

Degree	Type	Year
2500260 Social Education	OT	3
2500260 Social Education	OT	4

Contact

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Teachers

Guillermo Sala Lorda

Teaching groups languages

You can view this information at the [end](#) of this document.

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

- Should tolerate certain stressful situations when working with groups who are often marginalized in society.
- Should be able to understand the sociocultural situation of the groups they are working with.
- 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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
- 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.

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 sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
7. Analyse the socio-historical evolution of different forms of marginalization and social exclusion.
8. Apply strategies and interventions to promote the autonomy and social integration of people at risk of exclusion.
9. Communicate using language that is not sexist or discriminatory.
10. Critically analyse the principles, values and procedures that govern the exercise of the profession.
11. Design and implement educational measures to prevent discriminatory attitudes and actions.
12. Design guidance programs for social inclusion and finding employment.
13. Design plans and programs for groups at risk of exclusion.
14. Explain the explicit or implicit code of practice of one's own area of knowledge.
15. Identify situations in which a change or improvement is needed.
16. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
17. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.

18. Learning to adapt the knowledge related to the educational sciences in order to intervene in the field of social re-education.
19. Maintaining an attitude of respect for practices and types of behaviour that address fairness and inclusion.
20. Planning and developing educational interventions with a variety of individuals and groups.
21. Promoting initiatives and programmes for the socio-professional development of individuals and groups for the purpose of their professional fulfilment and insertion.
22. Propose new experience-based methods or alternative solutions.
23. Understand legislation related to the integration of people with disabilities.
24. Understand the causes and consequences of social exclusion.
25. Understand the characteristics of the main disabilities.
26. Understand the role of a social teacher in the prevention and treatment of social exclusion.
27. Using guidance resources and strategies that promote the progressive participation of people.
28. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

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.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom	45	1.8	2, 7, 11, 13, 18, 20, 24, 26
Type: Supervised			
Supervised work	30	1.2	2, 4, 19
Type: Autonomous			
Individual study	70	2.8	

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
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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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Individual reflection on the contents of the subject	30	1	0.04	4, 7, 18, 24, 26
Supervised work	30%	1.5	0.06	2, 5, 7, 11, 12, 13, 18, 19, 20, 21, 23, 24, 25, 26
Written exam	40%	2.5	0.1	1, 3, 4, 6, 8, 9, 10, 14, 15, 16, 17, 22, 23, 24, 27, 28

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

The final grades will be published on the virtual campus.

THE CONTINUOUS EVALUATION SYSTEM WILL CONSIST OF TWO EXAMS THAT WILL COUNT 30% EACH IN RELATION TO THE TOTAL FINAL GRADE. THE DATES WILL BE 03/31/2025 AND 05/29/2025.

THE UNIQUE EVALUATION SYSTEM WILL CONSIST OF THE FOLLOWING:

- Carrying out a content control (exam) on 06.16.2025. Its value will be 60% of the total grade for the course.
- Delivery of an individual work on an intervention proposal based on any area worked on in the subject, to be presented on the day of content control (06.16.2025). Its value will be 40% of the total grade for the course.

RECOVERY OF BOTH THE SINGLE AND CONTINUOUS EVALUATION: 06.23.2025. The recovery will consist of a single test related to the contents of the subject.

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.

Language list

Name	Group	Language	Semester	Turn
(TE) Theory	3	Catalan	second semester	morning-mixed