

# Syllabus

for course at first level

**Social Work II for the Care of Elderly and Disabled Persons**  
**Socialt arbete II med inriktning mot omsorg om äldre och funktionshindrade**

**60.0 Higher Education  
Credits**  
**60.0 ECTS credits**

|                          |                                                                                           |
|--------------------------|-------------------------------------------------------------------------------------------|
| <b>Course code:</b>      | SUF450                                                                                    |
| <b>Valid from:</b>       | Spring 2011                                                                               |
| <b>Date of approval:</b> | 2008-12-03                                                                                |
| <b>Changed:</b>          | 2010-12-08                                                                                |
| <b>Department</b>        | Department of Social Work                                                                 |
| <b>Main field:</b>       | Social Work                                                                               |
| <b>Specialisation:</b>   | G1F - First cycle, has less than 60 credits in first-cycle course/s as entry requirements |

## 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 specialising in Care of the Elderly and the Disabled.

## Course structure

| Examination code | Name                                        | Higher Education Credits |
|------------------|---------------------------------------------|--------------------------|
| PFT4             | Professional Skills                         | 1                        |
| PFT5             | Professional Skills                         | 1                        |
| S2AT             | Leadership in social work                   | 7                        |
| S2LS             | Lifecourse and social problems              | 10                       |
| S2PR             | Supervised field work training              | 21                       |
| S2SA             | Social work with elderly persons            | 7                        |
| S2SF             | Social work with disabled persons           | 7                        |
| S2UT             | Investigation and assessment in social work | 6                        |

## Course content

- Theory and practice in social work.
- The future professional role in social work with the elderly and the disabled.
- Essential subject areas
  - human development and inner and outer conditions in relation to different life phases and different conditions governing life
  - social work with the elderly and persons with disabilities
- Social work investigation.
- Leadership in social work.
- Professional skills.

## Learning outcomes

Upon completion of the course students shall be able to:

- identify, investigate, describe and analyse central aspects of social work with the elderly and the disabled

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

### Life Course and Social Problems, 10 credits

#### Course content

Theoretical perspectives in social work  
Social problems in different phases of life  
Children and young people in vulnerable life situations  
Migration and integration  
Addiction and its consequences  
Poverty and its consequences  
The meaning of class, gender, age and ethnicity in social work

#### Learning outcomes

Upon completion of the course the student shall be able to:  
show knowledge and understanding of the conditions governing the lives of children, young people and adults during different phases of life,  
describe and analyse how migration and integration affects people's living conditions,  
describe and analyse how poverty and addiction affects people's living conditions,  
understand the meaning of class, gender, age and ethnicity in social work.

### Social Work with Disabled persons, 6 credits

#### Course content

- The support system for disabled persons.
- Autonomy, empowerment, participation.
- Meetings and the interaction process in social work with disabled persons.
- Co-ordination and co-operation with focus on individual needs.
- The organisation of daily support routines.
- Professional ethics and approach.
- Quality development.

#### Learning outcomes

Upon completion of the course the student shall be able to:  
•apply relevant perspectives and theories along with current legislation to problematise and examine social work with disabled persons  
•show knowledge of perspectives and theories that can be applied in developing support and service for the disabled in accordance with current legislation and existing steering documents  
•show knowledge of social work carried out in collaboration with individuals  
•reflect on the carer-client relationship and one's own role in social work with the disabled  
•evaluate own knowledge and formulate needs for further education in relation to a specific problem.

### Social Work with the Elderly, 6 credits

#### Course content

- Welfare measures for the elderly; eldercare organisation and actors.
- Demographic trends and eldercare in a future perspective.
- Concepts, theories and methods in social work with the elderly.
- Elderly persons who fall outside the eldercare system (those lacking economic means, persons of immigrant background, substance abusers, etc.)
- Family and relatives in the eldercare context.
- Eldercare in a diversity perspective (gender, generation, class, ethnicity).

#### Learning outcomes

Upon completion of the course the student shall be able to:  
•analyse the situation of elderly persons in connection with the eldercare provided by the society, its organisation and professions  
•analyse how social and existential factors can affect situation of the elderly  
•problematise the place of eldercare in the society and in a future perspective  
•apply the concepts, theories and methods usually encountered in eldercare

- explain why different groups fall outside the eldercare framework
- reflect on the role of family and relatives in eldercare
- analyse eldercare from a diversity perspective (gender, generation, class, ethnicity).

#### Investigation and Assessment in Social Work, 6 credits

##### Course content

- The legal grounds of case handling.
- Methodological aspects in social work investigation.
- Needs assessment; decisions on and follow-up of individually adapted measures.
- Documentation and archiving routines.
- Professional ethics and attitude towards others.

##### Learning outcomes

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

- give an account of the legal grounds for and the documentation of needs assessment
- explain the significance of investigation, needs assessment, and decisions on and follow-up of individually adapted measures
- describe a suitable ethical attitude and different ways of treating people in meeting with clients, relatives, and other professionals
- apply the learning outcomes described above and critically examine the process of handling cases.

#### 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 work with the elderly and the disabled.
- Leadership in social work.
- 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 understand 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,

#### Leadership in Social Work, 7 credits

##### Course content

- An introduction to organisation and leadership as a field.
- Theories and methods of leadership.
- Leadership in human care organisations.
- Managers and leaders from an activities and personnel perspective.
- Leadership from a diversity perspective (gender, generation, class and ethnicity)..

##### Learning outcomes

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

- place organisation and leadership in a contextual setting
- show understanding of and apply different leadership theories and models and to reflect on and analyse the consequences of each
- describe and problematise the professional role from an activities and personnel perspective
- show knowledge of and reflect on diversity from an organisational and leadership perspective.

#### 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 interaction and in conducting dialogue.
- The processing of experiences during field practice.

#### 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 Fail some more work required before the credit can be awarded
- FF 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 Work Training, 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

Livslopp och sociala problem, 10 hp  
Lifecourse and Social Problems

Andersson, G. (2008) Utsatt barndom: olika vuxenliv. Allmänna Barnhuset.

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

Eriksson, M (red) (2008) Barns röster om våld: att tolka och förstå. Malmö: Gleerups.

Gunnarsson, E. (2002) Det utsatta livsloppet i skuggan av de gynnade generationerna. Institutionen för socialt arbete, Särtryck 132 ur Socialvetenskaplig tidskrift vol 9:4, (s 357-374).

Jeppson Grassman, E, Antonson, S, Ståhl, R, Svedberg, L (2003) Att drabbas och forma sitt liv: strategier bland funktionshindrade och arbetslösa. Lund: Studentlitteratur.

Jeppson Grassman, E & Hydén, L-C (2005) Kropp, livslopp och åldrande: några samhällsvetenskapliga

perspektiv. Lund: Studentlitteratur. (valda delar)

Meuwisse, A & Swärd, H (red) (2002) Perspektiv på sociala problem. Stockholm: Natur och Kultur. (valda delar)

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

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

Socialstyrelsen (2006) Social rapport 2006. Stockholm: Socialstyrelsen.

Woodhead, M. & Montgomery, H. (eds) (2003) Understanding Childhood: an interdisciplinary approach. Chichester, UK: The Open University. (valda delar)

Därutöver tillkommer artiklar samt en skönlitterär bok som väljs i samråd med läraren.

Socialt arbete för personer med funktionsnedsättning, 7 hp  
Social Work with Disabled Persons

Askheim, O. P. (2003) Fra normalisering till empowerment: ideologi og praksis i arbeid med funksjonshemmede. Oslo: Gyldendal Norsk forlag.

Bischofsberger, E. (2001) Autonomi och integritet. I: Andersson, S-O. (red) Lidandet och makten. Stockholm: Gothia.

Brunt, D. & Hansson, L. (2005) Att leva med funktionshinder. Livssituation och effektiva vård- och stödinsatser. Lund: Studentlitteratur.

Grönvik, L. & Söder, M. (2008) Bara funktionshindrad? Malmö: Gleerups, (valda delar).

Henriksen, J-O. (2001) Etik i arbete med människor. Lund: Studentlitteratur.

Ineland, J., Molin, M. & Sauer, L. (2009)  
Utvecklingsstörning, samhälle och välfärd.  
Malmö: Gleerup. Valda delar.

PROP 1999/2000:79 Från patient till medborgare. Nationell handlingsplan för handikappolitiken.

Socialstyrelsen (2007) Bostad med särskild service för vuxna enligt LSS. Stöd för rättstillämpning och handläggning. Stockholm: Socialstyrelsen, (valda delar).

Socialstyrelsen (2005) Individuell plan på den enskildes villkor. Slutrapport. Stockholm: Socialstyrelsen (valda delar, ca 50 s).

Socialstyrelsen (2007) Socialt arbete med personer med funktionshinder. Förslag till kompetensbeskrivning för handläggare. Stockholm: Socialstyrelsen.

SOU 1999:21. Lindqvists nia: nio vägar att utveckla bemötandet av personer med funktionshinder. Stockholm: Fritzes.

SOU 2006:100. Ambition och ansvar: Nationell strategi för utveckling av samhällets insatser till personer med psykiska funktionshinder: Slutbetänkande från Nationell psykiatrisamordning. Stockholm: Fritzes (Utdrag och kommentarer).

Öquist, O. (2003) Systemteori i praktiken. Systemteorins tillämpning inom utbildning, vård, socialt arbete. Stockholm: Gothia.

Därutöver tillkommer artiklar efter anvisning av lärare samt valfri litteratur med relevans för det sociala arbetet för människor med funktionsnedsättning.

Socialt arbete för äldre, 7 hp  
Social Work with Elderly Persons

Gunnarsson, E. (2002) Äldre utanför äldreomsorgen. Stockholm: Socialstyrelsen.

Gurner, U. (2003) Dirigent saknas i vård och omsorg för äldre. Stockholm: Natur och kultur.

Hagman, L., Henriksson, L. & Wånell, S-E. (2009)

Äldre med psykiska funktionshinder - en kartläggning, delrapport 3. Stockholm: Stiftelsen Stockholms läns äldrecentrums rapportserie nr. 2009:6 (56 s)

Jeppsson Grassman, E. (red.) (2002) Anhörigskapets uttrycksformer. Lund: Studentlitteratur (valda delar, 110 s).

Ljungdal, B. & Wånell, S-E. (2009) Äldre med psykiska funktionshinder - en kartläggning 2008. Stockholm: Stiftelsen Stockholms läns äldrecentrums rapportserie nr. 2009:5 (45 s)

SOU 2008:51 Värddigt liv i äldreomsorgen. Betänkande av Värddighetsutredningen. Stockholm: Fritzes (valda delar, 90 s)

Szebehely, M. (2004) Nya trender, gamla traditioner. Svensk äldreomsorg i europeiskt perspektiv. I: Framtiden i samtiden - könsrelationer i förändring i Sverige och omvärlden. Stockholm: Institutet för framtidsstudier. Även som särtryck: Institutionen för socialt arbete. Särtrycksserien Nr 144.

Thorslund, M. & Wånell, S.E. (red) (2006) Åldrandet och äldreomsorgen. Lund: Studentlitteratur (valda delar, 180 s).

Tornstam, L. (2005) Åldrandets socialpsykologi (7:3 rev upplagan) Stockholm: Norstedts akademiska förlag (valda delar 130 s).

Torres, S. & Magnússon, F. (red)(2010)

Invandrarskap, äldrevård och omsorg.

Malmö: Gleerups (178 s).

Därutöver tillkommer artiklar, ca 100 s.

Utredningsmetodik, 6 hp

Investigation and Assessment in Social Work

Clevesköld, L., Lundgren, L. & Thunved, A. (senaste upplagan) Handläggning inom Socialtjänsten. Stockholm: Norstedts juridik.

Norström, C. & Thunved, A. (senaste upplagan) De nya sociallagarna med kommentarer, lagar och författningar. Stockholm: Norstedts juridik.

Pettersson, U. (2002) Etik och socialtjänst. Stockholm: Gothia.

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

SOSFS 2006:5 Socialstyrelsens föreskrifter och allmänna råd om dokumentation vid handläggning av ärenden och genomförande av insatser enligt SoL, LVU, LVM och LSS.

SOSFS 2006:11 Socialstyrelsens föreskrifter och allmänna råd om ledningssystem för kvalitet i verksamhet enligt SoL, LVU, LVM och LSS.

Dessutom tillkommer valfri artikel eller rapport som väljs och redovisas i samråd med lärare.

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.

Holm, U. (2009) Det räcker inte att vara snäll : om empati och professionellt bemötande i människovårdande yrken.

Stockholm: Natur & kultur.

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

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.

Att leda socialt arbete, 7 hp  
Leadership in Social Work

Ekberg, K.(red.) m.fl. (2006) Tid för utveckling? Lund: Studentlitteratur.

Flaa, P. m.fl. (1998) Introduktion till organisationsteori. Lund. Studentlitteratur.

Holmberg, I. & Henning, R. (2003) Offentligt ledarskap: om förändring, förnyelse och nya ledarideal. Lund: Studentlitteratur.

Lind Nilsson, I. & Gustafsson, L. (2006) Ledarskapets yttre och inre resa. Lund: Studentlitteratur.

Mlekov, K. & Widell, G. (2003) Hur möter vi mångfalden på arbetsplatsen. Lund: Studentlitteratur.

Thylefors, I. (2007) Ledarskap i human serviceorganisationer. Stockholm: Natur och kultur.

Tullberg, M. (2006) Med ljuset på: ledare och ledda i äldreomsorgen. Stockholm: Liber.

Wahl, A. (2001) Det ordnar sig. Teorier om organisation och kön. Lund: Studentlitteratur.

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)