



## Teaching Guide

Identifying Data					2023/24
Subject (*)	Community Psychology		Code	652G03034	
Study programme	Grao en Educación Social				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	2nd four-month period	Fourth	Optional	6	
Language	Spanish				
Teaching method	Face-to-face				
Prerequisites					
Department	Psicoloxía				
Coordinador	Reig Botella, Adela Milagro	E-mail	adela.reig@udc.es		
Lecturers	Reig Botella, Adela Milagro	E-mail	adela.reig@udc.es		
Web	www.udc.es/dep/psico				
General description	<p>Community Psychology is a field of research and intervention akin to Social Psychology interested in human behavior in proximate or community social contexts. As an intervention perspective, it deals with socially rooted psychological problems prevention (substance abuse, exclusion, social disintegration, domestic and public violence, mental disorders, school failure, young offenders, etc.). From a positive perspective, it also tackles the promotion of integral human development.</p> <p>Another important feature is that the recipients in community interventions are assumed to participate as active agents in the intervention.</p> <p>Its main objective is studying psychosocial factors that allow individuals to develop, promote and manage power and control over their individual and social environment, in order to solve problems they may suffer and to attain changes in those environments and within the social structure</p>				

## Study programme competences

Code	Study programme competences
A1	Coñecer os campos da educación social e recoñecer novos ámbitos emerxentes.
A5	Identificar e analizar os factores contextuais que afectan os procesos de intervención socioeducativa.
A6	Seleccionar diferentes métodos e técnicas para a planificación e avaliación de programas e servizos.
A8	Detectar factores de vulnerabilidade, de exclusión e de discriminación social que dificulten a inclusión social, escolar e laboral de persoas e colectivos.
A9	Deseñar e desenvolver proxectos, programas e servizos nos diferentes campos de intervención profesional promovendo a participación e o desenvolvemento comunitario.
A17	Formar axentes de intervención socioeducativa e comunitaria.
A18	Dirixir e coordinar planos e proxectos socioeducativos.
B1	Elaborar, analizar, sintetizar, valorar e transmitir criticamente a información.
B2	Redactar e presentar informes técnicos, memorias, regulamentos ou calquera outro documento básico que contribúa a regular a acción socioeducativa.
B3	Xerar a cultura profesional colaborativa, fomentando o traballo en rede e integrándose en grupos interdisciplinares con iniciativa e responsabilidade.
B4	Deseñar e impulsar espazos socioeducativos en contextos de diversidade atendendo á igualdade de xénero, á equidade e respecto aos dereitos humanos, favorecendo o empoderamento das persoas e colectivos ubicados en situacións de desvantaxe social.
B6	Adquirir e dominar habilidades comunicativas que permitan transmitir información, ideas e propostas a diversas audiencias.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.



Learning outcomes			
Learning outcomes	Study programme competences		
Acquiring knowledge in Social Psychology applied to social, community and human problems	A1 A5 A6 A8 A9 A17 A18	B1 B3 B4 B6	C4 C6 C8
To evaluate programs, projects, services and policies oriented towards personal, profesional and institutional development	A9	B1 B2	C8
Organising and supporting aid programs to people or collectives socially excluded or at risk of exclusion	A5 A6 A8 A18	B2	C8
Coñecer e comprender os supostos básicos da Psicoloxía Social	A1 A5		C8
Distinguir a forma de concibir a realidade e a metodoloxía da Psicoloxía Social	A5	B1 B2	C6
Diagnosing the diferent dimensions, areas and contexts of psycho-pedagogical intervention	A5 A6	B1	C6
Desingning and implementing research projects applied to different educational intervention fields and contexts	A9	B1 B2	C8
Desenvolver estratexias de busca e material de avaliación psicosocial		B1 B3	
Analysis and synthesis skills	A5 A8	B1	C4
Planning actions, programs and intervention services for the betterment of individuals, groups and organizations	A9 A18	B1 B2 B6	C6 C8
Adquirir a capacidade creativa e criterios prácticos que permitan aplicar principios de intervención para solucionar problemas concretos, incorporando os coñecementos teóricos e os criterios éticos da disciplina	A6 A9 A18	B1 B4	
Information sources searching and analysis skills		B1 B3	C8
Skills for dealing with new situations	A18		C4 C6 C8
Problem solving skills	A5 A18	B1	C6
Ability to apply theoretical knowledge to practise	A6 A9	B4	C4
Diagnosing the diferent dimensions, areas and contexts of psycho-pedagogical intervention	A5 A8	B1	C6
Planning and organizing skills		B1 B2	C6
Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.	A1 A6		C4 C6 C8



Being sensitive to social and community problems from a Social Psychology perspective	A8		C6 C8
Designing and implementing research projects applied to different educational intervention fields and contexts	A1 A9 A17 A18	B4	
Being able to exercise an open, cultured, critical, committed, democratic and solidary citizenship in order to analyze reality, diagnose problems, formulate and implement solutions based on knowledge and aimed at the common good			C4

Contents	
Topic	Sub-topic
I. INTRODUCTION	1 The concept of Community 2 Historical evolution of Community Psychology 3 Current definitions for Community Psychology 4 Differences with other fields 5 The Ecological Model 6 The Social Action Model 7 Methodological strategy in Community Psychology 8 Intervention risks in Community Psychology 9 Needs evaluation 10 Social problem definition
II- SOCIAL NETWORKS AND SOCIAL SUPPORT	1 Social networks historically 2 Community and association 3 Social structures 4 Mechanic and Organic Societies 5 Social Network definition 6 Social networks characteristics 7 Social support 8 Direct effect theory 9 Buffer effect theory 10 Social support effects on health
III - EMPOWERMENT	1 Empowerment definition 2 Empowerment levels 3 Empowering environments characteristics 4 Examining empowerment in organizations 5 Empowerment research



IV - SOCIALIZATION PROBLEMS IN CHILDREN AND ADOLESCENTES	<ul style="list-style-type: none"><li>1 Socialization sources</li><li>2 Risk factors</li><li>3 Social exclusion</li><li>4 Children abuse<ul style="list-style-type: none"><li>4.1 Aggressor characteristics</li><li>4.2 General intervention principles</li></ul></li><li>5 School violence<ul style="list-style-type: none"><li>5.1 Victim and aggressor profile</li><li>5.2 Other participants</li><li>5.3 School violence consequences</li><li>5.4 School violence prevention</li></ul></li><li>6 Aggression towards parents<ul style="list-style-type: none"><li>6.1 Demography of aggression towards parents</li><li>6.2 Child aggressor profiles</li><li>6.3 Facilitating and predictor variables</li><li>6.4 Intervention guidelines and strategies</li></ul></li><li>7 Juvenile delinquency<ul style="list-style-type: none"><li>7.1 Etiology</li><li>7.2 Intervention techniques and response protocols</li></ul></li><li>8 Psychopathic adolescents<ul style="list-style-type: none"><li>8.1 Defining factors</li><li>8.2 Psychopathy evaluation</li><li>8.3 Treatment</li></ul></li><li>9. Parental educational styles</li><li>10 Media Violence</li></ul>
V - DOMESTIC VIOLENCE	<ul style="list-style-type: none"><li>1 Domestic violence and harassment</li><li>2 Estatistical data</li><li>3 Domestic violence prediction</li><li>4 The cycle of Domestic violence</li><li>5 Aggressor treatment</li></ul>
VI - SEX CRIMES	<ul style="list-style-type: none"><li>1 Types of aggressors</li><li>2 Causes for sexual abuse</li><li>3 Juvenile sexual offenders</li><li>4 paedophilic aggressors</li><li>5 Recidivism predictors</li><li>6 Aggressor treatment</li><li>7 Sexual offender treatment in Spain</li><li>8 Relationship between sexual offences and pornography</li></ul>
VII - ADDICTIVE BEHAVIORS	<ul style="list-style-type: none"><li>1 Definition</li><li>2 Substance addiction</li><li>3 Other addictions</li><li>4 Risk factors</li><li>5 Psychological variables related to addiction</li><li>6 Community intervention with addicts</li><li>7 Treatment and relapse prevention</li><li>8 Addiction and mental disorders</li></ul>



VIII - MENTAL ILLNESS	<ol style="list-style-type: none"> <li>1. Mental illness within the Community</li> <li>2 Community intervention on mental disorders</li> <li>3 Predisposing factors</li> <li>4 Mental illness and social support</li> <li>5 Protection factors for mental illness</li> </ol>
X - SOCIAL MOVEMENTS	<ol style="list-style-type: none"> <li>1 Social movements and society</li> <li>2 Social organization</li> <li>3 Empowerment and social movements</li> <li>4 New social movements</li> <li>5 Types of social action</li> <li>6 Social movement examples</li> </ol>
IX - MARGINALISATION, SOCIAL EXCLUSION AND DELINQUENCY	<ol style="list-style-type: none"> <li>1 Social exclusion in current society</li> <li>2 New forms of social exclusion</li> <li>3 Poverty in Western Society</li> <li>4 Social isolation</li> <li>5 Economic Factors</li> <li>6 Types of delinquency</li> <li>7 Community intervention on Delinquency</li> </ol>

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Supervised projects	A1 A5 A6 A8 A9 A17 A18 B1 B2 B3 B4 B6 C4 C6 C8	4	48	52
Oral presentation	B1 B6	8	16	24
Simulation	A5 A17 B3 B6 C4	8	0	8
Short answer questions	A1	1	41	42
Guest lecture / keynote speech	A1 A5	21	0	21
Personalized attention		3	0	3

(\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Supervised projects	<p>O 20% da avaliación da materia farase a través dun traballo tutelado que consta de dous partes.</p> <p>A primeira versará sobre o estudo sobre un problema social desde o punto de vista da psicoloxía comunitaria (valorarase que sexa local).</p> <p>A segunda consistirá no desenvolvemento hipotético dun plan de intervención comunitaria.</p> <p>Este formato pode substituírse por un traballo en grupo que consiste na participación nunha investigación, con recollida, análise, e redacción dun informe sobre os datos.</p>
Oral presentation	<p>Ademais do informe por escrito, os traballos tutelados deberanse expoñer en clase de forma oral, podéndose utilizar os apoios técnicos dispoñibles.</p> <p>Esta exposición supoñerá o 20% da nota da materia.</p>
Simulation	<p>Prácticas durante as sesións interactivas sobre os procedementos propios da disciplina. Utilizando os contidos expostos nas sesións maxistras, os alumnos elaborarán propostas sobre os casos expostos polo profesor.</p>
Short answer questions	<p>No caso de que o alumno requira exame, o exame constará de catro supostos ou experimentos de Psicoloxía Comunitaria, e entre 3 e 4 preguntas para cada un deles. As preguntas estarán relacionadas, entre outros aspectos, con identificar os procesos psicosociais que reflicten estes supostos, indicar as implicacións destes procesos, indicar outros procesos relacionados ou propoñer exemplos prácticos. Deberanse elixir e desenvolver dous dos devanditos supostos.</p>



Guest lecture / keynote speech	Existirán clases presenciais que teñen un triplo obxectivo: por unha banda, o de sensibilizar e concienciar sobre os problemas sociais e acerca da importancia de posuír unha visión psicosocial comunitaria aplicada dos mesmos, por outro o de mostrar experiencias que se non se visionan é imposible que o alumno chegue a valorar a súa significación e importancia dentro da materia, e por último ofrecer resumos de contidos importantes dos temas que integran o programa. Comprenderán a exposición de exemplos e vivencias mediante medios audiovisuais e actividades de sensibilización e concienciación.
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### Personalized attention

Methodologies	Description
Supervised projects	<p>Students are expected to come to orientation hours to complete their course essays and projects. The lecturer will provide guidance on</p> <ul style="list-style-type: none"> <li>- Selecting appropriate topics and bibliographic orientation</li> <li>- Developing the essay structure</li> </ul> <p>Essays will be individual and projects can be done individually or by groups of no more than 4 atudents</p>

### Assessment

Methodologies	Competencies	Description	Qualification
Oral presentation	B1 B6	Projects will be presented in the classroom	20
Guest lecture / keynote speech	A1 A5	Lectures of the content of the course	5
Short answer questions	A1	<p>The student will not need to do the exam if he passes the other evaluations. In that case, 100% of the evaluation will be done through the other methodologies, which will increase their weight on the evaluation accordingly.</p> <p>The exam will be comprised of 4 questions on Community Psychology. The student will select 2 texts and answer the questions using one page each.</p>	50
Simulation	A5 A17 B3 B6 C4	<p>Activities during interactive sessions based in Community Psychology procedures.</p> <p>Using the content given at the lectures, students will be asked to comeup with proposals for scenarios given by the lecturer</p>	5
Supervised projects	A1 A5 A6 A8 A9 A17 A18 B1 B2 B3 B4 B6 C4 C6 C8	<p>El 20% de la evaluación de la asignatura se hará a través de un trabajo tutelado que consta de dos partes.</p> <p>La primera versará sobre el estudio sobre un problema social desde el punto de vista de la psicología comunitaria (se valorará que sea local).</p> <p>La segunda consistirá en el desarrollo hipotético de un plan de intervención comunitaria.</p> <p>Este formato puede sustituirse por un trabajo en grupo que consiste en la participación en una investigación, con recogida, análisis, y redacción de un informe sobre los datos.</p>	20
Others			

### Assessment comments

<p>There will be no differences in evaluation for part-time students or students with attendance leave</p> <p>To pass the subject, the student needs to achieve at least 40% of the maximum score in the supervised projects, oral presentation and short answer exam methodologies.</p>
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### Sources of information

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<b>Basic</b>	<ul style="list-style-type: none"> <li>- MUSITU, G, (2004). Introducción a la Psicología Comunitaria. Barcelona: UOC</li> <li>- SANCHEZ, A. (1996). Psicología Comunitaria. Barcelona: Ediciones de la Universidad de Barcelona</li> <li>- MUSITU, G. et al (1994). Intervención Comunitaria. Valencia : Set i Set Edic</li> <li>- MUSITU, G. ; BERJANO, E. ; GRACIA, E. &amp; BUENO, J.R. (1993). Intervención Psicosocial. Programas y Experiencias. Madrid : Editorial Popular</li> <li>- JAVALOY, F. (2001). Comportamiento Colectivo y Movimientos Sociales. Madrid: McGraw Hill</li> <li>- COSTA, M. &amp; LÓPEZ, E. (1991). Manual para el Educador Social. Madrid: Ministerio de Asuntos Sociales</li> <li>- SANCHEZ VIDAL, A. (2007). Manual de Psicología Comunitaria: un enfoque integrado. Madrid: Pirámide</li> <li>- FERNANDEZ SEDANO, I., MORALES, J.F., MOLERO, F. (2011). Psicología de la intervención comunitaria . Bilbao: Descleé de Brouwer</li> <li>- CLEMENTE, M. (1996). Psicología Social Aplicada. Madrid: Pirámide</li> <li>- MAYA JARIEGO, I., GARCÍA RAMÍREZ M. SANTOLAYA SORIANO, F.J. (2007). Estrategias de intervención psicosocial : casos prácticos. Madrid: Pirámide</li> </ul>
<b>Complementary</b>	

### Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

### Other comments

Recoméndase que os alumnos leven a materia ao día, tanto no que se refire ás clases expositivas como ás interactivas (prácticas).&nbsp;Convén a asistencia ás aulas, a realización de todas as actividades que se planifiquen nestas e a participación nos actos tanto académicos como non académicos, organizados polo docente que imparte a materia como pola propia Facultade de Ciencias da Educación, sen prexuízo da asistencia a actos organizados por outras institucións.&nbsp;En aras a contribuír cun medio ambiente responsable, desde esta materia pretendese contribuír, non utilizando máis que o papel imprescindible, no caso de los exámenes e algúns traballos de importancia, todo o demais realizarase por medios telemáticos. Los alumnos adquirirán habilidades para la vida y hábitos, rutinas y estilos de vida saludables.&nbsp;A materia impartirase baixo un ángulo de xénero, para que o alumno estea sensibilizado coa igualdade"-Segundo se recolle nas distintas normativas de aplicación para a docencia universitaria deberase incorporar a perspectiva de xénero nesta materia (usarase linguaxe non sexista, utilizarase bibliografía de autores/as de ambos sexos, propiciarse a intervención en clase de alumnos e alumnas...)-Traballarase para identificar e modificar prexuízos e actitudes sexistas e influirase na contorna para modificalos e fomentar valores de respecto e igualdade.-Deberanse detectar situacións de discriminación por razón de xénero e proporanse accións e medidas para corrixilas."

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