



## Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

2PP227 Psykosocial utveckling, 10 högskolepoäng

Psychosocial Development, 10 credits

### **Main field of study**

Education

### **Subject Group**

Education

### **Level of classification**

First Level

### **Progression**

G2F

### **Date of Ratification**

Approved 2012-03-23

Revised 2018-05-23 by Faculty of Social Sciences. Changes made to the course literature.

The course syllabus is valid from autumn semester 2018

### **Prerequisites**

NO VALUE DEFINED

## Objectives

The aim of the course is for students to acquire knowledge of values educational issues and psychosocial perspectives on learning, health and development. The correlations between learning and psychosocial factors in the surrounding environment and learning environments are discussed on the basis of a special educational perspective.

After completing the course, students shall be able to:

- argue for the participation of pupils in a school for everyone, based on educational, ethical, democratic and diversity aspects
- discuss psychosocial factors and their relation to learning, development and health within teaching, educational assessments and action programmes
- account for and problematize the concepts of bullying, offensive treatment, harassment, discrimination, equal treatment, conflicts and conflict management
- review, discuss and adopt a critical approach to various explanatory models and working methods, programmes and techniques to handle bullying in school on the basis of the policy documents
- review and develop an equal treatment plan for a school

## Content

The course includes the following components:

- relational pedagogy and participation
- psychosocial perspectives on learning, development and health, and abuse and addiction related issues
- educational assessments and action programmes
- bullying, offensive treatment, harassment, discrimination, equal treatment, conflicts and conflict management
- working methods applied to promote equal treatment

## Type of Instruction

Teaching is based on the students' professional practice as well as on theory and policy documents. The course is given as a combination of distance learning and on-campus teaching. Scheduled teaching consists of lectures, seminars and projects in small groups. Field studies may also be included. The extent of compulsory elements is specified in the study guidelines.

## Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

Examination of the course takes place in seminars and by means of written as well as oral presentations of individual and group assignments. Whatever the examination method, it is the individual student's performance that is assessed. A specification of the examination methods is given in the study guidelines. In order to receive a grade of Pass in the course, the course objectives must be attained.

## Course Evaluation

A course evaluation is carried out at the end of the course, which is compiled in writing and presented to the students who have completed the course, and to new students at the following course date together with any measures taken. The results are presented to the departmental bodies and the programme council concerned, and filed by the course coordinating department.

## Other

Any additional costs that may arise in connection with assignments and the like are paid for by the students themselves.

## Required Reading and Additional Study Material

Ahre'n, Jennie C. (2010). *Skolan och ungdomars psykosociala hälsa*. Rapport X från Delegationen för jämställdhet i skolan, SOU 2010:80. Stockholm.

Allodi Westling, Maria. (2010). *Pojkars och flickors psykiska hälsa i skolan: en kunskapsöversikt*. Rapport IX från Delegationen för jämställdhet i skolan, SOU 2010:79. Stockholm.

Lundgren, Marianne & Persson, Bengt. (2003). *Barn och unga i riskzonen: samverkan och förebyggande arbete*. Stockholm: Svenska kommunförbundet. 89 p. ISBN: 9172891947.

Låftman Brolin, Sara. (2009). *Children's living conditions: studies on health, family and school*. [Doktorsavhandling]. Stockholms universitet: Sociologiska institutionen.

Löfberg, Cecilia. (Ed.) (2018). *Elevhälsoarbete under utveckling - en antologi*. FoU skriftserie nr 7, Specialpedagogiska skolmyndigheten. ISBN: 9789128007986.

Skolverket (2009). *På tal om mobbning - och det som görs: kunskapsöversikt*. Stockholm. Available on the Internet.

Skolverket (2012). *Allmänna råd för arbetet mot diskriminering och kränkande behandling*. Available on the Internet.

Skolverket (2014). *Vägledning för elevhälsan*. ISBN: 9789175551678. Available on the Internet.

Taam, Maare. (2002). *Psykosociala teorier vid hälsa och sjukdom*. Lund, Studentlitteratur.