



Universitat de Lleida

DEGREE CURRICULUM
**SOCIAL WORK IN THE FIELD
OF INFANCY**

Coordination: MARTIN MARTINEZ, ENCARNA

Academic year 2020-21

Subject's general information

Subject name	SOCIAL WORK IN THE FIELD OF INFANCY			
Code	101725			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Social Worker	2	OPTIONAL	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	1		1
Coordination	MARTIN MARTINEZ, ENCARNA			
Department	GEOGRAPHY AND SOCIOLOGY			
Important information on data processing	Consult this link for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MARTIN MARTINEZ, ENCARNA	encarna.martin@udl.cat	3	
NAVARRO EZQUERRA, JOSEP LLUÍS	joseluis.navarro@udl.cat	3	

Learning objectives

- Know and understand the complexity of family relationships and how they affect on children's development
- Analyze, in a reflective and critical way, the different types of intervention in the field of child protection, as well as the importance of the contributions within the Social Work.
- Promote active practice through the analysis of real cases, the development of hypotheses, diagnosis, prognosis and proposal of the most appropriate measure.
- Argue the decision made, with correct language and using the appropriate terminology.
- Know and understand the regulatory and legal framework of the different bodies that deal with the protection of children.

Competences

CG1: Develop critical ability, analyze and analyze synthesis.

CG3: Develop the ability to resell problems and decision pressures

CG4: Develop team work and team direction

CG5: Demonstrate skills in interpersonal relationships.

CG7: Exercise autonomous learning and adapt to new situations.

CT1: Implement oral and written communication in the mother tongue

CT3: Use ICT in a professional and training context for information management.

CT4: Promote respect for the fundamental rights of equality between men and women, the promotion of human rights and the values of a culture of peace in democratic values.

CE6: Analyze the services and necessities present in society.

CE9: Know the treatment of the welfare state, the social policies that are developed and the benefits they provide.

CE10: Master a set of social resources and services, so that their identity can be determined based on the circumstances.

Subject contents

Block 1. THE FAMILY

Topic 1: The Family

Definitions, functions, competencies...

The globalization of the family context

New family models

Topic 2: Social work with families

The family as a unit of intervention

Functional Families. Dysfunctional Families.

Block 2. CHILDHOOD

Topic 3: Historical evolution

Concept of Childhood Throughout History

Theories and models

Topic 4: Child development

Development factors

Stages of development

Influence of the family system

Other socializing agents: the school, the neighborhood, the community, the city ...

Block 3. SOCIAL POLICIES FOR CHILDREN

Topic 5: Legal Framework

Current regulations on care for children and adolescents

The Rights of the Child. The legal protection of these rights.

Item 6: Analysis and Methodology of Intervention in risk situations

Risk assessment systems: Indicators, factors

Prevention

Social Diagnosis

Block 4. CHILDHOOD IN A SITUATION OF PROTECTION AND / OR SOCIAL EXCLUSION.

Topic 7: Attachment

Clinging theory. Key concepts,

Construction of the affective bond. Typologies

Topic 8: Abuse

Conceptual aspects. Contexts that produce trauma.

Parental skills. Parental skills; Parental abilities.

Manifestations of child abuse

Consequences of child abuse

Resilience

Block 5. INTERVENTION PROCESS

Item 9. Protection system

1 Organization chart of the Protection System

2 Classification of the network of child care services: Community Social Services, Specialized Social Services.

Item 10: Administrative measures

Family care (socio-educational commitment),

Guardianship measures: Reception centers, Simple Family Foster Care, Pre-adoptive Foster Care, Foster Care in a Coexistence Unit for Educational Action, Collaborating Families, Transition Measures for Adult Life, etc.

Item 11. Juvenile Justice

Measurement instruction circuit

Advisory equipment

Measures in the Open Environment (MPA)
Center Measures
Mediation

Methodology

Face-to-face activities: 60%

- Master classes
- Case resolution practices
- Exhibitions
- Screenings and reports with subsequent debate
- Carrying out the written test

Non-contact activities: 40%

- Reading and analysis of texts
- Preparation of exhibitions and debates
- Search for bibliographic and web information
- Study and preparation of the written test

Development plan

BLOCK TOPIC ACTIVITY MODALITY DESCRIPTION TASKS STUDENTS% EVALUATION

BLOCK	TOPIC	ACTIVITIES	MODALITY	DESCRIPTION	STUDENTS TASKS	% AVALUATION
Block I. The Family	1. The family	Theoretical presentation of the contents Debate Reading of an article	Attended	Explain the basic concepts. Answer questions and direct the deepening	Listen, take notes, reflect and participate by asking questions or giving opinions.	10%
	2. Social work with families			Explain to the class one's own perception and give an opinion arguing Work in group	Prepare and execute the exposition	
Block II. Childhood	3. Historical Evolution	Theoretical presentation of the contents Watch and analysis of a movie	Attended	Explain the basic concepts. Answer questions and direct the deepening	Listen, take notes, reflect and participate by asking questions or giving opinions.	10%
	4. Child development			Summarize the most important and relate it to topic 2.	Group Work	

SOCIAL WORK IN THE FIELD OF INFANCY 2020-21

Block III Social Policies for Children	5. Legal Framework	Theoretical presentation of the contents Debate	Attended	Explain the basic concepts. Answer questions and direct the deepening	Listen, take notes, reflect and participate by asking questions or giving opinions.	
	6. Analysis and Methodology of intervention in risky situations	Work on a reading		Read in depth one of the proposed readings	Make the file	
Block IV. Children in a situation of lack of protection and / or social exclusion.	7. Attachment	Theoretical presentation of the contents Analysis of a report	Attended	Explain the basic concepts. Answer questions and direct the deepening Summarize the most important and relate it to the theory of block IV	Listen, take notes, reflect and participate by asking questions or giving opinions.	
	8. Child Abuse				Group work	10%
Bloc V. Intervention Process	9. Protection	Theoretical presentation of the contents	Attended	Explain the basic concepts. Answer questions and direct the deepening	Listen, take notes, reflect and participate by asking questions or giving opinions..	
	10. Administrative measures	Theoretical presentation of the contents Work on case studies	Attended	Explain the basic concepts. Answer questions and direct the deepening From one case, analyze the situation taking into account the theory given throughout the course and present the conclusions	Listen, take notes, reflect and participate by asking questions In groups, analyze the case awarded, apply the knowledge acquired and make a decision.es or giving the opinion.	10%
	11. Juvenile Justice	Theoretical presentation of the contents	Attended	Explain the basic concepts. Answer questions and direct the deepening	Listen, take notes, reflect and participate by asking questions or giving opinions..	

Evaluation

In order to pass the subject it will be necessary:

- Written exams: Completion of two written and individual tests, where the learning of the contents will be evaluated. These tests will be scored from 0 to 10 and to pass them, a minimum of 5 points must be obtained in

the overall of the two exams. The exams will represent 50% of the total mark.

- Group Essays: Completion of four group essays. It will represent 40% of the total final grade.

- The last point will be attendance and participation in the classroom. This item will represent 10% of the total final grade.

Alternative evaluation:

Those students who accredit before the Udl, that for work reasons cannot attend class or realize the foreseen proofs, will evaluate them from:

-Two attendance exams that will represent 25% each.

-Two essays to be determined that will represent 25% each.

Bibliography

BALCELLS, M.A. i ALSINET, C. (2001): *Infancia y adolescencia en riesgo social*. Barcelona, Editorial Milenio.

BARUDY, J. (1998): *El dolor invisible de la infancia: una lectura ecosistemática del maltrato infantil*. Barcelona, Paidós.

BARUDY, J. y DANTAGNAN M. (2005): *Los buenos tratos a la infancia: Parentalidad, Apego y Resiliencia*. Barcelona, Gedisa

BRONFENBRENNER, U. (1987): *La ecología del desarrollo humano: experimentos en entornos naturales y diseñados*. Barcelona, Paidós.

CASTELLVÍ i MASJUAN, P. (2001): *Psicología del desenvolupament*. Bsrcelona, Biblioteca Universitària Universitat Ramon Llull.

CIRILLO, S.; DI BLASIO, P. (1991): *Niños maltratados: diagnóstico y terapia familiar*. Barcelona, Paidós.

DI BARTOLO, I. (2017): *Cómo nuestros vínculos nos hacen quienes somos*. Buenos Aires, Lugar Editorial.

FERNÁNDEZ DEL VALLE, J. (1999): *Los estándares de calidad en los servicios sociales para la infancia y familia*. V Congreso Estatal de Intervención Social: Calidad y Responsabilidad Compartida.

Retos de Bienestar en el cambio de siglo. Madrid, Colegio Oficial de Psicólogos.

FLAQUER L., ALMEDA E. y NAVARRO L. (2006): *Monoparentalidad e Infància*. Colección Estudios Sociales nº 20. Obra Social. Fundació La Caixa.

FORES A. y GRANÉ J. (2008): *La resiliència, Crecer desde la adversidad*. Barcelona, Plataforma Editorial.

GERHARDT, S. (2016): *El amor maternal. La influencia del afecto en el cerebro y las emociones del bebe*. Editorial Eleftheria

GONZALO MARRODÁN, J.L. (2015): *Vincúlate, Relaciones reparadoras del vínculo en los niños adoptados y acogidos*. Bilbao, Editorial Desclée De Brouwer

GRACIA, E. Y MUSITU, G. (1999): *Los malos tratos a la infancia: lecturas técnicas*. Madrid, Ministerio de Trabajo y Asuntos Sociales.

GUERRERO, J. (2000): "Los hijos y la mediación familiar: Implicaciones metodológicas en el proceso de resolución de conflictos". En *Cuadernos Andaluces de Bienestar Social (CABS)* 6 y 7.

GUTHRIE, R. (1992): *Los niños y el Consejo de Europa*. Infancia y Sociedad nº15, Madrid.

KAZDIN, A. (1988): *Tratamiento de la conducta antisocial en la infancia y la adolescencia*. Barcelona, Martínez Roca.

LAFUENTE BENACHES, M.J. y CANTERO LOPEZ M.J (2010): *Vinculaciones afectivas, apego, amistad i amor*. Madrid, Ediciones PIRAMIDE,

LÓPEZ SÁNCHEZ, F. (1995): *Necesidades de la infancia i protección infantil. Fundamentación teórica, clasificación y criterios educativos*. Madrid, Ministerio de Asuntos Sociales.

MINISTERIO DE TRABAJO Y ASUNTOS SOCIALES (1999): *Guía para la aplicación del Convenio de la Haya relativo a la protección del niño y a la cooperación en materia de adopción internacional*. Madrid, MTAS.

MONDRAGON, J. y TRIGUEROS, I. (1993): *Manual de prácticas de Trabajo Social con menores*. Madrid, Siglo XXI.

MORENTE, F. (1997): *Los menores vulnerables*. Jaén, Publicaciones Universidad de Jaén.

PAUL, J. DE. y ARRUABARRENA, M.I. (1988): *El papel de Trabajador Social en el abordaje del problema del maltrato y abandono a la infancia*. Vitoria, Servicios de Publicaciones del Gobierno Vasco.

PAUL, J. DE. y ARRUABARRENA, M.I. (1996) (comp.): *Manual de protección infantil*. Masson, Barcelona.

PERE AMORÓS, DE PALACIÓS, FUENTES, LEÓN, Y OTROS (2003): *Niños Canguro. Una experiencia de protección a la infancia*. Fundación La Caixa

PÉREZ, M^a J. (1999): "Menores no acompañados". En *Revista de Servicios Sociales y Política Social*, nº48.

VALVERDE, J. (1993): *El proceso de inadaptación social*. Madrid, Popular [2^aed.].

VARELA, J. (1986): "Aproximación genealógica a la moderna percepción social de los niños". En *Revista de Educación*, nº 281.

VANISTENDAEL, S. (2002): *La felicidad es posible: despertar en niños maltratados la confianza en sí mismos*. Barcelona, Gedisa,

VIGUER, P. y SERRA DESFILIS, E. (1998): *La infancia de fin de siglo: madres trabajadoras, clima familiar y autonomía*. Madrid, Síntesis.

WEBGRAFIA

Departament de Benestar Social i Família. En: <<http://www.gencat.cat/benestar/dgaia>>

Regidoria de Serveis Personals de la Paeria. En : <<https://benestarsocial.paeria.cat/>>

UNICEF – La Convenció dels Drets de l'Infant. En: <<http://www.unicef.org/spanish>>