

Updated On	2023/09/12										
Curricular Year / Period	2023/24 / S2										
Course	Social Service										
Curricular Unit	Methodology and Practice of Social Intervention II										
Language(s) of Instruction	Português Inglês										
ECTS/tempo de trabalho (horas)	ECTS	Total	Horas de contacto semestral								
	6	150	T	TP	PL	S	TC	E	O	OT	EC
				60						15	
	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.										
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>	<p>General Objectives:</p> <ul style="list-style-type: none"> - Train human resources capable of intervening as qualified professionals, with the populations and users of services, with projects of individual and collective action. <p>Specific objectives :</p> <ul style="list-style-type: none"> - Understand what is social work with groups; - Prepare students for professional practice with different groups in different contexts and in different geographical spaces; - Enable for a correct understanding of network intervention in social work; - Development of skills in collaborative and network work. 										
Sustainable Development Goals											
Syllabus	<p>MODULE I SOCIAL SERVICE WITH GROUPS</p> <ol style="list-style-type: none"> Social work with groups <ol style="list-style-type: none"> The Group: characteristics, operation and structure. The individual, interindividual and collective dimension Conceptual boundaries in social work with groups: group work, group work, team work. Socio-educational and sociotherapeutic intervention. Self-Help Groups. Methodologies and procedures of social intervention with groups. <ol style="list-style-type: none"> The circular and dynamic process of intervention: diagnosis, planning, implementation and evaluation. <ol style="list-style-type: none"> Sociometry Group dynamics in socio-educational and sociotherapeutic processes. Group dynamics in action research processes: theoretical and practical perspectives. The role of the Social Worker in working with small groups: facilitation, mediation, training. <p>Module II Intervening with the Community</p> <ol style="list-style-type: none"> Theoretical framework <ol style="list-style-type: none"> The semantic field around the concept of community intervention; Community intervention and social development in the framework of social work Collective Action <ol style="list-style-type: none"> Theoretical and methodological premises <ol style="list-style-type: none"> Awareness raising as a construction of a collective identity Participation: process and steps Community Empowerment 										

	<p>2.2. Mediation 2.3. Citizen Associativism 2.4. Partnerships and network intervention 2.4.1. Diagnostic process and action research. 3. Structure and dynamics of social policy partnerships. 3.1. Social Network Program, Local Social Development Contracts, Choices Program, etc.</p>
<p>Teaching methodologies (including assessment) [Specify the types of assessment and the weights and evaluation criteria]</p>	<p>1 - Teaching methodologies</p> <p>The methodology to be adopted will address the various themes through theoretical exposition by the teachers of the course, as well as the development of group work by the students. These will mainly consist of analysis of articles and other materials, analysis and discussion of case studies, as well as reflections on practical intervention. The approach of the various themes through the exposition by the teachers of the curricular unit, will seek to lead the students to consolidate knowledge that favors and support social intervention with groups and networks, as well as highlight the theoretical perspectives that frame the option for its implementation in the curriculum. practice. The discussion of case studies will be made starting from the analysis of real situations, in the sense that students can know and create analysis tools to outline diagnoses and social intervention. The development of practical group work aims that students can apply knowledge, understand and solve problems in new situations. Note: e-learning whether a context of presential classes impossibility.</p> <p>2 - Period assessment</p> <p>Students will be evaluated in the continuous assessment mode, based on the performance of 1 test and group work. The final grade will be the result of the weighted average of the test (weight 2) and the group work (weight 1). Both instruments should have a rating of no less than 8, and the final weighted average should be at least 9.5. Note: e-learning whether a context of presential classes impossibility.</p> <p>3 - Examination assesement</p> <p>In the final assessment mode, students will take an exam in the normal or recourse seasons.</p>
<p>Bibliography</p>	<p>1 - Main Bibliography</p> <p>MÓDULO I Cabezudo-Sánchez, S.; García, M. e Peláez, A. (2013) (coord.). Modelos de Trabajo Social com Grupos: Nuevas Perspetivas y Nuevos Contextos. Madrid: Editorial Universitas. .Carmo, H. (2000). Intervenção Social com Grupos. Lisboa: Universidade Aberta. .Fumenal, A. S. (2005). Intervención con grupos socioterapéuticos. Acciones e Investigaciones Sociales, 21. pp. 227-233. .kismerman, N. (1986). Serviço Social de Grupo, uma resposta ao nosso tempo. Petrópolis: Vozes Editora. .Matos, M. e Machado, A. (2011). Violência doméstica: Intervenção em grupo com mulheres vítimas. Manual para profissionais. Porto. CIIG. .Pissarra, J. (2015). Intervir e trabalhar com grupos voltou à agenda de profissionais e académicos. Intervenção Social, 46. Lisboa. ISSSL. Pp 11-24. .Poch, T (1998). Trabajo Social de Grupo: grupos socioterapéuticos y socioeducativos. Cuadernos de trabajo Social, nº 11, pp 103-122. .Silva, M.H. (2009). Sociometria: observação das relações afetivas em pequenos grupos. Cadernos de Pedagogia. Coimbra. Universidade de Coimbra.</p> <p>2 - Complementary Bibliography</p>
<p>Special Situations [Students with special status]</p>	<p>1 - Period assessment - Students with special status</p> <p>Students will be evaluated in the continuous assessment mode, based on the performance of 1 test and group work. The final grade will be the result of the weighted average of the test (weight 2) and the group work (weight 1). Both instruments should have a rating of no less than 8, and the final weighted average should be at least 9.5.</p> <p>2 - Examination assesement - Students with special status</p> <p>In the final assessment mode, students will take an exam in the normal or recourse seasons.</p>