

**COURSE DATA****DATA SUBJECT****Code:** 46843**Name:** Intervention in Complex Contexts**Cycle:** Master's Degree**ECTS Credits:** 6**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
2271 - Master's Degree in Social Work in Health Care	Facultat de Ciències Socials	1	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2271 - Master's Degree in Social Work in Health Care	Intervención en contextos de complejidad	COMPULSORY

**COORDINATION**

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**SUMMARY**

The main objective of the subject "Intervention in contexts of complexity" is to provide Social Work professionals with the skills and knowledge necessary to address different situations of particular complexity in the healthcare field. The aim of the subject is for students to understand and apply specific knowledge in the field of health in relation to different contents (mental health and addictions, rare diseases, chronicity,...), allowing an improvement in their intervention in the professional field.

The subject is organized into seven thematic units. In each of them, the students have bibliographic references related to the content of the syllabus, which will be developed in the synchronous sessions.

At the end of the subject, students will be able to critically integrate different approach strategies in particularly complex contexts in healthcare.

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

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



## OTHER REQUIREMENTS

No prior knowledge is required.

## COMPETENCES / LEARNING OUTCOMES

### 2271 - Master's Degree in Social Work in Health Care

Apply the gender perspective in the processes of intervention and research in the context of social work in healthcare.

Demonstrate knowledge and understanding of social inequalities based on sex and gender within this specific field of study; integrate the different needs and preferences based on sex and gender into the design of solutions and problem solving.

Determine the intervention processes appropriate to each of the contexts of complexity studied.

Formulate research and/or intervention projects based on social work in the field of health.

Know the contributions of social work in healthcare for intervention in complex contexts.

Propose creative and innovative solutions to complex situations or problems, specific to the field of knowledge, to respond to different professional and social needs.

## DESCRIPTION OF CONTENTS

### 1. Social Work in healthcare in the face of addictions in today's society.

Substance and non-substance addictive behaviours.

Disorders related to addictive behaviours with or without substances.

The intervention process and the specificity of social work in relation to addictions in healthcare.

Informal and formal social support networks in addictions.

The gender perspective in addictions.

### 2. Mental health and network care from the Social Work perspective.

Mental health.

Severe and long-lasting mental disorder.

Mental health and addictions.

The intervention process and the specificity of social work in mental health in the healthcare.

Informal and formal social support networks in mental health.

Coordination, networking, and continuity of care in mental health.

Stigma, gender and intersectionality in mental health.



### **3. People with disabilities, universal accessibility and dependence from the perspective of Social Work in healthcare.**

Key concepts of disability and dependence.  
Models of disability.  
Disability and dependence in relation to the life cycle.  
Autonomy, disability, and dependence: the specificity of social work in the field of health.  
Legal and social support mechanisms.

### **4. The intervention of Social Work in the processes of ageing and chronic diseases.**

Definition and key elements of the processes of ageing and chronic diseases.  
The process of intervention and the specificity of social work in the processes of ageing and chronic diseases in the health field.  
Informal and formal social support networks in the processes of ageing and chronic diseases.  
Gender inequalities in old age.

### **5. Contributions of Social Work in the intervention with patients with rare diseases.**

Definition and key elements of rare diseases.  
Impact on the personal social network, according to the moment in the life cycle.  
Organisation of the care network. Attention to the main caregiver.  
Adjustments to the diagnosis and/or evolution of the disease.  
Care services and associative movement.  
Proposals for approaches from social work in healthcare.  
Systematic feedback on results and alliance.

### **6. Social Work in healthcare and intervention in the face of any type of violence.**

Spheres of violence.  
Types of violence and the specificity of social work intervention in the healthcare.  
Violence against people with disabilities and/or dependents.  
Violence against the elderly.  
Gender violence.  
Neglect and ill-treatment.

### **7. Social work in healthcare and end-of-life care.**

Terminal diseases and its impact at different points in the life cycle.  
End-of-life care.  
Palliative care and chronic pain.



Dealing with terminal diseases.

Social work at the end of life: proposals for approach in the study phase and joint assessment phase.

## 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	0,00
Individual or group project	0,00
Independent study and work	90,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

Teaching will be delivered in synchronous online sessions. These sessions involve the use of the following methodologies:

- - MD1 Participative lecture. Synchronous theoretical classes with lectures by the teaching staff and student participation (AF1).
- - MD2 Group discussion of documentary and audiovisual materials. Synchronous individual and/or group activities supervised by the teaching staff (AF3).
- - MD3 Resolution of practical cases. Individual and/or group synchronous activities supervised by the teaching staff (AF3).
- - MD4 Directed debate or discussion. Conferences and/or seminars in synchronous mode given by external teaching staff (AF2).
- - MD5 Use of videoconferencing platforms and new technologies applied to teaching.
- - MD6 Tutoring and supervision methods. Individual and group tutorials and supervisions (AF5).

## EVALUATION

The evaluation of the subject will be carried out taking into account the following points:



- Firstly, the individual assignments linked to the synchronous sessions (SE1). The weight in the final grade will be 10%.
- Secondly, group work will be carried out within the synchronous sessions linked to the contents of the subject (SE3). The weight of this work in the final grade will be 25%.
- Finally, there will be an online final test related to the syllabus (SE4), whose value on the final grade will be 65%.

In order to assess the different sections that make up the final grade, it is not necessary to obtain a minimum mark in any of them. In other words, a direct sum of the marks obtained in each of the three aspects included in the evaluation of the subject will be added together. The SE1 and SE3 activities are not recoverable in any of the official evaluation calls.

Attendance at synchronous sessions will not be assessed. Assessment is linked to participation in the individual or group activities carried out during these sessions.

***Warning about plagiarism in the academic context:***

It is important to make responsible and ethical use of the information used in academic work. Therefore, the citation and reference rules (APA-7th edition) will be used correctly as an instrument that guarantees academic honesty and respect for the intellectual property of third parties.

Plagiarism is 'the dishonest action of substantially copying the works of others and presenting them as one's own' (Reducindo et al., 2017, p. 300). And, cyberplagiarism 'occurs when a work is presented as the result of personal work when it is really information copied partially, medium or totally from an author without any type of credits or bibliography. It usually happens with texts [...] online' (Sarriá & De Francisco, 2018, p. 4).

In the same way, it should be taken into account that the use of generative AI tools should be restricted and respect the following indications of responsible use:

- It's compulsory to declare the use of any generative AI tool, specifying the tool used, the section and the tasks performed. If this declaration is not made and the use of AI is detected, the work may be marked with 0 points.
- The use of generative AI tools must be limited in any exercise, their abuse may have an impact on the grade.
- The teachers will check their use depending on the specific activity. For example, it will not be allowed for assessment tests (e.g. exam, written work, etc.), unless expressly permitted.
- The student, as the author, is responsible for the content of the proof he/she submits and must be able to justify the details, errors or decisions he/she has made in its preparation.

## REFERENCES



Basic

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- Carrión, J. y Mayoral. E. (2017). El trabajo social en las enfermedades raras. Enfoque teórico y práctico. FEDER. Disponible en: [https://www.enfermedades-raras.org/sites/default/files/2021-12/v\\_finaldocumento\\_completo\\_publicacion-castellano\\_el\\_trabajo\\_social\\_en\\_las\\_enfermedades\\_raras.pdf](https://www.enfermedades-raras.org/sites/default/files/2021-12/v_finaldocumento_completo_publicacion-castellano_el_trabajo_social_en_las_enfermedades_raras.pdf)
- Galaçn Calvo, F. J., y Miranda Aranda, M. (2021). Lo social en la salud mental (II): trabajo social en Psiquiatría (1a edición.). Prensas de la Universidad de Zaragoza.
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- Ramos Ramos, P. (2010). Trabajo social en drogodependencia (2a. edición.). ICB Editores.
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Additional



- Calvo, F. (Coord.) (2022). *Personas, drogas y otras compañeras de viaje: Casos prácticos de intervención socioeducativa en drogodependencias*. Documenta Universitaria.
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- Hanlon, P., Wightman, H., Politis, M., Kirkpatrick, S., Jones, C., Andrew, M. K., ... & Hoogendijk, E. O. (2024). *The relationship between frailty and social vulnerability: a systematic review*. *The Lancet Healthy Longevity*, 5(3), e214-e226. DOI:[https://doi.org/10.1016/S2666-7568\(23\)00263-5](https://doi.org/10.1016/S2666-7568(23)00263-5)
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- Idareta Golderacena, F. (2018). *Trabajo social psiquiátrico: reivindicación ética de la dimensión social en salud mental (1a edición)*. Nau llibres.
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