Department of Social Work

Stockholm University

Syllabus

for course at advanced level

School Social Work and Pupil Welfare
Skolsocialt arbete och elevhälsa

7.5 Higher Education Credits
7.5 ECTS credits

Course code:	SU7234
Valid from:	Autumn 2013
Date of approval:	2012-09-26
Department	Department of Social Work
Main field:	Social Work
Specialisation:	A1N - Second cycle, has only first-cycle course/s as entry requirements

Decision

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

Prerequisites and special admittance requirements

Bachelor of Arts (BA) in Social Work or other Bachelor´s degree, or the equivalent. Swedish B/Swedish as a second language and English A, or the equivalent.

Course structure

Examination code	Name	Higher Education Credits
0001	School Social Work and Pupil Welfare	7.5

Course content

•The development, organisation and practice of pupil health care
•School social problems and school social work in Sweden and internationally
•School as an arena for integration
•School attendance and the importance of school for children in social care
•Co-operation between schools and the social services.

Learning outcomes

Students who have successfully completed the course shall be able to:
•reflect upon and critically examine the premises for work with pupil health care
•give an account of and discuss different perspectives on social problems and social work in schools
•reflect upon the importance of schools in a multi-cultural society
•reflect upon the importance of school for children in vulnerable life situations with special emphasis on children and youth in social care
•analyse and discuss the conditions and forms of collaboration between schools and the social services.

Education

Instruction is in the form of lectures and seminars.

Forms of examination

Examination is by obligatory attendance at seminars, by written and oral presentation of a literature compilation on a chosen theme within the field, and by an oral critical review of another course participant's

literature compilation.

Grades are related to the specified learning outcomes and set according to the following seven-grade scale:
AExcellentoutstanding performance with only minor errors
BVery goodabove average standard but with some errors
CGoodgenerally sound work but with a number of notable errors
DSatisfactoryfair but with significant shortcomings
ESufficientperformance meets the minimum criteria
FxFailsome more work required before the credit can be awarded
FFailconsiderable further work required

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

To pass the course students must have obtained at least grade E on written assignments and actively participated in any other mandatory parts 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

Backlund, Å. (2007). Elevvård i grundskolan : resurser, organisering och praktik. (ca 146 s.)

Constable, R., Ripey Massat, C., Mc Donald, S., & Flynn, J.P. (2009) School social work: practice, policy and research. Sjunde utgåvan. Chicago: Lyceum books, inc. (delar av, ca 60 s).

Egelund, T. (red.) (2009). Anbragte børn og unge: en forskningsoversigt.. København: SFI - Det Nationale Forskningscenter for Velfærd (24 s).

El-Khouri, B., Månsson, J., & Sundell, K. (2005) Elever på vift. Vilka är skolkarna? (35 s) Stockholm stadsledningskontor Forsknings- och utvecklingsenheten. FoU-rapport 2005:15.

Föreningen Psykisk hälsa (2011). Förskolan, skolan och den psykiska hälsan. Psykisk hälsa specialnummer 3.-4, 2011.

Gilligan, R. (1998) The importance of school and teachers in child welfare. Child and Family Social Work 98:3, 13-25. (12 s)

Hedin, L., Höjer, I. & Brunnberg, E. (2011) Why one goes to school: what school means to young people entering foster care. Child and Family Social Work 2011, 121-130. (10 s)

Hjörne, E. & Säljö, R. (2007) Att platsa i en skola för alla. Elevhälsa och förhandling om normalitet i den svenska skolan (149 s)

Jackson, S. & Cameorn, C. (red.) (2011) Kap 6 och 7 i Final report of the YiPPEE project, WP12. Young people from a public care backbround: pathways to further and higher education in five European countris. Elektronisk publikation: http://tcru.ioe.ac.uk/yippee/Portals/1/Final%20Report%20of%20the%20YiPPEE%20Project%20-%20WP12%20Mar11.pdf. (19 s)

Karlberg, M. & Sundell, K. (2004) Skolk - Sund protest eller riskbeteende? Stockholm stad socialtjänstförvaltningen Forsknings- och utvecklingsenheten. FoU-rapport 2004:1 (38 s)

Lagerlöf, H. (2012). Samhällsvård och välfärdsresurser : en studie av skolgång, fritid och kamratrelationer bland unga i familjehem och institutioner. Stockholm: Stockholms universitet.

Nordin-Hultman, P. (2004). Pedagogiska miljöer och barns subjektskapande. Stockholm: Liber.

Martin, P. & Jackson, S. (2002). Educational success for children in public care: advice from a group of high achievers. Child and Family Social Work, 7, 121-130 (10 s).

Myndigheten för skolutveckling, Rikspolisstyrelsen och Socialstyrelsen (2007) Strategi för samverkan : kring

barn och unga som far illa eller riskerar att fara illa (64 s).

Reid, K. (1999) Truancy ad schools. London/New York: RoutledgeFalmer (ca 136 s).

Skolverket (2009) På tal om mobbning - och det som görs (203 s).

Skolverket (2010) Skolfrånvaro och vägen tillbaka. Långvarig skolfrånvaro ur elevens, skolans och förvaltningens perspektiv. Stockholm: Skolverket (90 s).

Spångberger, Y. (2011). Ungas erfarenheter av skola, samhällsvård och vuxenblivande : en studie av fem livsberättelser. Doktorsavhandling, Stockholms universitet: Institutionen för socialt arbete.

Thambirajah, M.S., Grandison, K.J., & De-Hayes, L. (2008) Understanding school refusal. A handbook for professionals in education, health and social care. London/Philadephia: Jessica Kingsley Publishers (ca 150 s).

Thors, C. (red) (2007). Utstött- En bok om mobbning. Stockholm: Lärarförbundets förlag (161s).

Vinnerljung, B., Hjern, A. & Berlin, M. (2010) Skolbetyg, utbildning och risker för ogynnsam utveckling hos barn. Kap 7 i Social rapport 2010. Socialstyrelsen. (38 s)

Tillkommer artiklar om ca. 90 s.