In addition to the general offer of courses taught in English, some Centers also offer for incoming students English Friendly Courses (EFC): subjects taught in Spanish, in which the syllabus summary, lecturer tutoring, examinations and/or papers are available in English.

<table>
<thead>
<tr>
<th>FACULTY OF LABOUR RELATIONS AND SOCIAL WORK. ÁLAVA</th>
<th>SEMESTER</th>
<th>CREDITS</th>
<th>SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>25945 Sociología y Trabajo Social</td>
<td>Sep. 2020- Jan. 2021</td>
<td>6</td>
<td>M</td>
</tr>
<tr>
<td>25935 Metodología cuantitativa de investigación social</td>
<td>Sep. 2020- Jan. 2021</td>
<td>6</td>
<td>M</td>
</tr>
<tr>
<td>25965 Animación Sociocomunitaria</td>
<td>Sep. 2020- Jan. 2021</td>
<td>3</td>
<td>M</td>
</tr>
<tr>
<td>25933 Trabajo Social Comunitario</td>
<td>Sep. 2020- Jan. 2021</td>
<td>6</td>
<td>A</td>
</tr>
<tr>
<td>25934 Diseño y evaluación de proyectos sociales</td>
<td>Jan. 2021- May 2021</td>
<td>6</td>
<td>A</td>
</tr>
<tr>
<td>25932 Trabajo Social con Grupos</td>
<td>Jan. 2021- May 2021</td>
<td>6</td>
<td>M</td>
</tr>
<tr>
<td>25929 Habilidades sociales y de la comunicación para el trabajo social</td>
<td>Jan. 2021- May 2021</td>
<td>6</td>
<td>M</td>
</tr>
<tr>
<td>25953 Aproximación a la realidad profesional</td>
<td>Jan. 2021- May 2021</td>
<td>6</td>
<td>A</td>
</tr>
</tbody>
</table>
ECTS: 6
TEACHING GUIDE 2018/19
Annual and optional. It comes under the group of "Community Development" subjects, which provide training focused on the community and social action. It covers the mobilisation of social links with the aim of weaving spaces for harmonious coexistence and opportunities for collective action.

SCA is considered an essential element of Social Work. It sets out to acquire skills, a critical vision and sufficient knowledge to recognise ways that help to strengthen social groups and the dynamics of community development.

LEARNING SKILLS
- Work and evaluate, jointly, people, their needs and circumstances, constituting relations as the main resource in community intervention and development.
- Acquire and apply knowledge of the basis, methodology, models and techniques, with the aim of analysing problematic situations, diagnosing, planning, carrying out and evaluation SCA practice.
- Develop the knowledge and techniques for guidance and support to people with the aim of promoting the effective respect of their rights and duties as citizens, creating the conditions for empowerment, the achievement of personal autonomy and the drive of citizens’ initiatives within the framework of the community.
- Learn how to design, implement and evaluate social projects, programmes, plans and policies at the different levels, sectors and areas of socio-community action.
- Foster social responsibility and professional ethics, applying quality criteria and professional supervision protocols.
- Learn about social resources and their legal framework, with the aim of fostering critical reflection that allows the creation of strategies to improve the organization, management, direction and coordination of communities.
- Research and systematise the information provided by professional practice to innovate and improve professional strategies and make progress in the development of SCA, encouraging the exchange and transmission of the knowledge acquired.
- Develop the skills needed for the profession of facilitator, with emphasis on the capacity for critical reflection, analysis, communicative and relational skills, teamwork and networking, introducing the perspectives of gender, interculturality, public spaces in the rural and urban contexts, etc.

LEARNING OUTCOMES:
> Learn about the principles of SCA and its main characteristics, and identifying them within the reality of a particular territory.
> Apply theoretical and practical criteria around SCA, as well as strategies for analysis and reflection on SCA processes and mechanisms.
> Learn about channels and initiatives that favour SCA.
> Prepare and present a study on a specific initiative.
THEORETICAL-PRACTICAL CONTENT
The notion of leisure and free time from community involvement
The history of SCA in the mission/vision of a constituting social service.
Eco-territory: The physical space, amenities, and citizen profile suitable for facilitation and community development.
Methodology: The process. Volunteers: characteristics, recruitment strategies.
The Media and Communication Techniques for awareness creation, facilitation and involvement of the community.

ASSESSMENT
Continuous assessment
- Attendance required at least 80% of the sessions.
  - Individual work: %40
  - Group work: %60

The information is in eGela.

The grades for the work successfully passed will be kept for the extraordinary call within the same academic year.
In any event, the student will be entitled to a final assessment, if he/she presents his/her withdrawal within 18 weeks (maximum).

Final assessment
  - Final written exam (40% of the final grade)
  - Theoretical-practical in-depth study (60%).
A pass must be obtained in both tests.

Withdrawal from the call:
Non-presentation on the official date set for the exam will mean automatic withdrawal from the same (art. 12.3).
## COURSE GUIDE 2020/21

**Faculty**  
160 - Faculty of Labour Relations and Social Work. Álava Department

**Degree**  
GTRABA10 - Bachelor’s Degree in Social Work

**Cycle**  
Not Applicable

**Year**  
Third year

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## COURSE DESCRIPTION

**DESCRIPTION OF THE SUBJECT: COMMUNITY SOCIAL WORK**

The objectives pursued with this subject are several: a) the study of the community as an object and subject of intervention in Social Work; b) the location of Social Work in its wider context of intervention; c) knowledge of the methodology of community intervention; and d) learning about different community intervention experiences, preferably in the context closest to the student.

Given the holistic nature of the module, the subject of Community Social Work, taught in the first term, is coordinated with that of Project Design and Evaluation, taught in the second term. This is done through a diagnosis of a social and community nature that later takes the form of a social project. In this way a work theme is proposed annually, which is dealt with in more detail during the third year of the degree course, in the two initial phases of the method of social work based on social reality and in the laboratory for the assessment phase.

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

### COMPETENCES

Specific competences:

Understand the link and interaction between the individual-family, group and collective dimensions of social work, and the theoretical and methodological basis of community intervention. Critical reflection on the social environment. Identify the object, subjects and objectives of community social work. Acquire instruments to revitalise the social fabric. Learn to make a participative community diagnosis. Understand the importance of multidisciplinary work and work in community intervention networks.

## COURSE CONTENTS, THEORETICAL & APPLIED

### THEORETICAL-PRACTICAL CONTENT

The subject covers the following theoretical-practical content:

Subject 1. Introduction to Community Social Work  
Subject 2. Theoretical basis of Community Social Work  
Subject 3. The community dimension of Social Work  
Subject 4. Methodology and application

## TEACHING METHODS

### METHODOLOGY

The subject is taught in three formats:

a) Theoretical sessions (45 hours, 3 per week)  
b) Practical sessions (15 hours, 1 per week)  
c) Tutorials

In a cross-cutting way, the subject covers the gender perspective, the human rights approach, social and environmental sustainability and participation.

## TYPES OF TEACHING

<table>
<thead>
<tr>
<th>Types of teaching</th>
<th>M</th>
<th>S</th>
<th>GA</th>
<th>Gl</th>
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<th>TI</th>
<th>GCA</th>
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<tbody>
<tr>
<td><strong>Hours of face-to-face teaching</strong></td>
<td>45</td>
<td>15</td>
<td></td>
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<tr>
<td><strong>Hours of student work outside the classroom</strong></td>
<td>67,5</td>
<td>22,5</td>
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**Legend:**  
M: Lecture-based  
S: Seminar  
GA: Applied classroom-based groups  
Gl: Applied laboratory-based groups  
GO: Applied computer-based groups  
GCL: Applied clinical-based groups  
TA: Workshop  
TI: Industrial workshop  
GCA: Applied fieldwork groups
### Evaluation methods

- Continuous evaluation
- End-of-course evaluation

### Evaluation tools and percentages of final mark

- Individual assignments  30%
- Teamwork assignments (problem solving, Project design)  70%

### ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

**ASSESSMENT SYSTEM**

This subject is under continuous assessment.

On one hand, the student has to carry out a community diagnosis in groups of 4 and hand it in at the end of the subject period.

**TOOLS AND GRADING PERCENTAGES**

a) Group work on community diagnosis: 70%

b) Critical reflection on three texts related to the subject: 30%

**PROCEDURE FOR REQUESTING FINAL ASSESSMENT**

"In all cases the student will have the right to be assessed via the final assessment system, regardless of whether he/she has participated in continuous assessment. To do so, the student must present his/her withdrawal from continuous assessment in writing to the professor(s) responsible for the subject. He/she will have 9 weeks for termly subjects and 18 weeks for annual ones, starting from the beginning of the term or year (respectively), in accordance with the centre's academic calendar. The teaching guide for the subject may set a longer period" (art. 8.3.).

The requirements for students who choose the final assessment system are the same as indicated: three individual essays based on texts related to the subject and a community diagnosis, which in this case will also be individual.

**NOTE:**

In case of having to do the evaluation online due to COVID-19, both for the continuous assessment and the final assessment system, the requirements (individual / group)are the same and they will be delivered through EGela (online platform), at the same day and time provided in the ordinary and/or extraordinary call.

**WITHDRAWAL FROM THE CALL**

In the case of continuous assessment: "a student may withdraw from the call in a period that, as a minimum, will be up to one month before the completion date of the teaching period for the corresponding subject. This withdrawal must be presented in writing to the professor(s) responsible for the subject" (art. 12.2).

In the case of final assessment: "non-presentation at the examination on the official exam date will mean the student desists from the corresponding call" (art. 12.3).

### EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

In the extraordinary call, the same evaluation system established for the ordinary call will be maintained.

**MANDATORY MATERIALS**

Subject notes are not delivered. Instead, the basic bibliography indicated in the following Bibliography section will be required reading.

**BIBLIOGRAPHY**

**Basic bibliography**

**BIBLIOGRAPHY**


Detailed bibliography

Journals
http://www.entornosocial.es
http://www.intervencionsocial.com
http://revistas.ucm.es
http://isw.sagepub.com
http://www.zerbitzuan.net
http://www.tscat.cat
http://rua.ua.es
http://www.caritas.es
http://www.ucim.es
Web sites of interest
http://www.cgtrabajosocial.com
http://ffsw.org
http://www.tsred.org
http://institutomm.ning.com
http://www.socialworkonline.com
http://pasionporeltragobosocial.blogspot.com.es
http://www.clinicalsocialwork.com
http://www.socialworkpolicy.org
http://www.nisw.org.uk
http://www.plancomunitario.org
http://www.partehartuz.org

OBSERVATIONS

Upon verifying proof of a copy of an evaluation test, this will be rated with the suspense score for each student involved, without prejudice to the responsibility that may correspond. If the verification occurs during the development of the test, it can be interrupted immediately for the person involved (art. 11.3.).

During the development of an evaluation test at the UPV/EHU, the use of books or notes, as well as telephone or electronic devices will be prohibited. At the time of the test, the places where students can deposit unauthorized materials may be indicated, if necessary, so that they are out of the reach of the students (Protocol on academic ethics, point 3, page 5).
# COURSE GUIDE 2020/21

<table>
<thead>
<tr>
<th>Faculty</th>
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<tr>
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<tr>
<td>Year</td>
<td>Third year</td>
</tr>
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</table>

## COURSE

- **25934 - Social Project Design and Assessment**

## COURSE DESCRIPTION

This subject is part of Module A: Social Work: Basic Principles, Methodologies, Theories and Techniques. It examines the design and evaluation of social projects within an overall understanding of the planning, management and evaluation process involved in social interventions. Work is done on the different levels of planning: plan, programme and project and, specifically, the design of social projects from a theoretical-practical perspective.

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

The subject corresponds to the module M01CM06:

- Design, implement and evaluate plans, programmes and projects for intervention, and also the learning outcomes of the module: Learn about and apply the methodology and techniques of social work to individuals, families, groups, communities and organisations, designing and evaluating the projects.

The specific competences of the subject are:

- The ability to recognise the principles, criteria and stages of social projects.
- Analysis of differences between the types of social projects.
- Learn about the process of design, formulation, implementation and evaluation of social projects.
- Learn about the performance of social workers in this area.

## COURSE CONTENTS, THEORETICAL & APPLIED

The subject examines the following theoretical-practical content:

1. **Planning**
   - General aspects of planning: principles, criteria, types and process
   - Planning in social work
   - Levels of planning: plan, programme and project

2. **Design of social projects**
   - Nature
   - Basis
   - Objectives
   - Participating population
   - Activities and methodology
   - Location
   - Scheduling
   - Human, material and technical resources
   - Budget
   - Evaluation
   - Annexes
   - Design of the evaluation of social projects

3. **Definition, objectives and characteristics of the evaluation**
   - Types of evaluation
   - Content and indicators for evaluation
   - Participants and persons responsible for the evaluation
   - Evaluation activities and techniques

4. **Drawing up of the final report**
   - Across the board, the subject examines gender perspective, participation, the human rights approach, interculturality and social and environmental sustainability in the project cycle.

## TEACHING METHODS

The subject involves an active methodology based on project-based learning, specifically around a single social project. Whenever possible, service learning will be fostered, i.e. a social project that responds to a demand from a particular
social entity or group.

Training activities include:

- Lectures on theoretical content, establishing a dialogue and debate with the students.
- Concept map on the planning process and the project cycle.
- Reading and comparison of manuals for project design.
- Examples of projects and terms of public tenders for the funding of projects, together with forms and report formats for monitoring and evaluation.
- Practical work on the project in the classroom.
- Application of planning and management tools: logical framework, problem solving and objectives tree, Gantt chart, budgetary tables in Excel.
- Presentations by students on the projects designed, with feedback from the professor.

Students will have tutorials to address doubts and review methodological aspects of their project.

### TYPES OF TEACHING

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TA: Workshop
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GCA: Applied fieldwork groups

### Evaluation methods

- Continuous evaluation
- End-of-course evaluation

### Evaluation tools and percentages of final mark

- Multiple choice test 20%
- Teamwork assignments (problem solving, Project design) 80%

#### ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

This will be done by handing in parts the project for review and return, and presenting the final project within the established timescale. The social project will be handed printed on paper following formatting guidelines, correct spelling and quotation (APA 6). The deadline for handing in the project will be the official date of the exam. Students will present and defend their project verbally, with 15 minutes at their disposal to do this. The verbal defence will take place in the last two weeks of the term. This presentation will be supported by ICTs. (70% of the mark).

Students will do an exam, consisting on questions type test and an exercice (30% of the mark).

#### EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

In the extraordinary call, the same evaluation system set for the ordinary call is maintained.

To renounce the extraordinary call, it will be enough to not appear to it

### MANDATORY MATERIALS

Planning tools as logical framework, problem solving and objectives tree, Gantt chart, budgetary tables in Excel.

### BIBLIOGRAPHY

**Basic bibliography**
- Rights an Economic Change No 9.

**Detailed bibliography**
Geneva.

Journals

Web sites of interest

OBSERVATIONS
DESCRIPTION AND CONTEXT OF THE SUBJECT
Taught in the second term of the first year, and it is compulsory. It focuses on the analysis of skills and techniques to communicate effectively, and also an examination of communication from general perspectives and different epistemological, theoretical and methodological suppositions.
It is part of the Module of Social Work: Basis, methodology, theories and techniques of Social Work (54 ECTS). It is related to Intervention Techniques in Social Work (2nd year) and Individual-Family Social Work (2nd year).


COMPETENCES OF THE SUBJECT

Cross-cutting competence:
Develop the ability to communicate orally and in writing, at a first level; know the principles of effective communication and identify them in one's personal and social context, expressing one's own ideas with social skill (empathy, assertiveness and active listening) and communicative efficiency (coherence between verbal and non-verbal language).

Specific competences:
1. Learn about the theoretical suppositions and bases of communication.
2. Acquire communication skills for interpersonal relations in social work and in professional activity in general.
3. Acquire verbal, paralinguistic and non-verbal skills and techniques to guide interventions.
4. Acquire skills to establish an empathic relationship and effective communication with other people.
5. Apply active listening strategies.
6. Learn assertive techniques.
7. Apply alternative solutions and general skills that facilitate communication and social skills.

Learning outcomes:
1. Learn the principles of effective communication and identify them in one's personal and social context.
2. Apply theoretical and practical criteria of communication to respond to particular problems in SW.
3. Learn the elements of communication and interpret them in the professional context.
4. Understand the concepts of empathy, active listening and assertiveness, from personal reflection and their repercussions on professional practice.
5. Interpret and provide alternative solutions in real cases where there are problems of communication.

Theoretical-practical content:
1. Communication and SW
   -Helping relationship +
Effective communication.
- Elements and types of communication.
- Effective communication processes.

2. Social skills
   - Social skills and competence
   - Behavioural, paralinguistic and verbal elements.

3. Basic skills and strategies
   - Assertiveness
   - Empathy
   - Active listening

4. Other skills: Inform, advise, support, tranquillise, encourage, interpret, re-contextualise, orientate, counsel, negotiate...

**METHODOLOGY**
Types of teaching
Lectures
Practical work in class
Autonomous work.
Individual and/or group tutorials.

**ASSESSMENT SYSTEMS**
- Continuous assessment
  - Written exam 60%
  - Individual work 15%
  - Group work (problem-solving, project design, preparation and explanation of themes) 25%

**Request for final assessment:**
The student should present his/her withdrawal from continuous assessment in writing to the professor responsible for the subject within 9 weeks of the start of the year.

**Final assessment:**
- Written exam: 70%
- Individual work: 30%
Non-presentation means automatic withdrawal.

Every test has to be passed.

**Withdrawal from the call:**
This must be presented in writing at least one month before the completion of classes.
In final assessment, non-presentation at the official exam will represent automatic withdrawal.

**EXTRAORDINARY CALL: GUIDANCE and WITHDRAWAL**
The assessment requirements and criteria for the extraordinary call are the same as in the ordinary call.