



## COURSE DESCRIPTIONS

### Bachelor's Degree in Social Education

➤ **1<sup>st</sup> year**

#### **5792 INTRODUCTION TO SOCIAL EDUCATION**

- 1.- Education, Epistemology and Sciences of Education: situating Social Education.
- 2.- The educational relation and its component elements.
- 3.- Basic principles of education.
- 4.- The spheres of education in general and social education in particular.
- 5.- The historical perspective of Social Education. Principal currents of modern Pedagogy.
- 6.- Social Education and future challenges in the European and International conceptual framework.

#### **5793 DEVELOPMENTAL PSYCHOLOGY**

##### **Basic concepts of the Psychology of Development**

Object of study

Designs of research proper to Psychology of Development

Introduction to Theories of development

##### **Development in childhood**

Psychomotor Development

Cognitive Development

Development of Language and Communication

Affective-Social Development

##### **Development in Adolescence**

Physical Development

Cognitive Development

Affective-Social Development



# UNIVERSIDAD DE BURGOS

## **Development in Adulthood and Old Age**

Physical Development

Cognitive Development

Affective-Social Development

**Processes contexts that promote development**

## **5794 SOCIOLOGY**

### **1. Introduction to sociology**

1.1 Difference between social sciences and natural sciences

1.2 Definitions of sociology

1.3 The process of socialization

### **2. The classics**

2.1 The origin of sociology: Auguste Comte

2.2 Emile Durkheim

2.3 Karl Marx

2.4 Max Weber

### **3. The twentieth century**

3.1 Functionalism

3.3 The sociology of Pierre Bourdieu

### **4. Principal topics**

4.1 Social Class

4.2 Sex / Gender

4.3 Race / ethnic group

4.4 Education

## **5795 SOCIAL INSTITUTIONS**

### **I. Social Institutions**

Topic 1. Approach to social institutions.

Topic 2. The human factor in the social institutions.

### **II. Present-day socio-educational conditions**

Topic 3. Collectives, scopes and resources in Social Education.

Topic 4. The social educator in the social institutions.



**5796 INFORMATION TECHNOLOGY AND COMMUNICATIONS  
APPLIED TO SOCIAL EDUCATION**

**1. Teaching unit - Content block**

Access to information. (Databases, electronic documents. Medialibrary,...)

**2. Teaching unit - Content block**

Socio-educational centres in the society of information and communication. RED XXI  
CASTILLA LEÓN

**3. Teaching unit - Content block**

Web 2.0 and collaborative work.

**4. Teaching unit - Content block**

Ethical, responsible and safe use of Internet.  
FOCUSING.

**5. Teaching unit - Content block**

UBUNTU free software. SUBTITLING. VIDEO.

**6. Teaching unit - Content block**

Creation of didactic contents and materials.  
ALTERNATIVE LANGUAGES: BRAILLE, PCS, LSE (sign language system for Castilian speakers),  
BLISS...

**7. Teaching unit - Content block**

Virtual environments for Teaching and Learning (VLE or LMS).

**8. Teaching unit - Content block**

The Digital Blackboard in the classroom.

**9. Teaching unit - Content block**

Information and Communication Technologies together with technical aids for the elderly  
and people with disabilities.



## **5797 SOCIAL PSYCHOLOGY**

### **Social Psychology**

1. The what?, the why? and the wherefore? of Social Psychology
2. Social Cognition
3. The Knowledge of the Self
4. Attitudes
5. Persuasion
6. Social Influence
7. Social Groups
8. Knowledge of Social Psychology applied to Social Education

## **5798 SOCIOCULTURAL DIVERSITY**

**UNIT 1.-** Endogenous and exogenous processes that contribute to social and cultural diversity.

**UNIT 2.-** Socioeconomic and occupational stratification: class identification, antagonisms and social conflicts. Social Education in the face of economic and social inequality.

**UNIT 3.-** Multiculturalism versus Integration: transnational migrations. The contribution of Social Education to accommodating cultural diversity.

**UNIT 4.-** Gender inequalities. Social Education and social awareness in the face of gender inequalities.

**UNIT 5.-** Generations and Aging. Contributions of Social Education in intergenerational dialogue.

**UNIT 6.-** Religion versus laicism. The role of Social Education in inter-confessional relations.

## **5799 SOCIAL PEDAGOGY**

### **REFERENTIAL, CONCEPTUAL AND DISCIPLINARY FRAMEWORK OF SOCIAL PEDAGOGY**

- 1.- Cooperative learning
- 2.- Historical development of social pedagogy
- 3.- Social pedagogy: concept, objective and characteristics.
- 4.- Modalities and techniques of research in social pedagogy



## **BASIC PRINCIPLES OF SOCIAL PEDAGOGY**

- 5.- Affective education
- 6.- Family pedagogy
- 7.- The interview in social education
- 8.- Learning-serving in social education

## **SOCIAL PEDAGOGY AND LEGISLATIVE FRAMEWORK**

- 9.- The social services: history, concepts and fields of action
- 10.- The regional plans for social action in Castilla y León. The municipal plans of Burgos.

## **5800 CONTEXTS OF SOCIALIZATION: FAMILY, SCHOOL AND THE MEDIA**

### **BLOCK I Social nature of the human being, socialization and education**

- Topic 1. Social nature of the human being, socialization and education
- Topic 2. Socialization processes: agents and contexts
- Topic 3. Social dimension of education: Education as a social factor

### **BLOCK II The family institution as a primary agent of socialization**

- Topic 4. The family institution and social change: transformation in the family and new family models. From patriarchy to gender equality
- Topic 5. The family and socialization: Styles and educational practices in childhood and youth

### **BLOCK III The educational system as an agent of secondary socialization**

- Topic 6. The educational system, institutions and actors
- Topic 7. Social differentiation and pupils' performance.

### **BLOCK IV The communication media as agents of socialization**

- Topic 8. The institution of the communication media and their social importance
- Topic 9. Forms of persuasive communication: publicity and propaganda

### **BLOCK V Other contexts of socialization (This will be dealt with by writing monographs)**

- Topic 10. The group of equals
- Topic 11. Institutions and closed groups  
Prisons, Internment Centres for Foreigners, Gangs, Urban Tribes, Psychiatric Centres, Sects, Religious Organizations and regular and irregular armed Organizations.



**5801 LEGAL FRAMEWORK OF SOCIAL EDUCATION AND SOCIAL  
POLICIES**

**1. Basic legal concepts**

1.1. The Spanish Legal System

1.1.1. Notion of Law

1.1.2. Structure of the Legal System

1.2. Sources of Law

1.2.1. The Constitution

1.2.2. The Laws

1.2.3. Custom, the general principles of Law and jurisprudence

1.2.4. European Community Law

1.3. Subjective Right

1.3.1. Notion of subjective right and delimitation of related concepts

1.3.2. Classes of subjective rights, with special reference to personal rights

1.3.3. The exercise of rights

**2. Legislation and Social Education**

2.1. Basic questions regarding legislation of social services and social action

2.2. General aspects of law relating to voluntary action

**3. Matters relating to areas of action of the social Educator**

3.1. Age, capacity and incapacitation

3.1.1. Capacity and age of individuals

3.1.2. Incapacitation

3.2. Protecting institutions I

3.2.1. Parental authority

3.2.2. Tutelage, Curatorship, Protective care (ward of court), and de facto Guardianship

3.3. Protecting institutions II

3.3.1. Tutelage and legal guardianship

3.3.2. Fostering and Adoption



➤ **2<sup>nd</sup> year**

**5802 RESEARCH METHODS AND TECHNIQUES IN SOCIAL  
EDUCATION**

Methods and Techniques of Research in Social Education

1. Epistemological Bases of the scientific method
2. The process of planning the research
3. Problems, hypotheses and variables
4. Sampling
5. Validity techniques for controlling sources of variation
6. Techniques and instruments for gathering information
7. Experimental research
8. Quasi-experimental research
9. Descriptive research
10. Report on research

**5803 PSYCHOPATHOLOGY**

**Thematic block 1**

**Introduction to Psychopathology / Bio-psycho-social conception of the human being**

- Concept of Mental Health and Illness
- What is Psychopathology?
- Risk factors
- Early diagnosis and Intervention
- Incidence and prevalence

**Review of the History of Psychopathology**

- Most important aspects of Psychopathology throughout history
- Attitudes associated with different historical moments

**Principal Models in Psychopathology**

- Medical Model
- Psychological Models (Cognitive and behavioural)
- Social Model
- Bio-psycho-social Model

**Principal systems of diagnosis and classification / Present-day systems of classification**

- DSM
- ICD

**Family and Psychopathology**

- Ecologic model

## **Thematic block 2**

### **Eating disorders**

- Anorexia
- Bulimia
- Other disorders of eating behaviour

### **Disorders of sleep-waking**

- Dyssomnias
- Parasomnias

### **Emotional disorders**

- Anxiety disorders
- Obsessive-compulsive disorders
- Disorders related with traumas and stress factors
- Depressive disorders

## **5804 BASES OF SOCIAL ECONOMICS**

### **I. SOCIAL SCIENCE, INSTRUMENTS AND EXCHANGE**

1. Science and Economics. Objectives of economic activity. Social economics. Social enterprise.
2. Instruments for economic analysis. Interdependence, exchange and commerce. Fair trade.

### **II. PUBLIC SECTOR ECONOMY AND SOCIAL POLICY**

3. Public sector and state intervention. Externalities. Public property /goods and common resources.
4. Environment and rural world. Sustainable development and initiatives of local intervention.
5. Taxes and redistribution of wealth. Basic income.
6. Economic policy and social policy. Socio-economic alternatives in the tertiary sector.

### **III. MARKETS *VIS-À-VIS* PUBLIC WELFARE, AND THE BEHAVIOUR OF BUSINESS ENTERPRISES**

7. Functioning of markets. Demand and supply. Elasticity. Efficiency of the market: the surplus of economic agents.
8. Decisions of the producer and costs. Competitive markets and firms. the alternative enterprises of the Social Economy.





## **IV. IMPERFECT MARKETS AND INEQUALITIES**

9. Monopoly, oligopoly and monopolistic competition. Decisions in factor markets.

10. Labour market and wages. Income, inequality and discrimination.

Education and employment.

11. Inequality in the distribution and redistribution of income. Consumption and poverty.

12. Alternatives of collaborative economy, ethical banking and economy of the common good. Macroeconomic objectives.

## **5805 ETHICS AND HUMAN RIGHTS**

### **Introduction to Ethics**

Nature of ethics

Theory of voluntary action

Ethics in history

### **Principle of democracy. Inter-subjective validity**

Conscience

Conscientious objection

Sources of Morality

Happiness as the goal of the moral order

Goodness as the norm of the moral order

### **Ethical feasibility and human rights**

Ethics and politics

Political philosophy and human rights

Tolerance

**Ethical critique, anti-hegemonic validity and praxis or principle of liberation**

## **5806 DIDACTICS AND GROUP DYNAMICS IN SOCIAL EDUCATION**

### **DIDACTICS AND CURRICULUM IN THE SOCIAL SPHERE**

**Didactics and the Curriculum in Social Education.**

**Paradigms of the sciences.**

### **Processes of teaching-learning**

1. Projects of intervention.

2. Development, planning and evaluation of intervention in the social sphere.

3. Intervention with the socially maladapted.



## **The curriculum: its sources and structuring elements.**

### **Group Dynamics**

1. Theory, concept, structure and types of groups.
2. Training/Education and development of groups.
3. Group dynamics

## **5808 SOCIAL EXCLUSION AND RISK SITUATIONS**

### **The Social Educator faced with situations of social exclusion**

#### **Topic 1: Prejudices and stereotypes**

- 1.1. Social exclusion and associated concepts: Stereotypes. Prejudices, Stigmatization, Discrimination and Social Exclusion.
- 1.2. Modern Racism.
- 1.3. Manifest and subtle prejudice.
- 1.4. Factors that give rise to prejudice: motivational, socio-cultural, of personality, cognitive.
- 1.5. Self-fulfilling prophecy: behavioural confirmation of stereotypes.
- 1.6. Being the object of prejudice: social psychology of victimization.
- 1.7. Reducing prejudices and discrimination

#### **Topic 2: Social Exclusion**

- 2.1. What is social exclusion?
- 2.2. How to detect social exclusion.
- 2.3. Symptoms of social exclusion.
- 2.4. How does social exclusion arise?

#### **Topic 3: Aggression. Damage to others**

- 3.1. Aggression and hatred.
- 3.2. Theories of aggression.
- 3.3. Aggression and social dilemmas.

#### **Topic 4: Collectives at risk of social exclusion**

- 4.1. Homeless people.
- 4.2. Individuals deprived of freedom.
- 4.2. LGBT Community.
- 4.4. Unemployed individuals.



## **5809 HEALTH PREVENTION, PROMOTION AND DEPENDENCY**

### **PROMOTING HEALTH AND AVOIDING DEPENDENCY**

Topic 1. Conceptual bases of health education and promotion and disease prevention

Topic 2. Present situation regarding dependency.

Topic 3. Education for the health of individuals with disabilities.

Topic 4. Promotion of health and healthy aging.

Topic 5. Education for Health programs and didactic proposals for different social collectives.

## **5810 EQUALITY AND THE GENDER PERSPECTIVE**

### **Basic concepts**

Theory of sex/gender and the construction of gender

Gender identity

Gender stereotypes

Gender roles

Sexism and gender asymmetries

Equality

### **Gender violence**

Concept of gender violence

Prevention of gender violence

### **Intervention**

Perspective of gender equality in projects and spheres of intervention.

Promotion of equality: principles for drawing up programmes to promote equality.

## **5811 SOCIO-CULTURAL ANIMATION**

### **CONCEPTUAL FRAMEWORK OF SOCIO-CULTURAL ANIMATION**

1.- Principles of Socio-Cultural Animation.

2.- The social and cultural dimension of Socio-Cultural Animation.

3.- Values that promote Animation.

4.- Historical evolution of Socio-Cultural Animation in the world, Europe and Spain.

### **SOCIO-CULTURAL ANIMATION AND ITS EDUCATIONAL PERSPECTIVE**

4.- Professional Spheres of SCA.



- 5.- Institutional contexts.
- 6.- Organization and development of the community.
- 7.- Professionals of Socio-Cultural Animation and their spaces of action

## **THE PRACTICE OF SOCIO-CULTURAL ANIMATION**

- 7.- The practice of SCA.
- 8.- Leisure and Free Time: Techniques and methods
- 9.- Expression and representation as resources of Socio-Cultural Animation.
- 10.- Techniques and methods in the field of leisure and free time.
- 11.- The socio-cultural animator

### ➤ **3<sup>rd</sup> year**

## **5812 CONTINUOUS TRAINING**

1. Ongoing education: general aspects.
2. Types and strategies of ongoing education.
3. The historical perspective of ongoing education and challenges of the future.
4. Ongoing education of adults: conceptualization and spheres of intervention.
5. Organization and didactics of adult education.
6. Present-day conditions and practice in adult education.

## **5813 INTERVENTION AND COMMUNITY DEVELOPMENT**

1. Contextualization: Definitions, History, Spheres of Application and Models
2. Ultimate objectives of community intervention: Quality of Life, happiness and Wellbeing
3. Positive Psychology and Community Development.
4. Community Health and Community Mental Health
5. Prevention, Promotion and Education for Health in the sphere of Community development
6. Social support in community intervention
7. Community Interventions in various spheres:
  - 7.1. Physical and mental health.
  - 7.2. The family and protection of children.
  - 7.3. Ethnic minorities and immigration.

7.4. Natural catastrophes and those caused by human beings.

7.5. Political violence.

## **5814 MEDIATION AND CONFLICT RESOLUTION**

### **TOPIC 1: CONFLICT MANAGEMENT AND GLOBAL ETHICS**

1.1- Definition of conflict.

1.2- The dynamics of social conflict.

1.3- The activating role of conflict.

### **TOPIC 2: INTRODUCTION TO CONFLICT THEORY**

2.1- Multidisciplinary approaches to conflict.

2.2- Perspectives in the approach to conflict.

2.3- Types of Conflicts and analysis of interventions.

### **TOPIC 3: PRINCIPAL METHODOLOGIES FOR ANALYZING CONFLICT IN THE INTERNATIONAL CONTEXT.**

3.1.- Classes of conflicts and methodological approaches for intervention in international conflicts.

### **TOPIC 4: ALTERNATIVE STRATEGIES FOR CONFLICT RESOLUTION**

4.1- Alternatives for Resolution of Conflicts.

4.2- Mediation and resolution of Conflicts in the classroom.

### **TOPIC 5: BASES OF NEGOTIATION**

5.1- Definition and theoretical approaches.

5.2- Negotiating Techniques.

### **TOPIC 6: MEDIATION AS A STRATEGY, LEGAL FRAMEWORK AND PERSPECTIVES IN SPAIN.**

6.1- Types of mediation.

6.2- The process and competences for mediation.

## **5815 EVALUATION OF PROGRAMMES IN SOCIAL EDUCATION**

### **1. Concept of evaluation of programmes**

1.1. Present positions: objectives of evaluation of programmes in Social Education

1.2. Models of evaluation



## 1.3. Types of evaluation

- Evaluation of evaluability
- Evaluation of context and of needs
- Evaluation of design of programmes in Social Education
- Evaluation of process
- Evaluation of results
- Evaluation of impact

## 1.4. Components

## **2. Basic conditions for carrying out a correct evaluation: methodological bases in programme evaluation**

### 2.1. Dimensions: users of the programme, nature of the data and temporal dimension

### 2.2. The programme as an object of evaluation

#### 2.2.1. Analysis and evaluation of needs

#### 2.2.2. Drawing up of programmes

#### 2.2.3. Implementation of programmes

#### 2.2.4. Evaluation of results and impact

## **3. Validity in evaluation of programmes**

### 3.1. Conceptual bases

#### 3.1.1. Preliminary notions of validity

#### 3.1.2. Threats to validity

### 3.2. Validity in evaluation of programmes

#### 3.2.1. The achievement of validity in evaluation of programmes

#### 3.2.2. Use of the evaluation

#### 3.2.3. Implications in the phases of a programme of evaluation

## **4. Indicators in evaluation of programmes**

### 4.1. Channels of operationalization

### 4.2. Design of indicators in social and public health programmes

#### 4.2.1. Logical process in the design of indicators

#### 4.2.2. Operationalization of indicators

### 4.3. Guarantees of a system of indicators

## **5. Research designs applied to the evaluation of results and impact: of low-level intervention**

### 5.1. Basic taxonomic criteria

### 5.2. Quadrant I: diachronic designs

#### 5.2.1. Extensive diachronic designs

#### 5.2.2. Intensive diachronic designs



## 5.3. Quadrant II

### 5.4. Quadrant III: synchronic designs

#### 5.4.1. Synchronic symmetrical designs

#### 5.4.2. Synchronic asymmetrical designs

### 5.5. Quadrant IV: mixed, diachronic/synchronic or lag-log designs

#### 5.5.1. Mixed or extensive lag-log designs

#### 5.5.2. Mixed or intensive lag-log designs

### 5.6. Expansive possibilities of low intervention evaluative designs

5.6.1. Quadrant I. Comprises the two designs: idiographic / follow-up / one-dimensional; and ideographic / follow-up / multidimensional (diachronic designs)

5.6.2. Quadrant II. Comprises the two designs: idiographic / intermittent / one-dimensional; and ideographic / intermittent / multidimensional

5.6.3. Quadrant III. Comprises the designs: nomothetic / punctual / one-dimensional; and nomothetic / punctual / multidimensional (synchronic designs)

5.6.4. Quadrant IV. Comprises the designs: nomothetic / follow-up / one-dimensional; and nomothetic / follow-up / multidimensional (diachronic-synchronic or lag-log designs)

## **6. Research designs applied to the evaluation of results and impact: medium-level intervention**

### 6.1. Characteristics

### 6.2. Antecedents of the quasi-experimental designs

### 6.3. Design with non-equivalent control group and prior and posterior testing

### 6.4. Design of cohorts

### 6.5. Regression -discontinuity design

### 6.6. Time series and single-group designs

### 6.7. Interrelation between elements of the quasi-experimental design

### 6.8. Conclusion

## **5816 DESIGN AND MANAGEMENT OF SOCIO-EDUCATIONAL RESOURCES**

Types of school / centre

Formal and informal structure. The profile of the social educator in the organization

Organizational structures of the centre

Documents of the centre

Tools for evaluating quality

Analysis of training needs in the centre

Design of a social education resource



## **5817 SOCIO-EDUCATIONAL PROJECT PLANNING AND DESIGN**

Phases in the socio-community intervention project: diagnosis, planning, execution, evaluation and account.

Introduction

Identification of the Idea

Methods and instruments for the analysis of the situation

Nature and grounding

The basic elements of a Project

Designs of Socio-educational Projects

Phases in the design of an individual development project

Execution-Application

Final Report and Account

The component elements of planning: objectives, contents, methodology.

Scope statements

Individual Educational Project

## **5818 PRACTICUM I (EXTERNAL INTERNSHIPS I)**

**Characteristics of the school or centre and its users**

**Observation Techniques**

Understanding of the nature of the educational centre and the characteristics of the individuals it serves

**Organizational structure and functions of professionals in the School / Centre**

**Social responsibility of the profession**

Ethical Principles in the intervention of the professional of Social Education in the centres and with the users

**Observation Techniques**

Understanding of the work of the different professionals in the development of centres

**Aims and programs of the Centre. Design and application of activities**

**Parameters of research and programming in the Centre**

Knowledge of the intervention programmes developed in the centre.

**Introduction to applied research: selection of topics, documentary review and design of interventions**

**Learning to research and programme in Centres**





Creation of new research and intervention programmes from the social education perspective applying the knowledge derived from the subjects of graduation and the experience acquired in the centre.

## **5822 EMOTIONAL INTELLIGENCE IN SOCIAL EDUCATION**

- 1.- Emotional intelligence: Conceptualization and functions
- 2.- Prototypes of the basic emotions
- 3.- Individual and collectives emotions
- 4.- Emotional interaction and communication
- 5.- Mechanisms for dealing with emotions
- 6.- Training in competences of emotional regulation
- 7.- Family climate and Emotional Intelligence: socialization, regulation
- 8.- Educational guidelines and emotional intelligence in childhood
- 9.- Emotional Intelligence in the cultural and educational context

## **5823 ECONOMICS APPLIED TO SOCIAL INTERVENTION**

### **1. OBJECTIVES OF GROWTH AND DEVELOPMENT**

Objectives and indicators; spheres of growth and development in the framework of socioeconomic Globalization and local development. Teams of local development and setting of socioeconomic objectives. Drawing up of enterprise plans.

### **2. MONEY AND THE FINANCIAL SYSTEM**

The role of money and the social alternatives of exchange; the Financial System, saving and investment and Financial Intermediaries. Financing and support for social projects; budgets initiatives. Social intervention alternatives.

### **3. EMPLOYMENT AS A PRODUCTIVE AND SOCIAL FACTOR**

Dislocations in labour markets. Unemployment and processes of social and employment insertion. The role of "insertion companies". Employment policies in the processes of social intervention. Self-employment and enterprise.

### **4. INITIATIVE AND INNOVATION IN SOCIAL INTERVENTION**

Alternatives of development and social participation. Intervention vis-à-vis consumption. Social Enterprises: innovatory ideas and networks. Detection of needs and design of social intervention projects.



## **5824 SEXUAL EDUCATION AND GENDER EQUALITY IN THE EDUCATIONAL FIELD**

Concept of sexuality

Development of sexuality throughout the life cycle

Determinants of sexual behaviour and promotion of a healthy sexuality

Equality of gender in the educational sphere

Gender perspective for visualizing inequalities in the educational sphere and for applying principles of equality

Principles of equality applied to education

Design, application and evaluation of education and awareness programmes

## **5825 CURRENT AND EMERGENT CULTURAL CHANGES**

### **Part I: Sociological analysis of cultural change**

#### **Sociological theory of cultural change**

- 1) "Pre-modern" thought: the metaphors of Leviathan and the noble savage
- 2) "Modernity": theoretical perspectives
- 3) The irruption of the Subject: Critical Theory and Psychoanalysis
- 4) "Post-modernity": Cultural studies and multiple subjectivities

### **Part II: Dimensions of cultural change in societies at the beginning of the twenty-first century**

Cultural Change in the contemporary world

- 5) Cultural diversity: ethnocentrism vs relativism vs historical particularism
- 6) Changes in forms of work and leisure in post-industrial societies
- 7) The changing role of religion and religious beliefs: laicism and fundamentalism
- 8) Towards a culture of equality: gender, ethnic group, national minorities
- 9) The debate on development, equity and sustainability
- 10) Communication media and mass culture: the formation of public opinion
- 11) Processes of hybridization and cultural *mestizaje*: ICTs, transnational migrations and new urban cultures
- 12) Ideologies, mentalities and values: capitalism as a hegemonic ideology and the new social movements
- 13) National identity in a globalized world: multi/supra/trans/inter-Nationalism.



## **5819 PRACTICUM II (EXTERNAL INTERNSHIPS II)**

- Material, formal and functional aspects of the centre, with particular emphasis on those of the programme
- Tools of learning and evaluation  
Management of the theoretical-practical and methodological contents proper to Social Education
- The socio-educational process, justification of intervention.
- Project applied to situations and problems proper to Social Education.
- Design, execution and evaluation of the intervention (Workshop, Didactic Unit, Project)
- Guidelines for presentation, defence and debating of projects
- Critical reflexion on the experience
- Elaboration of plans, programmes and projects of Social Education
- Conceptual, procedural and altitudinal learnings acquired throughout the period of practices

## **5820 SOCIO-LABOUR ORIENTATION AND INSERTION**

### **Towards a new conceptualization of the labour market**

#### **Topic 1. From work to employment**

Basic concepts. From poverty to social exclusion, via increasingly precarious employment situations. Work in the globalized world: training, orientation and employment.

#### **Topic 2. Approach to the labour market in Spain**

Theories on the labour market. Labour market in Spain on the basis of analysis of data from the National Statistical Institute (INE). The labour market from the gender perspective. Age and labour market. Employment and immigration in Spain.

#### **Topic 3. Unemployment and employment policies**

Active employment policies. Passive employment policies; Definition and types of unemployment. Passive policies; beneficiary collectives and requirements. Types of passive policies; contributive, assistential and extraordinary. Policies and programmes of insertion in the employment market: European, national, autonomic and local strategies and resources.

### **Inequality in the employment market. Vulnerable collectives and access to employment**

#### **Topic 4. Disabilities and employment**

Integration in employment of persons with disabilities. A theoretical-practical approach to disability in Spain. Disability and ordinary employment. Disability and protected employment; Special Employment Centres and “employment enclaves”. Design of paths of social and employment insertion for persons with disability

**Topic 5. Collectives at risk of social and employment exclusion. The “Insertion Companies”**

The “insertion companies” as part of the social economy. Principal legal and socio-economic characteristics of the “insertion companies”. The paths of insertion and process of accompaniment.

**Topic 6. Professional training in Spain. Basic features**

Basic Structure of professional training. Dual model of professional training. The cycles of basic Professional Training. Future challenges.

**Topic 7. Careers advisory service**

Careers guidance for employment as part of Social Education. The Employment Services in Social Organisations. Job searching. Models and process of intervention for occupational and labour market insertion.

**Topic 8. Personalized Paths of Insertion.**

The Path of Insertion as a tool for social and labour market insertion. The phases of the Path of Insertion.

➤ **Optional Courses**

**5826 THE SOCIAL EDUCATOR IN THE EDUCATIONAL SYSTEM**

**1.- The educational system in the social context**

- Contextualizing on the European, national and regional levels.
- Social needs and problems in schools.

**2.- The School as an Organization.**

- Functions and goals.
- Characteristics of pupils: types of family, origins, environs, physical, psychic problems.

**3.- The School Organization**

- Plans, national and regional programs and measures.

- Legislative norms and procedures.

**4.- Professional Profiles of the Social Educator in the field of education**

- Technical Teacher of Services to the Community.
- Complementary responsibilities and actions that Social Education may contribute to the school institution.

**5.- Pupils as a social group. The educational relation. Interactions in the classroom.**

**6.- The teaching staff as a social group and educational agent**

**7.- The intercultural school: organizational aspects**

**5827 COOPERATION AND EDUCATION FOR SUSTAINABLE  
DEVELOPMENT**

**1. Education for the development of older individuals**

- 1.1. Socio-educational intervention in older individuals
- 1.2. Active aging and learning throughout life as a strategy for personal development and prevention of dependency
- 1.3. The university educational programmes for older individuals
- 1.4. Design, application and evaluation of socio-educational intervention programmes

**2. Stereotypes and older individuals**

- 2.1. Concept of ageism
- 2.2. Impact of education on ageism

**3. Intergenerational Programmes**

- 3.1. Basic elements of the IPs
- 3.2. Intergenerational educational programmes

**5828 EDUCATION FOR THE DEVELOPMENT OF THE ELDERLY**

**1. Education for the development of older individuals**

- 1.1. Socio-educational intervention in older individuals
- 1.2. Active aging and learning throughout life as a strategy for personal development and prevention of dependency
- 1.3. The programmes of university education for older individuals
- 1.4. Design, application and evaluation of socio-educational intervention programmes



## **2. Stereotypes and older individuals**

- 2.1. Concept of ageism
- 2.2. Impact of education on ageism

## **3. Intergenerational Programmes**

- 3.1. Basic elements of the Intergenerational Programmes.
- 3.2. Intergenerational Educational Programmes

## **5829 SOCIAL INCLUSION FOR PEOPLE LIVING WITH DISABILITIES**

Conceptualization and classification of disabilities

Typology of supports for inclusion

Functional evaluation of needs

Specific intervention techniques

Planning, development and evaluation of intervention programmes

Quality of life model and its application to intervention for Inclusion

Support role and functions of the professional who develops programs for Inclusion.

## **5830 EDUCATIONAL INTERVENTION IN JUVENILE SOCIAL MALADJUSTMENT**

### **I. SOCIAL MALADJUSTMENT**

1. Concept of social maladjustment
2. Theories for explaining social maladjustment

### **II. RISK FACTORS**

3. Personal Factors
4. Family and social Factors

### **III. THE INTERVENTION SYSTEM WITH JUVENILE DELINQUENTS**

5. The Process of intervention with juvenile delinquents
6. Measures and resources for intervention

### **IV. SPECIFIC PROGRAMMES OF EDUCATIONAL INTERVENTION**

7. The educator. Role and strategies of intervention
8. Programmes of personal and social competence.



## **5831 ADDICTIONS, DRUG DEPENDENCIES AND EDUCATION**

### **THE NEW ADDICTIONS OF THE NEW SOCIETY**

Compulsive play  
The consumption impulse  
Internet and social networks  
The mobile phone and new appliances

### **DRUG DEPENDENCIES**

The History of Drugs  
Chemical Substances: Types and Classifications  
Prevention of consumption

### **THE DIFFERENT EDUCATIONAL PROGRAMMES**

Educational programmes and projects for Prevention  
Treatment Programmes

## **5832 CHILD PROTECTION AND FAMILY EDUCATION**

### **Thematic Block 1: Child protection**

#### **Concept and definition of child protection**

- Approach to the reality of child abuse
- Definition of child abuse

#### **Types and characteristics of child abuse**

- Psychopathological impact of child abuse
- Detection and notification

#### **The intervention system in protection of children and adolescents**

- Basis
- Legal provisions
- Levels and phases of protection

#### **Forms and programmes of protection**

- Programmes of temporary separation and family reintegration
- Programmes of fostering and adoption
- Programme of Residential Institutions

#### **Specific educational resources and intervention in child protection**

- Process of educational intervention in the face of child neglect
- Resources

#### **Children's Residential Centres**



## **Thematic Block 2: Family Intervention**

### **Education and family intervention**

- Family as system
- Life cycle
- The limits of the family system
- Attachment theory in intervention
- Practical principles for intervention
- Context of effective intervention
- Techniques of family intervention
- Programmes of Family Intervention (PFI)

### **Profile, role and skills of the educator in childhood and family**

- **What to do**
- How and When to act
- Family support teams
- Work in network and coordination

## **5833 SOCIETY, CULTURE AND CINEMA**

**Topic 1** The Social Revolution. Cultural changes

**Topic 2** Women's liberation

**Topic 3** The scientific and technological revolution

**Topic 4** The cinema and Social Education