

# Syllabus

for course at advanced level

**Evidence and Knowledge in Social Work**  
**Evidens och kunskap inom socialt arbete**

**7.5 Higher Education**  
**Credits**  
**7.5 ECTS credits**

<b>Course code:</b>	SU7127
<b>Valid from:</b>	Autumn 2010
<b>Date of approval:</b>	2010-02-10
<b>Department</b>	Department of Social Work
<b>Subject</b>	Social Work

## Decision

Approved by the Board of the Department of Social Work, Stockholm University.

## Prerequisites and special admittance requirements

B.A. or equivalent degree with at least 90 university credits in social work or other relevant subjects. Swedish B or the equivalent. English A or the equivalent.

## Course structure

Examination code	Name	Higher Education Credits
0001	Evidence and knowledge in social work	7.5

## Course content

- The concept of evidence based social work and its development
- Knowledge and evidence based issues in relation to the social work profession
- Scientific methods for determining outcomes and effects of social interventions
- Current research on the knowledge base for effects of interventions in the field of social work

## Learning outcomes

Upon successful completion of the course students shall be able to:

- give an account of and critically reflect over evidence based social work and related concepts
- give a general description of and reflect over the knowledge base for effects of interventions in the field of social work
- understand and analyse the knowledge base for specific interventions in social work.

## Education

Instruction is in the form of lectures and seminars.

## Forms of examination

Examination is by individual written and oral assignments and active participation in seminars and other mandatory tasks.

Grades are related to the specified learning outcomes and set according to the following seven-grade 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

To pass the course students must have obtained at least grade E on written assignments and actively participated in seminars.

Information on grading criteria will be handed out at the start of the course.

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

Students have the right to request a retake with another examiner if failed twice on a module. Such requests must be made in writing to the director of studies no later than one year after the end of the course.

### **Required reading**

Andersson, M, Lundström, T & Sallnäs, M (2009) Utvärdering av förstärkt vårdkedja för ungdomar som vårdats vid SiS-institution. Arbetsrapport. Stockholm: Institutionen för socialt arbete. Stockholms universitet.

Bergmark, A (2008) Specific and contextual treatment mechanisms. *Nordic Studies on Alcohol and Drugs*, 25:277-285.

Bergmark, A (2005) Att sammanställa kunskap - om översikter, metaanalyser och kritiska perspektiv. I Larsson, S Lilja J & Mannheimer, K (red) *Forskningsmetoder i socialt arbete*. Lund: Studentlitteratur, s.151-165.

Bergmark, Å & Lundström, T (2007) Att studera rörliga mål – om villkor för evidens och kunskapsproduktion i socialt arbete. *Socionomen*, 3, *Socionomens forskningssupplement nr 21*:4-16.

Bergmark, A & Lundström, T (2008) Evidensfrågan och socialtjänsten. *Socionomen*, *Socionomens forskningssupplement nr 23*:5-14.

Cunningham, A (2002) One Step Forward. Lessons Learned from a Randomized Study of Multisystemic Therapy in Canada. *Children & Families and the Justice System*. June. (30 pages)

Jegerby, U (red) (2008) Evidensbaserad praktik i socialt arbete. Stockholm: Gothia/IMS/Socialstyrelsen (valda delar).

Litell J H, Popa, M and Forsythe, B (2005) Multisystemic Therapy for social, emotional, and behavioral problems in youth aged 10-17. *The Cochrane Collaboration/Wiley*. (30 pages)

Oscarsson, L (2009) Evidensbaserad praktik inom socialtjänsten. En introduktion för praktiker, chefer, politiker och studenter. Stockholm: Sveriges Kommuner och Landsting. (75 s).

Sallnäs, M & Vinnerljung, B (2009) Samhällsvårdade tonåringar som vuxna. *Socionomen*, 3, *Forskningssupplement nr 25*:30-43.

SBU (2010) En systematisk kunskapsöversikt om prevention av psykisk ohälsa bland barn och ungdomar (preliminär titel). Stockholm.

Shaw, I (2002) Directions in Qualitative Evaluation. *Socialvetenskaplig tidskrift*, 9, 2-3. pp.144-159.

Sundell, K Hansson, K Andrée Löfholm, Olsson, T, Gustle, L-H & Kadesjö, C (2008) The transportability of MST to Sweden: Short-term results from a randomized trial with conduct disorder youth. *Journal of Family Psychology*, 11, pp.550-560.

Soydan, H & Vinnerljung, B (2002) Några problem i utvärdering av sociala interventioner och utfallsstudier. *Socialvetenskaplig tidskrift*, 9, 2-3, 160-174.

Trinder, L & Reynolds S (2000) Evidence-Based Practice. A Critical Appraisal. Oxford: Blackwell. (chosen parts, about 100 pages).

Vedung, E (2002) Utvärderingsmodeller. Socialvetenskaplig tidskrift, 9, 2-3,118-143.

Wampold B & Ahn, H (2001) Where Oh Where are the Specific Ingredients? A Meta-Analysis of Component Studies in Counselling and Psychotherapy. Journal of Counseling Psychology, 48, 3, pp.251-257.

Wampold, B E & Bhati, B (2004) Attending to Omissions: A Historical Examination of Evidence-Based Practice Movements. Professional Psychology: Research and Practice, 35,6, pp.563-570.

To be added: literature relating to the specific task to be carried out during the course.