

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

Code: 33546
Name: Social work with the young
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1311 - Degree in Social Work	Facultat de Ciències Socials	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1311 - Degree in Social Work	Social work with minors	ELECTIVES

COORDINATION

NAVARRO PEREZ JOSE JAVIER

SUMMARY**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**

-

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 intervention strategies in social work with individuals, families, groups, organisations and communities to assist them in making informed decisions about their needs, circumstances, risks, preferred options and resources.



Apply intervention techniques and methods adapted to personal, family and socio-educational needs.

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 co

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.

Apply the attitudes and skills necessary to integrate a gender perspective into professional practice.

Assess needs and possible options to guide an intervention strategy from a social work perspective.

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 preparation of meetings and participate in decision-making in order to better defend the interests of individuals, families, groups, organisations and communities.

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.

Develop intervention and research projects in social work in the personal, educational and family fields.

Establish professional relationships in order to identify the most appropriate form of intervention.

Formulate the design, development and evaluation of intervention plans with individuals and professionals by coordinating the provision of services to be employed and reviewing the effectiveness of intervention plans with the individuals involved in order

Identify intervention methodologies in social work for interaction, support and resolution of needs and problem situations with individuals, families, groups and communities.

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.

Know the specific realities, needs and specialised resources aimed at providing personal, educational and family support, with particular attention to children, adolescents and young people, as well as intervention with families and other groups with spec



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

Reinforce the capacities of individuals, families, groups and communities so that they may act as agents of transformation in the situations in which they live.

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

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

DESCRIPTION OF CONTENTS

1.

2.

3.

4.

5.

6.

7.

8.

**WORKLOAD****PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	45,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	6,00
Individual or group project	12,50
Independent study and work	16,00
Preparation of lessons	13,00
Preparation for assessment activities	12,00
Resolution of case studies	8,00
Total hours	67,50

TEACHING METHODOLOGY**EVALUATION****REFERENCES**

- BLANCHARD, M.; BUZAS, E.; (2007). Acoso Escolar: Desarrollo, Prevención y Herramientas de Trabajo. Madrid. Nancea.
- CARBONELL, A., GEORGIEVA, S., FERNÁNDEZ, I., NAVARRO-PÉREZ, J.J., SAMPER, P. y TOMÁS, J. M. (2023). Diseño e implementación de la herramienta DAP 360° para la evaluación del riesgo y desprotección en la infancia y adolescencia. *Alternativas. Cuadernos de Trabajo Social*, 30(1), 53-80. <https://doi.org/10.14198/ALTERN.21964>
- CAPELLA, S. y NAVARRO-PEREZ, J.J. (2021). Prevención de riesgo psicosocial en adolescentes: el rol de los Centros de Día de Menores en España. *Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud*, 19(1), 1-22. <https://dx.doi.org/10.11600/rlcsnj.19.1.4293>
- FUNES ARTIAGA, J. (2010). 9 Ideas Clave para educar en la adolescencia. Ediciones Graó: Barcelona. - GARAIGORDOBIL, M. (2004): Programa Juego 10-12 años. Juegos cooperativos y creativos para grupos de niños de 10 a 12 años. Madrid. Pirámide.



- MARTINEZ REGUERA, E.; (2002). Pedagogía para mal educados. Madrid. Ediciones del Quilombo. - MORENO MANSO, J. M. (2002). El Maltrato Infantil. IOP EOS: Madrid.
- NAVARRO-PEREZ, J.J., VIERA, M., CALERO, J. & TOMÁS, J.M. (2020) Factors in Assessing Recidivism Risk in Young Offenders. Sustainability, 12, 1111. <https://doi.org/10.3390/su12031111> - NAVARRO-PÉREZ, J. J., OLIVER, A. CARBONELL, A & SCHNEIDER, B. H. (2020). Effectiveness of a Mobile App Intervention to Prevent Dating Violence in Residential Child Care, Psychosocial Intervention 29,2:59-66 <https://doi.org/10.5093/pi2020a3>
- PAEZ DE LA TORRE, S., ARAMAYONA, B. y BALLESTÉ, E. (2023). Bandas Fuera Bandas dentro. Organizaciones juveniles de calle en Iberoamérica. NED Ediciones. - PICORNELL LUCAS, A. (2006). La Infancia en desamparo. Valencia. Nau LLibres.
- RECIO, C.; FEIXA, C.; PORCIO, L.; (2006). Jóvenes "latinos" en Barcelona: espacio público y cultura urbana. Barcelona. Anthropos. - 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>
- SALAZAR, J. (2002 Reed.) No nacimos pa semilla. La cultura de las Bandas Juveniles en Medellín. Bogotá. Boocket. - SÁNCHEZ HORCAJO, J.J. (1993). Televisión y familia: comunicación familiar, pasividad y rendimiento escolar, Sociedad y Utopía. Revista de Ciencias Sociales, nº 1. - SARRIÁ, J. F. y DE FRANCISCO, J. C. (2018). Ciberplagio académico: un tema de importancia. Lite ¡A tu alcance!, 68, 4-12. <https://es.calameo.com/read/00557874303bfa3c48182> - SCANDROGLIO, B. (2010). Jóvenes, Grupos y Violencia; De las tribus urbanas a las bandas latinas. Barcelona. Icaria Editorial. - SEDÓ LUZURIAGA, C. (2002). Treballant com a educador social. Barcelona. Edicions del Pleniluni.
- TARIN CAYUELA, M.; NAVARRO PÉREZ, J. J. (2006). Adolescentes en Riesgo. Casos Prácticos y Estrategias de Intervención socioeducativa. Madrid. Editorial CCS. - TESTA, D. (2014). What do primary students say about school-based social work programmes? International Journal of Qualitative Studies in Education, 27:4, 490-508, DOI: 10.1080/09518398.2013.771227 - TONUCCI, F. (2007). Frato, 40 años con ojos de niño. Barcelona. Graó.
- UCEDA, F.X.; NAVARRO, J.J.; MONTÓN, C. y PÉREZ, J.V. (2012). Espacios y Tiempos para el ocio integrado como herramienta de promoción educativa con adolescentes en conflicto con la ley. En RASE (Revista de la Asociación de Sociología de la Educación) Vol. 5. Nº 2. Págs. 311-327.
- MARTINEZ, J.A. y CARAVACA, C. (2021). Protección e intervención social con colectivos específicos. Tirant lo Blanch.
- NAVARRO-PÉREZ, J.J. (2019). Trabajo Social con Menores: El contexto de la infancia, adolescencia y juventud. València: Tirant lo Blanch.



- NAVARRO-PÉREZ, J.J. y MESTRE, M^a.V. (2015). El marco global de atención al Menor. Valencia: Tirant lo Blanch.
- NAVARRO PÉREZ, JJ.; PUIG i AGUT, M. (2010). El valor de la educación afectiva con niños en situación de vulnerabilidad acogidos en instituciones de protección: un modelo de Trabajo Social basado en la cotidianeidad. En Revista de Servicios Sociales y Política Social. N° 90 (dedicado a familia e infancia), Págs. 65 83.
- RAMÍREZ, J. E., ESTELA, M. J., RUIZ, N., GONZALEZ-FERNÁNDEZ, M. J., MARTÍNEZ-MADRID, R., SOLER, M. D., ANTÓN, C. y PÉREZ-SAN JOSÉ, Y. (2019). Análisis y propuesta de las funciones de los Trabajadores Sociales en los Servicios y Gabinetes Psicopedagógicos escolares en el ámbito de la Comunidad Autónoma Valenciana. Alternativas. Cuadernos de Trabajo Social, 26, 9-34. <https://doi.org/10.14198/ALTERN2019.26.01>