

## ENGLISH FRIENDLY COURSES (EFC) 2023-2024 CAMPUS OF ARABA










**Link to website:** <https://www.ehu.es/en/web/lan-harreman-gizarte-langintza-fakultatea/incoming-students>

**Contact:** [rel-laborales.internacional@ehu.es](mailto:rel-laborales.internacional@ehu.es); [trabajosocial.internacional@ehu.es](mailto:trabajosocial.internacional@ehu.es)

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

### English Friendly Courses taught in SPANISH:

#### FACULTY OF LABOUR RELATIONS AND SOCIAL WORK. ARABA (160)

COURSE		SEMESTER 1	CREDIT S	SCHEDULE 2	LINK TO SYLLABUS
Bachelor's Degree in Social Work					
25933	Trabajo Social Comunitario	1st	6	A	
25945	Sociología y Trabajo Social	1st	6	M	
25957	Habilidades para la transformación de conflictos	1st	4,5	M	
25960	Mediación y Trabajo Social	1st	6	M	
25965	Animación Sociocomunitaria	1st	3	M	
25929	Habilidades sociales y de la comunicación para el trabajo social	2nd	6	M	
25932	Trabajo Social con Grupos	2nd	6	M	
25934	Diseño y evaluación de proyectos sociales	2nd	6	A	
25953	Aproximación a la realidad profesional	2nd	6	A	

<sup>1</sup> SEMESTER: 1<sup>st</sup>: September 2023 to January 2024

2<sup>nd</sup> : January 2024 to May 2024

<sup>2</sup> SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30.

## COURSE GUIDE

2023/24

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

**Cycle** .

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

**Year** First year

## COURSE

25929 - Social Skills and Communication for Social Work

**Credits, ECTS:** 6

## COURSE DESCRIPTION

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).

Its descriptors are: Communication. Elements. Types. Basis. Process. Social skills. Basic strategies. Assertiveness. Empathy. Active listening. Informing and advising, supporting, interpreting, motivating, orientating and negotiating.

## COMPETENCIES/LEARNING RESULTS FOR 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.

## CONTENIDOS TEÓRICO-PRÁCTICOS

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...

## TEACHING METHODS

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

## TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	30		30						
Horas de Actividad No Presencial del Alumno/a	45		45						

**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 60%
- Teamwork assignments (problem solving, Project design) 40%

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

### ASSESSMENT SYSTEMS

- Continuous assessment
- Written exam 35%
- Individual work 20%
- Group work (dynamic presentation): 25%
- Group work (relationship between theory and situations of daily life): 20%

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.

## EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The requirements and evaluation criteria are the same as in the ordinary call.

## MANDATORY MATERIALS

Plataforma egela.

## BIBLIOGRAFÍA

### Basic bibliography

- ACHOTEGUI, J. (2015): Intervención psicológica y psicosocial con inmigrantes, minorías y excluidos sociales. Edic. El mundo de la mente. Figueras
- COSTA, M. eta LOPEZ L. (1996): Manual para el educador social: Afrontando situaciones.I, Centro de estudios del menor. Subdirección General del menor y familia, Ministerio de Asuntos Sociales, Madrid.
- DAVIS, F. (2003): La comunicación no verbal, Alianza, Madril.
- GARTZIA, J. (2008): Jendaurrean hizlari. Alberdania. Zarautz.
- JAUREGI, P. eta HUEGUN, A. (2005): Sentitu: hezitzaileak harreman-trebetasunak lantzen. Utriusque Vasconiae. Donostia.
- KELLY, J. A. (2000): Entrenamiento de las habilidades sociales, Desclée de Brouwer, Bilbao.
- MARAÑÓN, M. (2014): Jendaurrean Hitz Egitea. Traketsetik Abilera. Anaya Editoriala, Bilbo.
- TREVITHICK, P. (2002): Habilidades de comunicación en intervención social. Manual práctico, Narcea, Madril.

- VALLES, A. eta VALLES, C. (1994): Programas de habilidades sociales, EOS, Madril.
- VAN DER HOFSTADT, C.J. (2003): El libro de las habilidades de comunicación, Diaz de Santos, Madril.
- Ezeiza Ramos, Joseba; Aldezabal Roteta, Izaskun; Elordui Urquiza, Agurtzane; Zabala Unzalu, Igone; Ugarteburu Gastañares, Iñaki; Elozegi Aduriz, Kristina (2010): PREST-Unibertsitateko komunikazio-gaitasunen eskuliburua. EHUko Ikasmaterialen Sarea. <http://testubiltegia.ehu.es/>

### Detailed bibliography

- ALANIZ, R. (1997). Autoestima, afirmación, y el cambio de orientación entre los estudiantes universitarios hispanos de acuerdo con el orden de nacimiento y sexo. MS, Texas A&M University-Kingsville. En <http://proquest.umi.com>
- ALCORTA-GARZA, A.; HOJAT, M.; TAVITAS-HERRERA, S.E. (coords) (2005): Validación de la escala de Empatía Médica de Jefferson en estudiantes de medicina mexicanos, en Salud mental, 28, 5, 57-63.
- ANDER-EGG, E. (1992): Introducción al trabajo social. Madrid. Siglo XXI de España.
- BARBERO, J.M. (2002): El trabajo social en España. Ed. Mira. Zaragoza.
- BATSON, G.; GOFFMAN, E. (1981): La nueva comunicación. Barcelona. Kairós.
- BELTRAN, S.; BENEVANT, J.A. (2009): Formación en competencias socioemocionales. Libro del Formador. Madrid. Muralla.
- BERMEJO, J.C; MARTINEZ, A. (2006): Motivación e intervención social. Cómo trabajar con personas resistentes al cambio. Santander. Sal Terrae.
- BIERIERNACKI, P. (1990): Recovery from opiate addiction without treatment: A summary, en National Institute on Drug Abuse: Research Monograph Series, 98, 113-119.
- BIRDWHISTELL, RAY, L.; DESMONTS, A.; ROMAGUERA I RAMIÓ, J. (1979): El lenguaje de la expresión corporal. Barcelona. Gustavo Gili.
- BRICKMAN, P. (coords.) (1982): Models of helping and coping, en American Psychologist, 37, 368-384.
- BROWNELL, K.D. (coords.) (1986): Understanding and preventing relapse, en American Psychologist, 41, 765-782.
- CABALLO, V. E. (1987). Teoría, evaluación y entrenamiento de las habilidades sociales. Valencia. Promolibro.
- CARRETERO, J. (1996): Trabajo social y habilidades, en Documentos de trabajo social: Revista de trabajo y acción social, 7, 7-34.
- CATALAN, J. L. (1987). Negociación. Recuperado en julio de 2011, en [http://www.juntospodemos.com/mod.php?t=psccap4\\_1&r=Negociaci%F3n](http://www.juntospodemos.com/mod.php?t=psccap4_1&r=Negociaci%F3n)
- CLEMENTE, M; LLAVONA, L.; CARRASCO, J. (1

### Journals

Alternativas. Cuadernos de Trabajo Social

ISSN:1133-0473

ISSN-e:1989-9971

Entidad responsable: Universidad de Alicante. Departamento de Trabajo Social y Servicios Sociales

<http://rua.ua.es/dspace/handle/10045/5269>

Bits: Boletín informativo trabajo social

ISSN: 1578-9578

Periodicidad: Trimestral

Inicio: 2002

<http://www.uclm.es/bits/sumario/sumario.asp>

Cuadernos de Trabajo Social

ISSN: 0214-0314

ISSN electrónico: 1988-8295

Escuela de Trabajo Social. Servicio de Publicaciones de la Universidad Complutense de Madrid. [ctrabajo@trs.ucm.es](mailto:ctrabajo@trs.ucm.es)

<http://www.ucm.es/BUCM/revistasBUC/portal/modules.php?name=Revistas2&id=CUTS>

Discurso y Sociedad

ISSN: 188-4606

Universidad Austral de Chile

[www.dissoc.org](http://www.dissoc.org)

Documentos de trabajo social: Revista de trabajo y acción social

ISSN: 1133-6552

Periodicidad: Cuatrimestral

Inicio: 1993

<http://www.trabajosocialmalaga.org/revistadts/>

Humanismo y trabajo social (Escuela Universitaria de Trabajo Social de la Universidad de León)

ISSN: 1696-7623

Periodicidad: Anual

Inicio: 2002

[http://www4.unileon.es/trabajo\\_social/revista.asp](http://www4.unileon.es/trabajo_social/revista.asp)

Margen: revista de trabajo social y ciencias sociales.

ISSN: 0327-7585.

Periodicidad: Trimestral.

Inicio: 1992.

<http://www.margen.org/>

RAZÓN Y PALABRA: Primera Revista Electrónica en América Latina Especializada en Comunicación.

ISSN: 1605-4806

Revista digital.

[www.razonypalabra.org.mx](http://www.razonypalabra.org.mx)

Perspectivas: revista de trabajo social

ISSN: 0717-1714

Periodicidad: Semestral

Inicio: 2005

<http://www.revistaperspectiva.com/edicion.php>

Portularia: Revista de Trabajo Social

ISSN: 1578-0236

Periodicidad: Anual

Inicio: 2001

<http://www.uhu.es/publicaciones/revistas/portularia/muestra.php?reg=4>

Trabajo social hoy

ISSN: 1134-0991

Periodicidad: Trimestral

Inicio: 1993

<http://www.comtrabajosocial.com/>

Trabajo social y salud

ISSN: 1130-2976

Periodicidad: Cuatrimestral

Inicio: 1987

<http://www.revistadetrabajosocialysalud.es/>

### Web sites of interest

Psicológica (URL: [www.uv.es/psicologica](http://www.uv.es/psicologica))

Cognitiva (URL: [www.pinkerton.catchword.com](http://www.pinkerton.catchword.com))

Applied Cognitive Psychology (URL: [www3.interscience.wily.com](http://www3.interscience.wily.com))

Cognitive Psychology (URL: [www.sciencedirect.com](http://www.sciencedirect.com))

<http://historiasdecasaabierta.blogspot.com>

[www.dissoc.org](http://www.dissoc.org)

Counselling: <http://www.galene.es/counselling.html>; <http://www.aeco-españa.es>; <http://www.counsellors.es>

Taller de habilidades sociales: <http://www.psicologia-online.com/autoayuda/hhss/HHSS.htm>

Mapa de habilidades sociales: [http://www.down21.org/act\\_social/relaciones/1\\_h\\_sociales/habilidades\\_mapa.htm](http://www.down21.org/act_social/relaciones/1_h_sociales/habilidades_mapa.htm)

Comunicación y HHSS: <http://www.vgt-aena.galeon.com/comunicadion.html>

El arte de relacionarse <http://www.revista.consumer.es/web/es/20010101/interiormente>

Algunos trucos para mejorar las habilidades sociales: <http://www.cop.es/colegiados/A-00512/habil.html>

Asertividad en el trabajo: <http://www.asimetcapacitacion.cl/asertividad.htm>

[http://www.mtas.es/insht/ntp/ntp\\_667.htm](http://www.mtas.es/insht/ntp/ntp_667.htm)

[http://www.psicocentro.com/cgi-bin/articulo\\_s.asp?texto=art3a001](http://www.psicocentro.com/cgi-bin/articulo_s.asp?texto=art3a001)

### OBSERVATIONS

## COURSE GUIDE

2023/24

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

**Cycle** .

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

**Year** Second year

## COURSE

25932 - Group Social Work

**Credits, ECTS:** 6

## COURSE DESCRIPTION

### Summary:

In this subject, the following areas are studied theoretically and practically: General notions of what a group is. The process of belonging, reference factors and internal/external elements that define or modify it. Teamwork and the team. The role of social work in the group. Type of professional activity in self-help, mutual help and social support groups. Methodology of group work. Analysis of experiences of intervention in group social work. Main group techniques (group dynamics, meeting techniques and sociogram). The Institution as a group with special consideration. All these themes are directly applicable to the study of different real-life cases proposed by the professor. The students, organised in work teams, will design a group social intervention over the duration of the course

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

COMPETENCES AND LEARNING OUTCOMES: (Consult Module C of the document titled 'Informe ANECA' for accreditation of the qualification. It can be found on the Faculty website).

1. Learn about, and differentiate between, different types of groups that can be subject to intervention in group social work phase, and the role of the social worker in them.
2. Learn about, understand and reflect critically on a range of social phenomena, situations and problems (both existing and emerging) with a view to developing skills for working with groups.
3. Acquire and apply different techniques and skills to improve the lives and social opportunities of individuals and groups through the group.
4. Learn about ways of intervening with groups to contribute to taking decisions based on their needs, circumstances, risks and resources; to promote their participation in the processes of their surroundings and increase their ability to act and take the initiative socially.
5. Learn how to design, implement and evaluate projects for intervention with groups, or based on groups.

## CONTENIDOS TEÓRICO-PRÁCTICOS

### THEORETICAL PROGRAMME

1. INTRODUCTION TO SOCIAL WORK WITH GROUPS
2. THE GROUPS. Importance of the groups
3. THE ROLE OF THE SOCIAL WORKER IN THE GROUP. Main roles of the social worker in the group, and Leadership.
4. WORKING METHODOLOGY FOR SOCIAL WORK WITH GROUPS
  - Intervention phases: Start-up. Implementation. Evaluation
5. MAIN GROUP TECHNIQUES
  - Types of techniques - Group dynamics. - Meeting techniques - Sociogram.
6. SOCIAL WORK INSTITUTIONS AND ORGANISATIONS

## TEACHING METHODS

- Case Studies
- Viewing videos
- Guided discussions

## TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	45		15						
Horas de Actividad No Presencial del Alumno/a	67,5		22,5						

**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

- Written test, open questions 60%
- Teamwork assignments (problem solving, Project design) 40%

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

##### **CONTINUOUS EVALUATION**

- 60% of the final mark: theoretical-practical written exam (theory and exercises / classroom practical work)
- 40% of the final mark: Group work (written work, whose sections will be handed over on time for their supervision. Oral presentation at the end of the term).

It is essential to pass the theoretical exam and the group work separately to obtain a final mark for the subject, and therefore to pass it as a whole.

##### **FINAL EVALUATION**

- For the final evaluation, the content and the percentages to be assessed will be the same as in the continuous assessment, unless the practical part will consist of an individual project to be handed in on the day of the exam.
- For students who, having passed the practical work phase, still have this subject pending: after confirming, before the date of the exam, the condition stated above, their final and only exam will be the theoretical-practical exam, accounting for 100% of the final mark.

##### **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**

The same rules and procedures will be maintained as for an ordinary evaluation.

#### **MANDATORY MATERIALS**

Theoretical and practical content available in the eGela platform, and others provided and worked on in the classroom.

#### **BIBLIOGRAFÍA**

##### **Basic bibliography**

Association for the Advancement of Social Work with Groups, Inc. (2006). Standards for social work practice with groups (2nd Edition). Alexandria, VA: Author.

-Garvin, C. D., Gutiérrez, L. M., & Galinsky, M. J. (Eds.). (2017). Handbook of social work with groups. Guilford Publications.

-Konopka, G. (1960). Social group work: A social work method. Social Work, 53-61

-Northen, H., & Kurland, R. (2001). Social work with groups. Columbia University Press

- Zastrow, Ch. H. (1999). The practice of Social Work. 6<sup>a</sup> ed. Pacific Grove: Brooks/Cole.

### Detailed bibliography

- FUENTES, I., & TOLEDANO, L. (2004). Relatos de experiencias de trabajo social con grupos. Trabajo social hoy, (2), 7-20.
- GOBIERNO VASCO (2006): Diagnóstico e intervención Social. Herramienta informática para el Trabajo Social. Vitoria-Gasteiz: Gobierno Vasco.
- HENRY, S.; EAST, J. Y SCHMITZ, C. (COORDS.) (2004). Trabajo social con grupos. Madrid: Narcea.
- PARRA RAMAJO, B. (2017). El trabajo social de grupo en la actualidad: La utilización de los vínculos para la promoción del cambio social: <http://hdl.handle.net/2445/121897>
- ZAMANILLO TERESA (2008). Trabajo social con grupos y pedagogía ciudadana. Madril: Síntesis

### Journals

- Group work applications across the social work curriculum
- Groupwork
- Social Work with Groups

### Web sites of interest

Association for the Advancement of Social Work with Groups.

### OBSERVATIONS

The lack of spelling and grammar correction as well as an inadequate writing will be reason for suspense.



## COURSE GUIDE

2023/24

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

**Cycle** .

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

**Year** Third year

## COURSE

25933 - Community Social Work

**Credits, ECTS:** 6

## 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.

## Theoretical and Practical Contents

### 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

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	45		15						
Horas de Actividad No Presencial del Alumno/a	67,5		22,5						

**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) 60%
- PARTE-HARTZEA ETA EKARPENA 10%

### 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: 60%
- b) Critical reflection on three texts related to the subject: 30%
- c) Class participation: 10%

#### 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

- ADDAMS, Jane (2013): Hull House: el valor de un centro social. Paraninfo y Consejo General de Trabajo Social. Madrid.
- ANDER-EGG, Ezequiel (2000): Metodología y práctica del desarrollo de la comunidad. Lumen. Buenos Aires.
- ASTORGA, Alfredo y VAN DER BIJL, Bart (¿?): Manual de diagnóstico participativo. Humanitas. Buenos Aires.
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- PASTOR SELLER, Enrique (2015): Trabajo social con comunidades. Editorial Universitas. Madrid.
- ROBERTIS, Cristina y PASCAL, Henri (1994): La intervención colectiva en trabajo social. El ateneo. Buenos Aires.
- SESMA BIRUETE, Esther y GIIRELA REJÓN, Blanca (2013): Trabajo Social Comunitario y construcción de paz. Documentos de Trabajo Social, 52, 214-238.
- TSCHORNE, Patricia (1990): La dinámica de grupo aplicada al trabajo social. Obelisco. Barcelona.
- ZAMANILLO, Teresa (2008): Trabajo social con grupos y pedagogía ciudadana. Síntesis. Madrid.

### Detailed bibliography

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- MARTÍ, Joel y REBOLLO, Óscar (2005): Participación y desarrollo comunitario en medio urbano: experiencias y reflexiones. IEPALA. Madrid.

ROBERTIS, Cristina y PASCAL, Henri (1994): La intervención colectiva en trabajo social. El Ateneo. Buenos Aires.

### **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.uclm.es>  
<http://www.cgtrabajosocial.com>

### **Web sites of interest**

<http://www.cgtrabajosocial.com>  
<http://ifsw.org>  
<http://www.tsred.org>  
<http://institutomm.ning.com>  
<http://www.socialworkonline.com>  
<http://pasionporeltrabajosocial.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 2023/24

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

**Cycle** .

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

**Year** Third year

### COURSE

25934 - Social Project Design and Assessment

**Credits, ECTS:** 6

### 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.e.

### Theoretical and Practical Contents

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

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	45		15						
Horas de Actividad No Presencial del Alumno/a	67,5		22,5						

**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

- Multiple choice test 40%
- Teamwork assignments (problem solving, Project design) 60%

### 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, within the classroom. This presentation will be supported by ICTs. (80% of the mark).

Students will do an exam, consisting on questions type test and an exercise (20% of the mark).

To pass the subject it is necessary to pass both tests (exam and project desing).

### 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.

IFRC (2012) PMER (planning, monitoring, evaluation, reporting) Pocket guide. International Federation of red Crescent Societies (IFRC).

IFRC (2011) IFRC Framework for Evaluation. International Federation of Red Crescent Societies, Geneva.

IFRC (2010) Project/programme planning. International Federation of Red Crescent Societies, Geneva.

### Detailed bibliography

ILO (2010) Project Design Manual. A step-by-step tool to Support the Development of Cooperatives and Other Forms of Self-Help Organizations. International Training Centre COOP Africa, Tanzania. International Labour Organization, Geneva.

IFRC (2011) Project/programme monitoring and evaluation (M&E) guide. International Federation of Red Crescent Societies, Geneva.

Moser, Caroline (1993) Gender planning and development. Theory, practice & training. Routledge, London and New York.

### Journals

### Web sites of interest

Plataforma de ONG de Acción Social. <http://www.plataformaong.org/>

## OBSERVATIONS

## COURSE GUIDE

2023/24

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

**Cycle** .

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

**Year** First year

## COURSE

25945 - Sociology and Social Work

**Credits, ECTS:** 6

## COURSE DESCRIPTION

**SUBJECT:** Sociology and Social Work

### BRIEF DESCRIPTION:

Introduction to Sociology emphasizing the union with Social Work. In addition, how a sociological research has to be done is explained.

Explanations about the beginnings of Sociology as well as founders' main ideas.

Explanations about the main theories and concepts in Sociology and its praxis in the analysis of the different social situations in the area of the Social Work.

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

### COMPETENCES

- To understand and to use correctly the sociological fundamental concepts (differing those related to the social structure and to the social change) for the recognition and approximation to the different social problems (1, 10).
- To know the functioning of the human societies and the principal trends and social processes for a correct diagnosis of the different social problems (1, 10).
- To consider and to document correctly a sociological project to apply to the analysis of the different social problems (3, 5, 9).
- From a sociological perspective to contextualize theoretically the analysis of the different social problems to improve in their knowledge (1, 10, 5).

## CONTENIDOS TEÓRICO-PRÁCTICOS

### THEORY:

Introduction

1. What Sociology is?

2. Classical authors in Sociology

3. Main theories in Sociology

How to think about society? Sociological tools (in every theme examples from the Social work and used)

4. Culture

5. Personality y socialization

6. Role and status

7. Order y social control

8. Social groups

9. Social Institutions

10. Social stratification

11. Social change

### PRAXIS:

A team practical work to give to the teacher the day of the exam. Every group will present a summary in class.

Every group will choose a collectivity and they will do a descriptive approximation using the sociological procedure.

The aim is that the students are capable to do a correct selection of different data sources and to approach a topic of the area of the Social Work from a sociological perspective.

## TEACHING METHODS

Each educational modality can be carried out across different formative activities. Besides the indicated ones in the picture, we can mention other formative activities necessary for the suitable development of competences of this subject:

- Working in small groups in class
- Essays
- Discussion papers
- Readings



## TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	45		15						
Horas de Actividad No Presencial del Alumno/a	67,5		22,5						

**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

- Written test, open questions 60%
- Teamwork assignments (problem solving, Project design) 40%

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

- Working in small groups in class
- Essays
- Discussion papers
- Readings

### 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

Given that the final exam accounts for 60% of the total evaluation, in order to waive the final exam, it will be sufficient not to take the final exam and the grade will be: NOT PRESENTED.

## MANDATORY MATERIALS

-Theoretical and practical content presented on the E-gela platform and other content provided and worked on in the classroom.

## BIBLIOGRAFÍA

### Basic bibliography

ALBROW, M. Sociology: The basics, Routledge, London, 1999.

GIDDENS, A. Introduction to sociology, 2006.

LEE, D. & NEWBY, H. The problem of Sociology: An introduction to the discipline, Routledge, London, 1995.

MARCUS, M. & DUCKLIN, A. Success in Sociology, John Murray, London, 1998.

POPENOE, D. Sociology, Prentice-Hall, New Jersey, 1988.

SMELSER, N.J. (EDITOR) Handbook of Sociology, Sage Publication, California, 1988.

### Detailed bibliography

#### Journals

- Revista Española de Sociología
- Revista Española de Investigaciones Sociológicas
- Revista Internacional de Sociología
- Revista INGURUAK

#### Web sites of interest

[www.eustat.es](http://www.eustat.es)

[www.ine.es](http://www.ine.es)

[www.eurostat.eu.int](http://www.eurostat.eu.int)

[www.cis.es](http://www.cis.es)

## OBSERVATIONS

Inadequate spelling and grammatical correctness as well as inadequate writing will be grounds for failure.

## COURSE GUIDE

2023/24

### Faculty

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

### Cycle

.

### Degree

GTRABA10 - Bachelor's Degree in Social Work

### Year

Third year

## COURSE

25953 - Introduction to Professional Exercise

Credits, ECTS: 6

## COURSE DESCRIPTION

The basic purpose of this course is to provide an introduction to professional practice in social work, based on the main sectors of the population and within the framework of systems of social protection. Knowledge of professional functions in the different intervention areas and of the tools used in these tasks. Alongside this, work is done on communication skills, concentrating on active listening and effective communication. The course will also enter into aspects of epistemology and professional identity.

Subject course forming part of MODULE E: PRACTICUM AND FINAL DEGREE PROJECT

**IMPORTANT:** Passing the subject course Introduction to Professional Practice is a requirement for then enrolling for the Practicum in the 4th year of the Degree in Social Work.

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

This subject course helps to develop the following competencies in Module E:

- Engaging in critical/creative thought, pursuing alternative lines of reasoning to conventional ones and sustaining an argument in the time allowed for this.
- Assessing the information supplied by social research and professional practice, as a strategy for boosting subject knowledge and professional practice.

## Theoretical and Practical Contents

- Functions and professional role of the social worker in relation to the main sectors of the population needing support and within the framework of the different systems of social protection.
- Documentary media and tools used by social workers: field diary, social report, social projects, etc.
- Oral and written communication skills, concentrating on active listening and effective communication.

### MODULES OF THE SUBJECT COURSE:

1. Intervention areas, functions and tools in social work.
2. Epistemology and social work.
3. Professional practice and identity.

## TEACHING METHODS

Based on active methodologies and collaborative work. The activities planned are aimed at acquiring methodological skills (knowing how to do) and attitudes (knowing how to be) and improving oral and written expression and use of information and communication technologies. They build up personal abilities and skills to work cooperatively and help to learn to deal more effectively with information from different sources, organisation and planning of work. A fundamental part of this is autonomous work by students in combination with the other group learning activities.

Teaching type: Seminar. Seminars develop the skills linked to the professional sphere, instrumental and communication skills, and help students to make more efficient use of information and written and oral expression. All this is based on small discussion groups with 4 or 5 people, video sessions and practical exercises. These foster individual responsibility and decision-making.

### LEARNING ACTIVITIES:

- Reading texts and individual reflection before the working sessions in the module.
- Group reflection and debates in the classroom, complemented by supporting material.
- Analysis of job and professional practice using the World-Café technique (practicum students) and interviews with professionals.
- Preparing a Work Report (group).
- Preparing My Proposed Approach to Professional Practice (individual).

## TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching		60							
Horas de Actividad No Presencial del Alumno/a		90							

**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

- End-of-course evaluation

## Evaluation tools and percentages of final mark

- Individual assignments 40%
- Teamwork assignments (problem solving, Project design) 40%
- Participación e implicación en la asignatura. 20%

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Marks are given for the following work, all of which must be passed in order to gain an average mark:

- o Individual work: My Proposed Approach to Professional Practice - 60%
- o Group work (individual in final mode): Work Report - 40%

The following is also an essential requirement for continuous assessment:

- Individual recording of reflections about the different tasks set (each student must upload it to eGela before the group work session and by the dates set).
- Attendance at classes.

## EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The same system as the ordinary call.

## MANDATORY MATERIALS

## BIBLIOGRAPHY

### Basic bibliography

First module:

ARIÑO ALTUNA Miren; BERASALUZE CORREA Ainhoa (2012): "El limbo de la epistemología" En Sobremonte, E. Epistemología, teoría y modelos de intervención en Trabajo Social. Reflexión sobre la construcción disciplinar en España. Deusto Digital, Serie Maior, vol13 . Deusto ISBN 978-84-9830-359-9  
ZAMANILLO, Teresa (1999): Apuntes sobre el objeto de trabajo social. Cuadernos de Trabajo Social, Nº 12; 12-32.  
VELASCO, K. (2012): ¿Mediamos o sustituimos en el ejercicio profesional?. En Ariño Altuna M. y Uranga Arakistain. C (Koord.). V Jornada de Trabajo Social: Mediamos o sustituimos. Bilbao. Servicio Editorial de la Universidad del País Vasco.

Second module:

GÓMEZ, Ana María, NAVARRO Clemente, MORÁN José María. (2004): Intervención metodológica en trabajo social: una carrera de obstáculos para construir un modelo de intervención profesional. Portularia: Revista de Trabajo Social, Vol. 4, 2004.

CARDONA Josefa, CAMPOS José Francisco. (2009): Cómo determinar un contexto de intervención: inventario para el análisis de la relación de ayuda entre el trabajador/a social y el cliente durante la fase de estudio y evaluación de la situación problema. Portularia: Revista de Trabajo Social, Vol. 9, 2, 2009, págs. 17-35.

DIAZ Eduardo. (2009). Los ámbitos profesionales del Trabajo Social. En Fernandez Tomas y Alemán Carmen: Introducción al trabajo social. Madrid. Alianza Editorial.

Third module:

ANDER-EGG, Ezequiel (1992): Introducción al trabajo social. Madrid. Siglo XXI. (25-44)  
ROMINA ALVARO, Ana (2003): El rol de trabajador/a social. 2012ko urrian berreskuratua, [http://www.filo.unt.edu.ar/prog\\_10/intro\\_ts\\_art\\_el\\_rol\\_del\\_trabajador\\_social.pdf](http://www.filo.unt.edu.ar/prog_10/intro_ts_art_el_rol_del_trabajador_social.pdf).

VAZQUEZ-AGUADO, Octavio (2011): "Las competencias profesionales en los títulos de grado en trabajo social", Servicios Sociales y Política Social, 96, 21-36.

4 Modulua: Gizarte langileen identitatea

BALAGA, Cristina (2009): "Visibilización del trabajo social en salud mental: modificando la mirada del otro y afianzando la autoimagen". Cuadernos de Trabajo Social nº 45.pp 39-47.

[http://www.trabajosocialmalaga.org/archivos/revista\\_dts\\_numeros/DTS\\_documentos\\_trabajo\\_social45\\_.pdf](http://www.trabajosocialmalaga.org/archivos/revista_dts_numeros/DTS_documentos_trabajo_social45_.pdf)

BERASALUZE, Ainhoa (2011): "Dependencia y autonomía en el Trabajo Social: pasado, presente y futuro", en IV Jornada de Trabajo Social: Más allá de la dependencia. Bilbao. Servicio Editorial de la Universidad del País Vasco. 43-56.

[http://www.gizarte-langintza.ehu.es/p260-](http://www.gizarte-langintza.ehu.es/p260-content/es/contenidos/informacion/jornadas_congresos_cursos/es_jornadas/adjuntos/Publicacion.pdf)

[content/es/contenidos/informacion/jornadas\\_congresos\\_cursos/es\\_jornadas/adjuntos/Publicacion.pdf](http://www.gizarte-langintza.ehu.es/p260-content/es/contenidos/informacion/jornadas_congresos_cursos/es_jornadas/adjuntos/Publicacion.pdf)

ZAMANILLO, Teresa (2009). "Invitación a un trabajo social reflexivo", en XI Congreso Estatal de Trabajo Social: Trabajo Social, sentido y sentidos. Zaragoza. Actas. En

[http://www.colegiotstenerife.org/ficheros/File/Congreso-Zaragoza/01\\_Teresa\\_Zamanillo.pdf](http://www.colegiotstenerife.org/ficheros/File/Congreso-Zaragoza/01_Teresa_Zamanillo.pdf)

### Detailed bibliography

TREVITHICK, Pamela (2002): Habilidades de Comunicación en intervención social. Madrid. Narcea.

First module:

TOLEDO, Ulices, (2004): ¿Una epistemología del Trabajo Social?. Cinta de Moebio, Diciembre, Nº 21, Universidad de Chile, Santiago.

VÁZQUEZ AGUADO Octavio (1988): Pensar la epistemología del trabajo social. Alternativas: cuadernos de trabajo social, nº 6, págs. 269-286

Second module:

CARBALLEDA, Alfredo (2002): La intervención en lo social. Exclusión e integración en los nuevos escenarios sociales. Paidós. Buenos Aires.

COLOM MASFRET, Dolors (2011): El trabajo social sanitario. Los procedimientos, los protocolos y los procesos. UOC. Universidad abierta de Catalunya.

MOIX Manuel. (2006): La práctica del trabajo social. Madrid: Síntesis.

Third module:

C.G.T.S. (2012): Código deontológico de trabajo social

DE LA RED, Natividad (1993): Aproximaciones al trabajo social. Madrid. Consejo General del Trabajo Social.

F.I.T.S. (2004): Código de ética de la F.I.T.S..

KRUSE, H. (1976): Cuestiones operativas del Servicio Social. Buenos Aires. Humanitas.

4 Modulua: Gizarte langileen identitatea

ARIÑO, Miren (2009). "Nuestra identidad profesional como proceso dinámico y relato coral", en XI Congreso Estatal de Trabajo Social: Trabajo Social, sentido y sentidos. Zaragoza. Actas.

BARBERO, Josep Manuel y otros (2007): La identidad inquieta de los trabajadores sociales. Barcelona. Colegio Oficial de Diplomados/as en Trabajo Social de Cataluña.

BERASALUZE, Ainhoa, BERRIO-OTXOA, Kontxesi (2008): Gizarte langintzaren jardute profesionala gaur egun.

Arabako, Gizkaiko eta Gipuzkoako Gizarte Langintza Diplomadunen Elkargo Ofiziala.

### Journals

- AZARBE. Universidad de Murcia.

<http://revistas.um.es/azarbe>

- CUADERNOS DE TRABAJO SOCIAL Universidad Complutense de Madrid.

<http://revistas.ucm.es/index.php/CUTS>

- PORTULARIA - Revista de Trabajo Social - Universidad de Huelva.

[www.uhu.es/publicaciones/revistas/portularia](http://www.uhu.es/publicaciones/revistas/portularia)

- Trabajo Social Hoy.

<http://www.comtrabajosocial.com/index.asp?tp=2&pag=pub&sub=prev>

- Alternativas. Cuadernos de Trabajo Social

<http://rua.ua.es/dspace/handle/10045/5269>

- REVISTA DE TREBALL SOCIAL.

[http://www.tscat.cat/index.php?option=com\\_content&view=article&id=68&Itemid=168&lang=ca](http://www.tscat.cat/index.php?option=com_content&view=article&id=68&Itemid=168&lang=ca)

- SERVICIOS SOCIALES Y POLÍTICA SOCIAL. Consejo General de TTSS

[http://www.cgtrabajosocial.com/revista\\_digital\\_en\\_abierto](http://www.cgtrabajosocial.com/revista_digital_en_abierto)

- DOCUMENTOS DE TRABAJO SOCIAL. Colegio de Trabajo Social de Málaga.

<http://www.trabajosocialmalaga.org/revistadts/>

- GIZARTERATUZ &#8211; SIIS &#8211; Boletín

<http://www.siiis.net/es/boletin-gizarteratuz.php>

- Zerbitzuan. Viceconsejería de Asuntos Sociales del Gobierno Vasco.

<http://www.zerbitzuan.net/>

## Web sites of interest

### OBSERVATIONS

If an assessment test shows that it has been copied, all the students involved will be classified as "suspended", regardless of their responsibility. If it is proved in the evidence that a person is copying, he may be ordered to stop copying at the moment (art. 11.3).

## SKILLS FOR CONFLICT TRANSFORMATION

### INTRODUCTION

The subject *Skills for Conflict Transformation* is located within the so-called module, *Minor Conflict Intervention (F1)*, together with five other subjects such as: *Culture of Peace, Theory and Analysis of Conflicts, Methods and Techniques of Conflict Transformation, Violence against Women: Prevention and Intervention, and Mediation and Social Work*.

It is an elective subject of the third year that is taught in the first semester in Basque, Spanish and English. This course is 4.5 ECTS, part of face-to-face work and part of non-face-to-face work. The teaching of this subject corresponds to the Department of Social Psychology and Methodology of Behavioural Sciences.

The course deals with the study of the knowledge of the emotional and cognitive elements that affect interpersonal communication. Analysis of the elements of the communicative process, personal and cultural styles of communication to know how to diagnose the sources of interpersonal conflict. Knowledge and application of communication skills, conflict management and coping with stressful professional situations, and professional teamwork skills.

### COMPETENCES

- 1) Know and identify the psychological, cognitive and emotional factors that affect communication and interpersonal conflicts (M05CM01).
- 2) Identify and know how to apply the forms of emotional regulation and control in conflict management (M05CM02).
- 3) Know how to identify the socio-cognitive factors involved in conflict and negotiation processes (M05CM02).
- 4) To know the social skills to communicate in groups, work in teams, manage and negotiate conflicts, and face emotional situations, which allow the development of effective communication strategies in the future professional practice (M05CM08).
- 5) To develop the necessary skills for professional practice, highlighting the critical-reflective, analytical, communicative, relational, teamwork and networking skills, introducing the inclusive perspectives of gender, transcultural issues, rurality, etc. (M05CM08).

### CONTENT

1. Emotions in the processes of conflict and negotiation.
2. Interpersonal communication in the context of social work.
3. Socio-cognitive factors in conflict and negotiation processes.
4. Cultural and Conflict Management
5. Social skills in conflict management
6. Communication skills and coping with emotional situations

### ASSESSMENT or EVALUATION SYSTEM

The evaluation system will be continuous, therefore attendance is mandatory.

Different teaching methodologies are used in this course:

- Theoretical program: lectures.
- Classroom practices: Elaboration of works and expositions throughout the duration of the course.

It is essential to pass the exam in order to pass the course.

## **CONTINUOUS OR ORDINARY ASSESSMENT**

In the case of continuous assessment, if the weight of the test is higher than 40% of the grade of the subject, it will be enough not to present the final test for the final grade is "not presented". Otherwise, if the weight of the final test is equal to or less than 40% of the grade of the subject, the student may waive the call within a period that, at least, will be up to one month before the end date of the teaching period of the corresponding subject. This waiver must be submitted in writing to the faculty member responsible for the subject" (12.2 art.).

In the case of non face-to-face evaluation, the same percentages will be maintained as for the continuous evaluation option, only that all work, evaluation tests or presentations of the subject, will be carried out virtually (Egela, BBC Collaborate, Webex or other virtual platforms).

## **EXTRAORDINARY ASSESSMENT**

In the extraordinary call the conditions to pass the exam will be the same as in the previous call. The exam will be similar to that of the previous call, and will take into account what has been obtained through the work of continuous assessment in this extraordinary call (but not in the following calls).

In the case of non face-to-face evaluation, the same percentages will be maintained as for the continuous evaluation option, only that all work, evaluation tests or presentations of the subject, will be carried out virtually (Egela, BBC Collaborate, Webex, or other virtual platforms).

## **BIBLIOGRAPHY**

- Antons, K. (1990). *Práctica de la dinámica de grupos*. Barcelona, Herder.
- Costa, M. y López, E. (1997). *Los secretos de la dirección*. Madrid, Pirámide.
- Hogg, M. A. y Vaughan, G. M. (2010). *Psicología social*. Madrid, Panamericana.
- Myers, D. G. (1995). *Psicología social*. Madrid, McGraw-Hill.
- Munduate, L. y Medina, F.J. (coord.) (2005). *Gestión del conflicto, negociación y mediación*. Madrid, Pirámide.
- Páez, D., Apodaca, P., Basabe, N., Ubillos, S. et al. (2008). *Entrenamiento en Competencias de regulación emocional para profesionales del ámbito socio-comunitario de Guipúzcoa 2008*. Donostia, Facultad de Psicología.



## COURSE GUIDE

2023/24

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

**Cycle** .

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

**Year** Fourth year

## COURSE

25960 - Mediation and Social Work

**Credits, ECTS:** 6

## COURSE DESCRIPTION

The subject Mediation and Social Work offers fourth-year undergraduate students a space to understand the professional position of social work mediation, reflecting on epistemological approaches. Students will also be able to acquire basic competences in mediation skills in the spaces and areas closest to social work: family, school, community, criminal and penitentiary. The aim is to strengthen the professional role of mediator in conjunction with other professional roles in social work. Being a subject of Module F: Elective, and belonging to the last subject of the Minor in Intervention and Conflict Transformation, students will have the opportunity to integrate previous competences of the previous subjects taken in third year, for the construction of their professional role as mediator.

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

1. Understand the relationship between mediation and social work (CM01).
2. Use mediation as a social intervention strategy aimed at alternative conflict resolution (CM 01).
3. Acquire basic mediation skills in the intervention aimed at the peaceful management of conflicts (CM 01).
4. Acquire basic practical skills in restorative justice (CM 04).
5. Know and understand the most important areas and contexts of development of mediation for Social Work (CM04).
6. Know and understand the ethical and legal limits of mediation (CM01 CM 09).
7. Acquire knowledge for the elaboration of a technical proposal for social intervention and mediation (CM08, CM10, CM09).

## Theoretical and Practical Contents

### THEORETICAL CONTENTS

1. Mediation
  - Conflict and mediation.
  - Epistemology of mediation.
  - Brief history of mediation and its professionalisation.
2. Mediation as an intervention tool in social work.
  - Mediation and social work: couple in construction.
  - Mediation and social intervention.
3. Mediation in family conflicts.
  - Divorce and separation processes.
  - Intra-family conflicts.
  - Law 1/2008 on Family Mediation.
  - Law 7/2015 on family relations in cases of separation or break-up of parents.
4. Mediation in the school context.
  - School coexistence programmes.
  - School mediation.
5. Mediation in the community context.
  - Coexistence in the community.
  - Citizen participation vs. professional community mediation.
6. Restorative justice in the penal and penitentiary context.
  - Processes of accountability of offenders.
  - The recovery of the protagonism of the victims.
  - Mediation in criminal matters and restorative processes.
7. Other contexts of mediation intervention.
  - Intercultural, health, environmental, organisational, university, police, etc.
8. Legislation and ethics of mediation.
  - Law 5/2012 on mediation in civil and commercial matters.
  - Ethical limits and code of ethics.

### PRACTICAL CONTENT

1. Simulation exercises of mediation and restorative processes.
  - Basic skills and techniques for school, family and community mediation: putting them into practice.
  - Basic skills and techniques in restorative justice: putting them into practice.
2. Elaboration of the technical proposal for social and mediating intervention.
  - Analysis of conflictive social reality and elaboration of the proposal.
  - Oral presentation of the proposal.

This syllabus has been approved by ANECA.

## TEACHING METHODS

- Lectures.
- Flexible classes and collaborative learning.
- Classroom practice (mediation simulation exercises and restorative processes).
- Autonomous and cooperative student work.
- Discussion groups on the readings
- Circles of dialogue

## TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	45		15						
Horas de Actividad No Presencial del Alumno/a	67,5		22,5						

**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

- Exercises, cases or problem sets 30%
- Individual assignments 50%
- Technical proposal for social and mediation/restorative intervention 20%

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

CONTINUOUS ASSESSMENT (class attendance required, 80%)

- Individual work.
- Self-assessment of classroom participation
- Group tests (simulation exercises on mediation and restorative processes. Technical proposal for social and mediatory/restorative intervention).
- It will be essential to pass the different tests in order to obtain the final mark.

### FINAL EVALUATION

- Theoretical-practical written test (100%) according to the syllabus and the bibliography included in it.

"In any case, students will have the right to be assessed through the final assessment system, regardless of whether or not they have participated in the continuous assessment system. To do so, students must submit a written opt.out from continuous assessment to the lecturer responsible for the subject, for which they will have a period of 9 weeks for four-monthly subjects and 18 weeks for annual subjects, starting from the beginning of the four-month period or academic year respectively, in accordance with the academic calendar of the centre. The teaching guide for the subject may establish a longer period" (art. 8.3.).

### OPTING OUT OF THE SITTING

"In the case of continuous assessment, if the weight of the test is greater than 40% of the grade for the subject, it will be sufficient not to take the final test for the final grade to be show or no-show. Otherwise, if the weight of the final exam is equal to or less than 40% of the grade for the subject, students may opt out from the exam within a period of at least one month before the end of the teaching period for the corresponding subject. This opt-out must be submitted in writing to the lecturer responsible for the subject" (12.2 art.).

In the case of a final assessment: "failure to take the test set on the official examination date shall entail automatic withdrawal from the corresponding examination" (art. 12.3).

## EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

It consists of a final written theoretical-practical test (100%), based on the syllabus of the programme and the bibliography included in it.

In order to opt out this exam, it is sufficient not to take the exam.

## MANDATORY MATERIALS

Materials uploaded to the egela virtual platform.

- CONSEJO DE EUROPA (2018). Recomendación CM/Rec (2018)8 del Comité de ministros a los Estados miembros en materia de justicia restaurativa penal. Consejo de Europa.
- CONSEJO GENERAL DEL TRABAJO SOCIAL.(2015). Trabajo social y mediación. Madrid: Consejo General de Trabajo Social.
- FAGET, Jacques. (2005). La mediación comunitaria en Europa. Primeras Jornadas de Mediación Comunitaria y Cultura de Paz de Getxo. Ayuntamiento de Getxo.
- GEUZ. (2013). Cómo poner en marcha, paso a paso, una programa de mediación escolar entre compañeros/as. Departamento de Justicia y Administración Pública del Gobierno Vasco.
- LEDERACH, John Paul. (1996). Documento nº8 Mediación. Gernika. Gernika Gogoratuz.
- MUNUERA GÓMEZ, Pilar. (2012). Conflicto, mediación y trabajo social. En FOMBUENA VALERO, Josefa (coord.): El trabajo social y sus instrumentos: elementos para una intervención a piacere (pp. 171-190). Valencia: Nau Llibres.
- OLALDE, Alberto José. (2010). Mediación y justicia restaurativa: Innovaciones metodológicas del trabajo social en la jurisdicción penal. Miscelánea Comillas: Revista De Teología y Ciencias Humanas 68 (133): 761-90.
- OLALDE, Alberto José.(2012). Mediación y trabajo social: Una pareja en construcción. V Jornada de trabajo social : ¿mediamos o sustituimos?: Gizarte langintzako V jardunaldia: Bitartekari edo ordezkari, hori gakoa.53-70.Universidad del País Vasco, Servicio de Publicaciones.
- ORTEGA, Rosario, y DEL REY, Rosario (2006). La mediación escolar en el marco de la construcción de la convivencia y la prevención de la violencia. Avances en supervisión educativa: Revista de la Asociación de Inspectores de Educación de España.
- RONDÓN GARCÍA, Luis Miguel, y MUNUERA GÓMEZ, Pilar. (2009). Mediación familiar: Un espacio de intervención para trabajadores sociales. Trabajo Social ( Universidad Nacional De Colombia ), (11), 25-41.
- SERVICIO DE MEDIACIÓN FAMILIAR DEL GOBIERNO VASCO. Memoria 2020. Gobierno Vasco.

## BIBLIOGRAPHY

### Basic bibliography

- BOQUE, María Carme.(2002). Guía de mediación escolar. Barcelona. Rosa Sensat.
- HAYNES John.M. (1995). Fundamentos de mediación Familiar.Madrid: Gaia
- MOORE, Christopher. (1995).El proceso de mediación. Métodos prácticos para la resolución de conflictos". Barcelona. Ed. Granica.
- MUNUERA GÓMEZ, Pilar. (2014). Nuevos retos en mediación. Valencia: Tirant Humanidades.
- NEUMAN, Elías. (1997). ¿Mediación y conciliación penal?. Buenos Aires: Ediciones Depalma.
- OLALDE ALTAREJOS, Alberto José .(2017). 40 ideas para la práctica de la justicia restaurativa en la jurisdicción penal. Madrid: Dykinson.
- PARKINSON, LISA. (2005). Mediación familiar. Madrid: Editorial Gedisa
- POYATOS GARCÍA Ana. (Coord.). 2003). Mediación familiar y social en diferentes contextos. Valencia: Nau Llibres.
- PUNTES, Salvador. Y MUNNÉ, María. (relatores).(2005). Los servicios de mediación comunitaria. Propuestas de actuación.Barcelona: Diputación de Barcelona
- PUNTES, Salvador. (2007). La mediación comunitaria. Ciudadanos, derechos y conflictos. Cámara de Comercio de Bogotá. Fundación Universitaria empresarial de la Cámara de Comercio de Bogotá.
- RAMOS CECILIA. (2003). Un mirar, un decir, un sentir en la mediación educativa. Colección Visión Compartida, Librería Histórica.
- RIPOL-MILLET, Aleix.(2001) Familias, Trabajo Social y Mediación. Barcelona: Paidós.
- SOLETO, Helena, y OTERO, Milagros Maria. (2007). Mediación y solución de conflictos habilidades para una necesidad emergente. Madrid: Tecnos.

### Detailed bibliography

- CASANOVAS, Pompeu, MAGRE, Jaume y LAUROBA, María Elena. (2011). Libro Blanco de la mediación en Cataluña. Barcelona: Departament de Justícia. Generalitat de Catalunya.
- FARRÉ i SALVÀ, Sergi. 2004. Gestión de conflictos: Taller de mediación: Un enfoque socioafectivo. Madrid: Ariel.
- IGARTUA, Idoia, VARONA, Gema y OLALDE Alberto José. (2012) Diccionario breve de justicia restaurativa: una invitación interdisciplinar e introductoria a sus conceptos clave.Saarbrücken, Alemania: Editorial Académica Española.
- RONDÓN GARCÍA, Luis Miguel (2012). Bases para la mediación familiar. Valencia: Tirant Lo Blanch.
- OLALDE ALTAREJOS, Alberto Jose (2020). Justicia restaurativa y victimizaciones a menores en su sexualidad en el seno de la iglesia católica española: Reflexiones inacabadas desde una práctica incipiente. Revista de Victimología, (10), 119-152.
- Olalde Altarejos, A. J. (2022). Necesito verte como un vecino más: diálogo restaurativo de dimensión comunitaria entre un ex-presos de ETA y su vecino. In G. Varona Martínez (Ed.), Resiliencia y crecimiento postraumático individual y social (pp. 305-320). Barcelona: Huygens.

### Journals

- Conflictology.
- Conflict Resolution Quarterly

- International Journal of Conflict and violence.
- Journal for the Study of Peace and Conflict
- Peace Conflict Development. An interdisciplinary Journal.
- Revista de Mediación (AMM)
- Revista Mediatio (Sevilla)
- Rivista Italiana di Conflittologia
- The International Journal of Restorative Justice

#### Web sites of interest

<http://www.poderjudicial.es/cgpj/es/Temas/Mediacion>  
<http://www.asociacionhablamos.es>  
<http://www.ammediadores.es>  
<http://www.mediacionypacificacion.es/index.php>  
<https://www.ucm.es/imedia>  
<http://www.acuerdojusto.com>  
<http://mediacionesjusticia.com>  
<http://acdmassocialnetwork.ning.com/>  
<http://www.aditze.com>  
<http://agoraberri.blogspot.com/>  
<http://www.baketik.org>  
<https://www.euskadi.eus/mediacion-familiar/web01-a2famil/es/>  
<http://www.bitarbask.org>  
<http://www.egintza.com>  
<http://www.fundaciongizagune.net>  
<http://www.garrebil.com>  
<https://www.justizia.eus/servicio-justicia-restaurativa>

#### OBSERVATIONS

1. Lack of correctness (grammatical and spelling) in written communication may be grounds for failure.
2. In the event of a reliable proof of copying in an assessment test, this will be graded with a fail mark for each student involved, without prejudice to the responsibility of each student involved, without prejudice to the responsibility that may be applicable. If the verification occurs during the course of the test, the test may be interrupted immediately for the person involved. The test may be immediately interrupted for the person involved (art. 11.3.).
3. In general, and unless otherwise indicated, during the development of an assessment test at the UPV/EHU, the use of books, notes or notes, as well as telephone, electronic, computer or any other type of apparatus or device by students shall be prohibited" (Point 3, p.5).
4. The following conducts are considered fraudulent or dishonest practices in assessment tests or in the preparation and presentation of academic work assessable at the UPV/EHU: Plagiarising work, i.e. copying other people's work without citing its origin or the source used, and presenting it as one's own work in texts or work submitted for academic assessment" (Point 2.a.).

Students who have not followed the continuous assessment will have to take a final test based on the compulsory materials in the teaching guide (100% of the mark).

## COURSE GUIDE

2023/24

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

**Cycle** .

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

**Year** Fourth year

## COURSE

25965 - Social and Community Animation

**Credits, ECTS:** 6

## COURSE DESCRIPTION

The subject SOCIO-COMMUNITY ANIMATION is integrated within the optional module and in the minor of COMMUNITY PROMOTION (30 Ects). It is an annual course and is optional.

The "Community Promotion" itinerary provides training focused on the community and the social action carried out in and from it. From the perspective of a global intervention, it deals with the mobilization of social relationships in order to weave spaces for coexistence and opportunities for collective action.

This subject, which is based on the valuation of socio-community animation as an indispensable tool of social work, aims to contribute to the acquisition of skills, critical vision and sufficient knowledge to recognize ways that promote the strengthening of social collectives and the dynamics of community development.

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

- The concept of leisure and free time from a socio-community involvement.
- The historical process of SC Animation in the mission / vision of the Institutional Social Service.
- Eco-territory: the physical space, equipment, citizen profile for animation and community development.
- Methodology: the process. Volunteering characteristics, recruitment strategies.
- The means and techniques of communication for raising awareness, energizing and involvement of the community.

## Theoretical and Practical Contents

Theme 1. The concept of Leisure and Free Time from a sociocommunity implication

Theme 2. The historical process of SC Animation in the mission / vision of the Institutional Social Service.

Theme 3. Ecoterritory: The physical space, equipment, citizen profile proper to animation and community development.

Theme 4. Methodology: The process. Volunteering characteristics, recruitment strategies.

Topic 5. Media and communication techniques to raise awareness, energizing and involvement of the community.

## TEACHING METHODS

Each teaching modality can be carried out through different training activities. In addition to those indicated in the table, which correspond directly to the competences described in this subject, we could mention other training activities necessary for the adequate development of competences in this subject.

## TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	45		15						
Horas de Actividad No Presencial del Alumno/a	67,5		22,5						

**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 50%
- Teamwork assignments (problem solving, Project design) 50%

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Development of a dossier, blog.

Other individual work; exercises, problems or practical cases, etc.

Preparation and, where appropriate, presentation of group work and projects.

## EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Same conditions and requirements as in the ordinary call for applications.

## MANDATORY MATERIALS

## BIBLIOGRAPHY

### Basic bibliography

-

### Detailed bibliography

Federici, Silvia (2019). Mundua berriz liluratuz. Feminismoa eta komunen politika. Iruñea: Katakarak Liburuak.

Mitxeltoarena, Jasone (2011). Auzolanaren kultura. Tafalla: Txalaparta.

### Journals

Animació, Valentzia

Bordón

CEAC Iniciativas sociales en educación

Cuadernos de Acción Social

Cuadernos de realidades sociales

Cuadernos Técnicos de Estudios y Documentación

Documentación Social, zbk. 70

Dossiers Associatius. Barcelona

Educar , 13.zbk ,(105-116. or.)

Educadores

Educar en el tiempo libre

Fundación EDAE

EDE Fundazioa

ESTRIS

Goitibera

Intervención Socioeducativa

Monitor Educador

Pedagogia Social <http://www.peretarres.org/revistaeducacionsocial/>

Rev. Bonagent

Rev. Aula. Rev. de Enseñanza e Investigación Educativa, 6. zbk, 161-183 (1994)

Rev. Aula Abierta, 68. zbk, 38-48 or.

Rev. de Intervención Psicosocial

Rev. De Universidades Populares

Rev. Interuniversitaria de Tª de la Educación,6. zbk, 161-183 (1994)

Rev. de Serveis Educatius i per l'Animació Socio-cultural

Rev. Intervención Psicosocial

Txirikilan

Tiempo libre

### Web sites of interest

CIMAS (2010): Manual de metodologías participativas (Eskuragarri: [www.redcimas.org](http://www.redcimas.org))

## OBSERVATIONS

It is important to frequently check the space for this subject on the Egela platform, where the necessary materials, complementary texts and instructions will be posted. It is also important to check the Egela to find out about possible changes in the programme or in the assessment, as the assessment will be based on those published on Egela.

All written work will be required to comply with the criteria for correct writing. In general, they must use the language of the area and the ideas must be organised and written in a clear and understandable way, complying with grammatical and spelling rules. Work that fails to meet these requirements, as well as the basic requirements of academic reports, will be rejected and graded as NOT SUBMITTED.