


Updated On	2023/10/18																															
Curricular Year / Period	2023/24 / S1																															
Course	Social Service																															
Curricular Unit	Social Service, Inequalities and Social Exclusion																															
Language(s) of Instruction	Português.																															
ECTS/tempo de trabalho (horas)	<table border="1"> <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>5</td> <td>125</td> <td>0</td> <td>45</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	5	125	0	45	0	0	0	0	0	15	0
ECTS	Total			Horas de contacto semestral																												
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5	125	0	45	0	0	0	0	0	15	0																						
Teacher in charge (GDPR consent) <small>[complete name, email]</small>	Alexandre Miguel Cotovio De Sá Martins / a.martins@ippportalegre.pt																															
Other teachers (GDPR consent) <small>[complete name, email]</small>	Lorena Helena Dos Santos Silva Anile / lorena.anile@ippportalegre.pt																															
Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>	It doesn't.																															
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<p>General Objectives: To understand the concept of inequality and social exclusion and their importance in the configuration and identity of social work; Acquisition of theoretical and practical knowledge for an informed reading of social reality and the mechanisms of social disqualification and disaffiliation.</p> <p>Specific objectives: To develop knowledge to understand and assist vulnerable communities in reducing the impact of social exclusion and poverty as a process that violates citizenship and human rights.</p> <p>General skills/competences:</p> <p>a) Knowledge</p> <p>Analysis of problems, reflective and critical capacity, ability to search for and select information, ability to synthesize knowledge.</p> <p>b) Communication</p> <p>Assertiveness, verbal fluency, empathy, ability to express ideas and develop arguments in small and large groups.</p> <p>c) Relationships</p> <p>Open-mindedness, flexibility, pro-activity, teamwork. Ability to initiate contact with potential clients and develop interactions with social economy organizations.</p> <p>Specific skills/competences</p> <ul style="list-style-type: none"> - Acquiring knowledge of inequalities, poverty and social justice; - Knowing and understanding the factors of social exclusion and poverty and identifying the most vulnerable population categories; - Understanding societal vulnerability and social action; - Understand inclusive policies and policies for inclusion; - Problematize citizenship and human rights; - Promote actions that contribute to reducing inequalities and to a society without poverty. 																															
Sustainable Development Goals																																

<p>Syllabus</p>	<p>Module 1 - Discourses on inequality and social exclusion. a) Inequalities and social exclusion: factors and causes; b) The age of inequality.</p> <p>Module 2 - From social exclusion to poverty. a) Production and reproduction of social exclusion; b) Elements for understanding poverty.</p> <p>Module 3 - Social disqualification. a) The fragility and learning of social disqualification; b) The assisted person's career and identity.</p> <p>Module 4 - From autonomy to disaffiliation. a) Prejudice, stereotyping, discrimination, stigma; b) Power, oppression, culture, truth, normality; client.</p> <p>Module 5 - Social intervention in the management of inequalities. a) From need to vulnerability; b) The risk society; c) Social innovation and social entrepreneurship.</p> <p>Module 6 - Citizenship and human rights: anti-oppressive practice. a) The evolution of concepts in the area of human rights; b) The importance of anti-oppressive practice and critical reflection on social work practice.</p> <p>Module 7 - From a society of exclusion to a society of solidarity a) Observation and reflection on everyday realities. b) Practical work.</p>
<p>Teaching methodologies (including assessment)</p> <p>[Specify the types of assessment and the weights and evaluation criteria]</p>	<p>1 - Teaching methodologies</p> <p>a) Teaching methodologies: - Expository, reflective and participatory classes in accordance with the proposed programme; - Classes/workshops (face-to-face or online) with specialists in the field of social work; - Practical observation, reflection and intervention work on the programme's themes;</p> <p>b) Student assessment Assessment may be carried out in one of the following ways: 1. continuous assessment: individual work, group work and an assessment test to be carried out during the class period. The final mark for the course will be the result of the average of the three assessment elements. All assignments must have a mark of no less than 9.5. 2. Final assessment method: Students will take a final exam in the normal or appeal period.</p> <p>2 - Period assessment</p> <p>Continuous assessment: individual work, group work and an assessment test to be carried out during the class period. The final mark for the course will be the result of the average of the three assessment elements. All assignments must have a mark of no less than 9.5.</p> <p>3 - Examination assessment</p> <p>Students will take a final exam in the normal or appeal period.</p>
<p>Bibliography</p>	<p>1 - Main Bibliography</p> <p>Almaraz, J., Gaviria, M.; Maestre, J. (1996) Sociologia para el trabajo social. Madrid, Editorial Universitas, S.A.</p> <p>Capucha, Luís (2005) Desafios da pobreza. Oeiras, Celta Editora.</p> <p>Carmo, Renato M. & Barata, André (2017). Teoria Social da Austeridade: Para uma Crítica do Processo de Precarização. Rev. Serv. Público Brasília 68 (2) 319-342.</p> <p>Clavel, Gilbert (2004) A Sociedade da Exclusão. Compreendê-la para dela sair. Porto, Porto Editora Lda.</p> <p>Costa, Alfredo, B. (1998) Exclusões Sociais. Lisboa, Gradiva.</p> <p>Costa, António F. (2012). Desigualdades Sociais Contemporâneas. Lisboa, Editora Mundos Sociais.</p> <p>Eroles, Carlos (Comp.) (1997) Los Derechos Humanos. Compromiso ético del trabajo social. Buenos Aires, Espacio Editorial.</p>

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2 - Complementary Bibliography

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	Xiberras, Martine (1996) As Teorias da Exclusão. Para uma construção do Imaginário do Desvio. Lisboa, Instituto Piaget
Special Situations [Students with special status]	1 - Period assessment - Students with special status 2 - Examination assesement - Students with special status