

Syllabus

for course at first level

Social Work II
Socialt arbete II

60.0 Higher Education
Credits
60.0 ECTS credits

Course code:	SUS450
Valid from:	Autumn 2011
Date of approval:	2008-12-03
Changed:	2011-05-25
Department	Department of Social Work
Subject	Social Work

Decision

This course has been approved by the Board of the Department of Social Work at Stockholm University.

Prerequisites and special admittance requirements

Applicants are required to have passed Social Science and Law I for 60 ECTS credits and Social Work I for 30 ECTS credits within the Social Work Graduate Programme.

Course structure

Examination code	Name	Higher Education Credits
PFT4	Professional skills	1
PFT5	Professional skills	1
S2BA	Social work with children, youth and families	6
S2DR	Alcohol and drugs	6
S2MI	Migration and integration	6
S2PR	Supervised field work training	21
S2PS	Psychosocial work	7
S2UT	Investigation and assessment in social work	6
S2ÄL	Elderly and disabled persons	6

Course content

- Theory and practice in social work.
- The future professional role in social and psychosocial work.
- Essential subject areas
 - alcohol, drugs, migration and integration
 - social work with children, youth, families, the elderly and persons with disabilities
- Social work investigation
- Professional skills.

Learning outcomes

Upon completion of the course students shall be able to:

- identify, investigate, describe and analyse central aspects of social work on the individual, group and organisational levels,

- apply theoretical knowledge during supervised field practice,
- describe and analyse own personal development in terms of self-knowledge, empathy, professional treatment of and attitude towards others.

SUB-COURSE OBJECTIVES AND LEARNING OUTCOMES

Social Work with Elderly and Disabled Persons, 6 credits

Course content

- The living conditions of elderly and disabled persons and welfare measures devised on their behalf in the past and today.
- Current steering principles and legislation in social work with elderly and disabled persons.
- Social, psychological and biological perspectives on aging and disability.
- Relevant concepts and theories concerning social work with elderly and disabled persons.
- Ethical perspectives, treatment of and attitude towards others.

Learning outcomes

Upon completion of the course the student shall be able to:

- show knowledge of the living conditions of elderly and disabled persons, the welfare measures set up, and guiding principles and laws from both an historical and a current perspective
- describe and problematise attitudes, treatment and approach
- explain and reflect on relevant concepts and theories concerning social work with elderly and disabled persons.

Social Work with Children, Youth and Families, 6 credits

Course content

- The framework and functioning of the child welfare system in Sweden.
- Theoretical perspectives and implications for social work with children, youth and families.
- Children, youth and families in vulnerable life situations.
- Class, gender, age and ethnical perspectives on social work with children, youth and families.

Learning outcomes

Upon completion of the course the student shall be able to:

- describe and analyse central aspects of social work with children, youth and families
- show command of fundamental concepts, perspectives and theories concerning social work with children, youth and families
- independently apply and account for knowledge gained during the course.

Migration and Integration, 6 credits

Course content

- Migration processes and conditions of immigration and integration.
- The theoretical content and application in the Swedish society of concepts of culture, ethnicity, class and identity.
- Discrimination, racism and power structures in the society.
- The varying perceptions between the different social groups of children and family, sexual relations and sexuality, and their relevance in social work.
- Different theoretical views of the relationship between the individual and the collective from the perspective of rights.

Learning outcomes

Upon completion of the course the student shall be able to:

- show understanding of theoretical concepts concerning migration and integration and to analyse the potential for integration in relation to the development of the society
- show understanding of the importance of gender and ethnicity and to analyse and apply these concepts in social work
- critically examine the presence in the society of discrimination, racism and unequal power resources
- reflect on different ways of viewing the relationship between the individual and the collective in terms of rights.

Alcohol and Drugs, 6 credits

Course content

- An introduction to Swedish and international policy on alcohol and drugs.
- Perspectives on alcohol and drug prevention.
- Perspectives on the treatment of substance abusers.

Learning outcomes

Upon completion of the course the student shall be able to:

- give an account of the different instruments employed to enforce alcohol and drug policy
- give an account of and reflect on the conditions of work with alcohol and drug prevention
- give an account of and problematise the conditions of treatment of substance abusers

Investigation and Assessment in Social Work, 6 credits

Course content

- Ethical and source critical aspects in social work investigation
- The legal framework of social work investigation
- Methodological, theoretical, social science and evidence based knowledge in social work investigation

Learning outcomes

Upon completion of the course the student shall be able to:

- apply ethical and source critical aspects in social work investigation
- in correct written languages handle the legal framework of social work investigation
- use methodological and theoretical as well as scientifically and evidence based practical knowledge in social work investigation

Supervised Field Work Training, 21 credits

Participation in this section of the course requires having completed all sub-courses in semester 4.

Course content

- Social problems and social processes.
- Theories in practice.
- Professional identity and the professional role in an organisational setting.
- Self-knowledge and learning processes.
- Communication and teamwork.

Learning outcomes

Upon completion of the course the student shall be able to:

- show understanding of and analyse social processes on the individual, group and societal levels
- show understanding of the connection between, and the importance of, social work theories in practice
- reflect on the future professional role and own ideas of the future profession
- evaluate own state of knowledge and formulate needs of further learning in relation to the future professional role
- describe the professional role in an overall organisational setting and show understanding of the importance of the organisation for own room for action
- reflect on own learning process and the importance of supervision
- show openness for the establishment of contacts in organisational and psychosocial settings.

Psychosocial Work, 7 credits

Course content

- Psychosocial work; definitions and demarcations.
- The professional role, empathy and the importance of one's own person.
- Social worker–client interaction.
- Theoretical perspectives for a greater understanding of complex meetings and interaction processes.

Learning outcomes

Upon completion of the course the student shall be able to:

- give an account of relevant theories in psychosocial work
- connect theoretical with applied sections of the education
- apply theoretical perspectives in dialogue exercises within the framework of the sub-course Professional Skills
- show understanding of the social worker's professional role and the importance of using oneself as an instrument in social work
- show an ability to make psychosocial assessments
- show understanding and knowledge of the interplay between the client's outer life conditions and inner world of experiences
- reflect on own empathic capacity and attitudes in meeting with clients.

Professional skills, 2 credits

Course content

- The professional role, professional ethics and empathy.
- The importance of one's own person in interaction with others.
- Training in conducting dialogue and in interaction with others.
- The processing of field practice experiences.

Learning outcomes

Upon completion of the course the student shall through dialogue and participation have learned and be able to:

- describe and analyse own personal development in relation to the learning process
- describe and analyse own ethical deliberations
- describe and analyse own participation in student-led training of professional skills.

Education

Instruction is in the form of lectures, seminars and practice exercises.

Forms of examination

Examination is individual or in groups and written or oral.

Grading is related to specified learning outcomes according to the following scale:

- A Excellent outstanding performance with only minor errors
- B Very good above average standard but with some errors
- C Good generally sound work but with a number of notable errors
- D Satisfactory fair but with significant shortcomings
- E Sufficient performance meets the minimum criteria
- Fx Fails some more work required before the credit can be awarded
- F Fail considerable further work required

For information on the grading criteria for each sub-course see each separate sub-course syllabus.

To pass the course students must have obtained at least a grade E on every sub-course. The final grade for the entire course is based on a mean of the grades obtained for each sub-course and on the proportion (number of credits) of each sub-course of the whole.

The sub-courses Supervised Field Practice, 21 credits, and Professional Skills, 2 credits are not graded according to the 7-grade scale but with the 2-grade scale, Pass or Fail.

For information on the rules for examination and re-examination as approved by the Board of the Department of Social Work see separate information sheet.

Students have the right to request re-examination with another examiner if failed twice on any sub-course. Such requests must be made in writing to the director of studies no later than one year after the latest such event.

Misc

Literature lists are revised before the start of each semester. Any changes are entered in the syllabus by December 31st at the latest (for the Spring semester) and by June 30th at the latest (for the Autumn semester).

Required reading

Äldre och personer med funktionsnedsättning, 6 hp
Elderly and Disabled Persons

Gunnarsson, E. & Szebehely, M. (red) (2009) Genus i omsorgens vardag. Stockholm: Gothia.

Lindqvist, R. (2007) Funktionshindrade i välfärdssamhället. Malmö: Gleerups.

Skau, G. M. (2007) Mellan makt och hjälp. Stockholm: Liber (147 s)

Tornstam, L. (2005) Åldrandets socialpsykologi. Stockholm: Norstedts akademiska förlag (335 s)

Dessutom tillkommer artiklar ca 100 s.

Barn, ungdom och familj i det sociala arbetet, 6 hp
Social Work with Children, Youth and Families

Andersson, G. (2008) Utsatt barndom - olika vuxenliv. Ett longitudinellt projekt om barn i samhällsvård. Stockholm: Allmänna Barnhuset.

Broberg, A., Almqvist, K. & Tjus, T. (2003) Klinisk barnpsykologi : utveckling på avvägar. Stockholm: Natur och kultur

Bäck-Wiklund, M. & Lundström T. (2001) Barns vardag i det senmoderna samhället. Stockholm: Natur och kultur.

Eriksson, M., Carter, Å., Dahlkild-Öhman, G., Näsman, E. (2008) Barns röster om våld: att tolka och förstå. Malmö: Gleerups.

Forinder, U. & Hagborg, E. (2008) Stödgrupper för barn och ungdomar. Lund: Studentlitteratur. (valda delar)

Klefbeck, J. & Ogden, T. (2003) Barn och nätverk. Stockholm: Liber.

Lindgren, S. (2009) Ungdomskulturer. Malmö: Gleerups. (valda delar)

Wiklund, S. (2008) Individ- och familjeomsorgens barnavårdsarbete. I: Bergmark, Å., Lundström, T., Minas, R. & Wiklund, S. Socialtjänsten i blickfånget: organisation, resurser och insatser: exempel från arbete med barn och ungdom, försörjningsstöd och missbruk. Stockholm: Natur och kultur.

Wrangsjö, B. & Eresund, P. (2008) Bråkiga barn. Lund: Studentlitteratur.

Övreeide, H. (2001) Samtal med barn: metodiska samtal med barn i svåra livssituationer. Lund: Studentlitteratur.

Därutöver tillkommer litteratur i form av vetenskapliga artiklar och rapporter som tas fram i samråd mellan lärare och studenter.

Migration och integration, 6 hp
Migration and Integration

Ahmadi, N. (red) (2003) Ungdom, kulturmöten, identitet. Stockholm: SiS, Liber, (valda delar ca 100 s).

Bauböck, R., Heller, A. & Zolberg, A. (red) (2006) The Challenge of diversity: integration and pluralism in societies of immigration. Aldershot: Avebury, (valda delar, ca 70 s).

Engebrigtsen, A.I. (2007) Kinship, Gender and Adaption Processes in Exile : the case of Tamil and Somali families in Norway. Journal of Ethnic and Migration Studies. Vol 33 nr 5. Taylor and Francis Groups Routhledge (20 s).

Högdin, S. (2007) Utbildning på (o)lika villkor. Akad. avh., Institutionen för socialt arbete, Stockholms universitet, (valda delar, ca 200 s).

Kallifatides, T. (2001) Ett nytt land utanför mitt fönster. Stockholm: Bonniers.

Peterson, A. & Hjerm, M. (red) (2007) Etnicitet: perspektiv på samhället. Malmö: Gleerups.

Proposition 2004/2005:170
Ny instans- och processordning i utlännings- och medborgarskapsärenden. kap 5. internationella förpliktelser. (s. 76-85)
Sveriges Riksdag (10 s)

Schlytter, A. (2004) Rätten att själv få välja: arrangerade äktenskap, kön och socialt arbete. Lund: Studentlitteratur.

Schlytter, A. & Linell, H. (2008) Hedersrelaterade traditioner i en svensk kontext: en studie av omhändertagna flickor. FoU-Nordväst, Rapport 2008:2.

Därutöver tillkommer aktuella artiklar som tas fram i samråd med lärare.

Alkohol och narkotika, 6 hp
Alcohol and Drugs

Babor, T., m.fl. (2004) Alkohol: ingen vanlig handelsvara.
Stockholm: Statens folkhälsoinstitut. www.fhi.se. (valda delar, ca 200 s).

Bergmark, A. (2010)
Den vetenskapliga grunden för psykosocial behandling av missbruk.
Socionomens forskningsupplägg (8 s)

Bergmark, A. & Lundström, T. (2006) Mot en evidensbaserad praktik? Om färdriktningen i socialt arbete.
Socialvetenskaplig Tidskrift, årgång 13, nr. 2.

Billinger, K. & Hübner, L. (red)(2009) Alkohol och droger : samhällsvetenskapliga perspektiv. Malmö:
Gleerups

Börjeson, B. (2008) Förstå socialt arbete. Stockholm: Liber (valda delar ca 20 s).

Fingarette, H. (1988) Heavy drinking. The myth of alcoholism as a disease.
Berkeley: University of California Press.

Inciardi, J. A. (ed)(1999) The drug legislation debate. 2:a upplagan. London: Sage Publications (valda delar).

Larsson, S., Lilja, J. et al. (2001) Identity, cognitive structure and long term tranquilliser use: A multidimensional approach. Substance use and misuse, 36:9/10: 1139-1164.

Larsson, S., Lilja, J. et al (2001) Towards an integrative approach in the analyses of dependency problems. Substance use and misuse, 36:9/10: 1323-1356.

Oscarsson, L. (2009) Evidensbaserad praktik inom socialtjänsten : en introduktion för praktiker, chefer, politiker och studenter. Stockholm: SKL Kommentus (76 s.)

von Greiff, N. (2004) Tradition eller vetenskaplig evidens? Om handlingsramen för ideella organisationers alkohol- och drogprenativa arbete med ungdomar. Nordisk alkohol- & narkotikatidskrift, vol. 21 (3): 231-246. (kan nås via: www.stakes/nat.fi, sök upp nr 3 och ladda ner).

Utredningsmetodik, 6 hp
Investigation and Assessment in Social Work

Bernler, G., Cajvert, L., Johnsson, L. & Lindgren, H. (1999) Psykosocialt arbete: idéer och metoder.
Stockholm: Natur och kultur (kap. 3, 4, 5, 9).

Edvardsson, B. (2003) Kritisk utredningsmetodik : begrepp, principer och felkällor. Stockholm: Liber (256 s).

Fred, G. & Olsson, K. (2002) Socialbidrag i ett systemteoretiskt perspektiv. Stockholm: Gothia. (136 s).

Hollander, A. & Alexius Borgström, K. (2009) Juridik och rättsvetenskap i socialt arbete. Lund: Studentlitteratur (216 s).

Kurskompendium II, Utredningsexempel.

Aktuella artiklar, textmaterial från Socialstyrelsen, rättsfall, förarbeten m.m. enligt närmare anvisningar från lärarna.

Handledd studiepraktik, 21 hp
Supervised Field Work Training

Gerdman, A. (2003) Klient, praktikant, handledare: om att utveckla en egen yrkesteori: handledning av studerande inom vård- och omsorgsutbildningar. Stockholm: W&W.

Killén, K (2008) Professionell utveckling och handledning: ett yrkesövergripande perspektiv. Lund: Studentlitteratur.

Mattsson, T. (2010) Intersektionalitet i socialt arbete : teori, reflektion och praxis. Malmö: Gleerup.

Svensson, K., Johnsson, E. & Laanemets, L. (2008) Handlingsutrymme. Utmaningar i socialt arbete. Stockholm: Natur och kultur.

Valbar litteratur, ca 500 s, i samråd med lärare och praktikhandledare.

Psykosocialt arbete, 7 hp
Psychosocial Work

Bernler, G. & Johnsson, L. (2001) Teorier för psykosocialt arbete. Stockholm: Natur och kultur.

Broberg, A., Granvist, P., Ivarsson, T. & Risholm Motander, P. (2006) Anknypningsteori, del 1. Stockholm: Natur och kultur (valda delar, ca 200 s)

Gordan, K. (2004) Professionella möten. Stockholm: Natur och kultur.

Grina, T. (2010) Det viktiga mötet: om borderline i psykosocialt arbete. Natur och kultur. E-bok.

Holm, U. (2009) Det räcker inte att vara snäll: om empati och professionellt bemötande inom människovårdande yrken. Stockholm: Natur och kultur (valda delar ca 100 s).

Hårtveit, H & Jensen, P. (2007) Familj plus en. Stockholm: Mareld (valda delar 212 s)
(kompendium, valda artiklar ca. 100 s)

Lennér Axelsson, B. (2010) Förluster : om sorg och livsomställning. Stockholm: Natur & kultur (336 s)

Professionsspecifika färdigheter, 2 hp
Professional Skills

Andersen, T. (2003) Reflekterande processer : samtal och samtal om samtalen. Stockholm: Mareld (valda delar ca 100 s).

Maltén, A. (1998) Kommunikation och konflikthantering : en introduktion. Lund: Studentlitteratur (200 s)