

Social and Community Intervention

Code: 102565
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OT	4	2

Contact

Name: Leonor Maria Cantera Espinosa

Email: leonor.cantera@uab.cat

Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use different ICTs for different purposes.
- Work in a team.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse specific cases of application of participatory methodologies psychosocial intervention.
3. Apply knowledge, skills and acquired values critically, reflexively and creatively.
4. Apply theoretical knowledge to specific demands and needs diagnoses, taking into account the target.
5. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
6. Assess the results of an evaluation process.
7. Be aware of the centrality of the targeted people in all processes of social intervention.
8. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
9. Compare information from different techniques for collecting information on demands and social needs.
10. Contrast different ways of preparing technical reports for evaluation in the field of psychosocial intervention.
11. Critically analyse the approaches to the development of intervention plans in the field of psychosocial intervention.
12. Critically analyse the principles, values and procedures that govern the exercise of the profession.
13. Criticise the effects of personal practice on people, taking into account the complexity of human diversity.
14. Develop possible strategies and techniques of involvement of those targeted social intervention processes.
15. Distinguish different approaches to the development of intervention plans in the field of psychosocial intervention.
16. Evaluate techniques to identify needs and demands in different social contexts.
17. Evaluate the different uses of theoretical tools and methodological perspectives in participatory planning for psychosocial intervention.
18. Identify situations in which a change or improvement is needed.
19. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
20. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
21. Prepare technical reports on evaluation processes in different contexts, from case studies.
22. Propose new ways of measuring the viability, success or failure of the implementation of innovative proposals or ideas.
23. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
24. Propose projects and actions that incorporate the gender perspective.
25. Propose viable projects and actions to boost social, economic and/or environmental benefits.
26. Propose ways to evaluate projects and actions for improving sustainability.
27. Recognise and appreciate external assessment of personal actions.

28. Recognise methodologies for negotiating the demand and detection of needs in the field of psychosocial intervention.
29. Recognise personal limitations and limitations of the discipline in the different areas of professional practice.
30. Recognise potential difficulties in incorporating people targeted for psychosocial interventions.
31. Recognise the principles and participatory methodologies of psychosocial intervention.
32. Select and organize the substantive results of an assessment process.
33. Synthesize suggestions for improvement from an evaluation.
34. Use different ICTs for different purposes.
35. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.
36. 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).

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	2, 11, 4, 9, 15, 31, 28, 32, 33, 17, 6, 16
D2. Group work sessions	10	0.4	2, 11, 4, 9, 15, 31, 28, 36, 17, 16
D3. Face to face tutorial	2	0.08	10, 21, 27, 29
Type: Supervised			
S1. Selection and adequacy of material for group work	22	0.88	3, 29, 34
Type: Autonomous			
A1. Elaboration of individual report	17	0.68	3, 10, 21, 29, 32, 33, 6
A2. Elaboration of group work	45	1.8	2, 11, 4, 9, 15, 31, 29, 28, 36, 34, 17, 16
A3. Preparation of group exhibitions	15	0.6	9, 27, 28, 36, 16
A4. Research of intervention examples	10	0.4	36, 34
A5. Take a library course	5	0.2	12, 9, 25, 16

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 social and community intervention based on different themes such as Coexistence, Gender Relations, Information and Communication Technologies, and Housing Deficiencies.
- Attend the course in the library: Tools and resources offered by the UAB libraries to carry out your academic work: (the search for the topic, information search process and sources of information in psychology, citations, bibliographic references and bibliography with apa style, zotero: bibliographic reference manager, plagiarism and copyright: respect and acquire rights).
- 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 designed projects and delivery in moodle of the presentation made.

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 (Block I: 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 Block V: 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 enrol 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. For Ev1 and Ev2 to be computed, it is necessary to have done both of them. Students who do not complete one of the two evidences will not have passed evidences 1 and 2.

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 test review: 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>

Not contemplated: This subject does not consider single assessment.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
AV1. Group work.. Exhibition (weeks 5, 8, 11 and 14)	25	0	0	1, 9, 8, 13, 18, 35, 27, 28, 36, 16
AV2. Group work. Intervention project written report (week 16)	40	0	0	2, 11, 4, 9, 13, 15, 14, 19, 7, 23, 24, 31, 29, 30, 28, 36, 34, 17, 16
AV3. Individual work Portfolio (week 19)	35	0	0	12, 3, 10, 13, 21, 20, 26, 22, 25, 29, 32, 33, 6, 5

Bibliography

- Barrero Cuellar, E. (2015). *Del discurso encantador a la praxis liberadora. Psicología de la liberación. Aportes para la construcción de una psicología desde el Sur.* (Edición di). Ediciones cátedra libre. http://www.alfepsi.org/wp-content/uploads/2015/07/PSICOLOGIA_DE_LA_LIBERACION.pdf
- Barrero Cuellar, E. (2017). La psicología como engaño. In *Ed. Cátedra Libre*. http://www.catedralibremartinbaro.org/pdfs/libro_psicologia_como_engano.pdf
- Cantera Espinosa, Leonor M. (2002). La relación asistencial como interacción social. In M. T. López Beltrán, M. J. Jiménez Tomé, & G. B. E. M^a (Eds.), *Violencia y Género* (primera ed, pp. 391-397). CEDMA.
- Cantera, Leonor M. (2004) Ética, valores y roles en la intervención comunitaria. En L. Cantera, J. Herrero, M. Montenegro y G. Musitu. *Introducción a la psicología comunitaria*. Barcelona: EdiUOC. Pp. 249-252.
- Cantera, Leonor M., & Cantera, Frances M. (2014). El auto-cuidado activo y su importancia para la Psicología Comunitaria. *Psicoperspectivas. Individuo y Sociedad*, 13(2), 88-97. <https://doi.org/10.5027/psicoperspectivas-Vol13-Issue2-fulltext-406>.
- Colectivo IOE (1993). "Investigación Acción Participativa: Propuesta para un ejercicio activo de la ciudadanía." Disponible en: www.nodo50.org/ioe
- Cortès, Ferran y Llobet, María (2006). La acción comunitaria desde el trabajo social. En X. Úcar y A. Llena (Coords.). *Miradas y diálogos en torno a la acción comunitaria*. Barcelona: Editorial Grau. Pp. 131-156.
- Fantova, Fernando (2007). Repensando la Intervención Social. *Documentación Social* # 147: 183-198.
- Llor, Antoni y Borràs, Teresa (Coord.) (2013). *Apuntes para la promoción de intervenciones con Pares. Reducción de daños y riesgos relacionados con el uso de drogas*. Barcelona: Grup Igia.
- Martí, Joel (2000). La investigación acción participativa. Estructura y fases. En T. Villasante, M. Montañés y J. Martí (coords.). *La investigación social participativa. Construyendo ciudadanía 1*. Madrid: El viejo Topo. Pp. 73-117.
- Martín, Pedro (2001). Mapas sociales: método y ejemplos prácticos. En T. Villasante, M. Montañés y P. Martín (coords.). *Prácticas locales de creatividad social. Construyendo ciudadanía 2*. Madrid: El viejo Topo. Pp. 91-113.
- Montenegro, Marisela (2004). Comunidad y bienestar social. En L. Cantera, J. Herrero, M. Montenegro y G. Musitu. *Introducción a la psicología comunitaria*. Barcelona: EdiUOC. Pp. 43-72.
- Montenegro, Marisela (Coord.) (2009). *Avaluació i Intervenció Psicosocial*. Barcelona: EdiUOC..
- Montenegro, Marisela (Coord.) (2011). *Intervenció Social. Controvèrsies teòriques i metodològiques*. Barcelona: EdiUOC..

- Montenegro, M., Rodríguez, A., & Pujol, J. (2014). La Psicología Social Comunitaria ante los cambios en la sociedad contemporánea: De la reificación de lo común a la articulación de las diferencias. *Psicoperspectivas. Individuo y Sociedad*, 13(2), 32-43.
<https://doi.org/10.5027/psicoperspectivas-Vol13-Issue2-fulltext-433>
- Montero, Maritza (2003). *Teoría y práctica de la psicología comunitaria: La tensión entre comunidad y sociedad*. Buenos Aires: Paidós.
- Montero, Maritza (2004). *Introducción a la Psicología Comunitaria: Desarrollo, conceptos y procesos*. Buenos Aires: Paidós
- Montero, Maritza (2006). *Hacer para transformar. El método en la psicología comunitaria*. Buenos Aires: Paidós.
- Musitu Ochoa G., Herrero Olaizola J., Cantera Espinosa L. & Montenegro Martínez M. Introducción a la Psicología Comunitaria. Ed. UCO. 2004. Barcelona. España
- Pérez-Tarres, A., Cantera Espinosa, L. M., Andrade Santos, K. D., & Pereira da Silva, J. (2019). Consideraciones metodológicas sobre investigaciones sensibles en metodología cualitativa. *Psicología: Ciência e Profissão*, 39(2), 112-124: doi.org/10.1590/1982-3703003225746
- Ralph, N., & Vogel, N. (2018). *Kit de herramientas de facilitación. Trucos y consejos para una facilitación empoderadora y participativa*. TGEU.
https://tgeu.org/wp-content/uploads/2018/11/FacilitationToolkit_TGEU2018_SPA.pdf
- Reboloso, Enrique y Morales, Jose Francisco (1996). Evaluación de programas y Psicología Social. En J.L. Álvaro; A. Garrido y J.R. Torregrosa, *Psicología Social Aplicada*. Madrid: McGraw-Hill. Pp. 475-511.
- Rodríguez Roca, Josep (2004). Avaluació de les intervencions socials. En J. Rodríguez Roca, *Avaluació i tècniques d'intervenció social*. Barcelona: UOC.
- Subirats, Joan (2001). Nuevos mecanismos participativos y democracia: promesas y amenazas En Font J. *Ciudadanos y decisiones públicas*. Ariel: Barcelona. Pp. 33-42.
- Vázquez Martínez, M., Cantera Espinosa, L. M., & Pereira da Silva, J. (2017). La fotointervención , como instrumento sensibilizador en la investigación de la igualdad en las relaciones de pareja juveniles. *Cadernos de Gênero e Tecnologia*, 10(36), 72-94.
[file:///C:/Users/1134791/Downloads/7403-26518-1-PB.pdf](https://periodicos.utfpr.edu.br/cgt/article/view/1134791/7403-26518-1-PB.pdf)<https://periodicos.utfpr.edu.br/cgt/article/view/1134791/7403-26518-1-PB.pdf>
- Villasante, Tomás (1998). De las redes sociales a las programaciones integrales. Cuatro redes para mejor vivir 2. Buenos Aires: editorial Lumen/Humanitas.
- Walsh, , C. (2006). Lo pedagógico y lo decolonial entretejiendo caminos. *Revista de Economía Institucional*, 8(Weber 1947), 1-26.

Software

-