Social and Community Intervention

Degree	Type	Year	Semester
2502443 Psychology	OT	4	2

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: spanish (spa)

Some groups entirely in English: No

Some groups entirely in Catalan: No

Some groups entirely in Spanish: Yes

Teachers

Luz María Martínez Martínez

External teachers

Montserrat Plaza

Prerequisites

There are no official prerequisites and/or necessary knowledge to follow the subject correctly. It is recommended to have studied the subject of "Applied Social Psychology" (1st semester / 4th year).

Objectives and Contextualisation

- To articulate the theoretical and practical dimensions of social and community intervention.
- To provide a general and interdisciplinary view of the theoretical and methodological developments of social and community intervention.
- To capacity in the use of the toolbox of technical intervention and evaluation in the social and community field.
- To relate interventions, programs, and projects with the sociocultural and historical context in which they are developed.
- To promote a space for awareness and reflection on person, community and social intervention.
- To introduce the incorporation and analysis of the gender perspective in the definition and resolution proposal of social problems.

Competences

- Analyse and interpret the results of the evaluation.
- Analyse the demands and needs of people, groups and organisations in different contexts.

- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Criticise the effects of personal practice on people, taking into account the complexity of human diversity.
- Define objectives and develop the intervention plan based on the purpose of the (prevention, treatment, rehabilitation, integration, support).
- Dominate the strategies and techniques to include in the intervention with recipients.
- Prepare and write technical reports on the results of the evaluation, research or services requested.
- Propose and negotiate priorities, goals and objectives of the intervention recipients.
- Recognise and appreciate external assessment of personal actions.
- Recognise personal limitations and limitations of the discipline in the different areas of professional practice.
- Use different ICTs for different purposes.
- Work in a team.

Learning Outcomes

1. Analyse specific cases of application of participatory methodologies psychosocial intervention.
2. Apply knowledge, skills and acquired values critically, reflexively and creatively.
3. Apply theoretical knowledge to specific demands and needs diagnoses, taking into account the target.
4. Assess the results of an evaluation process.
5. Be aware of the centrality of the targeted people in all processes of social intervention.
6. Compare information from different techniques for collecting information on demands and social needs.
7. Contrast different ways of preparing technical reports for evaluation in the field of psychosocial intervention.
8. Critically analyse the approaches to the development of intervention plans in the field of psychosocial intervention.
9. Criticise the effects of personal practice on people, taking into account the complexity of human diversity.
10. Develop possible strategies and techniques of involvement of those targeted social intervention processes.
11. Distinguish different approaches to the development of intervention plans in the field of psychosocial intervention.
12. Evaluate techniques to identify needs and demands in different social contexts.
13. Evaluate the different uses of theoretical tools and methodological perspectives in participatory planning for psychosocial intervention.
14. Prepare technical reports on evaluation processes in different contexts, from case studies.
15. Recognise and appreciate external assessment of personal actions.
16. Recognise methodologies for negotiating the demand and detection of needs in the field of psychosocial intervention.
17. Recognise personal limitations and limitations of the discipline in the different areas of professional practice.
18. Recognise potential difficulties in incorporating people targeted for psychosocial interventions.
19. Recognise the principles and participatory methodologies of psychosocial intervention.
20. Select and organize the substantive results of an assessment process.
21. Synthesize suggestions for improvement from an evaluation.
22. Use different ICTs for different purposes.
23. Work in a team.

Content

- Block I: Perspectives and methodologies of social and community intervention.
    - Fundamental concepts of social and community intervention
    - Directive and participatory intervention perspectives
- Block II: Analysis of the demand and methods of diagnosis.
    - Institutional and social demands and demand negotiation processes
    - Fundamental concepts and techniques of psychosocial diagnosis
- Block III: Objectives and priorities of the intervention.

Community processes in the definition and prioritization of the problems to intervene
Definition and drafting of intervention objectives
- Block IV: Plans for intervention.
Action plans. Expected results. Design of activities
Schedule and budgets in the intervention plans
- Block V: Evaluation.
Fundamental principles of psychosocial evaluation
Evaluation of results and community processes

Methodology

The subject is taught in whole-class groups and in small groups. This will be specified in the following types of teaching and activities:

Whole group sessions:

- Lectures taught by the teacher, for the development of theoretical elements of the subject (sessions of 2 hours).
- Exhibitions by groups of students (sessions of 2 hours).

Half group sessions: development of an intervention project based on the definition of a relevant social problem (6 sessions of 2 hours).

N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on faceto-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty.

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			
D1. Theoretical sessions	24	0.96	1, 8, 3, 6, 11, 19, 16, 20, 21, 13, 4, 12
D2. Group work sessions	10	0.4	1, 8, 3, 6, 11, 19, 16, 23, 13, 12
D3. Face to face tutorial	2	0.08	7, 14, 15, 17
Type: Supervised			
S1. Selection and adequacy of material for group work	22	0.88	2, 17, 22
Type: Autonomous			
A1. Elaboration of individual report	17	0.68	2, 7, 14, 17, 20, 21, 4
A2. Elaboration of group work	45	1.8	1, 8, 3, 6, 11, 19, 17, 16, 23, 22, 13, 12
A3. Preparation of group exhibitions	15	0.6	6, 15, 16, 23, 12
A4. Research of intervention examples	15	0.6	23, 22

Assessment

Evaluation

Oral Presentations: Group exhibition, using the support of a power point or other oral presentation tool (video, games, drama, etc.), of one of the topics of the course: demand analysis and diagnostic methods; objectives, and priorities for intervention; intervention planning, or assessment methodologies. This presentation should contain theoretical elements, exemplified by an ongoing intervention project. In order to achieve this, the group will have to explain an example of social work done in a real context, through an interview with a professional. The exhibition will also have to contain the design and development of a Group Dynamics exercise appropriate for the topic discussed.

Evidence

- Oral presentation of one of the topics of the course.

- Delivery to the moodle of the topic of the presentation made in class, the material about the experience of intervention presented and the report of the Group Dynamics done.

Group work

- Research of examples of socialand community intervention based on different themes such as Coexistence, Gender Relations, Information and Communication Technologies, and Housing Deficiencies.

- Preparation of an intervention project with its different phases.

Evidence

- Oral presentation of social and community intervention projects found.

- A written report of the project designed with the identification of all the parts of social intervention.

- Oral presentation of the projects designed.

Individual work: Elaboration of a portfolio with the systematization of each of the whole group sessions, including: the most relevant theoretical elements of each block through a conceptual map (BlockI: Perspectives and methodologies of social and community intervention, Block II: Analysis of the demand and methods of diagnosis, Block III: Objectives and priorities of the intervention, Block IV: Plan of intervention; and BlockV:Evaluation), the description and analysis of both the exposed example and Group Dynamics done in the exhibition of each of student's group.

That is why it is mandatory to attend at least 80% of the classes.

Evidence

- Presentation of the individual work that integrates the theoretical and practical elements of the subject.

Evaluation criteria

The assessment criteria will respond to the objectives that the proposed activity or test wishes to fulfill, the competence or competences that must have been achieved and the degree of relevance (percentage of the final grade) that has the requested work. The argumentative correctness, the use of bibliographical references and the expository clarity will always be valued.

No unique final synthesis test for students who enrole for the second time or more is anticipated.

Rules of the evaluation system

Subject approved: The course will be considered approved if the student obtains an average mark higher than 5 in the evaluation test set.

Evaluable: The student who presents learning evidence with a weight equal or superior 40% of the total of the subject will be considered evaluable.

Not evaluable: Student will be considered Not evaluable if even presenting several works these are less than 40% of the total weight of the subject tests.

Recovery:It will be an option for those students that during the continuous assessment deliver pieces of evidence with a weight equal to or greater than 2/3 of the total qualification and that obtained an average grade inferior to 5 points. The student may present again either the intervention project written report or the oral presentation, both of which can be delivered individually or in a group. They can also re-submit the individual portfolio.

Procedure testreview: The revision and subsequent numerical evaluation of the activities and tests proposed and requested in class will be done by the teachers responsible for the subject.

Treatment of individual cases: In case the student has any discrepancy between the assessment received and their expectations; the responsible teacher will have to speak, review and argue on the basis of the evaluation obtained. In cases that have to do with reasons of weight that justify the absence, delay or non-delivery of some of the evaluable works proposed or if some anomaly presented during the conduct of the tests, the responsible teacher will use her own criterion in order to arrive to good terms.

Guidelines Faculty of Psychology Assessment: https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
AV1. Group work.. Exhibition (weeks 5, 7, 10 and 13)	25	0	0	6, 9, 15, 16, 23, 12
AV2. Group work. Intervention project written report (week 17)	40	0	0	1, 8, 3, 6, 9, 11, 10, 5, 19, 17, 18, 16, 23, 22, 13, 12
AV3. Individual work Portfolio (week 18)	35	0	0	2, 7, 9, 14, 17, 20, 21, 4

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Software

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