Curricular Unit Form

Updated On	2023/10/18
Curricular Year / Period	2023/24 / S1
Course	Social Service
Curricular Unit	Social Service and Social Policy
Language(s) of Instruction	Portuguesa. Inglês

ECTS/tempo de trabalho (horas)

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

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.

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Prerequisites [Curricular Units that must precede and specific entry competences]	
Learning outcomes [Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]	The UC's fundamental objectives are: i) Lead students to reflect on the different responses to satisfying human needs and promoting social well-being through understanding the interaction and interdependence between theory, practice and impacts of social policies. ii) Provide students with solid academic, personal and general skills within the scope of Social Policy.
Sustainable Developemnt Goals	1 NO POVERTY 4 QUALITY EDUCATION 8 DECENT WORK AND ECONOMIC GROWTH 10 REDUCED INEQUALITIES 16 PEACE, JUSTICE AND STRONG INSTITUTIONS
Syllabus	1. Module I 1.1. Social Policy within the framework of Social Sciences 1.2. Social Policy, between polysemy and definition(s) 2. Module II The evolution and models of social policy analysis 2.1 Fundamental concepts 2.2 Emergence and evolution of Social Policy 2.3 Fields of study and application 2.4 Social policy analysis models 3. Module III The analysis of human needs and social well-being 3.1. The reinvented social: from modernity to postmodernity 3.2. The new social issue 3.3. The reconfiguration of the social: the political, the social and the economic 3.4. The new social inequalities: equity, poverty, social exclusion, difference and diversity 3.5. From social well-being to human needs 4. Module IV Social policies in the context of the European Social Model 4.1. From Welfare to Workfare: which direction for the European Social Model? 4.2. The concept of activation and insertion through work 4.3. Active social policies and Social Work: challenges and debates 4.4. Social policy programs

Teaching methodologies (including assessment) [Specify the types of assessment and the weights and evaluation criteria]	**1 - Teaching methodologies** The methodology to be adopted will include, within the scope of theoretical-practical classes (45 hours), the approach to the different themes of the modules, through theoretical exposition by the subject teacher and carrying out group exercises to debate and analyze principles and Social Policy measures. As part of the tutorial guidance (15 hours) and the field work component, exercises will be carried out that allow, in addition to the development of skills inherent to the Curricular Unit, the development of the personal and general skills mentioned above. Through the development of individual and group work by students, which will mainly consist of analyzing texts (newspapers, magazines, brochures), videos and other materials **2 - Period assessment** Students will be assessed based on a test and group work to be developed and presented later during classes. The final grade for the subject will be the result of the weighted average of the test (weighted equal to two) and the group work (weighted equal to one). **3 - Examination assessement**
Bibliography	**1 - Main Bibliography** CASTEL, Robert (1999). As metamorfoses da questão social. Uma crônica do salário. Petrópolis: Editora Vozes. HESPANHA. P. (2008). Políticas sociais: novas abordagens, novos desafios. Revista Ciências Sociais. 39-1. pp.5-15. SILVA, Pedro Adão e (2002), O modelo de welfare da Europa do Sul: reflexões sobre a utilidade do conceito. Sociologia, Problemas e Práticas, n. 38, p. 25-59. TOURAINE, Alain, (2005), Um Novo Paradigma para Compreender o Mundo Hoje, Lisboa: Instituto Piaget. P.49-116 VAN BERKEL, Rik, e Moller, Iver Hornemann, (2002),The Concept of Activation, In VAN BERKEL, Rik et al, Active Social Policies in the EU, Bristol: Policy Press. P.45-71. VILA LÓPEZ, Luis, (2002), Politica social e inclusión social, in Revista del Ministerio de Trabajo y Asuntos Sociales, nº 35: Ministerio de Trabajo y Asuntos Sociales.P.13-33 **2 - Complementary Bibliography**
Special Situations [Students with special status]	**1 - Period assessment - Students with special status** **2 - Examination assessement - Students with special status**