



## Course syllabus

Faculty of Social Sciences

Department of Social Work

4SA010 Professionellt socialt arbete, samverkan och förändring, 15 högskolepoäng

Professional Social Work, 15 credits

### Main field of study

Social Work

### Subject Group

Social Work and Social Welfare

### Level of classification

Second Level

### Progression

A1N

### Date of Ratification

Approved 2010-05-18

Revised 2020-02-12 by Faculty of Social Sciences. Revision of entry requirements and editorial changes to the content.

The course syllabus is valid from autumn semester 2020

### Prerequisites

General entry requirements for second-cycle studies, and specific entry requirements: For admission to the course are required passed courses in Social Work comprising 135 credits, where 2SA461 *Research in Social Work, Theory of Science and Research Methodology* (15 credits) is included. The following courses must also have been assessed as passed: 1JU600 *Introduction to the Legal System and Social Law* (15 credits) and 1JU605 *Administrative Law and Investigative Methodology* (15 credits), or the equivalent.

## Objectives

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

### *Knowledge and understanding*

1. Independently identify and evaluate the need for social intervention based on an analysis of social problems, by using theories within the social sciences.

### *Competence and skills*

2. Demonstrate the ability to plan, organise and evaluate interventions at the individual, group, organisational and social level.

3. Demonstrate the ability to independently reflect on their own learning and personal development during the education in social work.

4. Demonstrate the ability to critically evaluate and weigh up tried and tested professional knowledge, experiences and requests of care users as well as scientific knowledge and integrate these sources of knowledge at the choice of social

interventions and evaluation models.

5. Demonstrate skills in analysis within the field of social law and the ability to apply adequate legislation/laws in force.

#### *Judgement and approach*

6. Adopt a critical approach to the valuation and knowledge related as well as ethical foundations on which interventions are based.

7. Demonstrate the ability to reflect on the knowledge base as a social worker, and identify their own need for further knowledge.

8. Demonstrate the ability to reflect on their professional role as future social workers in relation to similar professions, and in the meeting with the parties concerned.

### Content

This course is linked to the future professional practice of the students in the social work programme, and the overall aim of the course is to support the students when preparing to become independent social workers, by giving them the opportunity to integrate knowledge acquired in previous courses within the social work programme and apply this knowledge in an individual project. The course also offers the possibility to reflect on their own knowledge process and the professional practice as a social worker. Teaching is to the main part conducted through guidance in small groups, where the students take an active part in the work on an assigned case. This project is expected to promote integration of theory and practice in social work, it is based on actual cases and is performed for a limited period of time. Furthermore, the case being examined shall also stimulate in-depth learning within the organisation, interaction and ethical dilemmas of social work. The project on a specific case is also expected to help the students deepen their ability to connect the perspectives of the care users to the legal requirements in relation to the exercise of public authority. The educational methods used in the course includes review and feedback, aimed to support self reflection and independent learning.

The following components are included in the course:

- Professional approach and ethical behaviour
- The professional role in collaboration with other professionals and organisations
- Identification of required knowledge and analysis of their own learning processes as well as those of others
- Social law related assessments of social issues
- Dilemmas surrounding the consequences of the professional role
- Using critical reflection as a tool in a changing professional role
- Evidence-based practice (EBP) and evaluation
- Individual professional development IPD

The above components are looked into through lectures, guidance and/or in the course literature. Since the course aims at promoting the student's ability to independently seek, critically evaluate and apply knowledge, traditional lectures are limited in favour of guidance in small groups.

### Type of Instruction

Teaching consists of lectures, seminars and guidance in groups. The course is built upon the independent and active participation of the students.

### Examination

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

The course consists of two components and the examination takes place as follows:

#### **Course component 1**

Examination of component 1 takes place by means of active participation in the guidance given in groups, and an independent individual written project in the form of an intervention plan which shall also be presented in a seminar. The examination also includes serving as the student reviewer for a fellow student's project at a public

discussion and examination. The component comprises 13 credits and examines the objectives 1-5. The component is assessed by the grades Fail, Pass or Pass with Distinction. In order to receive a grade of Pass, all the intended learning outcomes must be attained. Information about the grading criteria for Pass with Distinction is given in the study guide.

### **Course component 2**

Examination of the component takes place by means of a seminar and an independent written assignment, in which the student shall reflect on their professional role and need of knowledge in social issues. The component comprises 1.5 credits and examines objectives 6-7. The assignment is assessed by the grades Fail or Pass. In order to receive a grade of Pass, the intended learning outcomes must be attained.

To be awarded a grade of Pass in the entire course, it is required that both components are assessed as Pass.

### **IPD course component**

Seminar attendance and active participation are compulsory in this component. In the event of absence, a supplementary seminar will be arranged. The component comprises 0.5 credits and is assessed by the grades Fail or Pass.

To be awarded a grade of Pass with Distinction in the entire course, it is required that course component 1 is assessed as Pass with Distinction.

A retake of the examination is offered within six weeks after the scheduled examination date (within the scope of the regular semester period).

A retake of the examination is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University.

Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

### **Course Evaluation**

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course as well as to new students at the following course date. The course evaluation is conducted anonymously.

### **Required Reading and Additional Study Material**

Adams, R., Dominelli, L. & Payne, M. (Latest edition). *Practising social work in a complex world*. Basingstoke: Palgrave Macmillan, (335 p.)

Axelsson, R. & Bihari Axelsson, S. (Eds.) (Latest edition). *Om samverkan: för utveckling av hälsa och välfärd*. Lund: Studentlitteratur (361 p.)

Dahlstedt, M. & Lalander, P. (Ed.) (Latest edition). *Manifest: för ett socialt arbete i tiden*. Ed. 1. Lund: Studentlitteratur, (317 p.)

Evans, T. (2011). Professionals, Managers and Discretion: Critiquing Street-level Bureaucracy. *British Journal of Social Work*, 41, 368-386, (18 p.)

Evans, T & Harris, J (2004). Street-level Bureaucracy, Social Work and the (Exaggerated) Death of Discretion. *British Journal of Social Work*, 34, 871-895, (24 p.)

Fook, J. (Latest edition). *Practising critical reflection. A resource handbook*.

Maidenhead: Open University Press, (199 p.)

Hollander, A, Borgström, K A. (Latest edition). *Juridik och rättsvetenskap i socialt arbete*. Lund: Studentlitteratur, (216 p.)

Jönson, H. (Latest edition). *Sociala problem som perspektiv: en ansats för forskning och socialt arbete*. Malmö: Liber, (159 p.)

Krogstrup, H. K., Denvall, V. & Linde, S. (Latest edition). *Utvärderingsmodeller*. Lund: Studentlitteratur (248 p.)

Linde, S. & Svensson K. (Eds.) (Latest edition). *Förändringens entreprenörer och tröghetens agenter. Människobehandlande organisationer ur ett nyinstitutionellt perspektiv*. Stockholm: Liber, (208 p.)

Ponnert, L. & Svensson, K. (Latest edition). *Socionomen i myndigheten: göra gott, göra rätt och göra nytta*. Malmö: Gleerups Utbildning, (152 p.)

Additional articles included, provided by the course coordinator throughout the duration of the course.