

**COURSE DATA****DATA SUBJECT**

Code: 33495
Name: Models applied to social work
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1311 - Degree in Social Work	Facultat de Ciències Socials	2	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1311 - Degree in Social Work	Methods, models and techniques of social work	COMPULSORY

COORDINATION

ROYO RUIZ ISABEL

SUMMARY

The course Models Applied to Social Work is designed to develop a progressive learning sequence that enables the understanding and application of theoretical models from a comprehensive perspective of Social Work within its community dimension.

Within the framework of the curriculum structure of the degree in Social Work, this subject is integrated into Level 1 (Social Work: concepts, methods, theories and application, 51 ECTS) and is attached to the subject Methods, Models and Techniques of Social Work (24 ECTS).

Students entering this course have previously completed 22.5 ECTS credits within the corresponding module, guaranteeing the acquisition of the learning outcomes associated with the courses "Fundamentals of Social Work," "Methods of Social Work: Individual, Group, and Community," and "Social Interaction and Communication in Social Work."

This course develops the specific content of Community Social Work, which is situated at a more complex level within the educational process. This level allows the understanding of professional intervention in community social spaces as an integrated process in which individuals, groups and communities converge, laying the basic theoretical and methodological foundations for community intervention proposals that can be developed in the subject Social Projects (third year), as well as in the subject Research, Diagnosis and



Evaluation in Social Work (final year of the degree).

Models Applied to Social Work incorporates the content of the advanced level of Information and Digital Competencies (CID-2), delivered through online Moodle courses. These courses are managed by the "Gregori Maïans" Library, through its specialized staff, and in collaboration with the course instructors. They reinforce and expand transversal information and digital competence in the following areas:

1. Identifying information needs and data processing.
2. Distinguishing between different ways of responding to information needs.
3. Establishing strategies to locate and access information in any format.
4. Comparing and evaluating information in any format.
5. Organizing and using information ethically, effectively, and securely.

Upon completion of this course, students will achieve an advanced level of information and digital literacy, deepening and improving upon the learning objectives already introduced in the course on Information Tools and Techniques, Study Organization, and Documentation. The process of acquiring information and digital literacy skills within the bachelor's degree in social work will be reinforced and consolidated through the practical application of digital literacy techniques throughout the academic activities proposed in the third and fourth-year courses. This process will culminate, at this level of undergraduate training, the completion of the Final Degree Project.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

1311 - Degree in Social Work

Act with autonomy in learning, making informed decisions in different contexts, issuing judgements based on experimentation and analysis, and transferring knowledge to new situations.

Apply social work methods and models in the interaction with individuals, families, groups, organisations and communities, promoting development and improvement in living conditions, and monitoring and evaluating changes aimed at achieving autonomy and the completion of the intervention.

Apply strategies for the identification, intervention and assessment in social work in the face of behaviours, contexts and circumstances that create risk situations for individuals, groups and communities.

Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development.

Contribute to the design, development and implementation of solutions that respond to social demands, taking into account the Sustainable Development Goals as a reference.



Contribute to the development of support networks that individuals can access to meet their needs and strengthen planned outcomes.

Contribute to the promotion of growth, development and autonomy of individuals, strengthening interpersonal and group relationship skills based on methodologies linked to social work.

Demonstrate critical and self-critical thinking in the field of the degree programme, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Demonstrate professional competence in the practice of social work.

Formulate the design, development and evaluation of intervention plans with individuals and professionals by negotiating the provision of services to be employed and reviewing the effectiveness of intervention plans with the individuals involved in order to adapt them to changing needs and circumstances

Interpret the information provided by professional practice as a support for reviewing and improving intervention strategies in emerging social situations.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know methods and models of social work for intervention with individuals, families, groups, organisations and communities according to their needs and circumstances.

Learn about the design, implementation and evaluation of social intervention projects.

Propose creative and innovative solutions to complex situations or problems within the field of knowledge, to respond to diverse professional and social needs.

Resolve crisis situations by assessing their urgency, planning and developing actions to deal with them and reviewing their results.

Select information ethically and effectively in independent learning, contributing to the production of new disciplinary knowledge and its professional application.

Use mediation as an intervention strategy aimed at alternative dispute resolution, in circumstances where this is required.

Validate current knowledge of best practices in social work for the review, analysis and updating of one's own frameworks.

DESCRIPTION OF CONTENTS

Theoretical models and orientations in social intervention

1. Theoretical and epistemological bases of community social work.



2. Orientations of the different models of community intervention.

3. Participatory-action-research

Community participation and development

1. The centrality of participation and cooperation in development.

2. The definition of community development.

3. Community participation and social support strategies.

Methodological Perspectives Applied to Community Social Intervention

1. Collective Subjects in Community Methodologies.

2. Professional Intervention: Immersion in and Understanding of the Social Space, Professional Diagnosis, Organizational Processes in Community Action, the Intervention Project, and Strategic Action.

3. Developing the Diagnosis and Designing Participatory Projects, Implementing and Evaluating the Collective Project.

Community Methodologies and the Promotion of Social Networks

1. Social Networks and Community: Deterritorialization and Territory.

2. Strategies for Building Networks in Community Social Contexts.

3. Methodologies for Networking with the Community.

WORKLOAD

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	13,50
Individual or group project	30,00
Independent study and work	46,50
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

The following teaching methodologies, selected from those proposed in the subject of Methods, Models, and Techniques of Social Work, will be applied and developed:

- Participatory lectures.
- Participatory debates and discussions.
- Expository activities: theoretical presentations, seminars, and presentations of student work.
- Collaborative/teamwork among students.
- Development of concept maps and synoptic charts.
- Individual, group, and/or online tutoring.

EVALUATION

The assessment of the module in the first examination period is structured on the basis of the three assessment systems set out in the updated Verifica document for our degree programme:

1. Practical case studies, projects, or academic assignments (30%)

Throughout the semester, students will complete a group project aimed at applying the module content and achieving the learning outcomes linked to the intervention practice of community social work. This work will be related to the competences and skills outlined in this course guide.

2. Essay-based written examination (50%)

A written test consisting of a set of eight questions. Students must answer a maximum of six.

3. Continuous assessment of work carried out throughout the course (20%)

This is based on the monitoring of work completed during the semester. It is linked to transversal learning outcomes and to the development of skills and competences typical of professional community social work practice. Non-resittable.

To pass the module, it is essential to:

- Pass the practical case studies, projects, or academic assignments assessment component (30%).
- Pass the essay-based written examination (50%).

Continuous assessment is non-resittable (20%) and counts towards the final mark, but it does not replace the requirement to pass the other two assessment components.



SECOND EXAMINATION PERIOD (RESIT)

In this examination period, the practical case studies, projects, or academic assignments (30%) and the essay-based written examination (50%) are retakeable. If any of these components have been passed in the first examination period, the mark obtained will be carried over.

The resit assessment will consist of:

- One practical case study corresponding to this assessment component (30%)
- Five essay questions on the course content (50%)

Students will only be required to complete the parts of the assessment that were not passed in the first examination period.

The maximum grade for the retakeable assessment components in the second examination period is 8 points, to which, where appropriate, the mark obtained in the continuous assessment carried out during the semester will be added.

PLEASE NOTE

Plagiarism is "the dishonest act of substantially copying the work of others and presenting it as one's own" (Reducindo et al., 2017, p. 300). Cyberplagiarism, in turn, "occurs when a piece of work is presented as the result of personal effort when, in reality, the information has been partially, substantially or entirely copied from an author without any form of acknowledgement or bibliographic reference. It normally involves online texts" (Sarriá, & de Francisco, 2018, p. 4).

Avoiding such practices implies making responsible and ethical use of the information used in academic assignments. The APA 7th Edition style is the essential tool for ensuring academic honesty, as will be required in all continuous assessment tasks submitted throughout the semester.

From the second semester of the first academic year onwards, all subjects will pay special attention during continuous assessment to the proper use of citation and respect for third-party intellectual property, in accordance with APA 7th edition standards.

REFERENCES

Aguilar, M. J. y Buraschi, D. (2023). La reflexibilidad crítica como herramienta para un trabajo social emancipador. *Servicios Sociales y Política Social*, 40(129), 11-26. <https://www.serviciosocialesypoliticassocial.com/-119>

Arija, B. y Herrero, I. (2024). Redescubrir el trabajo social con grupos y el trabajo social comunitario: contextos esenciales para los cuidados de las profesionales y de la ciudadanía. *Revista de Servicios Sociales y Política Social*, 42(131), 123-136. <https://www.serviciosocialesypoliticassocial.com/-139>

Barbero, J. M. y Cortés, F. (2005). *Trabajo comunitario, organización y desarrollo social*. Alianza.

Belda-Miquel, S., Carbonell, A. y Calero, A. (2025). Impulsando la perspectiva ecosocial del Trabajo Social desde la práctica comunitaria. *Servicios Social y Política Social*, 43(133), 29-44. <https://www.serviciosocialesypoliticassocial.com/revista/trabajo-social-ecosocial>

Berlanga, M. J. y Lacomba, J. (2021). De la organización y el desarrollo comunitario al desarrollo



local y social: Las recomposiciones del Trabajo Social. *Trabajo Social Hoy*, (94), 89-105. <https://www.trabajosocialhoy.com/revista/42/numero-94/revista-tsh-94>

Caravantes-López de Lerma, G. M. (2023). "Sols el poble salva al poble": crónica de una respuesta comunitaria frente a la emergencia social de la DANA en Aldaia (Valencia). *Trabajo Social Global*, 15, 43-59. <https://revistaseug.ugr.es/index.php/tsg/issue/view/1749>

Col·legi Oficial de Treball Social de Catalunya. (2025). Entrevista a Cristina de Robertis. RTS: *Revista de Treball Social*, 229, 193-211. <https://www.tscat.cat/actualitat/publicacions/revista-de-treball-social/rts-229>

Cortés, F. y Llobet, M. (2006). La acción comunitaria desde el trabajo social. En X. Úcar y A. Llena (Coords.), *Miradas y diálogos en torno a la acción comunitaria* (pp. 131-156). Graó.

Cuenca, M. (2021). *Un marco ético para el trabajo social comunitario* [Tesis Doctoral, Universitat de Barcelona]. Dipòsit Digital de la Universitat de Barcelona. <https://hdl.handle.net/2445/181623>

Cuenca, M., Mejías, L., Muniente, G., Planas, F., Prat, N., Rivera, A., Rodríguez, Ch., Rosell, M. A., Vega, J. C. i Viturtia, F. (2026). *Orientacions per a la pràctica del Treball Social Comunitari*. Col·legi Oficial de Treball Social de Catalunya <https://www.tscat.cat/actualitat/publicacions/dossiers-de-treball/orientacions-la-practica-de-treball-social-comunitari>

Gehl, J. (2020). *La humanización del espacio urbano: La vida social entre los edificios*. Reverté.

Gimeno-Monterde, Ch. y Álamo-Candelaria, J. M. (2018). Trabajo Social Comunitario: hacia unas políticas públicas sostenibles. *Trabajo Social Global*, 8(14), 167-194. <https://revistaseug.ugr.es/index.php/tsg/issue/view/546>

Hernández, M. D. (2006). Trabajo social de ciclo largo, medio y corto: distintos ritmos de un mismo caminar. *Cuadernos de trabajo social*, 19, 255-270. <https://revistas.ucm.es/index.php/CUTS/issue/view/499>

Marchioni, M. (2001). *Comunidad y cambio social. Teoría y praxis de la acción comunitaria*. Popular.

Marchioni, M. (2023). *Planificación social y organización de la comunidad. Alternativas avanzadas a la crisis* (7ª ed.). Popular.

Martínez i Llopis, M. (2026). *Dirigir en els serveis socials. El poder polític davant la justícia social*. Nau Llibres.

Mora, A. (Ed.). (2018). *Mediación intercultural y gestión de la diversidad: Instrumentos para la promoción de una convivencia pacífica*. Tirant lo Blanch.



Ortiz, Y. y Falla, U. (2013). Reflexiones en torno al aporte de los fundamentos epistemológicos de las ciencias sociales al trabajo social: contribuciones a los procesos críticos y propositivos en la praxis profesional. *Tendencias y Retos*, 18(2), 41-59. <https://revistas.lasalle.edu.co/index.php/te/issue/view/375>

Park, P.(1992). Qué es la investigación-acción participativa. Perspectivas teóricas y metodológicas. En M. C. Salazar (Coord.), *La investigación-acción participativa: Inicios y desarrollos* (pp. 135-174). Popular.

Pastor, E. (2021). *Trabajo Social con comunidades: Teoría, metodología y prácticas*. Universitas.

Picornell-Lucas, Pastor, E. y Belchior, H. (2022). *Trabajo Social, Servicios Sociales e intervención comunitaria*. Dykinson.

Reducindo, I., Rivera, L. R., Rivera, J. y Olvera, M.A. (2017) Integración de plataforma LMS y algoritmo de código abierto para detección y prevención de plagio en Educación Superior. *Revista General de Información y Documentación*, 27(2), 299-315. <https://revistas.ucm.es/index.php/RGID/issue/view/3197>

Royé, D., Amorim-Maia, A.T., Jiménez-Navarro, E., López-Díez, A., Tobías, A., Martin-Vide, J. y Olazabal, M. (2026). Pioneering Spanish experience in climate shelters practice. *Nature Climate Change*, 16, 378-381. <https://doi.org/10.1038/s41558-026-02587-z>

Royo-Ruiz, I. (Coord.), Gil-Ruiz, T., Gallén-Gallén, E., Barbé-Villarrubia, M. J. y Marí-Poveda, A. E. (2025). *Kit de supervivencia normas APA-7ª edición* [Adición *Kit de supervivencia normas APA-7ª edición*]. Tirant lo Blanch.

Sánchez-Moreno, M., Rodríguez-Brioso, M. del M., Pérez, J. M. y Acevedo, E. (2025). Trabajo Social y Cooperación Internacional para el desarrollo: Un análisis de la educación universitaria y las publicaciones académicas en España. *Trabajo Social Hoy*, (103), 1-21. <http://dx.doi.org/10.12960/TSH.2025.0002>

Sarria, J. F. y de Francisco, J. C. (2018). Ciberplagio académico: Un tema de importancia. *Lite ¡A tu alcance!*, (68), 4-12. <https://www.calameo.com/read/00557874303bfa3c48182>

Secchi, B. (2014). *La ciudad de los ricos y la ciudad de los pobres*. Los libros de la Catarata.

Vélez Restrepo, O. L. (2003). *Reconfigurando el Trabajo Social: Perspectivas y tendencias contemporáneas*. Espacio.

Villasante, T. R. (2014). *Redes de vida desbordantes: Fundamentos para el cambio desde la vida cotidiana*. Catarata.



VNIVERSITAT ID VALÈNCIA

Course Guide

33495 Models applied to social work
