

**COURSE DATA****DATA SUBJECT****Code:** 43320**Name:** Psychological intervention techniques in the social and community spheres**Cycle:** Master's Degree**ECTS Credits:** 5.5**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

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SUMMARY

The course **Psychological Intervention Techniques in the Social and Community Setting** consists of a total of 5.5 theoretical and practical credits. It is part of the second module of the master's degree (Strategies, Techniques, and Resources Applied to Psychological Intervention in Social Setting). It is taught in the first four-month period of the first year of the master's degree.

This course focuses on promoting collective well-being and preventing social problems from a psychosocial and organizational perspective. It addresses techniques to strengthen support networks, empower communities, and foster inclusion, utilizing psychosocial and organizational intervention techniques.



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

To have completed the subject : theoretical and methodological bases of psy. intervention in social areas

COMPETENCES / LEARNING OUTCOMES

2151 - Master's degree in Psychological Intervention in the Social Environment

Conocer y saber organizar, desarrollar, adaptar y valorar servicios y programas de asesoramiento e intervención psicosocial de acuerdo con las demandas y el contexto en el que se aplican.

DESCRIPTION OF CONTENTS

1. Group Intervention Techniques

1. The group as an instrument for change and social intervention
2. Objective of group techniques
3. Conditions for application and classification of group techniques

GROUP TECHNIQUES I: TOPIC-FOCUSED GROUP DYNAMICS

1. Its use in the different phases of the intervention
2. How to carry it out: group session dynamics
3. The role of the moderator and moderation techniques
4. Application in an intervention context

GROUP TECHNIQUES II: TECHNIQUES THAT IMPROVE GROUP FUNCTIONING, INCREASE SATISFACTION, AND ENERGIZE THE GROUP

1. Techniques that improve group functioning
2. Techniques that increase satisfaction and energize the group
3. Group techniques applied in community settings
4. Application in an intervention context

GROUP TECHNIQUES III: EVALUATION TECHNIQUES GROUP



1. Group Interaction and Communication
2. Informal Relationships in Groups
3. Techniques for Assessing Group Interaction
4. Examples of Use

2. Crisis Intervention Techniques

1. The Crisis and Its Impact on Victims
2. Professional Intervention in Situational Crises
3. Practical Aspects of Crisis Intervention: Empathy and Active Listening

3. Organizational Intervention

1. Organizational Intervention: Introduction and Definitions
2. Intervention Techniques
3. Negotiation: General
4. Negotiation Techniques

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	16,50
Theoretical and practical classes	38,50
Total hours	55,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	22,50
Independent study and work	18,00
Preparation of lessons	20,00
Preparation for assessment activities	7,00
Resolution of case studies	15,00
Total hours	82,50

TEACHING METHODOLOGY

In-person sessions. These consist of a presentation of the corresponding theoretical topic. This is a lecture model that allows the instructor to present the most relevant aspects of each topic. Participation will be encouraged as knowledge is shared. Furthermore, in these in-person



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sessions, students who have independently worked on various theoretical and practical aspects related to the topics studied will be able to present and present their work in class. Also in these in-person sessions, students will be able to participate in activities related to their internships and Master's thesis.

Online sessions. These sessions aim to encourage students to build their knowledge. The goal is to guide students in activities geared toward their own learning. The activity may consist of searching for specialized documentary information, conducting a verified and justified reflection on a specific topic, or applying their knowledge from class.

Tutorials. Students have access to a wide range of tutoring hours during which the professor guides them individually or in small groups in building their knowledge. They guide them in completing assignments and resolve any doubts or difficulties related to the subject matter. The Virtual Classroom forum is also available for questions. In this virtual space, students can find documents, information, and relevant news about the subjects in the different modules

EVALUATION

Each of the three blocks comprising the course will be assessed as follows:

Process assessment: The knowledge, skills, and competencies acquired will be assessed continuously through the student's participation in individual and group training activities for the module's subjects. They will complete exercises, discuss texts, and complete case studies related to the content.

Performance assessment: In addition to the continuous assessment of the student's theoretical and practical work in the different subjects, at the end of the course, the student will take a performance test based on the level of skills or learning acquired. The process assessment will account for 50 percent of the final grade (up to 5 points). The performance assessment will account for 50 percent of the final grade (up to 5 points).

Final score: 80% class attendance and a minimum grade of 2 out of 5 in the performance assessment and 2.5 out of 5 in the process assessment are essential requirements for passing this course.

The course will only be considered passed if the sum of both assessments, in each and every block comprising the course, is equal to or greater than 5. Therefore, if the student fails the final assessment for any block(s), they must retake that section and will not be considered a pass until they have passed that section. Only the performance assessment will be retaken in the second sitting.

REFERENCES

Basic references:



- Canto, J. (2006). *Psicología de los grupos. Estructura y procesos*. Málaga: Aljibe.
- Cummings, T. G., & Worley, C. G. (2015). *Organization development and change* (10th ed.). Cengage Learning.
- Huici, C. y Morales, J.F. (Dir.) (2004): *Psicología de Grupos II: Métodos, técnicas y aplicaciones*. Madrid: UNED
- Marín, M. y Troyano, Y. (2006). *Trabajando con Grupos: Técnicas de intervención*. Pirámide: Madrid.
- Puchol, L. (2007). *El libro de la negociación*. Madrid: Díaz de Santos.
- Rubin, B. y Bloch E. L. (2001). *Intervención en crisis y respuesta al trauma. Teoría y práctica*. Bilbao: Desclée de Brouwer.
- Trechera, J.L. (2003). *Trabajar en equipo: técnicas de dinámica de grupos*. Bilbao: Desclée de Brouwer.

Complementary references:

- Antons, K. (2005). *Práctica de la dinámica de grupos*. Barcelona: Herder.
- Cembranos, F. y Medina, J. (2003). *Grupos inteligentes*. Madrid: Editorial Popular
- Gil, F. y Alcover, C.M. (Coord.) (2004). *Técnicas grupales*. Madrid: Pirámide
- Forsyth, D.R. (1999). *Group Dynamics*. Belmont: Wadsworth Publishing Company
- Marín, M. y Garrido, M.A. (2003). *El grupo desde la perspectiva psicosocial*. Madrid: Pirámide
- Rodríguez, A. y Morera, D. (Coords) (2001). *El Sociograma. Estudio de las relaciones informales*. Madrid: Pirámide
- Stangor, Ch. (2004). *Social groups in action and interaction*. New York: Psychology Press
- Stewart, G., Manz, Ch. y Sims, H. (2005). *Trabajo en equipo y dinámica de grupos*. Mexico: Limusa.
- Villalba, F. (2007). *Negociación: Del conflicto al acuerdo*. Editorial Limusa.
- Wheelan, S. (2005). *The handbook of group research and practice*. London: Sage.