

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Criminology		
Scope	Law and legal specialties		
Faculty/School:	Law, Business and Government		
Course:	SOCIAL WORK		
Type:	Optional	ECTS credits:	3
Year:	4	Code:	6167
Teaching period:	Eighth semester		
Subject:	Prison System and Treatment		
Module:	Criminology		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	75		

## SUBJECT DESCRIPTION

Work psychologists and organizations have traditionally been assigned three main roles: Participate in or direct the ill-named human resources department, provide knowledge to optimize initiatives in the area of marketing and social and commercial research, and finally contribute to safety and health at work. Given the degree in which this subject is taught, we will focus on the role to be played in the area of human resources, with a brief approach to occupational health in the last topic.

Having defined the context, we will work on the role of the psychologist as AGENT OF CHANGE, in such a way that, based on the most relevant psychological currents and placing the emphasis on the humanistic approach of

'believing in the person and their potential', we will develop an analytical and critical-constructive vision that activates a marked intentionality towards maximizing the professional and the person. This will be how the work psychologist brings value to the organization in which he carries out his work with an impact on professionals, the organization itself and society so that the latter are an environment that works for and not against the human being.

The vision that any professional has of the world and of their contribution to it, guides and determines the way in which they will make a contribution to their organization. We are going to work and evolve the idea of a person - and therefore professional- that the student can start with and who will then propose to senior management and staff to help them do their best in the socio-economic and organizational environment that we have to face today. The psychologist's mission will be to organize policies, structures and programs that promote intrinsic motivation and therefore promote environments in which professionals find meaning in their work and enjoy developing it. Only then will the organization get the best out of its workforce, and will achieve real differentiation and excellence in the products/services it generates.

## **GOAL**

That students have the necessary theoretical and practical knowledge to add value from work psychology to both the business project and the professionals involved in it.

The specific aims of the subject are:

Give a global vision that combines economic context and person-professional-organization reality.

Provide a grounded approach to professional maximization rooted in a concept of person.

Delimit the psychologist as the professional who helps to achieve synergies that combine benefits for the professional and the company.

## **PRIOR KNOWLEDGE**

They are not necessary, other than the previous academic training that undergraduate training already requires. It undoubtedly provides the experience that students can gather from close references -family members, friends-, about how they live their work experience and the opinion they have of their company, their colleagues, their manager, or the strategic project to which they are linked.

In short, those who have had a first-person work experience all the better, those who can't at least incorporate some through experiences from their close environment.

## **COURSE SYLLABUS**

1. Social Work and Mediation: History of Mediation in the Context of Social Work.
2. Psychosocial mediation and intervention. Similarities and differences between social work and mediation. Mediator profile of the social worker.
3. Mediation skills and techniques. Keys to mediation: History of the implementation of mediation. Legal environment for the application of mediation.
4. Intervention protocol. Limits to mediation? : Family violence and gender-based violence.
5. Social intervention and mediation: Mediation in the different areas of social work action. School mediation. Education, Diversity and Coexistence. School as a confluence and axis of conflicts.
6. Mediation in institutions. The institution and institutional conflicts.

## EDUCATION ACTIVITIES

The methodology will be mainly practical, designed for the student to effectively develop the competencies associated with the subject:

- Participatory Expository Classes with a structured presentation by the teacher of the key concepts of the subject, encouraging attitude

student active and shared critical - constructive reflection.

- Practical exercises: Analysis and discussion based on written and/or audiovisual materials.

- Cooperative work in small groups for the execution of projects in which the contents of the subject are applied.

- Individual practical work: development of works that involve the application of the contents and topics worked on in the subject.

- Individual/group tutoring that ensures the resolution of individual or specific questions and a continuous relationship with teachers.

## DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
30 Horas	45 Horas

## SKILLS

### Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

To raise awareness about social issues concerning rehabilitation and crime prevention.

### **General Skills**

To raise awareness about social issues concerning rehabilitation and crime prevention.

### **Specific skills**

Analyze and evaluate the real impact and effects of criminal intervention and its social cost

## **LEARNING RESULTS**

The student knows and understands mediation in the context of social work.

Differentiate the similarities between social work and mediation.

## **LEARNING APPRAISAL SYSTEM**

The continuous evaluation modality will be applied, which will be effective by monitoring the results of each student in the different exercises and activities proposed during the course.

The Evaluation system includes the following sections:

### **ORDINARY CALL:**

1.- Written or oral test (final exam)/weighting 60%. It is essential to pass this section to pass the course.

This test will consist of two sections:

- A test-type test with three answer options.
- A reflection test and development of specific questions from the agenda.

2.-Group and individual projects based on practical exercises and activities developed in the classroom/weighting 30%.

Both jobs are mandatory. If not delivered on time, the works will be considered suspended.

3.- Participation in activities/practices carried out in the classroom, with or without oral presentation: 10%

### **EXTRAORDINARY CALLS:**

1.- Written or oral test (final exam)/weighting 70%. It is essential to pass this section to pass the course.

This test will consist of two sections:

- A test-type test with three answer options.
- A reflection test and development of specific questions from the agenda.

2.-Group and individual projects based on practical exercises and activities developed in the classroom/weighting 30%.

Both jobs are mandatory. If not delivered on time, the works will be considered suspended.

#### CALL FOR STUDENTS WITH ACADEMIC EXEMPTION:

**FINAL EXAM:** It will consist of taking a test, either written or oral, with a value of 80% of the grade of the subject. The exam will cover questions from the program that have been explained by the teacher or analyzed in class. The model is a compendium of short answer questions and others with explanatory answers that develop concepts, theories, etc.

All questions must be answered, although the lack of an answer to one of them will be excusable if the remaining questions have been answered adequately and sufficiently. On the other hand, two blank or absolutely wrong questions, such as explanatory answers that develop concepts, theories, etc., will qualify as suspense.

**WORKS:** 20% of the final grade. The student will contact the teacher for the assignment of the work.

#### Considerations/clarifications:

-If you lose the right to continuous evaluation because you do not meet the established ratios, 80% minimum attendance will be automatically suspended, allowing you to take the complete theoretical exam, applying only the percentage corresponding to this part of the total test.

#### REMINDER OF THE REGULATIONS FOR THE EVALUATION OF UNDERGRADUATE STUDENTS AND THEIR OWN COMPLEMENTARY DEGREES.

In the PRELIMINARY TITLE: OBJECT AND SCOPE OF APPLICATION of the aforementioned Regulations and in accordance with it, students are reminded of Article 13, which contemplates the consequences that arise in cases of PLAGIARISM AND COPYING OF PAPERS OR EXAMS.

#### Article 13. Authenticity and honesty

1. Students, in any evaluation test, are required to observe the elementary rules regarding the authenticity of the exercise and its privacy. When a student has or makes use of illegitimate means in taking an exam, commits plagiarism, or is unduly attributed the authorship of academic works required for the evaluation, he will be scored with a numerical score of zero, nullifying any right recognized by these rules, and may also be subject to sanction, after opening a disciplinary file.
2. The teacher must warn students of the academic and disciplinary consequences that may result from any act that contravenes the mentioned rules, especially before carrying out the evaluation tests. It is the teacher's obligation to provide the means to prevent fraud among students.
3. The teacher who detects any type of fraud must notify the director of the degree or faculty who will act according to the procedure established in the Coexistence Regulations.

## ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

- a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
- b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
- c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website([https://www.ufv.es/gestion-de-la-informacion\\_biblioteca/](https://www.ufv.es/gestion-de-la-informacion_biblioteca/)).
- d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

FJ GARCÍA CASTILLA INTERNSHIPS IN SOCIAL WORK ARANZADI

R DAMAS MANUAL OF PRACTICAL CASES IN SOCIAL WORK KABÁS