



SO/CB395 COMMUNITY-BASED LEARNING SEMINAR

IES Abroad Salamanca

DESCRIPTION:

The aim is for the student to have a global vision of the framework in which he/she will develop his/her practice: the current context, social policies in Spain, the work of non-profit organizations and the needs of groups with special difficulties, which are the target of the projects in which he/she will participate. The course is structured in 20 theoretical hours in the classroom and 60 practical hours in an organization directly linked to the development and implementation of social policy, in an area of interest to the student. During their time in the organization, students will be able to carry out tasks of support to professionals, learn about the functioning of their programs and develop activities with the target group. Two visits to entities other than those of their internships, or participation in local activities related to community development in Salamanca, are foreseen.

CREDITS: 3 credits

CONTACT HOURS: 20 hours of Seminar (distributed in 12 sessions of 80 minutes) and 60 hours of social service (6 hours per week over 10 weeks).

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

Theoretical credits: presentation by the teacher of the contents of the subject. Reflection and analysis spaces are provided through practical cases and the joint review of a weekly selection of news from the local and national press, related to the topic to be discussed in the session. A participative and interactive methodology is applied. Most of the materials (presentations, texts, images, videos, etc.) used in the classes will be available to students on the IES Abroad Moodle platform.

Practical credits: internships are carried out in local, provincial, regional, national, or international institutions, after signing a collaboration agreement between IES Abroad Salamanca and the corresponding organization. Before starting the internship, students are provided with information on the characteristics of the center or institution.

The internship allows students to get to know different social realities, analyze them, evaluate them, and monitor the social organization in the citizen space and the intervention needs in relation to it. At the internship center, students are assigned a tutor to accompany them in the institution and help them adapt to the organizational culture. The academic tutoring is carried out by the professor in charge of the subject.

The student's preferences will be considered when assigning the internship organization. Students may choose between different areas: immigration, disability, health, childhood, youth, elderly, and other vulnerable groups. Depending on the organization, the student will be able to perform different tasks such as: internal organization and administrative management, direct action with people and/or social awareness.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course Participation - 20%
- Institutional Practices - 30%
- Final Report - 35%
- Oral presentation - 15%

Course Participation

Attendance, both to the theoretical classes and to the institutional practices, will be necessary to pass the course. There will be a continuous evaluation of the practices and class participation. At the beginning of each theoretical class, students will comment on their experience during the week, in addition to keeping a daily written follow-up, in which they will reflect on their learning and reflect on the tasks developed. An outline will be provided at the beginning of the course. In the Moodle platform a weekly forum will be enabled in which they will also reflect with their classmates on local or national news selected in relation to the topics covered in the course.

Institutional Practices

The social service supervisor will complete an evaluation for each student considering attendance, punctuality, competencies, motivation, flexibility, initiative, participation, etc.

Final Report

The knowledge acquired will be measured through a final written report in which the most important elements of the topics covered, and the experience of their internship will be collected. In an extension of between 18 and 20 pages, they will reflect the group with which they have worked, the context of the organization, the diary of their tasks in it, and the relationship with the theoretical contents seen in class.

The criteria to be assessed in the final report are the following:

- Adequate and personal structure of the work.
- Adequacy of the theoretical framework to the field of intervention.
- Deepening in the treatment of the topic (handling of different sources, representativeness, and actuality of the same).
- References made to the content seen in class.
- Punctuality in the reflection and reaction reflected after the daily practice.
- Organization and clarity of the ideas expressed.
- Elaboration of conclusions and proposals for improvement. Volume and adequacy.
- Formal aspects, presentation of the progress and final report in due time and form.

Oral presentation

The final report will be defended orally at the end of the course. Criteria to be assessed in the defense of the report:

- Expected time 10 minutes. Actual time used.
- Synthesis capacity.
- References expressed with the content seen in class.
- Organization and clarity of the ideas expressed.
- Presentation of conclusions and proposals for improvement.
- Care of the structure and aesthetics of the support material.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Explain the basic foundations of Social Policy and its evolution in Spain.
- Identify the implications of the different orientations in the design of social policies.
- Explain the importance of development plans in the era of globalization.
- Identify the most important sectorial policies such as: Health, Education, Equality, etc.
- Demonstrate a broad knowledge of the general functioning of non-profit organizations in Spain and the different forms of citizen participation.
- Use instruments of analysis of social reality: critical review of publications in the media and participant observation during their service.
- Evaluate the effectiveness of certain measures in the public administration and in the Third Sector.
- Integrate assertive social and communicative skills for teamwork.
- Manage and be responsible for their own work, assigning priorities and fulfilling their obligations in the internship.
- Recognize values such as: solidarity, responsibility, social justice, and equality.

SUSTAINABLE DEVELOPMENT GOALS (SDGs) - “Salamanca Sensible”:

Overview / Description:

- A visit to the fair-trade store managed by volunteers from an NGO will be proposed so that they can design an action to spread fair trade in their environment.
- They will be provided with a list of open activities of the Objective Sustainable Campus projects of the University of Salamanca so that they can participate in one that they select and design a possible adaptation for their university of origin.

ATTENDANCE POLICY:

Attendance, both to lectures and to the placement, is mandatory. Each student will be allowed only one unexcused absence throughout the whole course. For each unexcused absence beyond this there will be a reduction in the final grade. Students who are late to class on a regular basis will also receive a reduction in their final grade.

CONTENT:

Week	Content	Assignments
Week 1	Introduction. Service-learning. Intervention in social projects of non-governmental organizations.	• Enara Solabarria. How to do projects, pp 5-21.
Week 2	Methodology: Participatory action research. Tools and skills for teamwork.	• Cristina Bustos and Antonio Moreno. The teams. How to work in common without throwing each other down, pp. 6-13; 36-41.
Week 3	Sustainable Development and Human Rights. United Nations Development Program. Visit to the class of an expert in Cooperation and Education for Development.	• Paula Salvo del Canto. Los Derechos Humanos en Serio, pp 23-39.
Week 4	The Welfare State. Evolution of social movements and policies. Notes prepared by the teacher (Sources used: Teresa Montagut "Política social. An Introduction" and Piotr Sztompka "Sociology of social change".	Debate on different opinion articles. Each student will previously read those two articles (1-2 pages) available in Moodle.
Week 5	Social initiative and Third Sector: complements to the Public System of Social Services in Spain.	• Advocacy and Third Sector, pp 24-37.
Week 6	Education, Family and Minors. Visit to a reference Center for Minors in Castilla y León.	Written reflection of 2 pages in which the students will expose what they have learned and will provide their critical view on what they have observed.
Week 7	Week of partial exams in IES. Tutoring available to students	

Week 8	The Right to Health. Mutual aid associations. Notes elaborated by the teacher (Sources used: autonomic and state regulations in force in health matters)	Debate on different opinion articles and case studies. Each student will previously read the two articles (1-2 pages) available in Moodle.
Week 9	Disability and dependence. Visit to the State Reference Center for the Care of People with Alzheimer's disease and other dementias	Subsequent written reflection of 2 pages in which the student will expose what they have learned and provide their critical view on what they have observed.
Week 10	Equality and Employment The legislation in these matters will be reviewed briefly. Analysis in class.	Paula Salvo and Mariela Infante. Women: the right to have rights, pp. 41-46.
Week 11	Globalization and Migratory Movements. Reflection and analysis in class of the policies in these matters, after the viewing of audiovisual material dealing with both topics.	Work on an article chosen by the student, among several selected by the teacher in the EBSCO database.
Week 12	Citizen participation in the development of social policies. Review of the concepts of volunteering, associationism and activism in Spain.	Luis Aranguren. Volunteering during the crisis, pp. 4-11.

COURSE-RELATED TRIPS:

- Visit to a center for minors under protection.
- Visit to the State Reference Center for the Care of People with Alzheimer's disease and other dementias.

REQUIRED READINGS:

- ARANGUREN, A. El voluntariado en medio de la crisis. Revista Proyecto. 2011, pp. 4-11
- BUSTOS, C y MORENO, A. Los equipos. Cómo trabajar en común sin tirarnos los trastos. CRAC/ACUDEX. 2010. pp. 6-13; 36-41.
- FUNDACIÓN SPLAI. Documentos para el debate. Incidencia política y Tercer Sector. 2017, pp. 24-37.
- SALVO, P. Los Derechos Humanos en Serio. Plataforma 2015 y más. 2011, pp. 23-39.
- SALVO, P. e INFANTE, M. Mujeres: derecho a tener derechos. Plataforma 2015 y más. 2010, pp. 41-46.
- SOLABARRIA, Enara. Cómo hacer proyectos. Bolunta. Agencia para el voluntariado y la participación social, pp. 5-21. List required readings here.

RECOMMENDED READINGS:

- CALVO ORTEGA, R. Estado social y participación asociativa. Civitas. 2009.
- CORTINA, ADELA. Neuroética y neuropolítica. Tecnos 2011
- GOODMAN, J. y MURILLO, D. Antenna for Social Innovation. Instituto de Innovación Social. 2011.
- OSKOZ BARBERO, J. Crisis y recortes en Derechos Humanos. Los libros de la Catarata. 2013.
- TZVETAN, T. El miedo a los bárbaros. Galaxia Gutenberg. 2008.

- VILLASANTE, T. Redes de vida desbordantes. Los libros de la Catarata. 2014.
- ZIZEK, S. Y TSIPRAS, A. El Sur pide la palabra: el futuro de una Europa en Crisis. Del Lince. 2014.
- ZUBERO, I. El Tercer Sector como movimiento voluntaradista. Revista Española del Tercer Sector. Págs, 43-68. 2018.