

61873 - Comprehensive intervention for childhood and adolescents

Syllabus Information

Academic Year: 2019/20

Subject: 61873 - Comprehensive intervention for childhood and adolescents

Faculty / School: 301 - Facultad de Ciencias Sociales y Humanas

Degree: 557 - Master's in General Sanitary Psychology

ECTS: 3.0

Year: 1

Semester: Second semester

Subject Type: Optional

Module: ---

1.General information

1.1.Aims of the course

1.2.Context and importance of this course in the degree

1.3.Recommendations to take this course

2.Learning goals

2.1.Competences

2.2.Learning goals

2.3.Importance of learning goals

3.Assessment (1st and 2nd call)

3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

4.Methodology, learning tasks, syllabus and resources

4.1.Methodological overview

The methodology followed in this course is oriented towards the achievement of the learning objectives. It is based on active participation, case studies, teamwork etc. that favor the development of communicative skills and critical thinking. A wide range of teaching and learning tasks are implemented, such as lectures, practice sessions, autonomous work, tutorials, and assessment tasks.

Students are expected to participate actively in the class throughout the semester.

Classroom materials will be available via Moodle. These include a repository of the lecture notes used in class, the course syllabus, as well as other course-specific learning materials, including a discussion forum.

Further information regarding the course will be provided on the first day of class.

4.2.Learning tasks

This course is organized into 15 hours of lectures and 15 hours of practical activities, which include:

- Lectures.
- Case studies.
- Search for reports and cooperative work.
- Analysis of papers and documents related to the course contents.
- Students' oral presentations.

- Audiovisual content.
- Attendance to conferences related to the course contents.
- Visiting expert.

4.3.Syllabus

The course will address the following topics:

Topic 1. Comprehensive intervention in childhood and adolescence.

- 1.1. The need of a comprehensive intervention in childhood and adolescence: ecosystemical perspective.
- 1.2. What is a comprehensive intervention: key words.
- 1.3. Doing a comprehensive intervention:
 - 1.3.1. Contexts of professional cooperation.
 - 1.3.2. Networking.

Topic 2. The family as a context of child-youth intervention.

- 2.1. The family as a system.
- 2.2. Family risk contexts.
 - 2.2.1. Separation, single-parent family and familiar reconstruction.
 - 2.2.2. Adoption.
 - 2.2.3. Migrant families
 - 2.2.4. Negligence and multi-problematic families.
 - 2.2.5. Violent families.
- 2.3. Interventions.

Topic 3. Health-risk situations in childhood and adolescence.

- 3.1. Introduction.
- 3.2. Addictions.
- 3.3. Sexual risk behaviors.
- 3.4. Interventions.

Topic 4. Violence situations in childhood and adolescence.

- 4.1. Introduction.
- 4.2. Bullying and cyberbullying.
- 4.3. Children and adolescent sexual abuse.
- 4.4. Sexism and violence in young couples.
- 4.5. Filio-parental violence
- 4.6. Interventions.

4.4.Course planning and calendar

Further information concerning the timetable, classroom, resources, assessment dates and other details regarding this course, will be provided on the first day of class.

4.5.Bibliography and recommended resources

Basic bibliography

- Becoña, E. y Cortés, M. (2011). *Manual de adicciones para psicólogos especialistas en Psicología Clínica en formación*. Barcelona: Socidrogalcohol.
- Buelga, S. (2013). El cyberbullying: cuando la red no es un lugar seguro. En E. Estévez (Coord.), *Los problemas en la adolescencia: Respuestas y sugerencias para padres y profesionales* (pp. 121-140). Madrid: Síntesis.
- Cava, M.J. (2013). El acoso escolar: cuando la escuela no es un lugar seguro. En E. Estévez (Coord.), *Los problemas en la adolescencia: Respuestas y sugerencias para padres y profesionales* (pp. 97-120). Madrid: Síntesis.
- Del Moral, G., Castañeda, A. y Musitu, G. (2013). Violencia filio-parental. En G. Musitu (Coord.), *Adolescencia y familia: nuevos retos en el siglo XXI* (pp. 137-154). Ciudad de México: Trillas.
- Jiménez, T.I. (2016). La intervención en el contexto familiar. En E. Estévez (Coord.), *Intervención psicoeducativa en el ámbito familiar, escolar y comunitario* (pp. 69-96). Madrid: Paraninfo.
- Minuchin, S. (2009). *Familias y terapia familiar*. Barcelona: Gedisa.

- Rodríguez Marín, J. (1995). *Psicología Social de la Salud*. Madrid: Síntesis.

Supplementary bibliography

- Bermúdez, M.P., Castro, A., Madrid, J. y Buela-Casal, G. (2010). Análisis de la conducta sexual de adolescentes autóctonos e inmigrantes latinoamericanos en España. *International Journal of Clinical and Health Psychology*, 10, 89-103.
- Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge: Harvard University Press.
- Caballo, V.E. y Simón, M.A. (2006). *Manual de psicología clínica infantil y del adolescente. Trastornos generales*. Madrid: Pirámide.
- Echeburúa, E., Labrador, F.J. y Becoña, E. (2009). *Adicción a las nuevas tecnologías en adolescentes y jóvenes*. Madrid: Pirámide.
- Everson, M.D. y Faller, K.C. (2013). Base rates, multiple indicators, and comprehensive forensic evaluations: Why sexualized behaviors still counts in assessments of child sexual abuse allegations. *Journal of Child Sexual Abuse*, 21, 45-71.
- Galligo, F. (2009). *SOS... Mi chico me pega pero yo le quiero*. Madrid: Pirámide.
- Méndez, F.X., Espada, J.P. y Orgilés, M. (2006). *Terapia psicológica con niños y adolescentes. Estudio de casos clínicos*. Madrid: Pirámide.
- Muñoz, J.M., Manzanero, A.L., Alcázar, M.A., González, J.L., Pérez, M.L. y Yela, M. (2011). Psicología Jurídica en España: delimitación conceptual, campos de investigación e intervención y propuesta formativa dentro de la enseñanza oficial. *Anuario de Psicología Jurídica*, 21, 3-14.
- Musitu, G., Buelga, S., Lila, M. y Cava, M.J. (2001). *Familia y adolescencia*. Madrid: Síntesis.
- Pereira, R. (2011). *Psicoterapia de la violencia filio-parental: entre el secreto y la vergüenza*. Madrid: Morata.
- Sanderson, J. (2004). Child-focused sexual abuse prevention programs. *Crime and Misconduct Commission*, 5, 1-8.
- Ward, T. y Siegert, R.J. (2002). Toward a comprehensive theory of child sexual abuse: A theory knitting perspective. *Psychology, Crime & Law*, 8, 319-35