



## COURSE DATA

### DATA SUBJECT

**Code:** 43319  
**Name:** Creation, Development and Promotion of competences, strategies and social and psychological resource  
**Cycle:** Master's Degree  
**ECTS Credits:** 4.5  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
2151 - Master's degree in Psychological Intervention in the Social Environment	Facultat de Psicologia i Logopèdia	1	First quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
2151 - Master's degree in Psychological Intervention in the Social Environment	Strategies, techniques and resources applied to psychological intervention in social spheres	COMPULSORY

### COORDINATION

CAVA CABALLERO M JESUS

ORTEGA BARON JESSICA

## SUMMARY

**"Creation, Development, and Enhancement of Psychological and Social Skills, Strategies, and Resources Applied to Psychosocial Intervention"** is part of the second module of the master's degree (Strategies, Techniques, and Resources Applied to Psychological Intervention in Social Settings). This course consists of 4.5 theoretical-practical credits and is taught in the first semester of the first year of the master's degree.

This subject analyzes the main resources and strategies that, from an individual, social, and community perspective, are developed and enhanced by psychologists working in the field of social and community intervention. The aim of this course is for students to learn about resources such as self-esteem, social skills and competencies, and social support and mutual aid networks, and to be able to develop specific strategies that enable the enhancement of these resources in various collectives, groups, and/or communities.

This course aims to provide students with advanced and specialized training in a set of



conceptual, procedural, technical, and attitudinal knowledge that will enable professionals to function adequately in the field of psychological intervention in social and community settings. Likewise, through the contents of this course, we seek to train and develop critical and reflective skills in students that will result in an improvement in their future professional practice.

## 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

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Entender las bases biológicas de los procesos psíquicos y comportamientos tanto en su funcionamiento normal como patológico así como los principios y elementos básicos para la aplicación de técnicas de intervención aplicadas a la salud física y mental.

## DESCRIPTION OF CONTENTS

### 1. Self-esteem, social support, and mediation strategies

1. Psychosocial Resources and Intervention Models
  - 1.1. Definition and Types of Resources
  - 1.2. Importance of Psychosocial Resources in Intervention Models
2. Self-Esteem as a Personal Resource
  - 2.1. Definition and Importance of the Social Context
  - 2.2. Multidimensionality and Measurement Instruments
3. Self-Esteem Enhancement: The "Galatea" Program
  - 3.1. The "Galatea" Program as an Example of Resource-Based Intervention Programs
4. Social Support as a Social and Community Resource
  - 4.1. Basic Conceptual Aspects of Social Support
  - 4.2. Strategies for Strengthening Effective Social Support Networks
5. Conflict and Mediation
  - 5.1. Conflict and Mediation: Definition, Characteristics, and Types
  - 5.2. Effective Mediation Strategies.

### 2. Social skills and social skills training.

1. Definition of social skills.



2. Social skills of the psychologist:
  - Individual.
  - Group.
3. Training in social skills:
  - 3.1 Daily living skills.
  - 3.2 Meta-skills.
  - 3.3 Situational dimension.
  - 3.4 Cognitive dimension.
  - 3.5 Behavioral dimension.
4. Training programs in social skills.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	13,50
Theoretical and practical classes	31,50
<b>Total hours</b>	<b>45,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	22,00
Independent study and work	27,00
Preparation of lessons	10,00
Preparation for assessment activities	0,00
Resolution of case studies	8,50
<b>Total hours</b>	<b>67,50</b>

## TEACHING METHODOLOGY

The teaching methodology will be as follows:

Teaching will be delivered through a system of face-to-face classes, both theoretical and practical, seminars-workshops, and other complementary activities and tasks proposed by the teachers. Teaching will also be complemented by distance learning, with individual and group work, encouraging independent and group work.

Face-to-face classes will also be complemented by tutorials, in which teachers will guide students in the construction of their knowledge. They will guide them in the preparation of assignments and resolve any doubts or difficulties related to the subject matter.

The virtual classroom will also be used. In this virtual space, students can find documents, information, or relevant news about the subjects. Teachers will post all the information they consider appropriate for the development of the subject there.

Finally, the most used and most notable activities due to their innovative nature would be: case studies (both real, such as using press reports, and simulated), solving exercises and problems,



problem-based learning, project-oriented learning, and cooperative learning through the use of interdisciplinary groups in practical sessions and in group work.

## EVALUATION

1. The results will be assessed at the end of the module by means of a final exam. This final exam will assess the student's assimilation of the subject matter. This exam will constitute 40% of the grade (4 points).

2. The process (continuous assessment) will be evaluated through activities and assignments (individual and/or group) carried out in and/or outside the classroom. This section will constitute 60% of the grade (6 points).

The activities and assignments may consist of:

- Reading recommended texts and subsequent critical analysis.
- Classroom exercises and report writing.
- Bibliographic reviews.
- Presentations and debates in the classroom.
- Seminars, conferences, visits, film forums.
- Resolution of case studies and practical cases.
- Application work on the content of the subjects.
- Empirical research work on the content of the subject.

In order to pass this course, students must obtain, at least, 2 of 4 points in the final exam (assessment of results) and 3 of 6 points in the activities and assignments set by the teachers (assessment of the process).

## REFERENCES

Basic references:

- Notes, texts and class slides.
- Caballo, V. (2006). *Manual de evaluación y entrenamiento en habilidades sociales*. Madrid: Siglo XXI. [Trabajo de aula: páginas 17-97].
- Cava, M. J. y Musitu, G. (2003). *La potenciación de la autoestima en la escuela*. Barcelona: Paidós.
- Farré, S. (2004). *Gestión de conflictos: taller de mediación. Un enfoque socioafectivo*. Barcelona: Ariel.
- Peñafiel, E., y Serrano, C. (2020). *Habilidades Sociales*. Madrid: Editex

Complementary references:

- Caballo, V. (2006). *Manual de evaluación y entrenamiento en habilidades sociales*. Madrid: Siglo XXI.
- Cava, M.J., Musitu, G. y Murgui, S. (2006). *Familia y violencia escolar: el rol*



mediador de la autoestima y la actitud hacia la autoridad institucional.  
*Psicothema*, 18(3), 367-373.

- Cava, M.J., Musitu, G. y Vera, A. (2000). Efectos directos e indirectos de la autoestima en el ánimo depresivo. *Revista Mexicana de Psicología*, 17(2), 151-161.
- Elias, M., Tobias, S. y Friendlander, B. (2001). *Educar con inteligencia emocional*. Madrid: Plaza Janés.
- Gracia, E. (1997). *El apoyo social en la intervención comunitaria*. Barcelona: Paidós.
- Kelley, J. y Viso Pabón, S. (2008). Entrenamiento de las habilidades sociales: guía práctica de intervenciones. Bilbao: Desclee de Brouwer.
- Musitu, G. y Cava, M.J. (2003). El rol del apoyo social en el ajuste de los adolescentes. *Intervención Psicosocial*, 12 (2), 179-192.
- Rozenblum de Horowitz, S. (2007). *Mediación y resolución de conflictos en la comunidad*. Barcelona: Colección Acción Comunitaria.
- Torrego, J.C. (2005). *Mediación de conflictos en instituciones educativas*. Madrid: Narcea.