

Social Work and Discrimination

Code: 101667
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OT	3	2
2500260 Social Education	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Guillem Sala Lorda

Prerequisites

To register for this course we recommend that you first take the course:

Bases sociopolíticas de la Educación from the 2nd course of the degree in Social Education.

The profile of a student of social education who chooses to take this course is a person who:

- a) Should tolerate certain stressful situations when working with groups who are often marginalized in society.
- b) Should be able to understand the sociocultural situation of the groups they are working with.
- c) Should have an empathetic, creative, and proactive attitude towards the persons they are working with.

Objectives and Contextualisation

This course does not belong specifically to any of three branches of the degree because it is a universal subject and can be taken by students pursuing all three branches.

The primary objective of this course is to offer students of social education an overview, both theoretic and practical, of social work using Catalunya as an example.

From the theoretical perspective, the objective is to offer a summary of the main debates on the concept of social work and the tasks of social services.

From the practical perspective, the objective is to explain the principle intervention programs in social work and provide methods of intervention in both basic and specialized social assistance.

Competences

Social Education

- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Analyse the organization and management of socio-educational institutions.
- Apply the socio-emotional skills needed to manage human relations.
- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Participate in the theoretical debates that affect the profession and affect different policy areas.
- Promote autonomy among participants and seek a balance between roles as advisor, facilitator and promoter of socio-educational dynamics.
- Respect the diversity and plurality of ideas, people and situations.

Learning Outcomes

1. Acquire procedural knowledge to perform an intervention program in educational fields of justice.
2. Acquire socio-emotional and communicative skills for working with people at risk of exclusion.
3. Acquire values and attitudes of respect for the different social and cultural environments that are unique to our contemporary societies.
4. Analyse the ethical aspects of social education when working with people at risk of exclusion.
5. Analyse the organization and management of institutions to develop programs to combat social exclusion.
6. Analyse the socio-historical evolution of different forms of marginalization and social exclusion.
7. Apply strategies and interventions to promote the autonomy and social integration of people at risk of exclusion.
8. Design and implement educational measures to prevent discriminatory attitudes and actions.
9. Design guidance programs for social inclusion and finding employment.
10. Design plans and programs for groups at risk of exclusion.
11. Learning to adapt the knowledge related to the educational sciences in order to intervene in the field of social re-education.
12. Maintaining an attitude of respect for practices and types of behaviour that address fairness and inclusion.
13. Planning and developing educational interventions with a variety of individuals and groups.
14. Promoting initiatives and programmes for the socio-professional development of individuals and groups for the purpose of their professional fulfilment and insertion.
15. Recognising foreign people or those belonging to minority groups (e.g. gypsies) as citizens with full rights and freedoms on equal terms with the population as a whole.
16. Respecting and valuing the potential of all people regardless of the functional limitations that they may have.
17. Understand and respect diversity as a factor of educational enrichment.
18. Understand legislation related to the integration of people with disabilities.
19. Understand the causes and consequences of social exclusion.
20. Understand the characteristics of the main disabilities.
21. Understand the role of a social teacher in the prevention and treatment of social exclusion.
22. Using guidance resources and strategies that promote the progressive participation of people.

Content

1. Social policy and social services structure.

2. Overview of theory regarding marginalization, poverty, exclusion, inclusion, etc.
3. Groups living in marginalised situations and social exclusion. The case of Catalonia Justice Department.

4.1 Social work and discrimination caused by inequality in social classes.

4.2 Social work and discrimination caused by inequality due to nationality and ethnicity.

4.3 Social work and discrimination caused by inequality due to gender.

Methodology

Our teaching approach and assessment procedures may be altered if public Health authorities impose new restrictions on public gatherings for COVID-19.

Activities	Hours	Methodology	Learning Results
Classroom	45	Lectures presented by the professor on all areas covered by the course.	RE 1.1.1 RE 1.2.1 RE 1.3.1 RE 5.1.1
Individual study	70	Reading assignments outside of class.	RE 1.1.1 RE 1.2.1 RE 1.3.1 RE 5.1.1
Supervised study	30	Individual advisory meetings with the professor.	

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom	45	1.8	2, 6, 21, 19, 8, 10, 13, 11
Type: Supervised			
Supervised work	30	1.2	2, 4, 17, 12, 15
Type: Autonomous			

Assessment

The final course grade will be based on the total areas of evaluation (written exam - individual evaluation, plus group project- group evaluation, plus individual reflect - individual evaluation). The evaluation of the exam, group work and individual reflection will be at the end of the contents.

To pass the course, students must receive a minimum of 4 points on the written exam.

Students who do not receive 5 points for the total evaluation will be required to resit a written exam the penultimate day of class (2021 June 21)

The final grades will be published on the virtual campus.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Individual reflection on the contents of the subject	30	1	0.04	4, 6, 21, 19, 11
Supervised work	30%	1.5	0.06	2, 6, 5, 17, 21, 18, 20, 19, 8, 10, 9, 12, 13, 14, 11
Written exam	40%	2.5	0.1	1, 3, 4, 7, 18, 19, 15, 16, 22

Bibliography

Brezmes, M. (2008). El trabajo social en España: una profesión para la democracia. Murcia; Universidad de Murcia.

Hamzaoui, M. (2005). El trabajo social territorializado: las transformaciones de la acción pública en la intervención social. Valencia; Edita: Publicacions Universitat de València-NAU.

Healy, K. (2001). Trabajo social: perspectivas contemporáneas. Madrid; Ed. Morata.

Henry, S.; East, J.; Schmitz, C. (2004)(Coords.). Trabajo social con grupos: modelos de intervención. Madrid; Ed. Narcea.

Lillo, N. (2001). Manual para el trabajo social comunitario. Madrid, Ed. Narcea.

Smale, G. (2003). Problemas sociales y trabajo social: hacia la inclusión y el cambio social. Madrid; Fundació Paideia Galiza / Morata.

Software

No specific programs are used.