



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 |
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| 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 |



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| 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 | |
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| 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 |



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| IV - SOCIALIZATION PROBLEMS IN CHILDREN AND ADOLESCENTES | <ul style="list-style-type: none">1 Socialization sources2 Risk factors3 Social exclusion4 Children abuse<ul style="list-style-type: none">4.1 Aggressor characteristics4.2 General intervention principles5 School violence<ul style="list-style-type: none">5.1 Victim and aggressor profile5.2 Other participants5.3 School violence consequences5.4 School violence prevention6 Aggression towards parents<ul style="list-style-type: none">6.1 Demography of aggression towards parents6.2 Child aggressor profiles6.3 Facilitating and predictor variables6.4 Intervention guidelines and strategies7 Juvenile delinquency<ul style="list-style-type: none">7.1 Etiology7.2 Intervention techniques and response protocols8 Psychopathic adolescents<ul style="list-style-type: none">8.1 Defining factors8.2 Psychopathy evaluation8.3 Treatment9. Parental educational styles10 Media Violence |
| V - DOMESTIC VIOLENCE | <ul style="list-style-type: none">1 Domestic violence and harassment2 Estatistical data3 Domestic violence prediction4 The cycle of Domestic violence5 Aggressor treatment |
| VI - SEX CRIMES | <ul style="list-style-type: none">1 Types of aggressors2 Causes for sexual abuse3 Juvenile sexual offenders4 paedophilic aggressors5 Recidivism predictors6 Aggressor treatment7 Sexual offender treatment in Spain8 Relationship between sexual offences and pornography |
| VII - ADDICTIVE BEHAVIORS | <ul style="list-style-type: none">1 Definition2 Substance addiction3 Other addictions4 Risk factors5 Psychological variables related to addiction6 Community intervention with addicts7 Treatment and relapse prevention8 Addiction and mental disorders |



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

| 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> |



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| 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"> - Selecting appropriate topics and bibliographic orientation - Developing the essay structure <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

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

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). 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. 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. 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."

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.