

SUBJECT TEACHING GUIDE

M1195 - Education for Socio-Emotional Development: Intervention in Risk Contexts, Emotional Intelligence and Promotion of Welfare Master's Degree in Research and Innovation in Educational Contexts

Academic year 2019-2020

1. IDENTIFYING DATA			
Degree	Master's Degree in Research and Innovation in Educational Contexts	Type and Year	Optional. Year 1
Faculty	School of Teacher Training		
Discipline	Training Module		
Course unit title and code	M1195 - Education for Socio-Emotional Development: Intervention in Risk Contexts, Emotional Intelligence and Promotion of Welfare		
Number of ECTS credits allocated	4	Term	Semester based (1)
Web			
Language of instruction	Spanish	English Friendly	No
		Mode of delivery	Face-to-face

Department	DPTO. EDUCACION
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Other lecturers	SUSANA LAZARO VISA

3.1 LEARNING OUTCOMES
- To be able to understand the basic concepts related with affective and emotional well-being
- To design and validate, through theoretical fundamentals of emotional intelligence and human well-being, educative programs to develop emotional, social and well-being education
- To know the role of principal educative agents over emotional intelligence and well-being development
- To know the actual theoretical framework and principal scientific results on the main subject thematic's clusters
- To design a research or applied intervention project applying the knowledge acquired during the subject , and answering to current social, educative and scientific questions
- To be able to identify protector and risk factors in order to design promoting and preventing educative programs

4. OBJECTIVES

1. To be able to promote initiatives to increase children and youth well-being in diverse educative context, specially in school.
2. To know the benefits of emotional intelligence development in educative, social and personal context.
3. To develop a critic view about the requisites to promote well-being during infancy and youth
4. To be able to design, through the knowledge of diverse intervention methods, educative programs in this area
5. To know validated national and international programs, and methodologies for prevention and intervention in this area
6. To be able to relate scientific foundations in the study area to diverse context of educative applications
7. To develop ethic and social commitment

6. COURSE ORGANIZATION

CONTENTS

1	ADOLESCENCE WE--BEING PROMOTION AND INTERVENTION IN RISK CONTEXTS: social adjustment and personal development; personal and social well-being and prevention of frequent psychosocial problematics; very vulnerable adolescence and resilience; special protection action, young offenders, and transition to adult life.
2	EMOTIONAL INTELLIGENCE, EDUCATION AND WELL-BEING: emotional intelligent teachers, well-being and positive school climate; development and education of emotional intelligence; education for happiness and positive emotions; emotional intelligence assessment and educative applications.

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
A) Diverse practical individual/grupal works along the subject	Work	Yes	Yes	50,00
B) Final individual research or educative intervention proposal related with subject contents.	Work	Yes	Yes	50,00
TOTAL				100,00
Observations				
Delivery dates for each work will be communicated by the teacher from the start of the activity. The works from each subject block represents a 25% of A) section of this evaluation description, and must be approved each one. The final work represents the 50% of both, this subject and the second subject that compose the social and emotional education module, when the student is enrolled in both. In case the student do not pass one of the required assessments (minimun 5), the final grade in the record act will reflect the results on the whole assessments.				
Observations for part-time students				
Students with partial registration and final evaluation will be assessed by an exam.				

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

BLOQUE I

- BRAVO, A. y DEL VALLE, J. (2009) Intervención socioeducativa en acogimiento residencial. Santander: Gobierno de Cantabria.
- DEL VALLE, J.F. (2013) Children in state care. In Ben-Arieh, A; Frones., I; Casas, F.; Korbin, J.E. (eds.): Handbook of Child Well-Being. Theory, Indicators, measures and Policies (2495-2963). London: Springer.
- DEL VALLE J. F. y FUERTES J. (2000) El acogimiento residencial en la protección a la infancia. Madrid: Pirámide.
- LÁZARO, S. (2009) Resiliencia en niños y adolescentes: revisión teórica e implicaciones para la intervención psicoeducativa en situaciones de maltrato familiar. *Estudios de Psicología*, 30(1),89-104
- LÓPEZ, F., CARPINTERO, E., DEL CAMPO, A., LÁZARO, S. y SORIANO, S. (2006) Programa Bienestar: El bienestar personal y social y la prevención del malestar y la violencia. Madrid: Pirámide.
- LÓPEZ, F., CARPINTERO, E., DEL CAMPO, A., LÁZARO, S. y SORIANO, S. (2011) Programa Menores Infractores. Intervención educativa y terapéutica. Madrid: Pirámide.
- OLIVA, A. (2008) Problemas psicosociales durante la adolescencia. En B. Delgado (coord.) *Psicología del desarrollo desde la infancia a la vejez*. Madrid: McGraw-Hill (137-163)
- OLIVA, A., REINA, M.C., HERNANDO A., ANTOLÍN, L., PERTEGAL, M.A., PARRA, A., RÍOS, M., ESTÉVEZ, R.M. y PASCUAL, D.M. (2011) Activos para el desarrollo positivo y salud mental en la adolescencia. Junta de Andalucía: Consejería de Salud.
- PARRILLA, A., GALLEGO, C. y MORIÑA, A. (2010) El complicado tránsito a la vida activa de jóvenes en riesgo de exclusión: una perspectiva biográfica. *Revista de Educación*. 351, 211-233.

BLOQUE II

- Bar-On, R., Morea, J.G. & Elias, M.J. (2007). *Educating people to be emotionally intelligent*. Westport, ct: Praeger publishers
- Ciarrochi, J. & Mayer, J.D. (2006). *Improving emotional intelligence: a practitioners guide*. New York: Psychology press/ Taylor Francis.
- Cohen, J. (2003). *La inteligencia emocional en el aula: proyectos, estrategias e ideas*. Buenos Aires: Troquel.
- Elias, M., Zins, J., Weissberg, R., Frey, K., Greenberg, T., Haynes, N., Kessler, R., Schwab-Stone, M., & Shriver, T. (1997). *Promoting social and emotional learning: guidelines for educators*. Alexandria, VA: Association for supervision and curriculum development.
- Greenberg, M.T., Weissberg, R.P., O'Brien, M.U., Zins, J., Fredericks, L., Resnik, H., & Elias, M.J. (2003). *Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning*. *American Psychologist*.
- Gilman, R, Huebner, E.S. y Furlong, J. (2009). *Handbook of Positive Psychology in Schools*. N.Y.: Routledge
- Hughes, M., Thompson, H.L. & Bradford, J. (2009). *Handbook for developing social and emotional intelligence. Best practices, case studies and strategies*. San Francisco: Pfeiffer & Company.
- Mestre, J.M. & Fernandez-Berrocal, P. (2007). *Manual de inteligencia emocional*. Madrid: Piramide.
- Noddings, N. (2003). *Happiness and education*. New york: Cambridge University Press.
- Vaello Orts, J. (2009). *El profesor emocionalmente competente. Un puente sobre aulas turbulentas*. Barcelona: Grao.
- VVAA (2008). *Educación emocional y social. Análisis internacional*. Santander: Fundación Marcelino Botín. Disponible online en: <http://educacion.fundacionmbotin.org>.