

TEACHING GUIDE

SOCIAL FAMILY EDUCATIONAL INTERVENTION

GRADO EN EDUCACIÓN INFANTIL (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 21-06-2026



I.-Subject Identification

Type	FORMACIÓN BÁSICA
Teaching period	2 course, 2Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

Social Family Educational Intervention offers a holistic approach to the history of parenting and parent/school collaboration, current issues and population trends affecting our schools and communities, family structures, and techniques for establishing a connection with parents and encouraging involvement with their children's learning.

Besides, contents also provide basic knowledge on social resources support for families at risk.

In short, this subject also focuses on culturally relevant pedagogy to work with children and their families, learning about the importance of understanding the development of children from 0-6 years in order to deliver decisive guidance for parents, and how they can foster those amazing milestones and changes at the classroom or where the learning-teaching process takes place through different practical cases.

III.-Learning outcomes

CGP1. Teamwork

CGP5. Critical reasoning.

CGS1. Self-directed learning

CE1. Ability to understand the complexity of educational processes in general and of teaching-learning processes in particular.

CE5 Respect for cultural and personal differences of students and other members of the educational community.

CE6 Design and development of educational projects and programming units to adapt the curriculum to the socio-cultural context.

CE8 Commitment to enhancing pupils' academic achievement and their progress in school, within the framework of a holistic education.

CE9 Ability to collaborate with different sectors of the educational community and with the environment.

CE10 Analyse and understand the educational processes in the classroom and outside the classroom related to an age period between 0 and 6 years old.

CEGEI3 Create learning environments that favour empathy, social behaviour, autonomy and multicultural coexistence by systematically observing the social, family and school environment. (Contextual and social-natural perspective).

CEGEI15 Reflect on classroom practices in order to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students

CEGEI32 Encourage the democratic education of citizenship and the practice of critical social thought.

CEGEI33 Value the relevance of public and private institutions for the peaceful coexistence among peoples.

CEGEI5 Acquire strategies, based on coordinated work between different professionals to guide families in matters related to the development and education of pupils from 0 to 6 years old (perspective of coordination with other professionals and attention to families).

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.

- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

BLOCK I. INTRODUCTION

Topic 1. Socio-Family Educational Intervention

- Concept. The Educating Family. Family Educational Project.

Topic 2. The Early Childhood Teacher as a Family Advisor

- The Teacher as a Family Advisor. Educational Coordination between Family and School. The Ethics of Educational Intervention. Action Plans: Concept, Types, and Development.

BLOCK II. MEANS OF SOCIO-FAMILY EDUCATIONAL INTERVENTION

Topic 3. The Educational Counseling Interview

- Knowledge of basic interview techniques and strategies for family counseling.

Topic 4. Group Means of Family Training and Intervention in Schools

- The Family School. Design, Direction, and Delivery. The Family School as a Means of Continuing Adult Education

BLOCK III. ESSENTIAL CONTENTS OF EDUCATIONAL COUNSELING AND INTERVENTION IN THE FAMILY

Topic 5. Educational Styles in the Family

- Relationships in the Family How to identify a family's parenting style. Learn the main assessment tests and their application.

Topic 6. The essential content of family counseling

- Know the content specific to developmental development and how to communicate it to parents. Understand temperament. Develop habits specific to early childhood education. Educate character.

Topic 7: Intervention on the most common family socio-educational problems

- Common problems in children aged 0-6. Broken families. Children at risk. Adoption.

IV.B.-Training activities

Type	Title
Other activities	Academic tutoring
Lectures	At the beginning of the semester, the professor will specify which books from the bibliography are going to be required
Realización de Pruebas	Contents test
Theoretical sessions	Attendance at classroom classes
Practical sessions	Individual and group tasks



V.-Student workload

Theoretical sessions	30
Resolution of exercises, problems, case studies, etc.	24
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	6
Academic tutorials	30
Related activities: conferences, seminars, etc.	18
Preparation of theoretical sessions and self-study	30
Preparation of practical tasks, exercises, case studies, projects, etc.	30
Preparation for tests and/or exams	12
Total student workload	180

VI.-Methodology and academic programme

Type	Period	Content
Practical sessions	Week 4 to Week 14	Individual activities and group work will be detailed in class.
Theoretical sessions	Week 1 to Week 13	Classes will be held in person. Students will be provided with materials to study and follow the course.
Academic tutorials	Week 1 to Week 14	Professors will announce the schedule of presentations at the beginning of the academic year.
Tests and/or exams	Week 14 to Week 14	Exam and Portfolios which will be determined the very first day of lessons. The exam is expected to be taken at the university classrooms when fixed by the official schedule.



VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

The general assessment model is continuous assessment, as established in the Regulations for the Assessment of Learning Outcomes of the Rey Juan Carlos University.

All assessment systems established for the subject in the degree report must be used, except for those with a minimum weighting of 0%, which may be used in academic years where the faculty deems it appropriate. Each assessment system may be applied through one or more assessment activities consistent with that system. None of the assessment activities may individually exceed 60% of the overall grade for the subject.

The sum of the non-reassessable assessment activities may not exceed 40% of the overall grade for the subject and, in general, should not have a minimum grade (except in the case of practical activities in which, strictly speaking, the assessment conditions of the ordinary exam cannot be reproduced in the extraordinary session). Students who fail to pass the course in the regular session, or who have not taken the exam, may only take the re-assessable assessment activities they failed in the extraordinary session.

The distribution and characteristics of the assessment activities are described below.

Continuous Ordinary Assessment:

The distribution and characteristics of the assessment tests are described below. Only in exceptional cases may the instructor incorporate adaptations to the Guide. Such changes will require, after consulting with the Subject Leader, the prior and express authorization of the Degree Coordinator, who will notify the Vice-Rector's Office responsible for Academic Planning of the modification made. In any case, the proposed modifications must comply with the provisions of the verified report. For such changes to be effective, they must be duly communicated to students at the beginning of the academic year through the Virtual Classroom.

The sum of non-reassessable activities may not exceed 50% of the course grade and, in general, may not have a minimum grade (except in the case of laboratory or clinical practices, when duly justified).

Avoiding the inclusion of tests that exceed 60% of the course weighting. Extraordinary assessment:

Students who fail to pass the regular assessment, or who do not attend, will be subject to an extraordinary assessment to verify the acquisition of the competencies established in the guide, only for the reassessable assessment activities.

Important note: In this course, it is mandatory to complete a test, practical exercise, or assessable in-person activity that coincides with the date published and established by the University (for both the regular and extraordinary examination sessions). The date can be found at the following link: <https://gestion2.urjc.es/examenes/>.

Evaluation system	Assessment Activity	Weighting	Reassessable in Extraordinary	Minimum Grade	Contents	Date
Written Test	TEST final evaluation (in person)	50%	Yes	5	All of them contents of the subject	Official call
Required Activities (Work)	Individual work	25%	Yes	5	The docent will specify the activities to carry out	During the school period
Required Activities (Work)	group work	25%	No	No minimum (cumulative)	The docent will specify the activities to carry out on virtual campus	During the school period

Calculation of the Overall Grade

The final grade or overall grade is calculated as the weighted average of the grades from the assessment activities, once the minimum grade for the reassessable activities with a minimum grade has been exceeded.

•To pass the course, the overall grade must be 5 or higher (once the minimum grade for the reassessable tests with a minimum grade has been exceeded).

•If no assessable tests have been taken, the final grade will be "Did Not Show Up."

The assessment method for students taking early exams will be the same as the general assessment method.

COMPULSORY ACTIVITIES

- INDIVIDUAL AND/OR GROUP WORK. The professor will specify the assessable activities, their characteristics, and the



assessment percentage for each on the first day of class. Some activities may include: individual and group work, presentations, case study resolution, reading commentary, forum participation, etc. For example: Design of a Family School. Entries must be original and submitted in a timely manner.

- **KNOWLEDGE TEST:** The professor will specify the characteristics of the content-based test(s) to be administered on the first day of class. These may include: multiple-choice tests, short-answer questions, reflection questions, essay questions, etc. The test will be administered in person according to the official schedule, and passing the test is required to pass the course. The test can be re-assessed.

In grading content-based activities and tests, not only the content will be evaluated, but also all aspects that contribute to correct written expression, such as formal presentation, structure and organization of ideas and content, correct spelling, punctuation, etc. Ultimately, the student's expression will be assessed at a university level.

VOLUNTARY ACTIVITIES

- **PARTICIPATION IN FORUMS:** Forums will be available so that students can express their questions, comments, etc., about the course syllabus. This activity is not mandatory.

- **FOLLOW-UP AND REINFORCEMENT ACTIVITIES FOR EACH THEMATIC BLOCK:** Students will be provided with a suggested activity for each thematic block so they can reinforce and apply content. These types of activities will not be assessed.

PLEASE NOTE:

1. **PLAGIARISM:** University activities and papers must be original. When using external fragments, they must be properly cited. Cases of total or partial plagiarism will be penalized by not evaluating the work and will not be able to re-evaluate it.

Unauthorized use of artificial intelligence tools such as ChatGPT in any activity will be penalized with a 0.

2. **SPELLING:** In the grading of university activities, papers, and exams, not only the content will be assessed, but also all aspects that contribute to correct written expression, such as formal presentation, the structure and organization of ideas and content, correct spelling, punctuation, etc. Ultimately, the student's expression will be assessed to ensure it is appropriate for a university level. Regarding writing and presentation, the following criteria will be taken into account: 0.2 points will be deducted for each spelling mistake; 0.05 points will be deducted for each accentuation error; and 0.5 points will be deducted for every 10 punctuation errors.

3. **DISCIPLINE:** Students must comply with the rules regarding punctuality in submitting assignments, discipline, and respectful use of the forums.

Evaluation of students with academic exemption from class attendance

The granting of an Academic Exemption from Class Attendance (AECA) does not automatically exempt students from participating in continuous assessment activities or in-person training activities requiring mandatory attendance as established in the teaching guide. Once the exemption has been granted, students must contact their instructor, who may propose any adaptations they deem appropriate, provided they ensure the acquisition and adequate assessment of the intended learning outcomes. Students must maintain regular communication with their instructor throughout the course so that they can provide information on the dates of these training and assessment activities, if the schedule has not already been established and made available to students at the time of the exemption.

Subject eligible for exemption: Yes

Review and claim of evaluation activities

It will be carried out in accordance with the Regulations for the evaluation of learning outcomes at the Rey Juan Carlos University.

Students with disabilities or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility, and the greatest possible guarantee of academic success, curricular adaptations for students with disabilities or special educational needs will be determined by the Disability Support Unit, in accordance with the regulations governing the Support Service for Students with Disabilities, approved by the Governing Council of Rey Juan Carlos University. For these adaptations to be implemented, the Unit must issue a curricular adaptation report. Therefore, students with disabilities or special educational needs must contact this service to discuss the different options together.

Academic conduct, integrity and academic honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC implies embracing and subscribing to the values of integrity and academic honesty enshrined in the University's Code of Ethics.

To support this process, the University has the Rey Juan Carlos University's Rules of Conduct and various tools (anti-plagiarism, supervision) that offer a collective guarantee for the full development of these essential values.



VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials

Basic bibliography

Martínez Domínguez, L.M., Gómez Gómez, M. y Romero Iribas, A. M^o. (2018). Sociedad, familia y educación. Síntesis (versión impresa y versión ebook: <https://bit.ly/2DOCaOB>)
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 Eyre, L. y Eyre, R. (1995). Cómo formar hijos con principios. Medici.
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http://www.uam.es/departamentos/stamaria/didteo/Paginas/Documentos/Revista/n_10_tendencias/10_5.pdf
 Ríos González, J. A. (2003). Vocabulario básico de orientación y terapia familiar. CCS.
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 Verde Trabada, A. y Martínez Domínguez, L.M. (Coords.) (2025). Didáctica aplicada a la Educación Infantil. Almuzara.
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IX.-Professors

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Person responsible for the subject	No



Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	0
Number of sexennia	0
No. of positive evaluations by Docentia	0