COURSE DATA

DATA SUBJECT

Code: 35080
Name: Social community preventative intervention
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1302 - Degree in Criminology	Facultat de Dret	4	First quarter
1923 - Double Degree Programme Law-Criminology	Facultat de Dret	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1302 - Degree in Criminology	Applied criminology	ELECTIVES
1923 - Double Degree Programme Law-Criminology	Year 4 optional subjects	ELECTIVES

COORDINATION

MENDEZ LOPEZ ANGEL JOEL

SUMMARY

In the **Bachelor¿s Degree in Criminology**, students are expected to master techniques for managing **situations of marginalization** that may affect certain groups and communities. These marginalization phenomena¿often bordering on criminal behavior¿occur in complex societies and hinder efforts to strengthen **social cohesion and civic coexistence**.

A **Criminology graduate** must be equipped to approach these collective marginalization processes in order to understand emerging social phenomena in towns and cities, while also responding to the challenges posed by a globalized society. The goal is to position the graduate as a **professional mediator** between the diverse interests of citizens.

Likewise, a criminologist should be able to **anticipate and understand social dynamics of confrontation**, enabling them to address conflict situations and dismantle stereotypes and social representations that undermine coexistence, tolerance, and mutual respect. It is essential to engage with the **community¿s social reality**, thereby preventing and avoiding processes of social exclusion and improving relationships among the various groups that make up local communities.

The course **¿Preventive Community Social Intervention¿**, an **elective subject in the 4th year** of the Criminology degree, aims to introduce students to the knowledge necessary to understand the **marginalization of different population groups** and to comprehend the motivations behind their social practices. Students are also expected to develop skills to **design plans, programs, and social intervention projects** aimed at developing **preventive strategies** for potential conflicts, as well as promoting the **progress of groups at risk and/or in situations of social vulnerability**.

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

1302 - Degree in Criminology

Saber hacer estudios en barrios marginales o de acción social preferente, elaborando estrategias de prevención y/o intervención de la criminalidad.

Saber identificar la diversidad y desigualdad social y sus consecuencias en relación con el hecho delictivo, la victimización y las respuestas ante el crimen y la desviación.

Ser capaz de aplicar los conocimientos psicosociales al estudio y comprensión de las nuevas formas de criminalidad.

Ser capaz de diseñar estrategias para resolver conflictos concretos en el contexto penal y criminológico.

DESCRIPTION OF CONTENTS

1. Introduction to the Collective Space: Clarifying Concepts

- The Social Dimension and Social Representations
- The Social Question
- Social Intervention

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2. The Community and Its Operational Dimension

- The Historical Construction of the Concept of Community and Community Work
- Preventing the Breakdown of Social Cohesion in the Community: Bourdieu¿s Concept of ¿Field¿ and Its Application to Urban Neighborhoods

- The Community in the Age of Communication and the Network Society: Individual Identities and New Social Movements
- Basic Elements of the Community: Territory, Population, Needs, and Resources

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3. The Community and the Social Intervention Process

- Participation as a Tool for Community Prevention
- The Community Intervention Process:
    - Research
    - Diagnosis
    - Planning
    - Implementation
    - Evaluation

- How to Design a Preventive Community Social Intervention Project: A Practical Guide

WORKLOAD

PRESENCIAL ACTIVITIES

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

NON PRESENCIAL ACTIVITIES

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

TEACHING METHODOLOGY

The development of the course is structured around the following components:

Lectures

Following a traditional lecture format, these sessions focus on highlighting the most relevant aspects of each topic, clarifying key concepts, establishing interconnections, and explaining the best approaches to studying and working through the course content.

Practical Classes

Students will work in groups of approximately 3¿4 members. These sessions are dedicated to preparing and designing the **fieldwork**, including decisions on research methodology, techniques to be applied, the target group to be studied, and the specific issue to be addressed.
Practices I, II, and III will be submitted individually.

Fieldwork

This involves observing a community group or social issue, conducting a diagnosis, and designing an intervention project that supports the group¿s interests. Fieldwork may be conducted individually or in groups of 3¿4 students, and its design will be developed during practical sessions.
After completing the fieldwork, students will present a report and design an intervention program. A **guideline document** will be provided by the instructor to support both the fieldwork design and project development.
The instructor reserves the right to **present and mediate the students¿ project** before community institutions for potential implementation, thereby combining theory with real-world practice¿as has been done in previous years with projects developed in coordination with organizations such as **Juvenile Justice Centers and Secondary Education Institutes**, among others.

Classroom Debates

Time will be allocated during class hours for **debate and group discussion** on the projects being designed and the concepts being taught.

Tutoring

Tutoring sessions may be **individual or group-based**. Individual tutoring is voluntary and intended to clarify theoretical concepts prior to assessment. Group tutoring will focus on fieldwork development, and the instructor may **require attendance** from specific groups if additional support is deemed necessary.

Reading of Supplementary Texts

Students will be provided with **supplementary readings** to enhance their understanding of the issues or groups being studied in the fieldwork. These readings are **mandatory** and must be referenced in the fieldwork report. Some readings may also be used as part of **in-class practical activities**.

Attendance at Conferences or Seminars

Students may be required to attend at least **one conference or activity** related to their fieldwork prior to the course evaluation. A **summary sheet** of the event¿s content must be submitted.

Video Forums

Two mandatory practical sessions will be conducted using this methodology. After viewing the video, students will engage in a **brief discussion and critical reflection** on the main themes presented. Students¿

critical awareness and ability to abstract and apply concepts to other contexts, groups, or scenarios will be assessed.

EVALUATION

Written test to check the acquisition of knowledge, the Organization of ideas, their applicability, analysis, creativity, scientific language and the ability to express themselves in writing or others. **50%**

Written preparation and oral presentation of the Social and Community Intervention Project. The aforementioned Project will be carried out as a team, but will be presented individually at the end of the semester. The student's ability to develop projects that are directly related to practice will be assessed, while the degree of involvement and effort of each student in the teaching-learning process will be taken into consideratio. **50%**

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REFERENCES

- - Méndez López, A. J.; Pérez Cosín, J. V. (2017). Ciencias Sociales y Proyectos Comunitarios: epistemología, metodología y experiencias. Editorial Tirant lo blanch. - Méndez López, A. J.; Pérez Cosín, J. V. (2020) Intervención Social y Comunitaria. Editorial Tirant lo blanch. Navarro, J. J. Dossier de materiales y textos seleccionados para la asignatura. -Muñoz, D. y Sáez, M. (2009). Nuestros barrios , nuestras luchas: experiencias de intervención. Valencia: ediciones la Burbuja. -Bauman, Z. (2003). Comunidad. En busca de seguridad en un mundo hostil. Madrid: Siglo XXI. -Beck, U. (1998). La sociedad del riesgo. Barcelona: Paidós. -Berger, P. y Luckman, T. (1997). La construcción social de la realidad. Buenos Aires: Amorrortu. -De Robertis, C. y Pascal, H. (1994). La intervención colectiva en Trabajo Social. La acción con grupos y comunidades. Buenos Aires: Ateneo. -Marchioni, M. (1999). Comunidad, Participación y Desarrollo. Buenos Aires: -Ateneo. -Navarro, V.; Torres, J. y Garzón, A. (2012). hay Alternativas. Propuestas para crear empleo y bienestar social en España. Madrid: Aguilar. -Sánchez Vidal, A. (1999). Ética de la intervención social. Barcelona. Paidós.

- Moreno, L. y Sarasa, S. (1995). El Estado de bienestar en la Europa del Sur. Madrid: CSIC. -Doyal, H. y Hough, I. (1994). Teoria de las necesidades humanas. Barcelona: Herder.