



## SOCIAL WORK

## FIRST YEAR CURRICULUMS

Programme	Social Work					
Cycle of Studies	1			Year	1	
Curriculum Units	Name	Semest	Contact Hours	ECTS	Type	Obs
	Health Education	I	45	4	C	
	Introduction to Economics	I	45	4	C	
	Foreign Language Lengua Extranjera Langue Étrangère	I	75	5	C	
	Portuguese Language		75	5		
	Developmental Psychology and Life Cycle	I	75	6	C	
	Social Work I	I	75	6	C	
	Social And Cultural Anthropology	II	45	4	C	
	History of the Social Policies and Institutions	II	75	6	C	
	Early Childhood Intervention	II	60	5	C	
	Introduction to Law	II	45	4	C	
	Research Methods and Techniques	II	60	5	C	
	Optional I	II	75	6	PC	


C – Compulsory; PC – Personal Choice

 Curricular Units available to foreign students according to conditions described


Curriculum Unit	Health Education
Contents	Module I  1 - Health and Health Education – Development of concepts of Health Promotion and Health Education (a historical perspective) – Primary Health Care (Alma-Ata) – Health Promotion (Ottawa Charter) and social responsibility – Aims and objectives of the Health Education – Transdisciplinary nature of Health Education 2 - Values, attitudes and lifestyles 2.1-Disease – Multifactorial origin – Behavioral etiology diseases – Risk behaviors 2.2 - Attitudes and Lifestyles Health Promoters – Personal and social health – Health and environment – Food Education – Education for consumption 3 - Opportunities for the development of activities of health education in relation to: – Personal and social relationships

	<ul style="list-style-type: none"> <li>- individual care</li> <li>4 - Design and development of activities for Health Education</li> </ul> <p>Module II</p> <ul style="list-style-type: none"> <li>1 - Benefits of physical activity health promoting.             <ul style="list-style-type: none"> <li>- Physical health (physical development).</li> <li>- Mental health (cognitive development).</li> <li>- Social Development</li> </ul> </li> <li>2 - Exercise and health.             <ul style="list-style-type: none"> <li>- Promotion of active lifestyles.</li> <li>- Promotion of physical activity individually and in the community</li> </ul> </li> <li>3 - The importance of an education for a better life quality             <ul style="list-style-type: none"> <li>- Factors lifestyle / eating behavior (causes)</li> <li>- Benefits of a healthy diet in preventing and controlling disease</li> <li>- Health-promoting foods</li> </ul> </li> <li>4 - Prevention of smoking in adolescence.             <ul style="list-style-type: none"> <li>- The different stages of the smoker evolution</li> <li>- The different factors (individual and social) that influence smoking</li> <li>- Smoking and physical activity. Effects and consequences.</li> </ul> </li> </ul>
<p><b>Methodologies and Evaluation</b></p>	<p>The sessions of this curricular unit (Modules I and II) have a theoretical and practical nature. Besides the information presented and structured by the teacher, students will have opportunities to develop activities of exploration and research, text analysis and discussion of problematic situations related to syllabus content. The final results of the curricular unit are calculated by the arithmetic mean of the classification obtained in the two modules. In each module students will perform an individual test and a group work. The evaluation will also be take into consideration the students ' attendance, punctuality, participation and commitment in the different activities to be carried out.</p>

Curriculum Unit	Introduction to Economics
<p><b>Contents</b></p>	<p>Basic economic principles and elements of microeconomics</p> <ul style="list-style-type: none"> <li>-Think like an economist</li> <li>-Supply and demand: introduction</li> <li>-Production</li> <li>-Cost-</li> <li>-Profit-Maximization</li> </ul> <p>Macroeconomics: The panoramic view on the Economy</p> <ul style="list-style-type: none"> <li>-What is macroeconomics?</li> <li>-Measurement of economic activity.</li> <li>-Economic growth, productivity and living standards.</li> <li>-Financial markets and currency.</li> </ul>
<p><b>Methodologies and Evaluation</b></p>	<p>The methodologies to be applied will initially have a presentation nature, which will be followed by the resolution of application examples and exercises, individually or in groups. Research on the issues presented will be encouraged. The evaluation system consists of two written tests.</p>

Asignatura	Lengua Extranjera I - Español
<b>Programa</b>	<ul style="list-style-type: none"> <li>- Fonética del español.</li> <li>- Sintagma nominal: sustantivos, adjetivos y adverbios.</li> <li>- Determinantes: artículos, demostrativos, numerales, posesivos, indefinidos, interrogativos y exclamativos.</li> <li>- Los pronombres.</li> <li>- Sintagma verbal: Presente de Indicativo, Pretérito Indefinido, Imperativo, Infinitivo, Gerundio y Participio.</li> <li>- Léxico: saludos y despedidas, días de la semana, meses y estaciones del año, colores, partes del cuerpo humano, adjetivos de cualidades físicas y de carácter, profesiones, partes de una ciudad, partes de una vivienda, tareas domésticas, la familia, prendas de vestir, centros comerciales, médico y farmacia, comidas y alimentos, cafetería, restaurante, el lenguaje informático y todo el vocabulario relacionado con los temas socioculturales tratados en el aula.</li> <li>- Conectores textuales: y, o, pero, porque ...</li> <li>- Indicadores de dirección. Locuciones de lugar. Marcadores temporales.</li> </ul>
<b>Metodología y Evaluación</b>	<p>La metodología aplicada constará de una primera fase de exposición de los contenidos por parte del docente, seguida de propuestas de actividades que deberán realizar los alumnos y que podrán ser orales o concretarse en un trabajo escrito. La realización de los trabajos presentados podrá ser individual o en grupo. Se pedirá la presentación de un potfolio con los trabajos realizados a lo largo del semestre que será discutido en la prueba oral.</p> <p>A través de la práctica, tanto oral como escrita de la lengua, los alumnos irán desarrollando las destrezas básicas -comprender, hablar, leer y escribir- hasta alcanzar el nivel A2, de acuerdo con el Marco de Referencia Europeo.</p> <p>Para la evaluación se tendrá en cuenta el interés demostrado por el alumno en la realización de los trabajos y su participación en las actividades propuestas en el aula, así como la comprensión de los contenidos que serán valorados mediante pruebas escritas y el desarrollo de las competencias referidas a la lengua hablada, que se valorarán a través de pruebas orales.</p>
	<p>Esta asignatura está disponible para los estudiantes extranjeros y se imparte totalmente en castellano.</p> <p>Los estudiantes extranjeros deben seguir las clases y participar en todas las actividades asignadas, bien presencialmente o a través de la plataforma de aprendizaje a distancia.</p>

Curriculum Unit	Foreign Language - English
<b>Contents</b>	<p>Review of the form and usage of the following structures: Present Simple, Present Continuous, Past Simple, Future Simple and "Going to" Future.</p> <p>Vocabulary extension in 8 lexical areas, where possible with</p>

	relevance to the Curriculum.
<b>Methodologies and Evaluation</b>	<p>Independent student work: Each student is required to compose a personal language portfolio which is assessed and contributes to the final grade awarded. The portfolio allows for personal expression and provides a showcase for students to display the effort and work they have done over the semester. For lower level students this work will have a higher percentage of teacher directed material. Individual tutorial sessions are based on the work in the portfolio.</p> <p>Assessment instruments and weight:</p> <p>Written and Oral Test – 60%</p> <p>Autonomous work – 20%</p> <p>Participation in class – 20%</p>
	<p>This Curriculum is available for foreign students and is completely conducted in English.</p> <p>Foreign students are expected to follow classes and participate in all activities assigned, either live or through the e-learning platform.</p>

Curriculum Unit	Langue Étrangère - Français
<b>Content</b>	<p>On s'oriente d'après le niveau A2 du CECRL.</p> <p>Contenus thématiques : environnement personnel, environnement professionnel et social, repères socioculturels ; réalisation de tâches simples liées aux métiers envisagés (accueillir, informer, orienter)</p> <p>Contenus linguistiques : étude de la phrase simple, du vocabulaire courant, correction et clarté de la prononciation...la langue est étudiée de façon à donner les moyens de communiquer simplement</p>
<b>Methodologies and Evaluation</b>	<p>L'évaluation inclut deux tests comprenant chacun quatre parties (compréhension écrite, compréhension orale, expression écrite, expression orale), la réalisation d'un <i>portfolio</i> comprenant entre 10 et 15 travaux, la participation active au travail de classe et les progrès réalisés.</p> <p>Selon le type d'activités réalisées, on alterne les travaux individuels et les travaux en sous-groupes ou en grand groupe, où on peut s'entraider et où chacun peut participer à son niveau. Les apprenants sont conduits à s'exprimer en langue étrangère, à interagir, à participer, même avec des moyens limités. On vise une appropriation individuelle et progressive de la langue. Les supports sont divers. Les documents authentiques, actuels et récents, sont privilégiés. Soulignons le recours précieux que peut fournir <i>Internet</i>, banque de données inépuisable et lien direct avec le monde extérieur aux murs de la classe.</p>
	<p>Ce cours est disponible aux étudiants étrangers et il se déroule complètement en Français.</p> <p>Les étudiants étrangers sont tenus de suivre des cours et participer à toutes les activités confiées, que ce soit en direct ou à travers la plate-forme e-learning.</p>

Curriculum Unit	Portuguese Language
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Formal aspects of written language;</li> <li>- Issues of morphology, syntax and semantics of Portuguese;</li> <li>- Mechanisms for structuring and organization of text;</li> <li>- Strategies of appropriation of the written and oral text.</li> </ul>
<b>Methodologies and Evaluation</b>	<p>Practical sessions, with particular focus on reception and production of utterances that consolidate the skills of listening and speaking and reading and writing in Portuguese.</p> <p>In an online platform, specific contents are provided as well as the materials used in classes, references and additional useful information for students. Location: &lt;URL: <a href="http://elearning.esep.pt/">http://elearning.esep.pt/</a>&gt; (access subject to registration).</p> <p>Elements of assessment and their weighting in the final standings: a written test, 60%, other classroom work, 40%.</p>

Curriculum Unit	Developmental Psychology and Life Cycle
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. Introduction to the study of psychology.               <ol style="list-style-type: none"> <li>1.1 Psychology as a scientific discipline.</li> <li>1.2 The developmental psychology as a field, a general approach to psychology and its implications for social service professionals.</li> <li>1.3. The theoretical perspectives and methods of developmental psychology.</li> </ol> </li> <li>2. Early childhood (0 to 2 years).               <ol style="list-style-type: none"> <li>2.2. The sensory and psychomotor development.</li> <li>2.3. Cognitive development</li> <li>2.4. The socio-emotional development: linking the first emotional bond.</li> </ol> </li> <li>3. The preschool years (from 3 to 6 years).               <ol style="list-style-type: none"> <li>3.1. Cognitive development.</li> <li>3.2. Relations between thought and language.</li> <li>3.3. Affective and emotional development.</li> <li>3.4. Social development: coordination of perspectives.</li> <li>3.5. Pro-social development and socio-moral.</li> </ol> </li> <li>4. The school year (from 7 to 10 years)               <ol style="list-style-type: none"> <li>4.1. Cognitive development.</li> <li>4.2. Emotional development.</li> <li>4.3. Socio-moral and pro-social development</li> <li>4.4. Social development: interpersonal understanding and interpersonal negotiation strategies.</li> </ol> </li> <li>5. Puberty and Adolescence               <ol style="list-style-type: none"> <li>5.1. Concept of puberty and adolescence.</li> <li>5.2. Physical development: physical maturation and sexual, the psychological impact of body changes.</li> <li>5.3. Cognitive development: the stage of formal operations in Piaget.</li> <li>5.4. Psychosocial development: The construction of identity and changes in social life in the perspective of teen-Erikson.</li> </ol> </li> <li>6. Development in adult and elderly – a brief description.</li> </ol>
<b>Methodologies and Evaluation</b>	<p>The methodology includes theoretical explanations for the transmission of information by the teacher, and text analysis, case studies, group problem solving, discussion and watching films by students.</p>

	<p>The final evaluation of each student will be based in the grades of a written exam lasting 2 hours, which can be divided in 3 or 4 moments, a work group on a topic of the program, and also based on the work group along the proposed theoretical and practical lessons. The final grade will be the result of the test score (with weight equal to two), group work (with a weighting equal to one) and participation in class (with a weighting equal to one). It is necessary to be present in at least 75% of classes (45H).</p>
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Curriculum Unit	Social Work I
Contents	<p>. Introduction</p> <ul style="list-style-type: none"> <li>- The "new social question," social policy, social action and institutional location of professionals: general problems and personal and socio-professional dilemmas;</li> <li>- The Social Worker and other professionals in social intervention: specificities and relations.</li> </ul> <p>Block 1: Emergence and Evolution of Social Work</p> <ol style="list-style-type: none"> <li>1. Socio-political context of the emergence of Social Work           <ul style="list-style-type: none"> <li>- The industrial revolution and the development of capitalist society;</li> <li>- New social classes, inequality, emerging social problems and needs: justifications and principles of social action;</li> <li>- Reformers, revolutionaries, and the first forms of social work, and pioneers;</li> <li>- The first Curriculums in Social Work;</li> </ul> </li> <li>2. Social work in Portugal:           <ul style="list-style-type: none"> <li>- Background;</li> <li>- During Estado Novo;</li> <li>- After April 25 to the present day;</li> <li>- Steps towards institutionalization and qualification / training of professionals.</li> </ul> </li> </ol> <p>Block 2: Social work, professionalism and professional practice</p> <ul style="list-style-type: none"> <li>- Problem and social problems, key references of the social services / social work</li> <li>- "Reinvention" of Social Work;           <ul style="list-style-type: none"> <li>- Help and development;</li> <li>- The theory, practice and values in the construction of professional knowledge;</li> <li>- The holistic approach and work in cooperation;</li> <li>- The promotion of social networks;</li> <li>- The paradoxes of the profession.</li> </ul> </li> </ul> <p>Block 3: Social work and contemporary social issues</p> <ol style="list-style-type: none"> <li>1. The new era of inequalities:           <ul style="list-style-type: none"> <li>- Emerging forms of fracturing, inequality and social injustice;</li> <li>- The international and national policies on the origin and management problems;</li> </ul> </li> <li>2. Poverty and social exclusion: the fluidity of concepts;</li> <li>3. From exclusion to inclusion: problems and prospects;</li> <li>4. The need for the strengthening of global approaches and interventions: from individual development to community development.</li> </ol>
Methodologies and Evaluation	<p>The adopted methodology includes, in the context of theoretical and practical lessons (60 hours), an approach of the different themes through theoretical exposition by the teacher and exercises</p>

	for group discussion and analysis. Under the mentoring guidance (15 hours) and the component of field work (40 hours) group and individual work by students will be carried out with a focus on the analysis of texts. Students' evaluation is based on a test and a group work. The final grade will be the result of the weighted average of the test (with weight equal to two) and group work (with a weighting equal to one). Each tool should have a positive evaluation, ie, 9.5
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Curriculum Unit	Social And Cultural Anthropology
Contents	1 - Introduction to Anthropology 2 - Culture and Society 3 - Development of Cultural Anthropology 4 - Methodology of anthropological research 5 - Society and Social Structure 6. Anthropology of Kinship 7. Anthropology of Identity and Ethnicity 8. Political Anthropology 9. Anthropology of Religion 10. Anthropology of Gender
Methodologies and Evaluation	Evaluation has a continuous character, taking into consideration the quality of the student's participation in the planned activities, particularly in working sessions during class, beyond the results obtained with products specifically designed for the evaluation, assessment products are: a) 2 (two) tests with a weight of 80% of the final grade b) 1 (one) work with a weight of 20% of the final grade, to be developed in groups, with oral presentation, according to a timetable agreed with the students, focusing on the issues / themes of the syllabus.

Curriculum Unit	History of Social Policies and Institutions
Contents	1. The beginnings of social protection in Portugal: from the medieval period to the founding of the 'Misericórdia' of Lisbon. The representations of poverty and its relief. Church and assistance in the Middle Ages. 2. The institutional network (sécs. XV-XIX). 'Misericórdias'. Hospitals. The wheel of the excluded, schools for orphans, fraternities or sororities, church. The intervention of the crown in social protection institutions. Inside the institutions: the people. The assisted and the agents of assistance. 3. The beginnings and development of public welfare. Liberalism and welfare as a public and municipal service. The care of children. 4. Public assistance and the republican government. Institutionalization of social service in Portugal in the context of the new corporatist state. 5. Paths of social policy in democratic Portugal.
Methodologies and Evaluation	Lectures play an important role in this Curriculum, though not exclusively. Students will be asked to engage actively during classes and encouraged to debate topics of the Curriculum. The teaching

	<p>methods also include extensive use of audiovisual media. The structure of grades and the nature of assignments is the following: a) one written test (counts for 65% of the final grade); 2) an essay drawn from topics of the Curriculum and which requires reading of selected bibliography (counts for the remaining 35%).</p>
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Curricular Unit	Early Childhood Intervention
<b>Contents</b>	<p><u>1. Development of children from 0 to 6 years</u> Normal development and atypical development Risk factors in development and protection factors</p> <p><u>2. Conceptual framework</u> Ecological model of human development Systemic perspective and theory of social support</p> <p><u>3. Methodology of family-centered intervention</u> Elaboration of the individual plan of early intervention Working with families, co-responsibility and empowerment</p> <p><u>4. Dialectic between theory and practice of early intervention</u> Applying models of transdisciplinary work Legal framework and situation in Portugal</p>
<b>Methodologies and Evaluation</b>	<p>The methodology to be adopted addresses the different issues through theoretical exposition by teachers of the curricular unit as well as development of group work by students. This work shall focus on analysis of texts, videos and other materials, analysis and discussion of case studies, as well as reflections about practice. Students will be evaluated based on the realization of a written essay and group work to be developed and presented in class. The final grade will be the result of the weighted average of the written essay (with weight equal to two) and group work (with a weight equal to one). It is a necessary condition for approval at the curricular unit that the written essay score is positive, that the group work is mostly carried out and 75% attendance in theoretical-practical classes.</p>

Curriculum Unit	Introduction to Law
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Society and Law</li> <li>- The various normative social orders and their relationships</li> <li>- The values of the right</li> <li>- Sources of Law</li> <li>- Polity</li> <li>- Legal system</li> <li>- Legal provisions</li> <li>- The making of the law and the observance of standards</li> <li>- The Portuguese Constitution - Rights, freedoms and guarantees</li> <li>- The rights of personality</li> <li>- Law Enforcement</li> </ul>





	<ul style="list-style-type: none"> <li>- Legal relationship</li> <li>- Natural and legal persons</li> <li>- The branches of law</li> <li>- The status of journalists and other media law</li> <li>- The right to information</li> </ul>
<p><b>Methodologies and Evaluation</b></p>	<p>The methodologies to be applied are materialized in the teaching of the syllabus in theoretical and practical exposure, initially mainly for theoretical exposition of the themes in the program, which seeks to not only provide basic concepts, principles and general rules of law but also to raise awareness to the growing complexity of law with the emergence of new areas of law: the integration of states in supranational institutions and the proliferation of law. Immediately the use of cases based on real situations, allow the consolidation of the notions of spirit and encouragement given participatory, reflective and critical of the student.</p> <p>The assessment will result in continuous evaluation, distributed by class participation, achievement of individual or group and an individual written exam or final exam in all will be taken into account not only the understanding of concepts, but the structuring of the cognitive process and critical sense.</p>

Curriculum Unit	Research Methods and Techniques
<p><b>Contents</b></p>	<ol style="list-style-type: none"> <li>1. Conceptualization of the Research Process                             <ul style="list-style-type: none"> <li>. Theory (s) and type (s) - definition and levels of complexity</li> <li>. Role (s) of the theory (s) in the research process</li> <li>. Defining the problem</li> <li>. Construction of the analysis model</li> </ul> </li> <li>2. Research strategies and research models                             <ul style="list-style-type: none"> <li>. Oriented strategies and test strategies aimed at the discovery</li> <li>. Matching research strategies, empirical object and purpose of the study</li> <li>. Relations between the strategies and techniques of research</li> </ul> </li> <li>3. Techniques of data collection                             <ul style="list-style-type: none"> <li>. General approach of the main techniques</li> <li>. The techniques of investigation - interviews, questionnaires and life histories                                     <ul style="list-style-type: none"> <li>. The questionnaire</li> <li>. The interview</li> <li>. The life stories</li> </ul> </li> </ul> </li> <li>4. Sampling                             <ul style="list-style-type: none"> <li>. Introduction to sampling procedures</li> <li>. Random Samples</li> <li>. Non-random samples</li> </ul> </li> <li>5. Dealing with quantitative data                             <ul style="list-style-type: none"> <li>. Estimation</li> <li>. Hypothesis testing</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>. Correlation and linear regression</li> <li>6. Dealing with qualitative data           <ul style="list-style-type: none"> <li>. Fields of application</li> <li>. Technical analysis of qualitative data</li> </ul> </li> </ul>
<b>Methodologies and Evaluation</b>	<p>This Curriculum is of a theoretical and practical nature. In the programming of educational activities two interconnected moments will be stressed: an informational component, provided by the teacher, and situations that allow, from the analysis of texts (or other), knowledge and critical discussion of thematic content. In this sense, the teacher will organize and make available to the students some texts that together with recommended reading will allow them access to information and provide an incentive to the development of critical, reflective and instrumental skills in the field of research methodologies in social science. Concerning quantitative methods, the application of statistical techniques in real and practical contexts will be promoted using, where possible, computer applications.</p> <p>Evaluation will be continuous, taking into account the quality of student participation in scheduled activities, particularly in working sessions during class, in addition to the results obtained with products specifically designed for the evaluation. The following are the instruments of evaluation:</p> <ul style="list-style-type: none"> <li>a) 1 test: at the end of the semester (50% for the final mark);</li> <li>b) 1 practical work to develop in group (maximum 4 persons per group), with oral presentation, according to a timetable to be agreed with the students, focusing on the development of a small technical device for data collection, necessarily taking into account the methodological principles and concepts studied. This work has a 50% weighting to the final grade.</li> </ul>

## SECOND YEAR CURRICULUMS

Programme	Social Work			
Cycle of Studies	1		Year	2

Curriculum Units	Name	Semest	Contact Hours	ECTS	Type	Obs
	Social Work II	I	75	6	C	
	Social and Community Intervention	I	75	6	C	
	Social Psychology	I	75	6	C	
	General Sociology	I	75	6	C	
	Optional II	I	75	6	PC	
	Ethics and Deontology of Social Work	II	75	6	C	
	Observatory	II	90	6	C	
	Social Intervention Methodology and Practice	II	75	6	C	
	Social Work Ethics and Deontology	II	75	6	C	
	Social Policy	II	75	6	C	
	Optional III	II	75	6	PC	

C – Compulsory; PC – Personal Choice

 Curricular Units available to foreign students according to conditions described

Curriculum Unit	Social Work II
Contents	1. Dimensions of Social Intervention 1.1 Psychological theories (psychoanalytic, cognitive, behavioral, and humanistic concepts). 1.2 Individual Intervention 1.3 Collective Intervention 1.4 The direct and indirect intervention in Social Work 2.1 Interdependence between the intervention and the dimensions of the intervention 2. Structuring Models of Intervention in Social Work 2.1 Medical-Liberal Model 2.2 Deterministic Model 2.3 Radical Model 2.4 Systemic interactional Model 3. Methods of Social Work 3.1 Theoretical Influences 3.2 Social Service Case 3.3 Social groups 3.4 Social Services in the Community

<p><b>Methodologies and Evaluation</b></p>	<p>The methodology to be adopted will include working group discussions around the themes and text analysis. The theoretical concepts are taught along with the independent research conducted by students from the recommended references. The theoretical research carried out under the proposed themes will always have moments of expression in debate and discussion on the theoretical and practical sessions and follow the tutorial sessions. The final evaluation of each student shall be based on the realization of a written test and face individual and group work on one of the themes of the program. Parameters such as attendance, participation in small works to be undertaken during the sessions and group performance are also criteria.</p>
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Curriculum Unit	Social and Community Intervention
<p><b>Contents</b></p>	<p><u>Module 1: from social intervention to community intervention - vectors of evolution in addressing social problems</u> a) The process of social intervention b) Society and community c) The evolution of social intervention d) Community involvement: an integrated and territorialized approach <u>Module 2 - intervention to mediation</u> a) a sense of distinction and conceptual clarification b) Participation and citizenship c) Empowerment Module 3 - Old and new pictures of community intervention a) social protection b) Social action c) Socio-cultural action d) The social service communities e) Community Organization f) Community Development g) Local Development <u>Module 4 - institutional and organizational frameworks emerging to promote social action and community intervention</u> a) Third sector b) Civic and solidarity sector c) Associative world d) Social economy <u>Module 5 - Methodologies for Community intervention</u> a) Intervention methods and techniques b) Work project methodology c) The action research</p>
<p><b>Methodologies and Evaluation</b></p>	<p>The methodology will focus on group work. To do so, and in respect of each theme of the Curriculum, the class will be organized in groups of at most three elements, whose tasks will be distributed around the content theme under review. The product of these works will be a small report. The evaluation is of two types: the first corresponds to the set of products resulting from the class work about the different themes or the presentation of cases and the simulation of case (possibly in the form of an intervention project)</p>

	and the second is a test held at the end of the semester. The weight of the first product in the overall assessment is 40% and the second is 60%. The grade of both products should always be positive, i.e., at least 9,5.
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Curriculum Unit	Social Psychology
Contents	<p>1 - Interpersonal communication: verbal and nonverbal</p> <p>2 - Definition of group, types of groups and variables that affect the functioning of groups.</p> <p>3 - Social Factors Influence: social facilitation, conformity and innovation, conflict and decision making.</p> <p>3 - Altruism and helping behavior: personal and situational factors.</p> <p>4 - Leadership: concepts and theoretical models</p> <p>5-Motivation: concept, theories and content theories of the process.</p> <p>6 - Formation of impressions: approaches and factors affecting the formation of impressions</p>
Methodologies and Evaluation	<p>The methodologies to be applied initially will be of expository nature, followed by analysis of theoretical texts, practical exercises, presentation of syntheses and theoretical results. Choosing one of the theoretical concepts covered in the Curriculum, from which it is intended that students do research on the topic in the available databases. The preparation of the work will be carried out under tutorial support. Students will present the results of their research, as well as some critical reflection associated with the theme, to the large group.</p> <p>The final evaluation of each student will be made based on: In a written test (weight 2); In group work done in the classroom and in-depth literature search on a topic under study (weight 1); Presentation of work, in a synthetic way, so as to generate discussion in large group (weight1).</p> <p>It is a necessary condition for approving the Curriculum Unit note that the written test is positive, that group work is delivered and discussed and that most of the works of the classes are conducted and that at least 75% of the theoretical and practical lessons are attended.</p>

Curriculum Unit	General Sociology
Contents	<p>1. Sociological knowledge of social life: an introduction</p> <p>1.1. The place of sociology in the study of social phenomena</p> <p>1.2. The obstacles to sociological thinking</p> <p>1.3. Social problems and problematization of social world</p> <p>1.4. The social construction of reality: some central concepts in sociology.</p> <p>2. Organization and structuration of modern societies</p> <p>2.1. Social status, social stratification, social hierarchy and social mobility</p> <p>2.2. Models of stratification: caste societies, orders and classes</p> <p>2.3. Structuring of social classes: classical and contemporary</p>

	<p>theoretical perspectives</p> <p>2.4. Phenomena of distribution of power: classes, status groups, elites</p> <p>2.5. The plurality of principles of social justice</p> <p>2.6. Equality, inequality and social differentiation</p> <p>2.7. School, school inequalities and social inequalities</p> <p>2.8. The dynamics and the crisis of modernity</p> <p>2.9. The institutional program of modernity and the decline of institutions</p> <p><u>3. Dynamics of social life: processes and social change</u></p> <p>3.1. Construction of identity: personal, social and gender</p> <p>3.2. Cultures and lifestyles</p> <p>3.3. Family and family dynamics</p> <p>3.4. School and education</p> <p>3.5. Values and social and cultural diversity</p> <p>3.6. Risk and uncertainty</p> <p>3.7. Capitalism and organization of work</p> <p>3.8. Social exclusion and vulnerability</p> <p>3.9. Citizenship, political participation and public space</p>
<p><b>Methodologies and Evaluation</b></p>	<p>The methodology of work in class is structured from a dual dynamics: on the one hand, exposure of the syllabus by the teacher, supported by texts and materials to support the presentation of material, on the other hand, oral presentation of texts by the students and subsequent discussion and debate from the sociological questions by the analysis of texts.</p> <p>The evaluation in this Curriculum comprises three elements: a written test, individually and without consultation (with a weighting of 60% for the final grade), the oral presentation, in group, of a text in class and consequent participation in debates and discussions during class (with a weighting of 20% for the final grade), a written work in group (with a weighting of 20% for the final grade). This written work includes critical review of two texts.</p>

Curriculum Unit	Ethics and Deontology in Social Work
<p><b>Contents</b></p>	<p><u>1. Ethics and Philosophical Perspective</u>                      Fundamental concepts: ethics and deontology                      Ethics and rules: collective and individual responsibility                      The post-modern philosophy and the new values to social work</p> <p><u>2. Human Rights and Social Inclusion</u>                      Ethics and Human Rights in Social Work                      Ethics and social behaviors facing difference                      Professional projects and the ethical-political project of social workers</p> <p><u>3. Legal framework, political and social issues</u>                      Ethical Principles in Social Work                      Code of Ethics for Social Workers                      Professional organization and ethical principles</p>
<p><b>Methodologies and Evaluation</b></p>	<p>The methodology to be adopted addresses the different issues through theoretical exposition by teachers as well as development of group work by students. This work shall focus on analysis of texts, videos and other materials, analysis and discussion of case studies,</p>

	<p>as well as reflections about practice.</p> <p>Students will be evaluated based on a written essay and group work to be developed and presented in class. The final grade will be the result of the weighted average of the written essay (with weight equal to two) and group work (with a weight equal to one). It is a necessary condition for approval at the curricular unit that the written essay score is positive, that the group work is mostly carried out and 75% attendance in theoretical-practical classes.</p>
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Curriculum Unit	Observatory
<b>Contents</b>	<p>Important areas of social work intervention will be identified (Services Central Administration, Local Government and Local Development and Social Economy and Third Sector) to allow observation and study of social workers' practice. Based on the analysis and study of current topics students will be conducted to develop ways to approach and observe the social reality and social intervention.</p> <p>The Observatory is a rehearsal space for the identification of major current issues, training in specific techniques of observation and study of social reality.</p>
<b>Methodologies and Evaluation</b>	<p>The methodology approach of teaching / learning at Observatory is essentially based on the content through individual research and development of a Portfolio.</p> <p>The methodology provides for the collectivization and sharing of experiences, which allows complementary knowledge from other areas.</p> <p>Conferences will also be held with the participation of experts from practice.</p> <p>The evaluation will be continued and developed through the development of a reflective learning portfolio.</p>

Curriculum Unit	Social Intervention Methodology and Practice
<b>Contents</b>	<p>Background of methods and techniques of social intervention</p> <p>1. Networking approach</p> <p>Networks and contexts of social support</p> <p>Collaboration and coordination between services</p> <p>Project methodology</p> <p>2. Group approach</p> <p>Group: concepts and typologies</p> <p>Processes of evolution and professional functions</p> <p>Techniques of group dynamics</p> <p>3. Family approach</p> <p>The family: concepts and typologies</p> <p>Family and systemic intervention</p> <p>Techniques for family analyses and evaluation</p> <p>4. Individual approach</p> <p>Person-centered practice and context based approach</p> <p>Psychosocial follow up</p> <p>Intervention plan and procedures for negotiations</p>
<b>Methodologies and Evaluation</b>	<p>The methodology to be adopted addresses the different issues through theoretical exposition by teachers as well as development</p>



	<p>of group work by students. This work shall focus on analysis of texts, videos and other materials, analysis and discussion of case studies, as well as reflections about practice.</p> <p>Students will be evaluated based on the realization of a written essay and group work to be developed and presented in class. The final grade will be the result of the weighted average of the written essay (with weight equal to two) and group work (with a weight equal to one). It is a necessary condition for approval at the curricular unit that the written essay score is positive, that the group work is mostly carried out and 75% attendance in theoretical-practical classes.</p>
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Curriculum Unit	Social Policy
Contents	<ol style="list-style-type: none"> <li>1. The evolution and models of social policies analysis               <ol style="list-style-type: none"> <li>1.1 Fundamental concepts</li> <li>1.2 Emergence and evolution of Social Policy</li> <li>1.3 Fields of study and application</li> <li>1.4 Models of analysis of social policies</li> </ol> </li> <li>2. The analysis of human needs and social welfare               <ol style="list-style-type: none"> <li>2.1 The "social" reinvented: from modernity to postmodernity</li> <li>2.2 The new social question</li> <li>2.3 The reconfiguration of the social: political, social and economic</li> <li>2.4 The new social inequalities, equity, poverty, social exclusion, difference and diversity</li> <li>2.5 From welfare to human needs</li> </ol> </li> <li>3. Social policies in the context of the European Social Model               <ol style="list-style-type: none"> <li>3.1 From Welfare to Workfare: which direction for the European Social Model?                   <ol style="list-style-type: none"> <li>3.1 The concept of activation and entering the work</li> <li>3.2 The active social policies and social work: the social employment market</li> <li>3.3 The categorization of the poor and social management</li> </ol> </li> </ol> </li> </ol>
Methodologies and Evaluation	<p>The adopted methodology includes, in the context of theoretical and practical lessons (60 hours), an approach of the different themes through theoretical exposition by the teacher and exercises for group discussion and analysis. Under the mentoring guidance (15 hours) and the component of field work (40 hours) group and individual work by students will be held focusing on the analysis of texts. Students' evaluation is based on a test and a group work. The final grade will be the result of the weighted average of the test (with weight equal to two) and group work (with a weighting equal to one). Each instrument should have a positive evaluation, ie, at least 9.5</p>



## THIRD YEAR CURRICULUMS

Programme	Social Work			
Cycle of Studies	1		Year	3

Curriculum Units	Name	Semest	Contact Hours	ECTS	Type	Obs
	Management and Administration of Social Institutions	I	75	6	C	
	Populations at risk	I	75	6	C	
	Social Work III	I	75	6	C	
	Optional IV	I	75	6	PC	
	Optional V	I	75	6	PC	
	Project	II	45	10	C	
	Work Placement	II	360	20	C	

C – Compulsory; PC – Personal Choice

 Curricular Units available to foreign students according to conditions described

Curriculum Unit	Management and Administration of Social Institutions
Contents	<p><u>Module 1 –</u> The Concept of Social Welfare Social Policy and the Origins of the Welfare State The development of the Welfare System after 1974</p> <p><u>Module 2 - The legal, administrative and financing of social institutions</u> Legal Status Legal forms of social institutions Types of social responses Support and funding of social institutions</p> <p><u>Module 3 - Management and Administration of Social Organizations</u> Concept of organization and its main characteristics Organizational Development Theories of Management and Administration The Technical Department of the Institutions Management Instruments Quality Management Planning</p>
Methodologies and Evaluation	<p>The adopted methodology includes, in the context of theoretical and practical lessons (60 hours), the approach of the different themes of the modules through theoretical exposition and exercises for group discussion and analysis.</p> <p>Considering the importance of practical knowledge for the management and development of social institutions, works will be developed relating the practice of social workers in these organizations.</p> <p>Under mentoring guidance (15 hours) and the component of field work (30 hours), exercises will be held in order to allow the skills development in the management of social institutions, the skills development in characterizing and analyzing these institutions, using individual and group work.</p> <p>Students will be evaluated by a test and a group work presentation.</p>

	The final result will be the weighted average of the test and the group work. Participation in classes and the work done along the classes will also be considered to consolidate the final grade.
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Curriculum Unit	Social Work III
Contents	<p><b>1 – Health and Social Work:</b> Health and Disease: total social phenomena Social representations of health and disease Health and disease and social inequalities Health and disease and specific populations</p> <p><b>2 - Disability and Social Inclusion</b> Concepts of impairment, disability and handicap Types of Disabilities - CIF The process of enabling people with disabilities: Inclusive Education, Vocational Training, Professional Integration, Social Inclusion and Disability</p> <p><b>3 - Social Work and specificity in ageing: Historical perspective.</b> Ageing process: physical, psychological and social. Intervention with the elderly: home care, at home, in day care. The quality of services for the elderly population.</p> <p><b>4 - Steps and dynamics of the intervention process and practice of Professional Social Work</b> Stages and dynamics of the intervention process The Practice of Professional Social Work: legitimizing the practice of Social Work; intervention with minority groups: Social Advocacy.</p>
Methodologies and Evaluation	The theoretical concepts are taught along with the independent research conducted by students from the recommended references. Will give special importance to the area of research, analysis and synthesis of the themes in approach. The final evaluation of each student will be based on a written note of individual (weight equal to two), a group work on a topic proposed for each of the four modules of the program (to be chosen by each group of students). Participation in class will also be considered and contributes to the final grade.

Curriculum Unit	Populations at risk
Contents	<p><b>1 – Children and youth at Risk</b> Violence typology proposed by the World Health Organization and recommendations to face violence. The ecological model and the protection and risk factors model to understand, to prevent and to intervene towards violence Abuse in childhood Antisocial behaviour in childhood and adolescence</p> <p><b>2 – Adults at risk</b> Mental health Populations in prisons Social reintegration</p> <p><b>3 – Specific groups – ethnic, communities and immigrants</b> Ethnicity, Ethnic Minorities and Immigrants in Portugal. Framing the issue: concepts and analytical perspectives.</p>

	<p>Immigrant communities in Portugal - social characterization: Guineans, Cape Verdean, Indian. The Roma community in Portugal. Social intervention and ethnic minorities</p>
<b>Methodologies and Evaluation</b>	<p>This Curriculum is divided in three different modules and each one is of the responsibility of a different professor. The methodologies to be applied will initially have a presentation nature, text analysis, case study, problem solving and group debates. Final evaluation will result in a mark of an individual test (equal two); a group work about one subject chosen by the students (equal one). Participation in classes and will be also taken in account to the final mark.</p>

Curriculum Unit	Project
<b>Contents</b>	<p>Project activities will begin with the identification and selection of a "problem case" considered relevant to the future professional activity, under the supervision of a supervisor designated for this purpose. It continues with the description and explanation of the "problem case" in light of theoretical and methodological contributions and end with the formulating proposals for intervention.</p>
<b>Methodologies and Evaluation</b>	<p>The final project takes the form of a written individual report, showing in particular the description of the problem with their identification and clarification, the theoretical foundations and methods used to address the "problem case" as well as models intervention most appropriate to the situation studied. Based on the analysis and study of current topics students will be conducted to develop a research project on an axis of research within the Social Services, being guided individually during the school semester and preparing a final survey report.</p>

Curriculum Unit	Work Placement
<b>Contents</b>	<p>The work placement is essentially practical in nature and the undergraduate students are integrated into normal life of the organization / company / institution. The work placement takes place in the 6th semester of the Curriculum and extends throughout the duration defined in the curriculum. In exceptional cases, the student can complete his work placement in a different period if approved by the Course Director. The work placement will be held in organizations, institutions or companies either public or private. Organizations, institutions or companies where the work placement will occur will be defined by the School Board based on a proposal from the Course Director. Organizations, institutions or companies will be contacted in advance by the School Board or its representatives and a protocol will be signed for this purpose. Students can take the initiative to contact the organizations, institutions or companies where they wish to be placed. The organizations, institutions or companies to contact should operate in areas of activity consistent with the profile of the Curriculum or have departments or services similar in nature.</p>

<b>Methodologies and Evaluation</b>	<p>Each student or group of students will be supervised by a teacher at school (supervisor), under a proposal of the Course director. The organization, institution or company where the work placement takes place shall appoint a person responsible for its monitoring (advisor).</p> <p>The elements taken into account for assessment are as follows: work placement plan; regular progress reports; quality assessment form for completion by the advisor; technical evaluation of the training venue, the work placement final report.</p>
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