

**COURSE DATA****DATA SUBJECT****Code:** 43340**Name:** Programmes to promote the development of tolerance towards social minorities**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2151 - Master's degree in Psychological Intervention in the Social Environment	Facultat de Psicologia i Logopèdia	2	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2151 - Master's degree in Psychological Intervention in the Social Environment	Psychological assessment of and intervention in women and social minorities	COMPULSORY

COORDINATION

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SUMMARY

The subject Development Programs for Tolerance Towards Social Minorities is part of the course Psychological Assessment and Intervention in Women and Social Minorities. This is an advanced specialized training course, mandatory and semester-long, comprising a total of 15 credits. The aim is to provide students with updated training in the fields of psychological assessment and intervention with women and social minorities. Students are expected to become familiar with key theoretical models, main intervention.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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

OTHER REQUIREMENTS



The requirements are the same for all subjects within the Psychological Assessment and Intervention in Women and Social Minorities course. Students must have completed the first advanced basic training module and the first two advanced specialized training subjects: Psychological Assessment and Intervention in Family and Childhood and Psychological Assessment and Intervention in Youth. At least 60% of this content must be completed.

COMPETENCES / LEARNING OUTCOMES

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

Capacidad para exponer en público con rigor conceptual y con el uso adecuado del vocabulario específico de la disciplina.

Capacidad para trabajar en equipo sobre la base de la colaboración, respeto por las diferencias y resolución negociada de conflictos.

Conocer y ser capaz de identificar recursos, estrategias y técnicas individuales, microsociales y/o macrosociales, aplicadas a la intervención psicológica en ámbitos sociales.

Saber aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con el área de estudio de la intervención psicosocial.

Saber justificar, diseñar, planificar, implementar, evaluar y divulgar planes y programas de intervención psicosocial con diferentes objetivos, niveles de acción y destinatarios.

Ser capaz de definir objetivos y de aplicar metas de intervención atendiendo a los grupos, poblaciones y contextos donde se desarrolla la intervención psicosocial.

Ser capaz de utilizar recursos, estrategias y técnicas de intervención individual, microsociales y/o macrosociales para promover el desarrollo positivo de las personas, grupos y comunidades y/o para prevenir conductas de riesgo en los sectores propios de la intervención psicosocial.

DESCRIPTION OF CONTENTS

I. Tolerance in Pluralistic Societies: Conceptual Framework

- Culture. From multicultural to intercultural societies: understanding difference and discrimination. Images, stereotypes, and prejudices. Connecting images to their effects. Manifestations of intolerance. Tolerance as an educational value: concept, object, and limits. Development of tolerance in children and adolescents.
- Moral development: from absolutism to the Philosophy of Human Rights.

II. Intervention Procedures in Tolerance Development



- Intercultural education: a positive approach to difference.
- Education in conflict.
- Education for democracy and human rights.

III. Tolerance and Specific Minority Groups

- Discrimination and migrants
- Antisemitism
- Islamophobia
- Anti-Roma prejudice
- LGBT-phobia
- Ageism or gerontophobia
- Aporophobia (prejudice against the poor)
- Fatphobia
- Discrimination and mental illness

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	9,00
Theoretical and practical classes	21,00
Total hours	30,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	0,00
Preparation of lessons	10,00
Preparation for assessment activities	15,00
Resolution of case studies	0,00
Total hours	45,00

TEACHING METHODOLOGY

The course combines theoretical-practical sessions, which require prior reading to ensure dynamic classes, and group sessions aimed at fostering student-led knowledge construction.

As a group activity, students will prepare a documentary project on one of the main forms of intolerance toward a specific social minority and present it in class. In addition, each group will have 60 minutes to conduct a practical workshop on the topic.

Students will have access to tutorial hours for individual or small group guidance in constructing their knowledge. During these sessions, guidance is provided for project development, and any questions or



difficulties related to the subject are addressed.

EVALUATION

The assessment of the subject will be carried out jointly with the other subjects that make up the module *Psychological Assessment and Intervention in Women and Social Minorities*, and will be based on two complementary criteria: assessment of results and assessment of the learning process.

1. The assessment of results will consist of an exam based on one selected minority, including an oral presentation and follow-up questions. This component will represent 40% of the final grade (4 points).
2. The process assessment (continuous assessment) will be based on individual and/or group assignments and activities completed in each module of the course. This component will account for 60% of the final grade (6 points).

To pass the subject, it is mandatory to obtain a minimum score of 5 out of 10 (or equivalent) in both the final exam and the coursework and assignments

In cases of fraudulent practices, action will be taken according to the Protocol for Action against Fraudulent Practices at the University of Valencia (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

REFERENCES

BASIC REFERENCES:

Cascón, P. (2000) *Educación en y para el conflicto*. Barcelona: Catedra Unesco de Cultura de paz. Disponible en: <http://pacoc.pangea.org/documentos/educarenyparaelconflicto.pdf>

COMPLEMENTARY REFERENCES:

Antón, C., Aparicio, R., García, R., & Migallón, J. (2016). *Manual de apoyo para la prevención y detección del racismo, la xenofobia y otras formas de intolerancia en aulas*. Madrid: Observatorio Español del Racismo y la Xenofobia. Secretaría General de Inmigración y Emigración. Ministerio de Empleo y Seguridad Social.

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approach. *Anales de psicología*, 27(3), 575-581.

Essomba, M. A. (2001). Sanduk. Guia per a la formació dels educadors i les educadores en interculturalitat i immigració. http://www.fundacionfide.org/upload/94/39/Guia_para_la_formacion_de_educadores_y_educadoras_en_la_interculturalidad_y_la_inmigracion.pdf

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Mora, A. (2019). *La sociedad civil y la lucha contra el racismo y la discriminación: situación actual, percepciones, y propuestas desde los movimientos sociales*. En Á. Solanes Corella (Dir.), *Discriminación, racismo y relaciones interculturales* (pp. 189-214). Thomson Reuters Aranzadi.

Rendón, P. C. (2013). Educación para la paz y para la democracia. *Ra Ximhai: Revista científica de sociedad, cultura y desarrollo sostenible*, 9(1), 35-48.

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Sanjuan, A. M. (2011). El estigma de los trastornos mentales: discriminación y exclusión social. *Quaderns de psicologia. International journal of psychology*, 13(2), 7-17.

Stucchi-Portocarrero, S. (2013). Estigma, discriminación y concepto de enfermedad mental. *Revista de neuro-psiquiatría*, 76(4), 218-218.

Vázquez, A. (2003). *Tolerancia: ¿Debilidad o fortaleza?* Madrid: Témpora.

Vázquez, J. J., Panadero, S., & Zúñiga, C. (2017). Content and uniformity of stereotypes and meta-stereotypes of homeless people in Madrid (Spain). *Journal of Community Psychology*, 45(1), 128-137.