

**COURSE DATA****Data Subject**

|                      |                 |
|----------------------|-----------------|
| <b>Code</b>          | 33497           |
| <b>Name</b>          | Social projects |
| <b>Cycle</b>         | Grade           |
| <b>ECTS Credits</b>  | 6.0             |
| <b>Academic year</b> | 2021 - 2022     |

**Study (s)**

| <b>Degree</b>                | <b>Center</b>              | <b>Acad. year</b> | <b>Period</b> |
|------------------------------|----------------------------|-------------------|---------------|
| 1311 - Degree in Social Work | Faculty of Social Sciences | 3                 | Second term   |

**Subject-matter**

| <b>Degree</b>                | <b>Subject-matter</b>                             | <b>Character</b> |
|------------------------------|---------------------------------------------------|------------------|
| 1311 - Degree in Social Work | 2 - Methods, models and techniques of social work | Obligatory       |

**Coordination**

| <b>Name</b>    | <b>Department</b>                     |
|----------------|---------------------------------------|
| SALES TEN, ANA | 350 - Social Work and Social Services |

**SUMMARY**

Descriptive summary of the asignatura:

The subject *Social Projects* combines the knowledge and competences acquired in the subjects belonging to the core subject Social Work: Concepts, Methods, Theories and Application with those acquired during *External Internship I*.

*Social Projects* provides a general vision of social work in its group and community fields of action, understood as their spaces for intervention. Students gain the necessary pre-professional theoretical and practical knowledge to guide their steps towards new intervention spaces. The term “project” is used to designate the purpose of doing something (goods or services) to satisfy needs or solve problems.



Upon completion of the subject, students will have the theoretical and conceptual skills used for the development of specific competences and their application (for example in *Diagnose and Assessment*, a fourth-year subject).

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

## OUTCOMES

### 1311 - Degree in Social Work

- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
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- Capacidad para interactuar con personas, familias, grupos, organizaciones y comunidades para conseguir cambios, para promocionar el desarrollo de los mismos y para mejorar sus condiciones de vida por medio de la utilización de los métodos y modelos de Trabajo Social, haciendo un seguimiento con regularidad de los cambios que se producen al objeto de preparar la finalización de la intervención.
- Capacidad para preparar, producir, implementar y evaluar los planes de intervención con personas y con profesionales negociando el suministro de servicios que deben ser empleados y revisando la eficacia de los planes de intervención con las personas implicadas al objeto de adaptarlos a las necesidades y circunstancias cambiantes.
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## LEARNING OUTCOMES

R.L.-9. It knows and it comprises críticamente the different theoretical perspectives and methodological in social work.

R.L.-10. It is able to analyse the nature of the relations between professionals and users, and the potentialities and difficulties that mark them, taking into account the relative appearances to the gender and the cultural diversity.

R.L.-11. It knows the main methods and technical for interactuar with individuals, families, groups and communities to promote changes, development and improve his vital opportunities.

R.L.-13. It knows and it comprises the ways to take part with people, families, groups, organisations and communities to help them to take decisions very based to near of his needs, circumstances, risks, preferential options and resources, and to promote the participation of the and the users in the processes and services of social work.

R.L.-16. It is able to apply the methods of assessment of the needs and the possible options to orient a strategy of intervention.

R.L.-17. It is able to design, implement and evaluate plans of intervention with the people attended and other professionals negotiating the use of services and review the efficiency of said plans.

R.L.-18. It is able to use the general technology of the management of projects of social intervention: analysis, diagnostic, planning, execution and evaluation.

## DESCRIPTION OF CONTENTS

1.

2.

3.

4.

## 5. SOCIAL PROJECTS IN THE TERRITORY



Practical cases. Best practices.

6.

## WORKLOAD

| ACTIVITY                                     | Hours         | % To be attended |
|----------------------------------------------|---------------|------------------|
| Theoretical and practical classes            | 60,00         | 100              |
| Attendance at events and external activities | 10,00         | 0                |
| Development of group work                    | 30,00         | 0                |
| Study and independent work                   | 15,00         | 0                |
| Readings supplementary material              | 15,00         | 0                |
| Preparation of evaluation activities         | 10,00         | 0                |
| Preparation of practical classes and problem | 10,00         | 0                |
| <b>TOTAL</b>                                 | <b>150,00</b> |                  |

## TEACHING METHODOLOGY

Educational methodology:

Lesson magistral participatory.

Debates and participatory discussions.

Activities of type expositivo: presentation of works.

Work colaborativo / work in team.

Preparation of conceptual maps and pictures sinópicos

Tutorías individual and grupales.

## EVALUATION

English version is not available



## REFERENCES

### Basic

- García Cabrero, Benilde (2007): Manual de métodos de investigación para las Ciencias Sociales. Un enfoque de enseñanza basado en proyectos. Manual modern.
- García Herrero, Gustavo A. & Ramírez Navarro, José Manuel (2006) Manual práctico para elaborar proyectos sociales Editorial Siglo XXI Madrid.
- Nirenberg, Olga (Coord.) (2003) Programación y evaluación de proyectos sociales: aportes para la racionalidad y la transparencia Editorial Paidós Buenos Aires
- Oliver, J. L., Ballester, L. y Orte, C. (2003). El análisis DAFO aplicado a la evaluación de necesidades en un contexto comunitario. Congreso Internacional de Convivencia Juvenil: repensar el conflicto. Recuperado de <http://www.doredin.mec.es/documentos/12040145REV.pdf>
- Sales Ten, A. (2017) Libro de apuntes docentes: Proyectos Sociales. Edita Tirant lo Blanch, Valencia.

### Additional

- Comisión Europea de Cooperación, E. O. (2001). Manual Gestión del Ciclo del Proyecto. Comisión Europea.
- Hamzaoui, M. (2004). El trabajo social desterritorializado. Transformaciones de la acción política en la intervención social. València: Universitat de València / Nau Llibres.
- Gómez Galán, M. y Cámara, L. (2003). Orientaciones para la aplicación del enfoque del marco lógico. CIDEAL. Recuperado de <http://www.fiadelso.org/PDF/otras-publicaciones/orientaciones-para-la-aplicacion-del-enfoque-del-marco-logico.pdf>
- Ortégón, E. (2005). Metodología del marco lógico para la planificación, el seguimiento y la evaluación de proyectos y programas (Vol. 42). United Nations Publications
- Martínez Martínez, J. L., y Aparicio Gómez, R. (2005). El ciclo del proyecto: diseño, gestión y evaluación de proyectos de inserción con inmigrantes. Universidad Pontificia Comillas (Madrid, España).
- Giménez Rodríguez, Silvia & Tardivo, Giuliano (Coord.) (2013). Proyectos sociales, creativos y sostenibles. Asociación Castellano-Manchega de Sociología. Toledo.
- Mallardi, M. W. y Cañizares, B. (2011). La aprehensión de la cuestión social en la práctica del trabajo social: Aportes para la elaboración de proyectos sociales en el ejercicio profesional. Portularia, 11, 15-21.
- Reducindo, I., Rivera, L. R., Rivera, J., Olvera, M.A. (2017) Integración de plataforma LMS y algoritmo de código abierto para detección y prevención de plagio en Educación Superior. Revista General de Información y Documentación 27 (2), 299-315. <https://revistas.ucm.es/index.php/RGID/issue/view/3197>
- Sarriá, J. F. y De Francisco, J. C. (2018). Ciberplagio académico: un tema de importancia. Lite ¡A tu alcance!, 68, 4-12. <https://es.calameo.com/read/00557874303bfa3c48182>



## ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

| FITXA D'ADDENDA DE LA GUIA DOCENT 2on quadrimestre CURS 2020-21 |                           |
|-----------------------------------------------------------------|---------------------------|
| Nom d'assignatura                                               | PROJECTES SOCIALS (33497) |
| Titulació                                                       | TREBALL SOCIAL            |

### 1. 1. CONTINGUTS CONTENIDOS CONTENTS

*Contents of the original teaching guide are maintained.*

### 1. 2. VOLUM DE TREBALL I PLANIFICACIÓ TEMPORAL DE LA DOCÈNCIA

*The activities and volume of work of the original teaching guide will be maintained.*

### 1. 3. METODOLOGIA DOCENT METODOLOGÍA DOCENTE TEACHING METHODOLOGY

*- The group will be subdivided into two and while one subgroup will continue in person, the other will do so by synchronous videoconference.*



- Individual tutorials will preferably be virtual.

*If sanitary situation imposes that all classes must be on-line, all sessions will be substituted for (select): materials in virtual Classroom, synchronous videoconferencing or registered presentations. Practical activities will guarantee the interaction with students by videoconference, forum or chat in virtual classroom. Teachers will communicate these adaptations through virtual classroom.*

#### **FOR VULNERABLE OR AFFECTED STUDENTS**

*Methodology will be adapted to the following activities no face-to-face (select):*

- Synchronous videoconferencing
- Individual works
- Tutorials through videoconference

#### **4. AVALUACIÓ EVALUACIÓN EVALUATION**

*The criteria of the teaching guide will be maintained regarding the estimation of each type of activity. For vulnerable or affected students, group activities qualification will be considered in individual activities.*

*In case that the sanitary situation impose that the final proof should be developed on-line, an evaluation by the following modality will be done(select):*

- Individual written exercise by opened development exam in a virtual classroom synchronous task.

#### **1. 5. BIBLIOGRAFIA**

*The bibliography of the guide*