



COURSE DATA

Data Subject

Code	34426
Name	Group and community intervention
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1310 - Degree in Sociology	Faculty of Social Sciences	2	First term
1924 - Double Degree Prog. Sociology-Political and Public Administration Sciences	Faculty of Law	3	First term
1925 - Double Degree Prog. Sociology-Political and Public Administration Sciences	Faculty of Social Sciences	3	First term

Subject-matter

Degree	Subject-matter	Character
1310 - Degree in Sociology	18 - Group and community intervention	Obligatory
1924 - Double Degree Prog. Sociology-Political and Public Administration Sciences	4 - Year 3 compulsory subjects	Obligatory
1925 - Double Degree Prog. Sociology-Political and Public Administration Sciences	4 - Year 3 compulsory subjects	Obligatory

Coordination

Name	Department
VAZQUEZ CAÑETE, ANA ISABEL	350 - Social Work and Social Services



SUMMARY

Group and Community Intervention (6 ECTS credits) is a compulsory subject that takes place in the first quarter of the second academic year of the degree in Sociology. It is part of the module Social Sciences, which includes core subjects such as Social Psychology, Political Science, History, Anthropology or Economy. The function of this module is to provide students with a multidisciplinary overview of Sociology.

It is a theoretical and practical subject which introduces students to Group and Community Intervention, related to possible professional career opportunities.

It will provide students with the basic tools and techniques needed to develop the necessary skills for the practice of group and community intervention. Together with other subjects of the degree, it enables students to achieve the objective of designing programmes of social intervention for the improvement of social conditions and the perspective of human development regarding freedom, tolerance, plurality and solidarity as well as equality between men and women.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Relationship with other subjects of the same degree

No enrolment restrictions have been specified.

Other types of prerequisites

It is advisable (however not mandatory) that students have taken the following subjects: Methods and Techniques of Social Investigation, Sociology, Social Psychology, Political Science, Social Anthropology and Contemporary Social Politics.

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1310 - Degree in Sociology

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.



- 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.
- Write reports and diagnoses on social problems.
- Design and implement plans and programmes aimed at addressing social problems and evaluating their results.
- Work in a team with a multidisciplinary perspective.
- Clearly communicate theories, problems and proposals of a sociological nature, both orally and in writing, using new information and communication technologies.
- Respect and promote the principles of fundamental rights, gender equality, equal opportunities and non-discrimination, democratic values and sustainability.
- Learn independently and develop initiative in the field of sociology.
- Develop gender perspective and integrate it into the study of social reality.
- Know and use secondary data sources useful for sociology.
- Analyse social phenomena adopting a multidisciplinary perspective (sociological, psychosocial, economic, political, historical and anthropological).
- Know the tools needed to create, implement and evaluate public policy programmes and social intervention projects.
- Know the institutions of the welfare society that contribute to safeguarding social rights.
- Understand the cultural diversity of societies.
- Know the tools to intervene in situations of social crisis and conflicts.
- Identify and measure social vulnerability factors.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

Upon successful completion of the subject, students must be able to:

Describe and explain the analytical possibilities of concepts: community, society, groups, associations, social networks.

- Develop and implement community assessments.
- Discover, identify, assess and develop strategies of intervention.



- Develop community intervention projects from the methodology of the logical framework approach.
- Identify and analyze the limits of the methodology of the logical framework approach.
- Analyze the challenges to community programs generates its implementation on the territory and population, identifying good practices.
- Identify and evaluate the basic conditions that have to be given a territory to perform group and community interventions: methods and strategies, financial and human resources.

DESCRIPTION OF CONTENTS

1. Social intervention and the gender perspective in social intervention. Social networks.

- Key concepts: community, society, groups, associations, social networks.
- Process and procedures in social intervention: organization, development and participation.
- The gender perspective in social intervention.
- Concept of social networks.
- Systems of formal and informal support.

2. Concept and types of group work. Group intervention.

- Concept and types of group work.
- Group intervention.
- The entry of professionals into the social environment of intervention: immersion. Getting to know and contact; the community monograph.
- Work with community groups.

3. Theoretical models of community social intervention.

- Theoretical models of community social intervention.
- Difference between Research Action and Research Participatory Action.

4. Social work in the community territory and development. Community participation in the process of community intervention.

- Definition of community development.
- Participation of the community in the process of community intervention: participative methodologies.
- Identification of individuals and social actors in the processes of community intervention.



5. Design and elaboration of social intervention programmes.

- Phase of the design of a participatory process: constitution of the motor group and follow-up commission.
- Participatory diagnosis.
- Identification of proposals or strategies of action.

6. Evaluation in the processes of Community Intervention.

- Participative evaluation, learning from experience and empowerment.
- Evaluation aspects: key criteria for evaluation.
- Axiological aspects of evaluation and strengthening of organizations.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Attendance at events and external activities	5,00	0
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	15,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	15,00	0
Preparing lectures	15,00	0
Preparation of practical classes and problem	5,00	0
Resolution of case studies	10,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The teaching methodology used is a combination of different teaching-learning techniques: lectures, group work in class, seminars and complementary activities.

- . Participatory lecture.
- . Oral presentations by the students.
- . Case studies. . Debates.



- . Cooperative work.
- . Search documentary and statistical data.
- . Discussion sessions and group analysis from materials such as films, documentaries, exhibitions, conferences, etc..
- . Reading, synthesis, analysis and criticism of texts.
- . Performing exercises.
- . Attendance and active participation in workshops, seminars and conferences.
- . Individual and group counseling, monitoring and supervision mentoring.

EVALUATION

The grading system will be based on continuous assessment of individual and group work carried out throughout the course, especially regarding the acquisition of competences and the identification of key concepts. Active participation in class will be positively considered.

- a. 50% of the final grade will correspond to practical exercises, and the group assignment on the diagnosis and the elaboration of a project of community intervention.
- b. 50% of the final grade will correspond to the final examination.

Students must obtain at least 5 points (over 10) for each of the blocks in order to pass the subject.

REFERENCES

Basic

- Barbero, Josep Manuel y Cortés, Ferran. Trabajo Comunitario, organización y desarrollo social. Alianza Editorial, Madrid, 2005.
- De Robertis, Cristina y Pascal, Henry. La intervención colectiva en trabajo social. La acción con grupos y comunidades. El Ateneo, Buenos Aires, 1994.
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- Guies operatives per als exercicis pràctics en classe.
- De la Riva, Fernando y Moreno, Antonio. "Redes asociativas". Cuadernos prácticos, núm.4,2010.
- Sluzki, Carlos E. La red social: frontera de la práctica sistèmica. Gedisa, Barcelona, 1996
- Segarra, Marta (ed.) Repensar la Comunidad. Desde la literatura y el género. Icaria, Barcelona, 2012.

Additional

- De la Red, Natividad y Rueda, Daniel. Intervención social y demandas emergentes. Editorial CCS, Madrid, 2003.
- Del Valle, Teresa. Andamios para una nueva ciudad. Lecturas desde la antropología. Feminismos, Cátedra, Madrid, 1997.
- García Herrero, Gustavo A; Ramírez Navarro, José Manuel. Manual práctico para elaborar proyectos sociales. Siglo XXI Madrid, 2006.
- González Gómez, Lara. La evaluación en la gestión de proyectos y programas de desarrollo. Una propuesta integradora en agentes, modelos y herramientas. Gobierno Vasco, Vitoria, 2005.
- Marchioni, Marco. La acción social con y en la comunidad. Certeza, Zaragoza, 2004.
- Martínez, Eva ; Peña, Lucía. Redefiniendo el trabajo comunitario. Escuela Universitaria de Trabajo Social de la UPV/EHU, Vitoria- Gasteiz, 2010.
- Mejed Hamzaoui. El trabajo social territorializado. Las transformaciones de la acción pública en la intervención social. Nau llibres, Universitat de València, 2005.
- Murguialday, Clara y Vázquez, Norma. Un paso más. Evaluación del impacto de género. Ed. Cooperació, Barcelona, 2005.
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- Zastrow, Charles H. Trabajo Social con grupos. Paraninfo, Madrid, 2008.
- Buades, J., y Giménez, C. (Coord.) (2013). Hagamos de nuestro barrio un lugar habitable. Manual de intervención comunitaria en barrios. Valencia: Tirant lo Blanch. Disponible en línea hasta finales de abril de 2016 AQUÍ (última fecha de consulta: 25 enero 2017)

ADDENDUM COVID-19



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

1. CONTENTS

Contents of the original teaching guide will be maintained.

2. VOLUME OF WORK AND TEMPORARY PLANNING OF TEACHING

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 semester.

3. TEACHING METHODOLOGY

The course will consist of face to face sessions, as well as practical activities established in the original teaching guide. Individual tutorials will be preferably individuals.

If sanitary situation imposes on-line classes, all sessions will be substituted for: materials in virtual classroom, synchronous videoconferencing or registered presentations. Practical activities will guarantee the interaction with students by video conference, forum, chat or TIC tools in virtual classroom. Teaching team will communicate these adaptations through virtual classroom.

Regarding affected or vulnerable students: In these cases, the methodology will be adapted to the following non face-to-face activities: individual works, individual projects, study of specific bibliography or tutorials through video conference as well as other options, established by the teaching team according to specific individual circumstances.

4. EVALUATION

The criteria of the teaching guide will be maintained regarding the estimation of each type of activity.

In the event that the sanitary situation requires that the final test should be developed on-line, the following evaluation will be proposed: individual written test asynchronous in virtual classroom.

For vulnerable or affected students, the proportion of qualification of the evaluable group activities will be transferred to individual activities.



5. BIBLIOGRAPHY

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

