

## SUBJECT TEACHING GUIDE

G495 - Psychoeducational Care 0-3 Years

Degree in Early Childhood Education

Academic year 2021-2022

1. IDENTIFYING DATA					
Degree	Degree in Early Childhood Education			Type and Year	Compulsory. Year 4
Faculty	School of Teacher Training				
Discipline	Subject Area: Educational Processes, Learning and Personality Development (0-6 Years) Basic Training Module				
Course unit title and code	G495 - Psychoeducational Care 0-3 Years				
Number of ECTS credits allocated	6	Term	Semester based (1)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. EDUCACION				
Name of lecturer	NOELIA CEBALLOS LOPEZ				
E-mail	noelia.ceballos@unican.es				
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Other lecturers	MARIA BELEN IZQUIERDO MAGALDI				

### 3.1 LEARNING OUTCOMES

#### - LEARNING OUTCOMES

- Identify the needs of the evaluation and interdisciplinary action in 0-3 years and understand its characteristics.
- Design educational and psychoeducational actions for 0-3 years in the family and school context.
- Know the main actions in the prevention and intervention in the alterations of the development areas.
- Analyze information, extract results and elaborate conclusions based on real situations.
- Promote and collaborate with colleagues, with families and with other educational agents and community services at attention of problems related to the development 0-3 years.
- Understand and critically assess the political programs aimed at early childhood and family, as much in national and regional and local levels.

#### 4. OBJECTIVES

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- Assess the importance and contribution that families have for 0-3 years Nursery School and know some plans and educational programs for 0-3 years.
- Know the principles for evaluating the quality of early childhood education.
- Critically analyze some educational proposals for stage 0-3.
- Know the main didactic and organizational elements usable in this stage.
- Analyze and assess some of the social and educational policies for early childhood and family.
- Develop psychoeducational projects from participatory techniques.
- Promote actions to family, educational, and socio-environmental integration of the child.
- Develop stimulation actions in different areas of evolutionary development.

#### 6. COURSE ORGANIZATION

##### CONTENTS

1	Early Childhood Education 0-3: Approach to the concept of childhood. Identity of the 0-3 year cycle. The relationship between family and school as contexts of development. The political programs of early childhood and family. Cantabria Community Resources.
2	Evaluation of quality in early childhood education: exploratory elements of quality in Early Childhood Education 0-3 years. Good practices: criteria and reflections. From the quality to equity in education. Exemplifications.
3	0-3 educational proposals and contribution to child development: educational and organizational approaches. Study and analysis of the pedagogy of Reggio Emilia and Lozsy. Educational documentation as the axis of educational and organizational process.
4	Interventional programs in psychological development 0-3 years. Psychoeducational attention: object and scope. Coordination of resources and health, educational and social professionals. Psychoeducational attention and attention in early childhood education. The functions of the counsellor
5	Early psychological evaluation. Evaluation y psychoeducational intervention. Models for evaluating Approaches and Instruments. Current trends in educational intervention. How, when and why intervene? Evaluation of the family and social environment.
6	Family intervention programs and family education resources. The figure of the teacher and psychoeducational attention. The construction of attachment in the nursery school.

#### 7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Carrying out work and practices proposed throughout the semester. (40%)	Work	No	Yes	100,00
<b>TOTAL</b>				<b>100,00</b>
<b>Observations</b>				
It will be necessary to have passed the exam and works of the two parts of the subject to pass the course. When the subject is not approved, because the minimum grade required in one or more parts of the assessment has not been reached, the final quantitative grade that will be obtained by the student and which will therefore be included in the report will reflect his performance in the set of The different evaluation tests .				
<b>Observations for part-time students</b>				
The assessment procedure for part-time students who do not attend class regularly will consist of taking an exam and/or handing in assignments indicated by the lecturer, on the date established by the Faculty for the subject exam. Those who do attend class will be eligible for the same assessment as all students'.				

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS

### BASIC

Primera parte de la asignatura:

- Blasi, M. (2003). La vida cotidiana de 0 a 6 años. *Revista Aula de Infantil*, 11
- Díez, S. Pedagogía de la vida cotidiana en el aula de 2 años. *Revista Escuela*, 2-4.
- Fabrés, M. (2006). En el día a día nada es banal, nada es rutina. *Infancia: educar de 0 a 6 años*, (100), 14-17
- Fomasi, I., & Travaglini, P. J. (2016). Cuidados corporales de acuerdo con los principios de Pikler. *RELAdEI. Revista Latinoamericana de Educación Infantil*, 5(3), 74-86.
- Hedegaard, B. (2019). Una mirada a las rutinas cotidianas. *Revista Infancia en Europa hoy*, 1.
- Hoyuelos, A. (2007). Documentación como narración y argumentación. *Aula de infantil*, 39, 5-9.
- Iturgaiz, P. (2007). Pistas para la evaluación: Evaluar la documentación, *Aula de infantil*, 39, 27-28.
- La Lluna, E. I. (2020). El momento del cambio de pañal. *Aula de infantil*, (104), 13-15.
- López, R. (2004). La "entrada y la salida" en la escuela, *Revista Aula de Infantil* 18.
- Moss, P. (2017). De la dictadura a la política democrática de la educación. *Revista Infancia*, 19, 12-31.
- Riera, M. A. (2015). Del mirar al observar. En Hoyuelo, A y Riera, M.A. *Complejidad y relaciones en educación infantil*. Barcelona: Rosa Sensat
- Ritscher, P. (2002). Mío: el espacio personal en el interior del espacio colectivo. *Infancia: educar de 0 a 6 años*, (74), 15-17.
- Ritscher, P. (2009). Sobre las propias piernas. *Revista infancia*, 115, 17-20.
- Ritscher, P. (2010). Comer con todo detalle. *Infancia: educar de 0 a 6 años*, (119), 25-27.
- Sharmahd, N., & Peeters, J. (2019). Critical reflection, identity, interaction: Italian and Belgian experiences in building democracy through pedagogical documentation. En Formosinho, J., & Peeters, J. (Eds.). *Understanding Pedagogic Documentation in Early Childhood Education: Revealing and Reflecting on High Quality Learning and Teaching*. Routledge.
- Thió, C. (2011). El día a día: La comida más allá de la nutrición: autonomía, autoestima, responsabilidad. *Aula de infantil*, (59), 44-45.

Segunda parte de la asignatura:

- Díez, A. (2008). Evolución del proceso de atención temprana a partir de la triada profesional-familia-niño. *Revista Síndrome de Down* 25, 46-55.
- López, H. (2012). Detección y Evaluación de Necesidades Educativas Especiales: Funciones del Psicólogo Como Personal Implicado en la Atención a la Diversidad desde los Servicios Educativo. *Psicología Educativa*, 18(2), 171-179.
- Luengo, 2012. La atención temprana, ayer, hoy y mañana. *Derechos, un lugar desde el que partir, un lugar hacia el que mirar*. *Psicología Educativa*, 18 (2), 97-106.
- Sierra, G. & Moya, A. (2012). El apego en la Escuela Infantil: Algunas Claves de Detección. *Psicología evolutiva* 18(2), 181-191.