



## Course syllabus

Faculty of Social Sciences

Department of Social Work

4SA713 Socialt arbete med barn, unga och familj - social barnavård i teori och praktik, 15 högskolepoäng

4SA713 Social work with children, young people and families - child welfare in theory and practice, 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 2022-11-28

Revised 2023-05-29 by Faculty of Social Sciences. Revision of course literature.

The course syllabus is valid from autumn semester 2023

### **Prerequisites**

General entry requirements for second-cycle studies and specific entry requirements; Degree of Bachelor of Arts in Social Work, or equivalent education in the field of social sciences/behavioural science.

## Objectives

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

### **Module 1. Theoretical perspectives**

- account for the significance of vulnerable living conditions to the development of children and young people,
- apply relevant theoretical perspectives on children's and young people's living conditions based on ethnicity, functional diversity, social class, gender and age,
- account for and problematise the importance of social contexts to children's legal status.

### **Module 2. The history, organisation and exercise of public authority of the social child welfare**

- account for and problematise historical perspectives concerning the view on children, childhood and parenthood, as well as the organisation of social child welfare in society,
- apply a professional approach in the planning and execution of different kinds of interviews with children and young people in vulnerable living situations,
- reason about their own professional role as an official exercising public authority in the work with children and young people in vulnerable living situations.

### **Module 3. Prevention and intervention for children, young people and families**

- apply a professional approach in the planning and implementation of different kinds of interviews with families in vulnerable living situations,
- reason about their own professional role in prevention and intervention concerning children and young people in vulnerable living situations,
- evaluate and critically examine prevention and mobilisation as well as social interventions concerning children, young people and families.

### **Content**

The course is divided into three modules, where the first one introduces theoretical perspectives on the living conditions of children and young people, and the other two provide a deepened understanding of the social child welfare practice.

#### **Module 1. Theoretical perspectives (4 credits)**

This course component deals with children's living conditions based on ethnicity, functional diversity, social class, gender and age. Theoretical perspectives on childhood and adolescence as well as perspectives of family theory are also introduced. Previous knowledge gained within the field of developmental psychology and attachment theory is further enhanced. The component also highlights the importance of considering children as legal subjects.

#### **Module 2. The history, organisation and exercise of public authority of social child welfare (4 credits)**

This component discusses historical perspectives on the child welfare and social care, and the logics and practices that have characterised and still characterise social child welfare. The component particularly emphasises the meaning of and the distinctive features of exercise of public authority in relation to children and young people, which for instance includes risk and protection assessments. The component also deals with the position of children in relation to the reporting and investigation process, and the application of exercises concerning planning and implementation of interviews with children and young people.

#### **Component 3. Prevention and intervention for children, young people and families (7 credits)**

The component discusses preventive and mobilising work and interventions aimed at children and young people. The component also addresses in relation to these practices what family treatment and interpreting interviews may entail within the social work profession, which are also practiced in the exercise components.

### **Type of Instruction**

Teaching takes place in the form of lectures and seminars, where some of the elements are compulsory.

## Examination

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

Examination of the course takes place by means of six examination assignments, A-F.

### Module 1, 4 credits

Assignment A, 1 credit. Examination takes place through a literature seminar. Assessed by the grades of Fail or Pass.

Assignment B, 3 credits. Examination consists of an independent written assignment in the form of a paper. Assessed by the grades of Fail, Pass or Pass with Distinction.

### Module 2, 4 credits

Assignment C, 1.5 credits. Examination takes place by means of an interview exercise presented orally and in writing. Assessed by the grades of Fail or Pass.

Assignment D, 2.5 credits. Examination consists of an independent written assignment in the form of a paper. Assessed by the grades of Fail, Pass or Pass with Distinction.

### Module 3, 7 credits

Assignment E, 2.5 credits. Examination takes place by means of an interview exercise presented orally and in writing. Assessed by the grades of Fail or Pass.

Assignment F, 4.5 credits. Examination consists of an independent written assignment in the form of a paper. Assessed by the grades of Fail, Pass or Pass with Distinction.

In order to receive a grade of Pass in the entire course, all examination assignments must be assessed as Pass. For a grade of Pass with Distinction in the entire course, it is required that two of the assignments B, D and F are assessed as Pass with Distinction and the other examination assignments require the grade of Pass.

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.

## Credit Overlap

The course cannot be included in a degree along with the following course/courses of which the content fully, or partly, corresponds to the content of this course: 4SA711, Social work with children, young people and families, 15 credits.

## Required Reading and Additional Study Material

### **Module 1. Theoretical perspectives**

Almqvist, Kerstin, Norlén, Anna & Tingberg, Björn. (2018). *Barn, unga och trauma. Att uppmärksamma, förstå och hjälpa*. Stockholm: Natur & Kultur. Ch. 1-4, 8, 10-13, 15 (206 pages.) ISBN: 9789127819061

Berggren, Ulrika Järkestig, & Bergman, Ann-Sofie. (2022). Whether Disabled Parents Receive Personal Assistance for Parenting and the Consequences for Children—An Interview Study. *International Journal of Environmental Research and Public Health*, 19(6), pp 3330. Available on the Internet.

Broberg, Anders & Risholm Mothander, Pia. (2015). *Små barns behov av långsiktig trygg bas – en barnpsykologisk kunskapsöversikt*. Stockholm: Psykologiska Institutionen, Stockholms universitet. (46 pages). Available on the Internet.

Forkby, Torbjörn, Enell, Sofia & Thulin, Johanna (eds.) (2023) *Prevention med barn och unga – teori och praktik för socialt och pedagogiskt arbete*. Lund: Studentlitteratur. Ch. 3, 4, 7 and 8 (76 pages). ISBN 978-91-44-15972-0

Lindgren, Simon. (Latest edition). *Ungdomskulturer*. Malmö: Gleerups Utbildning. (172 pages).

Mcall, Leslie. (2005). The Complexity of Intersectionality. *Signs*, 30(3). Chicago: The University of Chicago Press, 30(3), pp. 1771-1800. Available on the Internet.

Pringle, Keith (2010). Swedish welfare responses to ethnicity: The case of children and their families. *European Journal of Social Work*, 13(1), 19-34. Available on the Internet.

Qvortrup, Jens, Corsaro, William, A. & Honig Michael-Sebastian. (Eds.) (2011). *The Palgrave handbook of childhood studies*. Basingstoke: Palgrave Macmillan. Ch. 1-4, 10, 17 and 25 (124 pages) ISBN 9780230274686

Saar-Heiman, Yuval, & Gupta, Anna. (2020). The poverty-aware paradigm for child protection: a critical framework for policy and practice. *British Journal of Social Work*, 50(4), pp. 1167-1184. Available on the Internet.

Wall, John. (2019). From childhood studies to childism: reconstructing the scholarly and social imaginations. *Children's Geographies*, 20(3), London: Informa UK Limited pp. 257-270. Available on the Internet.

Wrangsjö, Björn & Wirtberg, Ingegerd. (2019). *Familjen och livscykeln*. Lund: Studentlitteratur. (208 pages) ISBN 9789144118970

### **Module 2. The history, organisation and exercise of public authority of social child welfare**

Berggren, Ulrika Järkestig, & Bergman, Ann-Sofie. (2022). Whether Disabled Parents Receive Personal Assistance for Parenting and the Consequences for Children—An Interview Study. *International Journal of Environmental Research and Public Health*, 19(6), pp. 3330. Available on the Internet.

Forkby, Torbjörn, Enell, Sofia & Thulin, Johanna (eds.) (2023) *Prevention med barn och unga – teori och praktik för socialt och pedagogiskt arbete*. Lund: Studentlitteratur. Ch. 11 and 12 (40 pages). ISBN 978-91-44-15972-0

Forkby, Torbjörn, Höjer, Staffan, & Liljegren, Andreas. (2013). Making sense of common sense: examining the decision-making of politically appointed representatives in Swedish child protection. *Child & Family Social Work*. 21(1), 14-25. Available on the Internet.

Hall, Jonathan, & Valdiviezo, Sonia. (2020). The Social Worker as Language Worker in a Multilingual World: Educating for Language Competence. *Journal of Social Work Education*, 56(1), 17-29. Available on the Internet.

Levin, Claes. *I god tro. Omsorg och grymhet i samhällets barnavård*. Lund: Arkiv förlag. Ch. 1, 9, 10, 13-15. (100 pages). ISBN 9789179243593

Munro, Eileen. (2019). Decision-making under uncertainty in child protection: Creating a just and learning culture. *Child & Family Social Work*, 24(1), pp. 123-130. Available on the Internet.

Saar-Heiman, Yuval, & Gupta, Anna. (2020). The poverty-aware paradigm for child protection: a critical framework for policy and practice. *British Journal of Social Work*, 50(4), pp. 1167-1184. Available on the Internet.

Övreeide, Haldor, & Erlandsson, Anita. (2009). *Samtal med barn: metodiska samtal med barn i svåra livssituationer*. Lund: Studentlitteratur. (256 pages) ISBN 9789144056340

### **Module 3. Prevention and intervention for children, young people and families**

Enell, Sofia. & Wilinska, Monika. (2022). 'My Whole Family Is Not Really My Family': Secure Care Shadows on Family and Family Practices Among Young Adults and Their Family Members. *Journal of Family Issues*. 43(8), pp. 2210-2233. Available on the Internet.

Enell, Sofia, Gruber, Sabine. & Vogel, Maria Andersson (Eds.) (2018). *Kontrollerade unga: tvångspraktiker på institution*. Lund: Studentlitteratur. Ch. 1-9. (191 pages) ISBN 9789144116358

Forkby, Torbjörn, Enell, Sofia & Thulin, Johanna (eds.) *Prevention med barn och unga – teori och praktik för socialt och pedagogiskt arbete*. Lund: Studentlitteratur. Ch. 2, 5, 14 and 16 (94 pages). ISBN 978-91-44-15972-0

Hall, Jonathan, & Valdiviezo, Sonia. (2020). The Social Worker as Language Worker in a Multilingual World: Educating for Language Competence. *Journal of Social Work Education*, 56(1), 17-29. Available on the Internet.

Ringborg, Magnus. (2020). *Förändrande Familjesamtal*. (Latest edition). Lund: Studentlitteratur. (159 pages)

Individually selected literature also included for module 3.