

TITLE OF COURSE: CHILDHOOD IN SITUATION OF RISK

PROGRAM TITLE: SOCIAL EDUCATION AND SOCIAL WORK DIPLOMA

CODE: INFRI

TYPE: O YEAR: 2nd and 3rd SEMESTER: 1st
CREDITS (hours/week): 6
ECTS CREDITS: 4
LECTURER: Lluís Toledano Gaju
LANGUAGE: Catalan

PREREQUISITES: None

PREVIOUS KNOWLEDGE: None

SUBJECTS TO BE STUDIED SIMULTANEOUSLY: None

COURSE DESCRIPTION:

This subject intends to approach the evolution and construction of the concept of childhood while knowing the basic legal frame that frames the treatment and the attention to the childhood. On the other hand it penetrates into the processes of child maladjustment from the analysis of the processes of growth and development of the child, making special emphasis in the phenomenon of the child maltreatment.

COURSE OBJECTIVES:

1. Approaching the concept of childhood and its evolution from a historical perspective.
2. Knowing the basic legal frame that frames the treatment and the attention to the childhood in situation of social risk
3. Knowing how to place the most characteristic features that accompany the processes of social child maladjustment
4. Introducing ourselves into the phenomenon of the child maltreatment, while analysing its typology and diversity as well as its demonstrations and main indicators
5. Understanding the different situations and its conditions that the abusive pilots gauge in the if of the families
6. Identifying the main lacks and deficits in the development of the child to know in where and how to hit educationally
7. Understanding in which form its more extended meaning can be intervened in from the several situations of risk in order to approach the educational relationship

CONTENTS:

1. Conceptual frame

- 1.1 Approach to the concept of childhood and its evolution
- 1.2 Historical perspective and social control
 - 1.2.1 image, meaning and value of the childhood
 - 1.2.2 evolution of the educational treatment with children
 - 1.2.3 causes and new values of the educational intervention
- 1.3 Legal frame: contributions and basic characteristics
2. Difficulties and problems of the children in situation of social risk
 - 2.1 Some considerations previous to the concepts and maladjustment dynamics – adaptation
 - 2.2 Growing and maturing in conditions of social difficulty
 - 2.2.1 evolutionary process and vital cycle
 - 2.2.2 processes and stories of learning
 - 2.2.3 personal resources
 - 2.3 Experiences of maladjustment
 - 2.3.1 causes, effects and demonstrations
 - 2.3.2 vital constants of the maladjusted subject
 - 2.3.3 personal construction. Dimensions and lacks
 - 2.4 Family and maladjustment
 - 2.4.1 characteristics and functions
 - 2.4.2 the multiproblematic families
 - 2.4.3 isolation and social support
3. The child maltreatment
 - 3.1 Conceptual aspects
 - 3.1.1 what do we understand for child maltreatment
 - 3.1.2 the social representations and the myths
 - 3.1.3 concept, evolution and levels of marginal note
 - 3.2 Demonstrations of the child maltreatment
 - 3.2.1 typology and forms of maltreatment
 - 3.2.2 agents: individual and institutions
 - 3.2.3 and non- specific identifications
 - 3.3 Elements from its understanding
 - 3.3.1 like understanding the because of some behaviour and attitudes
 - 3.3.2 situations and risk factors
 - 3.3.3 explanatory models
 - 3.3.4 family and violence: the cycle of coercion
 - 3.3.5 effects and sequels of the child maltreatment
4. Socio-educational intervention. Elements and spaces in where to hit
 - 4.1 Goals and educational pretensions
 - 4.2 An educational proposal. Faustino Guerau
 - 4.3 Making conscious persons
 - 4.4 The stage of the daily life
 - 4.4.1 pedagogy of the daily life
 - 4.4.2 educational mediation
5. The professional of the socio-educational intervention
 - 5.1 Of the basic capacities in the distortions and difficulties
 - 5.2 That personal, social and institutional of the professional of the socio-educational intervention
 - 5.3 Criteria and strategies of intervention

METHODOLOGY:

The subject is imparted through magisterial classes and open debates from the different subjects and of those aspects that they arouse senior interest on the part of the students. Readings and analysis of different articles of press about different questions related to the subject and that have special significance out of the understanding and integration of the specific set are also made

EVALUATION:

A. Final examination centred on the contents and every that worked in class, the reading of the book and the dossier of the subject

PERFORMANCE CRITERIA:

- It will be necessary to have read and to have worked the book as well as the dossier proposed in the subject for the follow-up of the different contents of the subject
- To overcome the subject it will be necessary to have attained, integrated and to know to explain the minimums contained worked as well as to demonstrate the capacity for relating them

TEXTBOOKS:

GRACIA, E. i MUSITO, G. (1993). *El Maltrato Infantil. Un anàlisi ecològic de los factores de riesgo*. Madrid: Ministerio de Asuntos Sociales.

GUERAU, F. (1985). *La vida pedagògica*. Barcelona: Roselló

BIBLIOGRAFIA o MATERIAL COMPLEMENTARI:

A.A.V.V. (1996). *El llibre d'en Pau*. "Guia per a l'abordatge del maltractament en la infància per als professionals de la salut". Barcelona: Departament de Sanitat i Seguretat Social. Generalitat de Catalunya.

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A.A.V.V. (1993). *El trabajo educativo en los centros de menores*. Madrid: Dir. General de Cultura y Educación. Comunidad de Madrid.

ALSINET, C. (2000). *El benestar de la infància*. Lleida: Pagès Editors

ARQUÉ, M., BASTIDA, A. i PALOS, J. (1993). *La infància al món: treballadors de 10 anys*. Barcelona: Intermón. Edicions Octaedro.

ARRIETA, L. i MORESCO, M. (1992). *Educar desde el conflicto*. Madrid: Ed. CCS.

BALSELLS, M.A. (1997). *Maltractament infantil i educació familiar*. Lleida: Edicions Universitat de Lleida..

BARUDY, J. (1998). *El dolor invisible de la infancia*. "Una lectura ecosistèmica del maltrato infantil". Barcelona: Ed. Paidós.

BICE (1997). *La resiliència o el realisme de l'esperança*. Barcelona: Editorial Claret.

BRINGIOTTI, M.I. (2000). *La escuela ante los niños maltratados*. Buenos Aires: Paidós

BRONFENBRENNER, U. (1987). *La ecología del desarrollo humano*. Barcelona: Paidós.

CANTÓN, J. i CORTÉS, R (1997). *Malos tratos y abuso sexual infantil*. Madrid: Siglo XXI

COLOM, A. (1987). *Modelos de intervención socioeducativa*. Madrid: Narcea.

COSTA, M. i LOPEZ, E. (1991). *Manual para el educador social. Vol 1. "Habilidades de comunicación en la relación de ayuda"*. Madrid: Ministerio de Asuntos Sociales.

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DeMAUSE, LI. (1982). *Historia de la infancia*. Madrid: Alianza.

De PAUL, J. i ARRUABARRENA, M.I. (1995). *Manual de Protección Infantil*. Barcelona: Ed. Masson.

De PAUL, J. i col·laboradors (1988). *Maltrato y abandono infantil: identificación de los factores de riesgo*. Vitoria: Servicio Central de Publicaciones del Gobierno Vasco.

FUNES, J.; TOLEDANO, LI. i VILAR, J. (1997). *Intervenció Psicopedagògica sobre problemes de desadaptació social*. Barcelona: Edicions de la Universitat Oberta de Catalunya.

GOLEMAN, D. (1996). *La inteligencia emocional*. Barcelona: Kairós. Cap.7, págs. 162-183.

GONZÁLEZ, E. (Coord) (1996). *Menores en desamparo y conflicto social*. Madrid: Editorial CCS

INGLES, A i altres (1991). *Els Maltractaments Infantils a Catalunya. Estudi global i balanç de la seva situació actual*. Barcelona: DGAI. Generalitat de Catalunya.

INTEBI, I (1998). *Abuso sexual infantil. En las mejores familias*. Barcelona: Edicions Granica

KEMPE, R. (1979). *Los niños maltratados*. Madrid: Morata.

LÓPEZ, F. (1994). *Abusos sexuales a menores: lo que recuerdan de mayores*. Madrid: Ministerio de asuntos sociales.

LÓPEZ, F. (1995). *Necesidades de la Infancia y Protección Infantil*. (1) "Fundamentación teórica, clasificación y criterios educativos". Madrid: Ministerio de Asuntos Sociales. SASI

LÓPEZ, F. i altres (1995). *Necesidades de la Infancia y Protección Infantil* (2) " Actuaciones frente a los malos tratos y desamparo de menores". Madrid: Ministerio de Asuntos Sociales. SASI

MARTINEZ, A. i De PAUL, J.(1993). *Maltrato y abandono en la infancia*. Biblioteca de Psicología, Psiquiatría y Salud. Barcelona: Ed. Martinez Roca.

MONGE, LL. (1991). *Detecció, intervenció i derivació dels maltractaments infantils pels professionals del Treball Social*. Col. Els Maltractaments Infantils a Catalunya. Barcelona: DGAI. Generalitat de Catalunya.

MUÑOZ, C. "La Pedagogía como marco de reflexión del Educador Especializado. ¿Cuál es la Pedagogía Base?". *Menores*. Núm. 13-14. 1989 Madrid: Ministerio de Asuntos Sociales. págs. 77 - 80.

ORTEGA, J. (Coord) (1999): *Educación Social Especializada*. Barcelona: Ariel Educación

QUEVEDO, P. i CASTELLÓ, J. (1999). *Programa de treball socioeducatiu en Medi Obert amb educadors de carrer*. Ciutat de Mallorca: GREC

ROS, P. (1991). *Els Maltractaments Infantils a Catalunya*. "Detecció, intervenció i derivació dels maltractaments infantils pels professionals de l'ensenyament". Col. Els Maltractaments Infantils a Catalunya. Barcelona: DGAI. Generalitat de Catalunya.

SEDÓ, C. (1999). *Treballant com educadora o educador social*. Barcelona: Edicions Pleniluni

VEGA, A. (1989). *Pedagogía de inadaptados sociales*. Madrid: Narcea.

OTHER REQUIRED MATERIAL: None

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