



## COURSE DATA

### DATA SUBJECT

**Code:** 34426

**Name:** Group and community intervention

**Cycle:** Undergraduate Studies

**ECTS Credits:** 6

**Academic year:** 2026-27

### STUDY (S)

Degree	Center	Acad. year	Period
1310 - Degree in Sociology	Facultat de Ciències Socials	2	First quarter
1924 - Double Degree Prog. Sociology-Political and Public Administration Sciences	Facultat de Dret	3	First quarter
1924 - Double Degree Prog. Sociology-Political and Public Administration Sciences	Facultat de Ciències Socials	3	First quarter
1925 - Double Degree Prog. Sociology-Political and Public Administration Sciences	Facultat de Dret	3	First quarter
1931 - Double Degree Program in Sociology-Political Sciences and Public Administr.	Facultat de Dret	5	First quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1310 - Degree in Sociology	Group and community intervention	COMPULSORY
1924 - Double Degree Prog. Sociology-Political and Public Administration Sciences	Year 3 compulsory subjects	COMPULSORY
1924 - Double Degree Prog. Sociology-Political and Public Administration Sciences	Year 3 compulsory subjects	COMPULSORY
1925 - Double Degree Prog. Sociology-Political and Public Administration Sciences	Year 3 compulsory subjects	COMPULSORY
1931 - Double Degree Program in Sociology-Political Sciences and Public Administr.	Asignaturas obligatorias de quinto curso	COMPULSORY

### COORDINATION

CALERO VALVERDE ANGELA

## SUMMARY

*Group and Community Intervention* (6 ECTS credits) is a compulsory subject that takes place in the first quarter of the second academic year of the degree in Sociology. It is part of the module Social Sciences, which includes core subjects such as Social Psychology, Political Science, History, Anthropology or Economy. The function of this module is to provide students with a multidisciplinary overview of Sociology.



It is a theoretical and practical subject which introduces students to Group and Community Intervention, related to possible professional career opportunities.

It will provide students with the basic tools and techniques needed to develop the necessary skills for the practice of group and community intervention. Together with other subjects of the degree, it enables students to achieve the objective of designing programmes of social intervention for the improvement of social conditions and the perspective of human development regarding freedom, tolerance, plurality and solidarity as well as equality between men and women.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

Relationship with other subjects of the same degree

No enrolment restrictions have been specified.

Other types of prerequisites

It is advisable (however not mandatory) that students have taken the following subjects: Methods and Techniques of Social Investigation, Sociology, Social Psychology, Political Science, Social Anthropology and Contemporary Social Politics.

## COMPETENCES / LEARNING OUTCOMES

### 1310 - Degree in Sociology

Analyse social phenomena adopting a multidisciplinary perspective (sociological, psychosocial, economic, political, historical and anthropological).

Clearly communicate theories, problems and proposals of a sociological nature, both orally and in writing, using new information and communication technologies.

Design and implement plans and programmes aimed at addressing social problems and evaluating their results.

Develop gender perspective and integrate it into the study of social reality.

Identify and measure social vulnerability factors.

Know and use secondary data sources useful for sociology.

Know the institutions of the welfare society that contribute to safeguarding social rights.

Know the tools needed to create, implement and evaluate public policy programmes and social intervention projects.

Know the tools to intervene in situations of social crisis and conflicts.



Learn independently and develop initiative in the field of sociology.

Respect and promote the principles of fundamental rights, gender equality, equal opportunities and non-discrimination, democratic values and sustainability.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Understand the cultural diversity of societies.

Work in a team with a multidisciplinary perspective.

Write reports and diagnoses on social problems.

## DESCRIPTION OF CONTENTS

### **1. Social intervention and the gender perspective in social intervention. Social networks.**

- Key concepts: community, society, groups, associations, social networks.
- Process and procedures in social intervention: organization, development and participation.
- The gender perspective in social intervention.
- Concept of social networks.
- Systems of formal and informal support.

- Concept and types of group work.
- Group intervention.
- The entry of professionals into the social environment of intervention: immersion. Getting to know and contact; the community monograph.



## 2. Concept and types of group work. Group intervention.

- Concept and types of group work.
- Group intervention. - Work with community groups.

## 3. Theoretical models of community social intervention.

- Theoretical models of community social intervention.
- Difference between Research Action and Research Participatory Action.

## 4. Social work in the community territory and development. Community participation in the process of community intervention.

- Definition of community development.
- Participation of the community in the process of community intervention: participative methodologies.
- Identification of individuals and social actors in the processes of community intervention.

## 5. Design and elaboration of social intervention programmes.

- Phase of the design of a participatory process: constitution of the motor group and follow-up commission.
- Participatory diagnosis.
- Identification of proposals or strategies of action.

## 6. Evaluation in the processes of Community Intervention.

- Participative evaluation, learning from experience and empowerment.
- Evaluation aspects: key criteria for evaluation.
- Axiological aspects of evaluation and strengthening of organizations.

### WORKLOAD

#### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

#### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	20,00



Independent study and work	20,00
Preparation of lessons	20,00
Preparation for assessment activities	15,00
Resolution of case studies	10,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

The teaching methodology used is a combination of different teaching-learning techniques: lectures, group work in class, seminars and complementary activities.

- . Participatory lecture.
- . Oral presentations by the students.
- . Case studies. . Debates.
- . Cooperative work.
- . Search documentary and statistical data.
- . Discussion sessions and group analysis from materials such as films, documentaries, exhibitions, conferences, etc..
- . Reading, synthesis, analysis and criticism of texts.
- . Performing exercises.
- . Attendance and active participation in workshops, seminars and conferences.
- . Individual and group counseling, monitoring and supervision mentoring.

## EVALUATION

The grading system will be based on continuous assessment of individual and group work carried out throughout the course, especially regarding the acquisition of competences and the identification of key concepts. Active participation in class will be positively considered.

- 50% of the final grade will correspond to practical exercises, and the group assignment on the diagnosis and the elaboration of a project of community intervention. In very justified cases, and prior consensus with the teacher, the work may be done individually.



b. 40% of the final grade will correspond to the final examination.

Students must obtain at least 5 points (over 10) for each of the blocks in order to pass the subject.

c. 10% of the grade will correspond to the regular attendance and active participation of the students in the classroom sessions, tutorials and complementary activities.

## REFERENCES

- Barbero, Josep Manuel y Cortés, Ferran. Trabajo Comunitario, organización y desarrollo social. Alianza Editorial, Madrid, 2005.
- De Robertis, Cristina y Pascal, Henry. La intervención colectiva en trabajo social. La acción con grupos y comunidades. El Ateneo, Buenos Aires, 1994.
- Marchioni, Marco. Comunidad, participación y desarrollo. Teoría y metodología de la intervención comunitaria. Editorial Popular, Madrid, 1999.
- Montañés, Manuel. Metodología y técnica participativa. UOC, Barcelona, 2009.
- Pastor Seller, Enrique. Trabajo Social Comunitario. Diego Marín, Murcia, 2004.
- Rezsohazy, Rudolf, El desarrollo comunitario. Participar, programar, innovar. Editorial Narcea, Madrid, 1988.
- De la Red, Natividad y Rueda, Daniel. Intervención social y demandas emergentes. Editorial CCS, Madrid, 2003.
- Del Valle, Teresa. Andamios para una nueva ciudad. Lecturas desde la antropología. Feminismos, Cátedra, Madrid, 1997.
- García Herrero, Gustavo A; Ramírez Navarro, José Manuel. Manual práctico para elaborar proyectos sociales. Siglo XXI Madrid, 2006.
- González Gómez, Lara. La evaluación en la gestión de proyectos y programas de desarrollo. Una propuesta integradora en agentes, modelos y herramientas. Gobierno Vasco, Vitoria, 2005.
- Marchioni, Marco. La acción social con y en la comunidad. Certeza, Zaragoza, 2004.



- Martínez, Eva ; Peña, Lucía. Redefiniendo el trabajo comunitario. Escuela Universitaria de Trabajo Social de la UPV/EHU, Vitoria- Gasteiz, 2010.
- Mejed Hamzaoui. El trabajo social territorializado. Las transformaciones de la acción pública en la intervención social. Nau llibres, Universitat de València, 2005.
- Murguialday, Clara y Vázquez, Norma. Un paso más. Evaluación del impacto de género. Ed. Cooperacció, Barcelona, 2005.
- Navarro Pedreño, Silvia. Redes sociales y construcción comunitaria. Creando (con) textos para una acción ecológica. Editorial CCS, Madrid, 2004.
- Úcar, Xavier (Coord). Enfoques y experiencias internacionales de acción comunitaria. Graó, Barcelona, 2009.
- Zastrow, Charles H. Trabajo Social con grupos. Paraninfo, Madrid, 2008.
- Mut Montalvà, Elena, Intervenció grupal i comunitària. Reproexpres. Valencia, 2013.
- Guies operatives per als exercicis pràctics en classe.
- De la Riva, Fernando y Moreno, Antonio. "Redes asociativas". Cuadernos prácticos, núm.4,2010.
- Sluzki, Carlos E. La red social: frontera de la práctica sistèmica. Gedisa, Barcelona, 1996
- Segarra, Marta (ed.) Repensar la Comunidad. Desde la literatura y el género. Icaria, Barcelona, 2012.
- Buades, J., y Giménez, C. (Coord.) (2013). Hagamos de nuestro barrio un lugar habitable. Manual de intervención comunitaria en barrios. Valencia: Tirant lo Blanch. Disponible en línea hasta finales de abril de 2016 AQUÍ (última fecha de consulta: 25 enero 2017)