOS GONZÁLEZ, J.A. (2009):** Los ciclos vitales de la familia y la pareja. ¿Crisis u oportunidades? Madrid: Instituto de Ciencias del Hombre. **RIOS GONZÁLEZ, J.A. (2014):** Manual de orientación y terapia familiar. Madrid: ACCI. **UNICEF (2012):** Estado mundial de la infancia 2013. Niñas y niños con discapacidad. Madrid: UNICEF ESPAÑA.