

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

Code	33543
Name	Techniques of communication social
Cycle	Grade
ECTS Credits	4.5
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1311 - Degree in Social Work	Faculty of Social Sciences	4	First term

Subject-matter

Degree	Subject-matter	Character
1311 - Degree in Social Work	42 - Social communication techniques	Optional

Coordination

Name	Department
PINAZO HERNANDIS, SACRAMENTO	306 - Social Psychology

SUMMARY

Social Communication Techniques is a subject attached to the Department of Social Psychology, belonging to the Faculty of Psychology of the University of Valencia. It is inserted within the specialty PERSONAL, EDUCATIONAL AND FAMILY SUPPORT (Optional, 4.5 ECTS).

It is linked in a special way with the subjects:

"Psychological activity and human behavior", focused on the study of psychological processes that allow describing, predicting and explaining the cognitive and behavioral activity of the human being;
"Psychological development in the life cycle" whose objective is to train students in the relevant knowledge about psychological activity and behavior that characterizes the different stages of the life cycle; "Introduction to Social Psychology" and "Social interaction and communication in social work". Closely related to this objective, the course aims for the student to be able to apply the theoretical



contents to different vital and professional fields.

Social Communication Techniques is taught during the fourth year of the Degree in Social Work, having an academic nature as an optional itinerary subject, consisting of 4.5 theoretical-practical credits equivalent to 300 hours of student work. It will take place over 11 weeks and 2 sessions in the classroom, combining teacher presentations, individual and group exercises, seminars, and viewing and commenting on documentaries.

Social workers carry out their professional work with individuals, families, social groups and organizations with needs that require support to learn to manage their daily lives. Communication is a basic tool for social interaction, relationships with others, all of them explained in the subject of Social Communication Techniques.

Social Work professionals have one of their main modes of intervention in the professional relationship. Knowledge and development of skills related to interpersonal, group and public communication and communication is essential for proper professional performance. Social skills, as facilitators of the relationship with others, constitute a resource to be cultivated by the professionals themselves and to be promoted among the clients - recipients of social intervention.

The course program aims to facilitate the student to know and develop the necessary social and communication skills that allow effective and quality professional performance in relation to users and for the student to independently develop the communication skills necessary to communicate with other professionals, groups, collectives and / or entities both orally and in writing.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Given its optional training nature, there are no prerequisites before taking it.

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LEARNING OUTCOMES

R.A-9. Know the basic processes of interpersonal and group communication and the basic realities of communication.

R.A-10. Able to use verbal and non-verbal cues to guide the interpretation of communication processes at the interpersonal level.

R.A-11. She has acquired skills for interpersonal relationships in social work and professional activity.

R.A-12. It is capable of elaborating and developing adequate strategies to carry out an intervention in public.

R.A-13. Know and apply the main social skills both interpersonal and group level.

R.A-14. She knows how to identify the communication processes that must guide the principles of a correct psychosocial interview.

R.A-15. It is capable of energizing different groups with different objectives through learning the principles that guide the groups' process of social communication.

DESCRIPTION OF CONTENTS

1. THE COMMUNICATION PROCESS: FOUNDATION AND MAIN THEORETICAL MODELS

The first block is presented as an introduction to the basic elements of communication in order to know the essential aspects of the communication process.

- 1-Human communication
- 2-Theoretical models of human communication
- 3-Axioms of human communication
- 4-Cognition and communication



2. NON VERBAL COMMUNICATION AND VERBAL COMMUNICATION

1. NON-VERBAL COMMUNICATION (CNV)

1. 1.Kinesia
- 1.2. Proxemic
- 1.3. Paralinguistics
- 1.4. CNV and emotions. Facial expression

2. VERBAL COMMUNICATION (CV)

2. 1. Pragmatics of human communication
- 2.2. Communicative competence, pragmatic competence
- 2.3. Implications and speech acts.

3. SOCIAL SKILLS: ASSERTIVENESS

1. Social skills. Definition. Typology.
2. Teaching social skills
3. Assertiveness. Definition.
4. Teaching assertiveness. Assertive rights

4. PUBLIC SPEAKING TECHNIQUES

1. Techniques for public speaking: the speaker and the auditor
2. Techniques for public speaking: the discourse
3. Techniques for public speaking: the resolution of objections

5. COMMUNICATION IN THE PSYCHOSOCIAL INTERVIEW

- 1.Features and styles of the professional relationship
2. Communication in the helping relationship
3. The professional interview. Types. Steps. Aspects (CV and CNV) to consider

6. COMMUNICATION IN GROUPS

- 1-Communication and social interaction
- 2-Intragroup communication. Intergroup communication
- 3-Team communication. Small and large group communication
- 4-Communication and ICT. Communication and social networks.
- 5-Mediated communication and communication support. Alternative communication

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Attendance at events and external activities	1,50	0
Development of group work	8,00	0
Development of individual work	8,00	0
Study and independent work	14,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	8,00	0
Preparation of practical classes and problem	5,00	0
Resolution of case studies	6,00	0
Resolution of online questionnaires	2,00	0
TOTAL	112,50	

TEACHING METHODOLOGY

The activity developed in this subject will combine different teaching methodologies depending on the objectives set and the diversity of forms of work proposed in it: oral presentations by the teacher (master classes), teamwork in the classroom, seminars, and complementary activities.

The sessions will be developed in a dynamic and participatory way.

-PARTICIPATIVE MASTER LESSON. Teaching exhibition:

The teachers' dissertations will be supported by the new ICTs, and by different audiovisual media (Videos, documentaries).

Through these exhibitions, the teachers will introduce the different didactic units, the sessions that compose them, the objectives and skills to be acquired and the different group practices.

-PARTICIPATORY DEBATES AND DISCUSSIONS. Group practices:

In each didactic unit group practices of two types will be developed:

a) small group (PG).



b) large group (GG)

-Individual practical exercises

-EXPOSITIVE ACTIVITIES. BY THE TEACHER (EXHIBITION OF TOPICS, SEMINARS); BY THE STUDENT (EXHIBITION OF INDIVIDUAL OR GROUP WORKS)

-PRACTICAL ACTIVITIES: ROLE PLAYING, CASE RESOLUTION, WORKSHOPS

-INDIVIDUAL AND / OR GROUP PRESENTATION AND / OR VIRTUAL TUTORIZATION

-DEVELOPMENT OF CONCEPTUAL MAPS AND SUMMARY TABLES

-During the course development, the students will exercise in:

Documentation search.

Problem resolution.

Interview techniques.

Thematic exhibitions.

Debate management.

Essay writing and reports.

Critical viewing of audiovisuals: films and documentaries.

EVALUATION

The purpose of the evaluation of this subject is that the students:

-demonstrate the knowledge of communication techniques acquired

-be able to use communication procedures and techniques, and

-be able to search for information and work with it



The evaluation will take into account:

- The continuous evaluation of the work done by the students throughout the course.
- Carrying out test-type tests aimed at verifying the most specific knowledge.
- The attendance and participation of the students will be valued both in classroom classes, tutorials and complementary activities (seminars, etc.).

The rating system will comply with current legislation.

Taking into account the general criteria established in the design of the studies of the Degree in Social Work, the evaluation (in 1 and 2 call) will be based on:

- Continuous evaluation of the work carried out by the students throughout the course, especially with regard to individual work competencies, the identification of key concepts and processes, as well as the preparation and resolution of exercises and problems. Weighting between 0.0 and 30.0. This activity is mandatory and not recoverable.
- Objective tests type tests that allow evaluating a broad base of knowledge and differentiating at different levels of acquisition of skills and deepening of knowledge. Weighting between 0.0 and 40.0
- Evaluation of practical assumptions. Weighting between 0.0 and 20.0. This activity is mandatory and not recoverable.
- The attendance and participation of the students will be valued both in the classroom sessions, in the tutorials, and in the complementary activities. Weighting between 0.0 and 10.0. This activity is non-recoverable.

Attendance at the Complementary Training Activity approved by the CAT programmed for the course for the itinerary / mention Personal, Educational and Family Support, is part of the evaluation and is an evaluable activity and is considered one of the training activities of Autonomous Work of the Student.



The evaluation of students who have not attended classes during the course (in 1 and 2 call) will be based on:

- Objective test type test.

Weighting between 0.0 and 70% of the total grade

REFERENCES

Basic

- BERJANO, E. & PINAZO, S. (2001): Interacción social y comunicación. València: Tirant lo Blanch.
- BERMEJO, J. C. (1998). Apuntes de la relación de ayuda. Santander: Sal Terrae.
- CIBANAL, J. et alii (2006). Técnicas de comunicación y relación de ayuda en ciencias de la salud. Madrid: Elsevier.
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- PERPIÑÁ, C (Coor) (2012). Manual de la entrevista psicológica. Saber escuchar, saber preguntar. Madrid: Pirámide.
- SHELTON, N. & SHARON, B. (2006). Haga oír su voz sin gritar. Asertividad. Madrid: Fundación Confemetal.
- SPERBER, D. & D. WILSON (1994): La relevancia. Madrid: Visor.
- TREVITHICK, P. (2002). Habilidades de comunicación en intervención social. Madrid: Narcea.

Additional

- BERJANO, E.; PINAZO, S. & BERJANO, E. (2001): Interacción social y comunicación. Prácticas y ejercicios. València: Tirant lo Blanch.
- SMITH, M. J. (1981). Cuando digo no, me siento culpable. Barcelona: Grijalbo.
- KELLY, J. A. (1987). Entrenamiento en habilidades sociales. Madrid: Desclee de Brouwer.
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- FERNSTERHEIM, J. (1982). No digas sí cuando quieres decir no. Barcelona: Grijalbo.
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- ÁLVAREZ, J. T. (1987). Historias y modelos de la comunicación en el siglo XXI. Barcelona: Ariel.
- GOFFMAN, E. (1971). Ritual de la interacción. Buenos Aires: Tiempo Contemporáneo.
- FERNÁNDEZ DOLS, J. M. (1994). El comportamiento no verbal. En J. F. Morales (ed.): Psicología social. Madrid: McGraw-Hill.
- CASTANYER, O. (1996). La asertividad: expresión de una sana autoestima. Bilbao: DDB.
- GIL, F.; LEÓN, J. M. & JARANA, L. (coord.) (1995): Habilidades sociales y salud. Madrid: Eudema.
- GIL, F. & LEÓN, J. M. (1998). Habilidades sociales. Teoría, investigación e intervención. Madrid: Síntesis.
- MARTÍNEZ, A. & MARROQUIN, E. (1997). Programa DEUSTO 14-16. Desarrollo de las habilidades sociales. Bilbao: Mensajero.
- MEDINA, S.; LEÓN, J. M. & GIL, F. (2000). El entrenamiento en habilidades sociales: un instrumento para la integración social de personas ciegas y deficientes visuales. Sevilla: Universidad y Cooperación.
- MONJAS, I. (1993). Programa de enseñanza de habilidades de interacción social (PEHIS). Madrid: CEPE.
- MONJAS, I. (2007). Cómo promover la convivencia. Programa de asertividad y habilidades sociales. Madrid: CEPE.
- OLZA, M. (1994). Habilidades sociales. En J. F. Morales & M. Olza: Psicología social y trabajo social. Madrid: McGraw-Hill.
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- AUSTIN, J. L. (1982). Cómo hacer cosas con palabras, Barcelona: Paidós.
- SEARLE, J. R. (1969). Actos de habla. Madrid: Cátedra, 1980.
- SEARLE, J. R. (1975). Una taxonomía de los actos ilocucionarios. Teorema, VI (1): 43-77.
- NGUYEN, K, MURILLO, G, KILLEN, R & JONES, L. (2017). Presentaciones memorables. Crea experiències úniques que cautiven a tu audiència. Barcelona: Urano.

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 1r quadrimestre CURS 2020-21

Nom d'assignatura	TECNICAS DE COMUNICACION SOCIAL
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Titulació	TRABAJO SOCIAL
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1. CONTINGUTS

Contents of the original teaching guide will be maintained.

2. VOLUM DE TREBALL I PLANIFICACIÓ TEMPORAL DE LA DOCÈNCIA

The activities and volume of work of the original teaching guide will be maintained. The planning of sessions will be specified at the beginning of the season.

3. METODOLOGIA DOCENT

- Practical activities and collective tutorials in face to face sessions.

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:

- Individual works*
- Tutorials through videoconferencing*
- Individual projects*

4. AVALUACIÓ

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 addition of activities of continuous evaluation.

5. BIBLIOGRAFIA

The bibliography of the guide will be maintained. If the sanitary situation imposes shutdown of libraries, teachers will facilitate materials of support in virtual classroom.