

Syllabus

for course at advanced level

Need- and risk assessments: methods and models in social work with children, youth and families. **7.5 Higher Education Credits**
Behovs- och riskbedömningar: metoder och modeller i socialt arbete med barn, unga och familjer **7.5 ECTS credits**

Course code:	SU7244
Valid from:	Spring 2015
Date of approval:	2014-10-22
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 Stockholm University Department of Social Work.

Prerequisites and special admittance requirements

Bachelor's Degree in Social Work, 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	Need- and risk assessments	7.5

Course content

- Methods and models for needs and risk assessments in social work with children, youth and their families, discussed from a social scientific perspective in relation to social work as profession
- Models of needs and risk assessment used in concrete exercises based on case histories
- Current research on ethical and juridical standpoints concerning risk assessment in social work with children and youth from a critical perspective.

Learning outcomes

Upon successful completion of the course participants shall be able to

- identify risk and protective factors for children's health and development related to various forms of vulnerability
- understand and analyse the knowledge base for needs and risk assessments and also to argue from demands on level of risk related to assessments and investigations within the Social Services Act (SoL), the Care of Young Persons Act (LVU) and the Children and Parents Code (FB).
- based on current research and practical exercises, understand, in general terms describe and critically reflect on how standardised instruments are constructed, their ethical and legal grounds and areas of application, and how they differ from clinical/experience-based models
- describe and critically reflect on how to handle the balancing between the client's /the family's description of problems, needs and desires and the social services' responsibility for prevention and protection with regard to children's health and development.

Education

Instruction is in the form of lectures and seminars with active student participation. Failure to attend any seminar must be compensated for according to teacher instructions.

Forms of examination

Grades are related to the specified learning outcomes and set according to the following scale:

A Excellent/outstanding performance

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

F Fail/completely unacceptable performance

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

To pass students must have obtained at least grade E on written assignments and satisfied other demands of the course.

For information on examination and make up examination regulations as approved by the Board of the Department of Social Work, see separate information sheet.

Participants have the right to request re-examination with another examiner if failed twice. Such requests must be made in writing to the director of studies no later than one year after the course is concluded.

Plagiarism and other attempts to mislead (e.g. self-plagiarism) at examinations or other assessments of study achievement will result in reporting for suspected cheating, which can lead to disciplinary measures.

Examination task with graded assessment:

Home examination / individual report.

Further demands of the course:

Participation in seminars in accordance with teacher instructions, absence from any seminar to be compensated for with a written assignment.

The final grade given for the course is based on the following:

The grade obtained for the written report together with attendance at lectures and active participation in seminars.

Consequences of getting grade Fx or F:

See the Department's guidelines concerning examinations and make up examinations.

Required reading

Andershed, H. & Andershed, A-C. (2010) Risk-need assessment for youth with or at risk for conduct problems: introducing the assessment system ESTER. *Procedia Social and Behavioral Sciences* (2010) 5: 377–383

Broadhurst, K., Wastell, S., White, C., Hall, S., Peckover, K., Thompson, A., Pithouse and D. Davey (2010) Performing 'Initial Assessment': Identifying the Latent Conditions for Error at the Front-Door of Local Authority Children's Services. *British Journal of Social Work* (2010) 40: 352–370

English, D. & Pecora, P. (1994) Risk assessment as a practice method in Child protection Services. *Child Welfare* (1994) 5: 451-473

Gambrill, E. & Shlonsky, A. (2000) Risk assessment in context. *Children and Youth Services Review* (2000) 22 (11-12): 813-837

Gillingham, P. (2011) Decision-making tools and the development of expertise in child protection practitioners: are we 'just breeding workers who are good at ticking boxes'? *Child and Family Social Work* (2011) 16: 412–421

Holland, S. (2011) 2nd ed. *Child and Family Assessment in Social Work Practice*. London: Sage

Juth, N. & Munthe, C. (2012) Etiska aspekter på rutinfrågor om våldsutsatthet i hälso- och sjukvården samt socialtjänsten. Karolinska Institutet, Göteborgs Universitet. Stockholm: Socialstyrelsen

Kaldal, A. (2012) Standardiserade metoder för att bedöma risk i ärenden om vårdnad, boende och umgänge. *Juridisk Tidskrift* 2012/2013, nr 3

Lagerberg, D. & Sundelin, C. (2000) Risk och prognos i socialt arbete med barn. *Forskningsmetoder och resultat*. Stockholm: Gothia

Lundström T. (2012) Risk och riskbedömningar i (Red) Höijer, I., Sallnäs; M.; Sjöblom, Y. När samhället träder in: barn, föräldrar och social barnavård. Lund: Studentlitteratur

Munro, E. (1996) Avoidable and unavoidable mistakes in Child Protection Work. British Journal of Social Work (1996) 26: 793-808

Munro, E. (2004) A simpler way to understand the results of risk assessment instruments. Children and Youth Services Review 2004; 26(9):873-83.

Smedler, A-C. & Tideman, E. (2009) Att testa barn och ungdomar. Om testmetoder i psykologiska utredningar. Stockholm: Natur och Kultur

Stranz, H. & Wiklund, S. (2013) SDQ - En processutvärdering av införandet av ett bedömningsinstrument i stadsdelsförvaltningarna Södermalm och Rinkeby-Kista. Stockholms universitet

Söderberg, P., Hiller, A., Witt, C. (2014) Barn och ungdomar utsatta för våld - Signs of Safety och BBIC metodstöd för myndighetsutövning. Stockholms stad

Totsika, V. & Sylva, K. (2004) The HOME observation for Measurement of the Environment Revisited. Child and Adolescent Mental Health (2004) 9, (1): 25-35

Zolkoski, S.M. & Bullock, L.M. (2012) Resilience in children and youth: A review. Children and Youth Services review (2012) 34: 2295-2303

Östberg, F. & Kaldal, A. (kommande) Stöd för bedömning av risken att barn far illa – i utredningar om vårdnad, boende och umgänge. Stockholm: Socialstyrelsen