

1. Module identification code.	
Name of the institution:	Universidad Autónoma de Nuevo León Dirección de Servicio Social y Prácticas Profesionales
Name of the course (learning unit):	Social Service
Total number of class hours-theory and practice:	12
Class hours per week:	2
Independent study:	480
Course modality:	Presential / Not Presential
Module level:	Semestral
Core/elective module:	Mandatory
Curriculum area:	ACFP-I
UANL credit points:	16
Create date:	09/20/2019
Date of last amendment made:	08/27/2021
Person(s) responsible for the design and amendment of the module:	Adriana Elizabeth Rodríguez Althon, M.Ed. Yezmin Azalia García Hernández, M.B.A María Antonieta García Esquivel, B.S. Missael Antonio Guevara Correa, M.A.

2. Presentation:

The learning unit termed Social Service is developed in four phases. The first phase will be dedicated to understanding the Goals of the United Nation's Sustainable Development; the second phase will focus on planning the Social Impact; the third phase will work on analyzing the Social Impact, and finally the fourth phase will conclude the process with the optimization of Social Impact, measuring acquired knowledge and contributions made during the social service.

3. Purpose:

Social Service aims to ensure that each participant develops a service-oriented attitude by experiencing a social reality within an organization, which contributes to increasing their general and professional competencies. This is achieved through the development of various activities they undertake while providing a benefit to the community.

4. Competences of the graduate profile

General competences to which this module (learning unit) contributes:

Instrumental Competences:

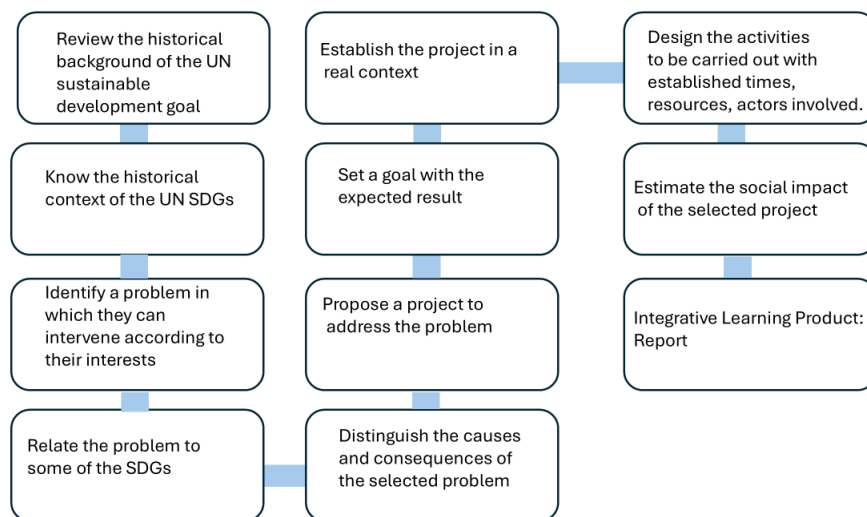
1. To apply self-directed learning strategies across different levels and fields of knowledge that enable timely and relevant to the decision-making process in personal, academic, and professional contexts.
2. To utilize logical, formal, mathematical, iconic, verbal, and non-verbal communication according to one's own personal life stage to understand, interpret, and express ideas, feelings, theories, and schools of thought with an ecumenical approach.
3. To manage information and communication technologies as tools for accessing information and transforming it to knowledge, as well as for learning and collaborative work with cutting-edge techniques that allow constructive participation in society.
4. To master one's native language, in oral and writing forms, with accuracy, relevance, timeliness, and ethics, adapting the message to the situation or context to communicate ideas and scientific findings.
5. To employ logical, critical, creative, and proactive thinking in analyzing natural and social phenomena, which allows for relevant decision-making within one's sphere of influence with social responsibility.
6. To develop skill in using a second language, preferably English, clearly and correctly to communicate in everyday, academic, professional, and scientific contexts.
7. To develop interdisciplinary, multidisciplinary, and transdisciplinary academic and professional suggestions in line with global best practices to foster and consolidate collaborative work.
8. To use traditional and cutting-edge research methods and techniques for academic work, professional practice, and the generation of knowledge.
9. To maintain a commitment and respect for the diversity of social and cultural practices that affirm the principle of integration in local, national, and international contexts, to promote peaceful coexistence.
10. To engage with contemporary societal challenges locally and globally with a critical attitude and human, academic, and professional commitment to contribute to the general well-being and sustainable development.
11. To practice values as are promoted by UANL: truth, equity, honesty, freedom, solidarity, respect for life and

others, peace, respect for nature, integrity, ethical behavior, and justice, both personally and professionally, to contribute to building a sustainable society.

Personal and Social Interaction Competencies:

12. To develop innovative propositions based on a holistic understanding of reality and to contribute to overcoming the challenges of the interdependent global environment.
13. To assume leadership committed to social and professional needs and to promote relevant social change.
14. To resolve personal and social conflicts using specific techniques in academic and professional settings for appropriate decision-making.
15. To achieve the adaptability required in the uncertain social and professional environments of our time to create better living conditions.

5. Course roadmap:



6. Structuring into stages or phases:

Phase 1: Understanding the United Nations Sustainable Development Goals (SDGs) Competency Element:

Determine the United Nations Sustainable Development Goals (SDGs), considering the field of study of the profession. This can be applied in the activities carried out in the service-providing institution, enabling the design of a Social Impact project.

Evidence of student learning	Performance criteria	Learning activities	Content	Resources
<ul style="list-style-type: none"> Submit a written document (PDF) with a timeline of the background of the UN Sustainable Development Goals (SDGs) to date. Submit a written document (PDF) analyzing the current UN SDGs 	<ul style="list-style-type: none"> Include all SDGs created from 2012 to the present in the timeline. Describe the analysis of each current SDG in a document. Use SIASE in the academic activities section to upload evidence. Include a cover page with school identification details. Submit a minimum of three pages. Deliver on time and in the proper format. Safeguard appropriate spelling. 	<ul style="list-style-type: none"> Submit the corresponding monthly report by the service provider. The professor and students establish the framework for the learning unit: participant introductions, presentation of the analytical program, and evaluation criteria. The professor interacts through the platforms used by the academic department. The student reviews the platform used by the academic department to complete the learning unit. The professor prepares the activities, and the student completes the report. 	<ul style="list-style-type: none"> Up-to-date SDG (17 SDG as of 2024) 	<p>Adequate materials. SIASE format for the service provider's monthly report. Program Manager Evaluation Form. https://www.un.org/sustainabledevelopment/es/objetivos-de-desarrollo-sostenible/. Platforms used by the academic department. https://www.un.org/sustainabledevelopment/es/objetivos-de-desarrollo-sostenible/</p>

Phase 2: Identifying Social Impact

Competency Element:

Identify a problem where intervention maybe possible by understanding the challenges and needs of the community. This involves analyzing the causes and consequences of the issue, establishing objectives, and following a logical framework, all while linking the problem to a specific Sustainable Development Goal (SDG).

Evidence of student learning	Performance criteria	Learning activities	Content	Resources
<ul style="list-style-type: none"> Submit a written document (PDF) encompassing a tree diagram (problem tree technique) of the selected issue, detailing its causes, problems, and consequences, and linking it to an SDG. 	<ul style="list-style-type: none"> Describe the causes, problems, and consequences within the tree diagram. Use SIASE in the academic activities section to upload documents. Include a cover page with academic identification details. Submit a minimum of two pages. Deliver on time and in the proper format. Safeguard appropriate spelling. Complete the corresponding monthly report by the service provider. 	<ul style="list-style-type: none"> Identify a problem within the community. Analyze its causes and consequences. Link the problem to one of the SDGs. 	<ul style="list-style-type: none"> Tree diagram Up-to-date SDG <ul style="list-style-type: none"> (17 SDG as of 2024) 	<ul style="list-style-type: none"> Computer SIASE format for the service provider's monthly report https://www.uanl.mx/online https://www.coneval.org.mx/coordinacion/Documents/monitoreo/normativa/problemayobjetivos.pdf https://sdgs.un.org/es/goals

Phase 3: Analysis of Social Impact

Competency Element:

Establish the project and its social impact by understanding the challenges and needs, setting objectives, and defining goals.

Evidence of student learning	Performance criteria	Learning activities	Content	Resources
<ul style="list-style-type: none"> Submit a written document PDF proposing a documented research project. 	<ul style="list-style-type: none"> The project proposal must include the following sections: *Introduction *Justification *Background *Methods *Expected Results *Anticipated Impact Use SIASE in the academic activities section to upload document Include a cover page with academic identification details. Submit a minimum of five pages. Deliver on time and in the proper format. Safeguard appropriate spelling. Complete the corresponding monthly report by the service provider. 	<ul style="list-style-type: none"> Select the challenge to be addressed. Identify the context of the situation and the target audience. Establish the objectives and the basis for action 	<ul style="list-style-type: none"> Documented research project 	<ul style="list-style-type: none"> Computer SIASE format for the service provider's monthly report Evidence of previous phases https://www.lifeder.com/estructura-investigaciondocumental https://www.uanl.mx/enlinea/ https://www.uanl.mx/utilerias/chip/descarga/informe.pdf

Phase 4: Evaluating Social Impact

Competency Element:

Identify the social impact and present the results of the selected project

Evidence of student learning	Performance criteria	Learning activities	Content	Resources
<ul style="list-style-type: none"> Submit a written document PDF of the analysis of the social impact, must include a Gantt Chart 	<ul style="list-style-type: none"> Establish a project under a real context. Design activities for the proposed project. Estimate the social impact of the project. Use SIASE in the academic activities section to upload document. Include a cover page with academic identification details. Submit a minimum of two pages. Deliver on time and in the proper format. Safeguard appropriate spelling. 	<ul style="list-style-type: none"> Review the alignment of the SDG with the chosen proposal. Identify possible relationships with other SDGs. Estimate the social impact of the project. 	<ul style="list-style-type: none"> Appropriate consistency between the chosen SDG and the design of the proposal. Gantt Chart 	<ul style="list-style-type: none"> Computer SIASE format for the service provider's monthly report Gantt Chart https://www.3ciencias.com/wpcontent/uploads/2020/10/LA-GESTION-DEPROYECTOS-DESDE-LAFORMACION-DEEQUIPOS-GESTION-DECAMBIOS-Y-LAPLANIFICACIONMEDIANTE-LOSDIAGRAMAS-DEGANTT.pdf https://www.uanl.mx/enlinea/

	<ul style="list-style-type: none"> Complete the corresponding monthly report by the service provider. 			
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7. Summative evaluation: Integral Evaluation

Evidence at School

Electronic reports:

Completed reports in SIASE by the service provider.

Completed reports in SIASE from the receiving organization.

Record a minimum of **480 hours** completed within at least **6 months**.

Attend at least 5 feedback meetings convened by the professor of the assigned group

Complete the academic activities outlined in the analytical program of the learning unit.

Evidence Submission

Written Document PDF

- with a timeline of the background of the UN Sustainable Development Goals (SDGs) to date.
- encompassing a tree diagram (problem tree technique) of the selected issue, detailing its causes, problems, and consequences, and linking it to an SDG.
- proposing a documented research project
- of the analysis of the social impact, including a Gantt Chart

NOTE: In the case of the social service course, there cannot be a weighting for each performance evidence, as a student must fulfill 100% of all the evidence to receive a passing grade on their academic record (kardex).

8. Course integrative project/product:

Written document in PDF format of a minimum of 5 pages, which must include

- a) How did the proposed project contribute to the integral formation of the student
- b) Brief project description
- c) Personal experiences during the project
- d) Identify the changes and upgrade that should be done to the project

<https://www.uanl.mx/utilerias/chip/descarga/ensayo.pdf>

9. References:

Legal Framework:

- Reglamento de la Ley Reglamentaria del Artículo 5o. Constitucional regarding the exercise of professions in Mexico City (Last reform published DOF 04-05-2018).
- Ley Reglamentaria del Artículo 5o. Constitucional regarding the exercise of professions in Mexico City (Last reform published DOF 01-19-2018).
- Ley de Profesiones del Estado de Nuevo León, July 25, 1984 (Last reform published in the Official Newspaper: 02-22-2012).
- REGLAMENTO para la prestación del servicio social de los estudiantes de las instituciones de educación superior, March 30, 1981.
- Reglamento para la Admisión, Permanencia y Egreso de los Alumnos de la Universidad Autónoma de Nuevo León regarding social service and professional practices, November 21, 2019.

Video Tutorials:

- Video Tutorial 1: Consulta de Plazas Autorizadas
<https://www.youtube.com/watch?v=bl-hTWJXe1Y>
- Video Tutorial 2: Inscripción Definitiva
<https://www.youtube.com/watch?v=pJFOkb0zKCA>
- Video Tutorial 4: Reportes Mensuales
<https://www.youtube.com/watch?v=WsWEfFe6Tml>