ENGLISH FRIENDLY COURSES (EFC) 2024–2025
CAMPUS OF ARABA

Contact: rel-laborales.internacional@ehu.eus trabajosocial.internacional@ehu.eus

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, lecturertutoring, examinations and/or papers are available in English.

**English Friendly Courses taught in SPANISH:**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SEMESTER 1</th>
<th>CREDIT S</th>
<th>SCHEDULE 2</th>
<th>LINK TO SYLLABUS</th>
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<tr>
<td>Bachelor’s Degree in Social Work</td>
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<tr>
<td>25933 Trabajo Social Comunitario</td>
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1 SEMESTER: 1st: September 2024 to January 2025
2nd: January 2025 to May 2025

2 SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30.
COURSE GUIDE

2024/25

Faculty 160 - Faculty of Labour Relations and Social Work. Álava Department  
Degree GTRABA10 - Bachelor’s Degree in Social Work  
Cycle  
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 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

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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


Detailed bibliography


**Journals**

- [http://www.entornosocial.es](http://www.entornosocial.es)
- [http://www.intervencionsocial.com](http://www.intervencionsocial.com)
- [http://revistas.ucm.es](http://revistas.ucm.es)
- [http://sw.sagepub.com](http://sw.sagepub.com)
- [http://www.zerbitzuan.net](http://www.zerbitzuan.net)
- [http://www.tscat.cat](http://www.tscat.cat)
- [http://rua.ua.es](http://rua.ua.es)
- [http://www.caritas.es](http://www.caritas.es)
- [http://www.ucim.es](http://www.ucim.es)
- [http://www.cgtrabajosocial.com](http://www.cgtrabajosocial.com)

**Web sites of interest**

- [http://www.cgtrabajosocial.com](http://www.cgtrabajosocial.com)
- [http://ifsw.org](http://ifsw.org)
- [http://www.tsred.org](http://www.tsred.org)
- [http://institutomm.ning.com](http://institutomm.ning.com)
- [http://www.socialworkonline.com](http://www.socialworkonline.com)
- [http://www.clinicalsocialwork.com](http://www.clinicalsocialwork.com)
- [http://www.socialworkpolicy.org](http://www.socialworkpolicy.org)
- [http://www.nisw.org.uk](http://www.nisw.org.uk)
- [http://www.plancomunitario.org](http://www.plancomunitario.org)
- [http://www.parthartuz.org](http://www.parthartuz.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 2024/25

<table>
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<tr>
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| 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).

### Theoretical and Practical Contents

**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

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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.).

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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.
BIBLIOGRAPHY

Basic bibliography


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
www.ine.es
www.eurostat.eu.int
www.cis.es

OBSERVATIONS

Inadequate spelling and grammatical correctness as well as inadequate writing will be grounds for failure.
**COURSE GUIDE** 2024/25

<table>
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**COURSE**

| 25957 - Conflict-transformation Skills | Credits, ECTS: 4.5 |

**COURSE DESCRIPTION**

Conflict Resolutions Skills

Conflict Transformation Skills is a subject within the Minor in Conflict Intervention (F1), This subject is part of a cluster of five other subjects such as Culture of Peace, Conflict Theory and Analysis, Methods and Techniques for Conflict Transformation, Violence against Women: Prevention and Intervention, and Mediation and Social Work.

Conflict resolutions skills is an elective subject of the third year and takes place during the first semester in Basque, Spanish and English. This course is 4.5 ECTS.

The teaching of this subject corresponds to the Social Psychology Department.

The course deals with the study of the knowledge of the emotional and cognitive elements that affect interpersonal communication. This subject analyses the elements of the communicative process, personal and cultural styles of communication. The subject also searches to apply communication skills in every daily tasks and to manage conflict in real situations. One of the goals of this subject is to develop skills to cope with stressful professional situations and develop professional teamwork skills.

**COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT**

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, interculturalism, rurality, etc. (M05CM08).

**Theoretical and Practical Contents**

**COURSE CONTENTS**

Chapter 1 Emotions in the processes of conflict and negotiation.

Chapter 2 Interpersonal communication in the context of social work.

Chapter 3 Socio-cognitive factors in the processes of conflict and negotiation.

Chapter 4 Cultural and Conflict Management

Chapter 5 Social skills in conflict management

Chapter 6 Communication skills and coping with emotional situations

**TEACHING METHODS**

Theoretical classes:

Theoretical classes will address the theoretical foundations of the subject and will use practical examples and dynamics to help understanding.

Practical or Internships:

Two types of practices will be carried out, one in groups, and the other one individual.
**TYPES OF TEACHING**

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**Evaluation tools and percentages of final mark**
- Continuous evaluation
  - Written exam to be developed: 50%
  - Individual work: 20%
  - Team work (problem solving, project design): 30%

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

- Evaluation System
- Continuous Assessment System
- Final Evaluation System

Grading tools and percentages:
1. Written exam to be developed: 50%
2. Individual work: 20%
3. Team work (problem solving, project design): 30%

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

For extraordinary calls the same conditions will be required.

**MANDATORY MATERIALS**

Materials will be published in the virtual platform egela (power points, home-works, readings...)

**BIBLIOGRAPHY**

**Basic bibliography**
- Weinstein , L., The 7 Principles of Conflict Resolution: How to resolve disputes, defuse difficult situations and reach agreement

**Detailed bibliography**

**Journals**

**Web sites of interest**
OBSERVATIONS

Zuzenketa ortografiko, gramatikalak eta idazkera desegokia gutxiegi arrazoi izango dira. "Normalean, eta besterik adierazi ezean, UPV/EHUko ebaluazio probetan ikasleek debekatuta izango dute liburuak, oharrak edo apunteak erabiltzea, bai eta tresna edo gailu telefoniko, elektroniko, informatiko edo bestelakoak erabiltzea ere. (Graduko Titulazio ofizialeko ikasleen ebaluaziorako arautegia" (3. puntu, or.5).
"UPV/EHUnek honako hauek joko dira jokabide makur edo iruzurrezkkotzat ebaluazio probetan edo ebaluatun beharreko lan adademikoak egitean eta aurkeztuan: Lanak plagiatzea, hau da, igonen lanak kopiatzea jatorria edo iturria aipatu barik eta norberarenak balira bezala ematea ebaluazi akademikorako aurkezten diren testu edo lanetan" (2.a. puntu).
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**

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- TA: Workshop
- TI: Industrial workshop
- GCA: Applied fieldwork groups

**Evaluation methods**

- Continuous evaluation
- End-of-course evaluation

**Evaluation tools and percentages of final mark**

- Experiments, cases or problem sets  30%
- Individual assignments  50%
- Technical proposal for social 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 mediatary/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.


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.


BIBLIOGRAPHY

Basic bibliography


Detailed bibliography


Journals

- Conflictology.
- Conflict Resolution Quarterly
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://acdmasocialnetwork.ning.com/
http://www.aditze.com
http://agoraberry.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 2024/25

Faculty 160 - Faculty of Labour Relations and Social Work. Álava Department
Degree GTRABA10 - Bachelor’s Degree in Social Work

COURSE
25965 - Social and Community Animation

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.
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

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<th>Types of teaching</th>
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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
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

Egean jarritako dokumentuak dira landu beharrekoak ikasgaiaren edukiak lantzeko.

## BIBLIOGRAPHY

### Basic bibliography

- 

### Detailed bibliography


### 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
Goilbera
Intervención Socioeducativa
Monitor Educador
Pedagogía Social http://www.peretarres.org/revistaeducacionesocial/
Rev. Bonagent
Rev. Aula Abierta, 68. zbk, 38-48 or.
Rev. de Intervención Psicosocial
Rev. De Universidades Populares
Rev. de Serveis Educatius i per l’&8217;Animació Socio-cultural
Rev. Intervención Psicosocial
Txirikilan
Tiempo libre

### Web sites of interest


## 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.
### COURSE GUIDE 2024/25

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Degree</th>
<th>Course</th>
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<tr>
<td>160 - Faculty of Labour Relations and Social Work. Álava Department</td>
<td>GTRABA10 - Bachelor’s Degree in Social Work</td>
<td>25929 - Social Skills and Communication for Social Work</td>
</tr>
</tbody>
</table>

| 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).


### 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.

### Theoretical and Practical Contents

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

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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.

BIBLIOGRAPHY

Basic bibliography

**Detailed bibliography**


CARRETERO, J. (1996): Trabajo social y habilidades, en Documentos de trabajo social: Revista de trabajo y acción social, 7, 7-34.


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

Discurso y Sociedad
ISSN: 188-4606
Universidad Austral de Chile
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

Margen: revista de trabajo social y ciencias sociales.  
ISSN: 0327-7585.  
Periodicidad: Trimestral.  
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

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  

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.revistadetrabajosocialsalud.es/

**Web sites of interest**

Psicológica (URL: www.uv.es.psicologica)  
Cognitiva (URL: www.pinkerton.catchword.com)  
Applied Cognitive Psychology (URL: www3.interscience.wiley.com)  
Cognitive Psychology (URL: www.sciencedirect.com)

http://historiasdecasaabierta.blogspot.com  
www.dissoc.org  
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  
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/collegiados/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.psicocentro.com/cgi-bin/articulo_s.asp?texto=art3a001

**OBSERVATIONS**
COURSE GUIDE 2024/25

Faculty 160 - Faculty of Labour Relations and Social Work. Álava Department
Degree GTRABA10 - Bachelor’s Degree in Social Work
Cycle 
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 ANECA#8217; 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.

Theoretical and Practical Contents

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

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Evaluation methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark
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.

BIBLIOGRAPHY

Basic bibliography

Detailed bibliography
- 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

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** 2024/25

<table>
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<th>Cycle</th>
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| 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.

**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

<table>
<thead>
<tr>
<th>Types of teaching</th>
<th>M</th>
<th>S</th>
<th>GA</th>
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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  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 exercice (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.

Detailed bibliography

Journals

Web sites of interest

OBSERVATIONS
<table>
<thead>
<tr>
<th>COURSE GUIDE</th>
<th>2024/25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>160 - Faculty of Labour Relations and Social Work. Álava Department</td>
</tr>
<tr>
<td>Degree</td>
<td>GTRABA10 - Bachelor’s Degree in Social Work</td>
</tr>
<tr>
<td>Credits, ECTS:</td>
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| COURSE | 25953 - Introduction to Professional Exercise |

**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.

**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**

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**Evaluation methods**
- 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**
Marks are given for the following work, all of which must be passed in order to gain an average mark:
- Individual work: My Proposed Approach to Professional Practice - 60%
- 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:

Second module:

Third module:
4 Modulua: Gizarte langileen identitatea

http://www.trabajosocialmalaga.org/archivos/revista_dts_numeros/DTS_documentos_trabajo_social45_.pdf


Detailed bibliography


First module:

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

Second module:


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

4 Modulua: Gizarte langileen identitatea


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
- Trabajo Social Hoy.
- Alternativas. Cuadernos de Trabajo Social
http://rua.ua.es/dspace/handle/10045/5269
- REVISTA DE TREBALL SOCIAL.
- SERVICIOS SOCIALES Y POLÍTICA SOCIAL. Consejo General de TTSS
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.siis.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).
## COURSE GUIDE 2024/25

<table>
<thead>
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<td>COURSE</td>
<td>25946 - Social Structure and Stratification</td>
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## COURSE DESCRIPTION

This subject, which is located within the area of knowledge of sociology, is based on the knowledge acquired in the previous subject, "Introduction to sociology" and is key to understanding the rest of the subjects specific to and/or related to the area.

Its general objective is the knowledge of the basic structural keys that articulate the material and symbolic reality of society, delving into the various theories and conceptual categories on social stratification and studying the fundamental features of the social structure through empirical social indicators.

It belongs to Module C entitled "Processes and problems on which social work acts."

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

- The social structure: social interaction. Importance of knowledge of the social structure in Social Work. Main theories about social structure.
- Social stratification. Historical evolution and social stratification theories.
- Immigration and social integration.
- Economic structure. From the Industrial Revolution to Fordism. From Fordism to post-Fordism. New international division of labor, and its consequences.
- Ideological processes and cultural globalization.

## Theoretical and Practical Contents

**Topic 1. The social structure: social interaction.** Importance of knowledge of the social structure in Social Work. Main theories about social structure.


**Topic 3. Social stratification.** Historical evolution and social stratification theories.


**Topic 5. Immigration and social integration.**


**Topic 8. Ideological processes and cultural globalization.**

## TEACHING METHODS

**Master classes:** theoretical point of view of the subject, basic concepts, explanations of social processes, etc.

**Classroom practices:** delve deeper into theoretical concepts through readings, debates, exercises, etc. On some occasions, the practices must be delivered to the teacher.
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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

Guidelines on the evaluation system

In this subject, CONTINUOUS evaluation is prioritized, and this requires class attendance. The evaluation percentages corresponding to this modality are the following:

CONTINUOUS ASSESSMENT
- 60% of the final grade = Written exam
- 40% of the final grade = Group work

To pass the subject, you must pass both parts of the evaluation. If one of them is not approved in the ordinary call, the approved part would be saved for the extraordinary call. Although the qualifications will not be saved from one course to another.

Students will be considered to be taking the subject in the continuous evaluation mode if they attend 80% of the classes and submit the corresponding exercises.

FINAL EVALUATION
- In the case of the Final Evaluation, the contents and percentages to be evaluated will be the same as the continuous evaluation, but the work to be done will be individual.

TO TAKE INTO ACCOUNT FOR THE EVALUATION:

ORDINARY CALL: GUIDELINES AND RENUNCIATION

It will be taken into account, according to the protocol on academic ethics:

"In general, and unless otherwise indicated, during the development of an evaluation test at the UPV/EHU, the use of books, notes or notes, as well as telephone, electronic, computer, apparatus or devices, will be prohibited. or of another type, by the students" (Point 3).

"The following behaviors are considered fraudulent or dishonest practices in evaluation tests or in the preparation and presentation of academic works evaluable at the UPV/EHU: Plagiarizing works, that is, copying other people's works without citing their origin or source used, and present them as one's own creation, in the texts or works submitted to academic evaluation" (2.a.).

According to the Regulatory Regulations for Student Evaluation in official Degree Degrees:

"In the event of reliable verification of copying in an evaluation test, each student involved will be graded with a fail score, without prejudice to the responsibility that may correspond. If the verification occurs during the development of the test, it may be interrupted immediately for the person involved" (art. 11.3.).

CHANGE TO THE FINAL EVALUATION

"In any case, students will have the right to be evaluated through the final evaluation system, regardless of whether or not they have participated in the continuous evaluation system. To do this, students must submit in writing to the teaching..."
staff responsible for the subject the renunciation of continuous evaluation, for which they will have a period of 9 weeks for the quarterly subjects, counting from the beginning of the semester, in accordance with the calendar academic center (art. 8.3.).

RENUNCIATION OF THE CALL

In the case of continuous evaluation: "students may withdraw from the call within a period that, at least, will be up to one month before the end date of the teaching period for the corresponding subject. This resignation must be submitted in writing to the teaching staff responsible for the subject" (art. 12.2).

When it comes to final evaluation: "failure to take the test set on the official exam date will mean automatic resignation from the corresponding call" (art. 12.3).

In the two previous cases, the grade will be NOT PRESENTED.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The same rules and procedures as in the ordinary call will be maintained.

Mandatory materials

The mandatory materials for the subject will be those indicated by the teacher in Egela.

BIBLIOGRAPHY

Basic bibliography


Detailed bibliography


Journals

Web sites of interest

EUSTAT
www.eustat.eus

OSEKI
www.oseki.eus

OBSERVATIONS