

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

Code	43320
Name	Psychological intervention techniques in the social and community spheres
Cycle	Master's degree
ECTS Credits	5.5
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
2151 - M.U. en Intervenciones Psicológicas en ámbit. social. 12-V.2	Faculty of Psychology and Speech Therapy	1	First term

Subject-matter

Degree	Subject-matter	Character
2151 - M.U. en Intervenciones Psicológicas en ámbit. social. 12-V.2	2 - Strategies, techniques and resources applied to psychological intervention in social spheres	Obligatory

Coordination

Name	Department
BENEDITO MONLEON, MARIA DESAMPARADOS	306 - Social Psychology
HERRERA TORRES, MARINA	306 - Social Psychology
ROMAN ROJAS, FRANCISCO	306 - Social Psychology

SUMMARY

The Psychological Intervention Techniques course in social and community has a total of 5.5 credits theoretical and practical. This subject is part of the second module of the Master "Strategies, techniques and resources applied to Psychological Intervention in social settings." He taught in the first semester of the first Master's course.

This subject aims to familiarize students with the knowledge and skills necessary to be able to intervene, as competent professionals in situational crises.

Students will receive general knowledge about situational crises and major strategies to address it. Also, the emphasis is on skills that the professional must possess to successfully manage these crises.

Specifically it is intended that students acquire specific training in various techniques and group dynamics used in the psychological intervention in social, community and organizational areas. Also



students will know relevant aspects for groups such as leadership and management skills. Knowledge of these techniques will allow students to develop their work more effectively.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

To have completed the subject : theoretical and methodological bases of psy. intervention in social areas

OUTCOMES

LEARNING OUTCOMES

1. Acquire the skills to work in a holistic, tolerant and sensitive, guaranteeing the rights, beliefs and desires of users and their families.
2. Learn to properly use various interaction tools appropriate for each of the social contexts in which professionals must perform their work.
3. Knowing coping skills and symptom control problems.
4. Knowing how to use the asertividad as an effective method to deal with the difficulties of interaction.
5. Get skills in developing the ability to establish interpersonal communication.
6. Get skills in the use of empathic abilities.
7. Know how to use group techniques in different contexts.
8. Knowing how to use techniques to improve the functioning of groups in organizations.
9. Know the main managerial skills in the organizational context.
10. Knowing and applying the techniques of negotiation.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	42,00	100
Tutorials	18,00	100
Development of group work	12,50	0
Development of individual work	10,00	0
Study and independent work	9,00	0
Readings supplementary material	9,00	0
Preparation of evaluation activities	7,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	10,00	0
Resolution of case studies	15,00	0
TOTAL	142,50	

TEACHING METHODOLOGY

The methodology is classified into 4 different sections:

a) Group learning with the teacher.

This methodology will be used in lectures, because this model offers the possibility of have an overview of the topic and highlight key concepts to be understood. Also It will be indicate to students the most recommended resources for further deepening of student preparation in the subject.

The strategy used in the practical sessions and activities is to work in small groups. This strategy is more useful than other methods to achieve three objectives: the development of communication skills, development of intellectual and professional skills and personal growth.

b) The individual study.

The purpose is to guide student in learning-oriented activities. The activity will focus on search, location, analysis, processing and presentation of the worked information.

c) Tutorials.

Tutorials will be made individually and in small groups to solve problems, directing work, etc.. If possible, will be used the Virtual Classroom forum to facilitate consultations and clarifications that can be of interest to the working groups.

In short, the teaching-learning methodology is as follows:

Teaching is delivered through a system of lectures, both theoretical and practical seminars, workshops and other activities proposed by the teachers. Also, teaching is complemented with the non-presential, with the elaboration of individual and group works, which encourages self and group work and tutorials, in which teachers guide students in building their knowledge. The guide in the preparation of the work, resolve doubts or difficulties related to the subject.



- Virtual Classroom (<http://pizarra.uv.es>). In this virtual space, students can find documents, information and news relevant for the subject.

Finally, the most used and most notable activities will be: case studies (both real, such as using news releases, and simulated), resolution of exercises and problems, problem-based learning, the project-oriented learning and cooperative learning using interdisciplinary groups in practice sessions, and work group.

EVALUATION

The evaluation of the course will be based on two complementary approaches: performance evaluation and assessment of the learning process.

The evaluation of the results was made at the end of the module using a multiple-choice test with four answer choices. The review will provide for 40% of grade (4 points).

Process evaluation (continuous assessment) will be made by the activities and work (individual and / or group) from the classroom and / or beyond. This section will constitute 60% of the note (6 points).

The activities and tasks may include:

- Readings of recommended texts and subsequent critical analysis.
- Practices held in the classroom and preparing reports.
- Literature reviews.
- Exhibitions and debates in the classroom.
- Seminars, lectures, visits, cineforum.
- Resolution of scenarios and case studies.
- Work on implementing the contents of the subjects.
- The work of empirical research on the content of the course.
- Group work that will be presented in class.

Be prerequisite for overcoming this course have obtained a minimum score of 2 out of 4 in the final examination (evaluation of results) and 3 out of 6 in the activities and work. Attendance at lectures and tutorials is compulsory concerted (80%).

REFERENCES

Basic

- Canto, J. (2006) Psicología de los grupos. Estructura y procesos. Málaga:Ed.Aljibe.
- Huici, C. y Morales, J.F. (Dirs.) (2004): Psicología de Grupos II: Métodos, técnicas y aplicaciones. Madrid: UNED
- Marín, M. y Troyano, Y. (2006). Trabajando con Grupos: Técnicas de intervención. Pirámide: Madrid.
- French, W.L y Bell, C.H. (1996). Desarrollo Organizacional: Aportaciones de las ciencias de la conducta para el mejoramiento de la organización. Mexico: Prentice-Hall HispanoamericanaT
- Gil, F. (2004). Liderazgo y dirección. En F. Gil y C. M^a. Alcover (Comps.). Introducción a la Psicología de las Organizaciones. Madrid: Alianza Editorial.



Puchol, L. (2007). El libro de la negociación. Madrid: Díaz de Santos.

Rubin, B. y Bloch E. L. (2001) Intervención en crisis y respuesta al trauma. Teoría y práctica. Bilbao: Desclee de Brouwer.

Additional

- Huici, C. y Morales, J.F. (Dirs.) (2004): Psicología de Grupos II: Métodos, técnicas y aplicaciones. Madrid: UNED
- Marín, M. y Troyano, Y. (2004). Trabajando con Grupos: Técnicas de intervención. Pirámide: Madrid.
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- Stewart, G., Manz, Ch. Y Sims, H. (2005). Trabajo en equipo y dinámica de grupos. Mexico: Limusa
- Tschorne, P. (1997). Dinámica de grupo en trabajo social, atención primaria y salud comunitaria. Salamanca: Amar
- Trechera, J.L. (2003). Trabajar en equipo; talento y talante: técnicas de dinámica de grupos. Bilbao: Desclee de Brouwer
- Wheelan, S. (2005). The handbook of group research and practice. London: Sage.
- Oscá, A. (Ed.). Psicología de las Organizaciones (2004). Madrid: Sanz y Torres.
- Yukl, G. (2002). Leadership in Organizations. Upper Saddle River: Prentice Hall
- San Juan F Guillen, C. (1996). Intervención psicosocial: elementos de programación y evaluación socialmente eficaces. Barcelona: Antropos.

ADDENDUM COVID-19

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

English version is not available

ADENDA COVID-19 EN CASO DE REBROTE Y CIERRE TEMPORAL DE AULAS

1. CONTENIDOS

No cambian respecto a la guía docente

2. VOLUMEN DE TRABAJO Y PLANIFICACIÓN TEMPORAL DE LA DOCENCIA



Se mantiene el volumen de trabajo en relación a los créditos ECTS marcados en la guía docente original.

3. METODOLOGIA DOCENTE

La asignatura se adaptará al modelo de docencia híbrida por el cual se impartirá docencia presencial y docencia online en semanas alternas. La docencia online será principalmente sincrónica en el horario establecido de la materia.

En caso de no poder seguir con la docencia presencial debido a la situación sanitaria, se seguirá con la totalidad de docencia online, utilizando los distintos recursos del aula virtual y de otras plataformas disponibles: videoconferencias grupales en horario de clase, subida de materiales (power point con audio, esquema, temas desarrollados), entrega de tareas.

- Subida de materiales al Aula Virtual.
- Propuesta de actividades por Aula Virtual.
- Videoconferencia sincrónica y/o asincrónica por BBC.
- Power points o material didáctico realizado por el profesor.
- Debates en el fórum del Aula Virtual.
- Problemas o ejercicios resueltos.
- Tutorías por videoconferencia, aula virtual, correo, etc.

Evaluación

Se mantiene el sistema de evaluación de la guía docente.

Bibliografía

La misma que aparece en la guía docente