


Updated On	2023/09/13																																
Curricular Year / Period	2023/24 / S1																																
Course	Social Service																																
Curricular Unit	Social Service III																																
Language(s) of Instruction	Português Inglês																																
ECTS/tempo de trabalho (horas)	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">ECTS</th> <th rowspan="2">Total</th> <th colspan="9">Horas de contacto semestral</th> </tr> <tr> <th>T</th> <th>TP</th> <th>PL</th> <th>S</th> <th>TC</th> <th>E</th> <th>O</th> <th>OT</th> <th>EC</th> </tr> </thead> <tbody> <tr> <td rowspan="2">6</td> <td rowspan="2">150</td> <td>0</td> <td>60</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>15</td> <td>0</td> </tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral									T	TP	PL	S	TC	E	O	OT	EC	6	150	0	60	0	0	0	0	0	0	15	0
ECTS	Total			Horas de contacto semestral																													
		T	TP	PL	S	TC	E	O	OT	EC																							
6	150	0	60	0	0	0	0	0	0	15	0																						
		Teacher in charge (GDPR consent) <small>[complete name, email]</small>	Elisete Simões Diogo / elisetediogo@ipportalegre.pt																														
Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>	Not applicable.																																
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<ol style="list-style-type: none"> 1. Know areas / scopes of social worker intervention. 2. Understand the specificity of certain socially, culturally and psychologically vulnerable groups. 3. Understand the phenomena and dynamics of inclusion / exclusion within the framework of the studied areas. 4. Know social support structures for these groups. 																																
Sustainable Development Goals																																	
Syllabus	<p>Module 1 Social Work, Education and Training</p> <ol style="list-style-type: none"> 1. School Functions 1.2. Inequalities in the education system 2. Notes on Social Work in Schools 3. Roles and duties of the school assistant <ol style="list-style-type: none"> 3.1. The multifaceted role of the social worker 3.2. Tasks and competences 3.3. The family and the community network 4. Social work and vocational training <p>Module 2 Social Work and Health</p> <ol style="list-style-type: none"> 1. Health and Illness: total social phenomena 																																

	<p>2. Social representations of health and disease. The social determinants of health 3. Health intervention models 4. Levels of Care: Primary Health Care, Differential Care, Continuing Care and Palliative Care</p> <p>Module 3 Mental Health and Social Intervention in Addictive Behaviors</p> <p>1. Intervention in Addictive Behaviors and Dependencies Conceptualization 2. Intervention in Drug Addiction: 3. The Problem of Drug Addiction and the Evolution of Policies in Portugal 4. DAC Intervention: Prevention, Treatment, Reinsertion and Harm Reduction 5. Personal and Social Skills Development Programs 6. Socio-Professional Reinsertion and the Role of Social Workers in CICAD Integrated Response Centers)</p> <p>Module 4 Social Work and Aging / Seniors</p> <p>1. Aging: Demographic Issues 2. Aging process: physical, psychological and social aspects. / Social dimension of aging 3. The psycho-sociological dimension of institutionalization 4. SS intervention with older people in different contexts.</p>
<p style="text-align: center;">Teaching methodologies (including assessment)</p> <p>[Specify the types of assessment and the weights and evaluation criteria]</p>	<p>1 - Teaching methodologies</p> <p>The theoretical contents are taught along with the autonomous research carried out by the students from the recommended bibliographical references. In this sense, students will carry out theoretical research within the proposed themes, which will have expression in the discussion held in theoretical-practical sessions. Theoretical research carried out within the proposed themes will always be expressed in moments of debate and discussion in the theoretical-practical sessions.</p> <p>2 - Period assessment</p> <p>The evaluation consists of 1 individual or group work and 1 test. The test will be weighted 2 and the work will be weighted 1.</p> <p>3 - Examination assesement</p> <p>Normal and feature season.</p>
<p style="text-align: center;">Bibliography</p>	<p>1 - Main Bibliography</p> <p>1. Social Work, Education and Training Almeida, J. L. et al. (2018) A escola hoje: velhos problemas, novos caminos. In: Almeida, J. L. e Sousa, P. (org.) Serviço Social na Escola. Contributos para o campo profissional. V.N. Famalicão. Ed. Humus Almeida, M. S. (2018) Nas transições escola-trabalho. A perspetiva do curso de vida e a intervenção do Serviço Social. In: Almeida, J. L. e Sousa, P. (org.) Serviço Social na Escola. Contributos para o campo profissional. V.N. Famalicão. Ed. Humus Bourdieu, P. (1998) A escola conservadora. As desigualdades frente à escola e à cultura. In: Escritos de Educação. Petropolis. Ed. Vozes. Vieira, A. (2018). Da territorialização das políticas educativas: incursão histórica e comparada de intervenções sociopedagógicas. In: Almeida, J. L. e Sousa, P. (org.) Serviço Social na Escola. Contributos para o campo profissional. V.N. Famalicão. Ed. Humus</p> <p>2. Social Work and Health Abreu, S. G. (2003). Uma perspetiva histórica do direito à saúde, in Políticas e Sistemas de Saúde Textos académicos I, pág. 2 22. Goffman, E.. (2001). Manicômios, Prisões e Conventos. São Paulo. Editora Perspetiva. CabraL, M. V. (Coord.; (2002) Saúde e Doença em Portugal, Imprensa de Ciências Sociais. pp. 27-66.- Carvalho, M.I. (coord) (2012) Serviço Social e Saúde.. Pactor., Carvalho; M.I. (coord). (2012) Serviço Social e Envelhecimento.. Pactor., (2002) Constituição da República Portuguesa Coimbra: Almedina. COMISSÃO DE DETERMINANTES SOCIAIS DE SAÚDE (2005). Rumo a um modelo conceitual para análise e ação sobre os determinantes sociais de saúde, Mio. Lei nº 56/79 de 15 de Setembro (Lei do SNS) Lei nº 48/90, de 24 de Agosto (Lei de Bases da Saúde)</p>

	<p>2 - Complementary Bibliography</p> <p>Albrecht, G, Fitzpatrick, R, Scrimshaw, S, (2003). The Handbook of Social Studies in Health and Medicine, London, Sage</p> <p>Bury, M, Gabe, J, (2004). The Sociology of Health and Illness, London, Routledge</p> <p>Correia, J. M. (2003) Introdução à Gerontologia. Lisboa: Universidade Aberta</p> <p>García, M Martín (2003). Trabajo Social en Gerontología. Madrid: Editorial Síntesis</p> <p>Gérard, J, Abdelmalek, A, (1999), Ciências Humanas e Cuidados de Saúde, Lisboa, Instituto Piaget</p> <p>Grupo de Coordenação do Plano de Auditoria Social. (2006). Manual de boas práticas: um guia para o acolhimento residencial das pessoas em situação de deficiência: para dirigentes, profissionais, residentes e familiares. Lisboa: Instituto da Segurança Social.</p> <p>Grupo de Coordenação do Plano de Auditoria Social. (2006). Manual de boas práticas: um guia para o acolhimento residencial das pessoas mais velhas: para dirigentes, profissionais, residentes e familiares. Lisboa: Instituto da Segurança Social.</p> <p>Lopes, António Manuel Leal; Reflexão sobre as políticas de saúde em Portugal. Mozzicafredo, Juan; O Estado-Providência em Portugal: estratégias contraditórias, in Sociologia-Problemas e Práticas, nº 12, 1992, pp-57-89.</p> <p>Mozzicafredo, Juan; O Estado-Providência em transição, in Sociologia-Problemas e Práticas, nº 16, 1994, pp-11-40.</p> <p>Santos; Boaventura Sousa; A saúde da doença e vice-versa, in Revista Crítica de Ciências Sociais nº 23, Set. 1987, pp.7-12.</p> <p>Simões, Jorge, Tendências Internacionais nas políticas de Saúde, Janus 2009, pp 1-6.</p>
<p>Special Situations [Students with special status]</p>	<p>1 - Period assessment - Students with special status</p> <p>2 - Examination assesement - Students with special status</p>