



Programme syllabus

Faculty of Social Sciences

Socialpedagogik, inriktning ungdoms- och missbruksvård, 180 högskolepoäng

Socialpedagogy with a Specialization in Youth at Risk and Adults with Substance Abuse, 180 credits

Level

First Level

Date of Ratification

Approved by Faculty of Social Sciences 2015-09-14

Revised 2018-12-06

The programme syllabus is valid from autumn semester 2019

Prerequisites

General entry requirements for university studies.

Description of Programme

Social pedagogy with a specialisation in work with youth at risk and substance treatment is an academic professional education with the aim for students to develop the pedagogical knowledge, skills and approach required for work in the sectors relevant to the education, through theoretical as well as placement studies. Pedagogy is about learning in social and cultural integration processes, and provides in this respect a perspective of and a platform for problematization and choices on issues related to the future professional practice. Through the entire programme, students also gradually practice their analytical skills, critical reflective thinking and ethical awareness. The aim is for students to develop a scientific and professional approach, which together with the specific knowledge of the field will provide the competence required to perform qualified social pedagogical work with youth at risk and substance treatment at insitutions and treatment centres, within the social welfare system, psychiatry, correctional care, schools and at work-oriented rehabilitation.

Objectives

Qualitative Targets in accordance with the Higher Education Ordinance

Knowledge and Understanding

For a Bachelor of Arts/Science the student shall

- demonstrate knowledge and understanding in the main field of study, including knowledge of the disciplinary foundation of the field, understanding of applicable methodologies in the field, specialised study in some aspect of the field as well as awareness of current research issues.

Competence and Skills

For a Bachelor of Arts/Science the student shall

- demonstrate the ability to search out, compile, evaluate and critically interpret the relevant information in their approach to a problem as well as critically discuss phenomena, issues and situations,
- demonstrate the ability to autonomously identify, formulate and solve problems as well as complete assignments within given time frames,
- both verbally and in writing, demonstrate the ability to account for, and discuss, information, problems and solutions in dialogue with different groups, and
- demonstrate the skills required to independently work within the field at which the education is aimed.

Judgement and Approach

For a Bachelor of Arts/Science the student shall

- demonstrate the ability to make assessments in the main field of study with regard to relevant disciplinary, social and ethical aspects,
- demonstrate insight into the role of knowledge in society and the responsibility of the individual for how it is used, and
- demonstrate the ability to identify the need for further knowledge and to develop the individual competence.

Programme Specific Objectives

For a Bachelor of Arts/Science the student shall

- demonstrate knowledge and understanding of how social, cultural and individual conditions correlate and the significance to individuals' learning processes and identity development, and be able to in concrete terms account for the meaning of this to the work with youth at risk and substance treatment on the basis of a social pedagogical perspective,
- demonstrate an understanding of the theory construction of pedagogy and current research, and be able to put this in relation to the practical work in social pedagogy with individuals at risk, based on the purpose of developing a professional approach,
- demonstrate the knowledge of individual and structural social problems required in order to pursue, develop and critically examine social pedagogical treatment methods in the work with youth at risk and substance treatment,
- demonstrate a professional approach in a realistic situation relevant to social pedagogical treatment in the work with youth at risk and substance treatment.

Content

Programme Overview

The programme comprises courses of 180 credits, distributed on 112.5 credits within the main field of study Pedagogy, 37.5 credits within courses relevant to the

professional field, and 30 credits in placement studies. All the courses included in the programme are compulsory.

The main field of study in the programme is Pedagogy, and the courses are aimed at providing knowledge of the field of knowledge within pedagogy, social pedagogical practice and current research into the field of pedagogy and social pedagogy. Additionally, specialised courses with an interdisciplinary profile are also held, and a longer period of placement studies where the students on the basis of the acquired theoretical principles are given the opportunity to improve and deepen their social pedagogical skills in practice. In order to develop the students' scientific approach, courses are also held in the theory of science and research methods. During the final semester, students conduct a degree project in pedagogy, comprising 15 credits. The courses in the programme are aimed at broadening the students' pedagogical perspectives and deepen the understanding of how social, cultural and individual conditions correlate and the impact these factors have on individuals' learning processes and identity development, as well as what this means to the practical social pedagogical work with youth at risk and substance treatment.

Programme Courses

The programme includes the courses described below. The courses may be held in a different order than given below.

Year 1

Social, Cultural and Individual Aspects of Youth and Substance Treatment, 7.5 credits GIN*

The aim of the course is for students to be able to reflect on the issues and key concepts of pedagogy in relation to social pedagogical treatment methods, on the basis of social as well as historical contexts. The course discusses and addresses how pedagogy has been developed and used on the basis of disciplinary and/or liberating purposes, and the role of pedagogy today within work with youth at risk and substance treatment in relation to learning and socialization.

Pedagogy, Knowledge Area and Theories, 7.5 credits GIN*

The aim of the course is for students to be able to describe the growth of pedagogy as a discipline, and identify the fundamental pedagogical traditions of ideas and reflect on the relation between theory and practice. The course content is focused on pedagogy as a discipline, with regard to the historical development of the discipline and how pedagogical traditions of ideas may be put in relation to social pedagogical treatment methods in the work with youth at risk and substance treatment.

Theoretical Perspectives on Human Change and Development, 7.5 credits GIN*

The aim of the course is for students to be able to account for different perspectives on the human development and change, as well as analyse the consequences these various theoretical perspectives may have on social pedagogical treatment methods within the work with youth at risk and substance treatment. The course content discusses the development and change processes of people, on the basis of psychological, pedagogical and social psychological perspectives. Special emphasis is placed on discussing the consequences of various perspectives in relation to understanding the development of individuals, from the aspect of the child to the adult as well as a member of a social community. The conditions of change at the individual level are

also discussed in relation to social pedagogical treatment methods.

Youth at Risk - Culture, Identity and Learning, 7.5 credits GIN*

The aim of the course is for students to develop knowledge of risk and safety factors, pedagogical consequences of various views on young people's identity development, and what relational pedagogy may entail. The course content discusses young people's identity development and learning processes, current research into the field of risk and safety factors, and the importance of adopting a social pedagogical approach when meeting young people at risk.

Communication in Theory and Practice, 7.5 credits GIN*

The aim of the course is for students to be able to account for the fundamental conditions of professional interview methods in professions involving caring for people, that the students shall be able to identify key theories and concepts of the field and by the use of this as a starting point be able to conduct and analyse professional interviews within the work with youth at risk and substance treatment. The course includes theories of communication relevant to professional interviews in the professions involving caring for people. The course also addresses what is meant by a professional approach in relation to communication, and how professional interviewing may lead to the beginning of a change process.

A Social Welfare Perspective on Youth and Substance Abuse Treatment, 7.5 credits GIN

The aim of the course is for students to acquire knowledge of and be able to describe the ideas behind the Swedish social welfare policy and its impact on the growth of social welfare, and be able to account for the principal contents of legislation relevant to the work with youth at risk and substance treatment as well as discuss the application. The course discusses the growth of Swedish social welfare policy in historical and cultural perspectives. Concepts such as welfare are discussed and problematized, and social support as well as efforts conducted by non-profit organisations and individuals are looked into and discussed, also in relation to relevant legislation.

Introduction to Research and Field Studies, 15 credits GIN*

The aim of the course is for students to be able to describe various scholarly traditions and research methods, and be able to identify the distinctive features of pedagogical research, and in particular social pedagogical research, within the field of work with youth at risk and substance treatment. The course includes a general introduction to various scholarly traditions and what is meant by research methods. Pedagogical and social pedagogical research relevant to the work with youth at risk and substance treatment is also discussed. Students also conduct field studies aimed at developing knowledge and understanding of the relation between theory and practice. After completing the course, students shall be able to identify various social pedagogical practices relevant to the work with youth at risk and substance treatment. Documentation and reporting of the field studies make up the basis for reflection on the conditions of professional work.

Year 2

Professional Stance and Relational Pedagogy, 7.5 credits GIF*

The aim of the course is for students to be able to account for the signification of relational pedagogy in relation to learning and change processes, and are thus given the opportunity to develop a professional approach and to critically examine and reflect on the conditions of the same. The course discusses relational pedagogy, intersubjectivity,

group processes, professional and organisational theories.

Change Processes and Communication Pedagogy, 7.5 credits GIF*

The aim of the course is for students to be able to account for communication pedagogy in relation to learning and change processes, with the emphasis on communication conditions, and be able to autonomously conduct motivational work and change management. The course discusses stages and processes within change management, motivation, language and communication, and interview methods.

Placement Studies, 30 credits GIF

The aim of the course is for students to gradually develop skills and knowledge of the signification and conditions of social pedagogical work involving people in problematic situations. Students are through the placement training given the opportunity to discuss and analyse aspects on the relation between theory and practice, and are thus provided with the chance to gradually improve the professional approach to the social pedagogical practice relevant to the work with youth at risk and substance treatment.

Theory of Science and Research Methods I, 7.5 credits GIF*

The aim of the course is for students to develop and deepen their knowledge of issues in relation to the theory of science and research methods, and put this in relation to current pedagogical research. The course content is based on pedagogy as a disciplinary research domain and the issues previously researched, and how this may be related to the field of youth at risk and substance treatment.

Independent Project in Pedagogy - Literature Review, 7.5 credits GIF*

The aim of the course is for students to be able to autonomously and on the basis of research criteria conduct an independent project in pedagogy. The course includes a component where studies and analyses of research journals form the basis of a written presentation of a literature review.

Year 3

Social and Individual Aspects on Substance Problems, 7.5 credits G2F The aim of the course is for students to be able to account for the growth and spreading of the use of alcohol and narcotics in Sweden, reflect on cultural, age related and gender specific differences with regard to the use of alcohol and drugs, account for the consequences this use may lead to, and be able to assess and evaluate adequate interventions. The course includes knowledge of alcohol and narcotics and their biopsychosocial damaging effects, preventive work and treatment interventions.

Treatment Research and Evidence-Based Practice, 7.5 credits G2F

The aim of the course is for students to be able to account for the principles of evidence-based practice and current research into prevention and treatment in relation to youth at risk and individuals with addiction problems, as well as being able to problematize, evaluate and reflect on how the research findings may be interpreted and used in the work with youth at risk and substance treatment. The course also discusses research into prevention and treatment with the emphasis on youth at risk and individuals with addiction problems from a national and international perspective. Special emphasis is placed on discussing the knowledge interests and research issues in the research field of prevention and treatment.

Pedagogical Theories and Current Research Relevant to the Field, 7.5 credits G2F*

The aim of the course is for students to be able to account for and problematize the

pedagogical theories which have formed the basis of previous as well as current pedagogical research, and how these may be put in relation to the social pedagogical practice on the basis of social and historical aspects. The course content illustrates pedagogical theories and research and the importance of different research findings to pedagogy in general and to the practice of social pedagogy in particular.

Theory of Science and Research Methods II, 7.5 credits G2F*

The aim of the course is for students to develop knowledge and understanding of the theory of science, research methodology and research ethics, and be able to analyse and reflect on the different components of the research process, in relation to qualitative as well as quantitative methods. The course addresses the theory of science and research methodology, quantitative and qualitative research methods including data collection and analysis methods, and research ethical standpoints in the choice and writing of a thesis.

Independent Project in Pedagogy - Empirical Study, 15 credits G2E*

The aim of the course is for students to be able to independently apply their knowledge of the theory of science and research methods to a degree project in Social Pedagogy, with a specialisation in youth at risk and substance treatment. The course also includes planning and conducting an independent project as well as carry out a public discussion and examination of another student's thesis as well as defend their own thesis.

Substance Misuse and Psychiatric Comorbidity, 7.5 credits G2F

The aim of the course is for students to improve their competence, knowledge and understanding of people with mental health conditions who also may have addiction problems, the aim is also to improve the students' ability to implement current theoretical knowledge in practice, provide the conditions of better evaluation and coordination of various support activities and treatments, as well as develop a professional approach and reception. The course content is focused on what comorbidity may entail and how evaluation can be done in order to coordinate support services, and aspects of reception and its significance are also illustrated and discussed.

Children in Vulnerable Life Situations, 7.5 credits G2F

The aim of the course is for students to develop knowledge of children and youth in vulnerable life situations in relation to the local community and family, and the consequences this may have for them later in life, as well as how various kinds of preventive actions and interventions may contribute to change. The child perspective and children's rights, risk and safety factors, as well as social pedagogical support and change processes aimed at children, youth, families, schools and the local community are also discussed in the course.

*course in the main field of study

Societal Relevance

The programme meets the increasing need in society for advanced and specific competence in the field of youth at risk and substance treatment. Students who obtain a degree after completing this programme are much sought after in the labour market, since there is a great need for social pedagogues within the field of treatment.

Student Placement Training

The student placement training in the programme comprises 30 credits, and this part of the programme shall be conducted in activities where the work is focused on social pedagogical work with people in problematic situations. Such activities are treatment

centres, the social welfare services, correctional care, schools or various forms of low-security institutions. Students are involved in the activities four days a week, and one day a week is spent on theoretical studies and placement seminars. The aim of the theoretical parts is for students to specialise in and problematize the experiences gained, and that this in turn shall improve the students' analytical and critical abilities. By this, students are given the opportunity to gradually develop a professional approach, where competence and skills in especially relational and communication pedagogy will provide the tools required for the professional social pedagogical work.

Internationalization

The programme has an international perspective on the work with youth at risk and substance treatment, where international research is of great importance to the studies. Areas observed are globalization processes and transnational problems, social exclusion and inclusion, the social welfare systems in other countries, and how social pedagogical treatment methods contribute to positive changes in people's living situations and quality of life. In an increasingly globalized world, future social pedagogues must be prepared for work in a multicultural environment. Therefore, the programme also improves the students' knowledge of people's living conditions in relation to diversity aspects such as class, gender and ethnicity, with the aim of promoting multicultural incorporation. Students have the opportunity to conduct the placement training abroad, in activities relevant to the education, and which are deemed to have the same quality of work as the corresponding approved activities in Sweden. Students may also conduct their degree project abroad.

Perspectives in Education

Professional Basis, Professional Approach and Professional Progression

The professional basis of the future profession is pedagogical theory construction and research, which entails that perspectives on learning and change processes are key components in the programme. The different components in the programme are based on science and best practice with the aim for students to gradually develop, broaden and deepen their scientific approach. Through the integration as well as the problematization of practical and theoretical knowledge, students are expected to gradually develop an increasingly professional approach in the treatment of individuals, and a scientific approach in relation to phenomena in the work with youth at risk and substance treatment.

Sustainable Development and Equal Terms

The programme emphasizes the importance of providing a general perspective on the different conditions of people's development, and an understanding of what vulnerability entails and the success factors in this respect based on current research, contributing to a sustainable development at the social as well as the individual level.

Education and Entrepreneurial Approach

The ideal of education permeates the entire programme, where the starting point is for students to develop and improve their independent and critical thinking with the aim of turning out responsible students who have acquired an advanced analytical ability and a broadened view on issues concerning people's living conditions. This is complemented by an entrepreneurial approach where the students' curiosity and creativity are stimulated as well as the ability to initiate and implement ideas.

Quality Development

The programme has an appointed programme coordinator, who in consultation with the academic management holds the overall responsibility for the content and structure of

the programme. The programme also has its own student association that have regular meetings with the group of teachers concerned. Systematic response to the students are individually provided through formative evaluations and through personal development interviews, where the student's knowledge development as well as the development towards the profession are the areas focused on. Students participate in the quality management on a regular basis through course and programme evaluations, where the results are presented to the students as well as to the teachers with the aim of ensuring the quality of the programme. This is related to the Linnaeus University quality policy, where local evaluation tools form the basis of the continuous development activities performed in relation to the programme. A compilation of various evaluations are accessible through the university.

Degree Certificate

After completed studies in accordance with the objectives specified by the Higher Education Ordinance and the Linnaeus University Degree Ordinance, the student can apply for a degree certificate. Those having completed the programme Social Pedagogy with a Specialization in Youth at Risk and Adults with Substance Abuse can receive the following degree:

Bachelor of Arts with specialization in Youth at Risk and Adults with Substance Abuse

Main field of study: Pedagogy

The degree certificate is written in Swedish and English. The degree certificate also comes with a Diploma Supplement (in English).

Other Information

In addition to lectures, seminars, workshops and supervision, there are also projects performed in small groups, as well as field studies. There are various examination formats applied, which entails that both oral as well as written tests and examination may take place in groups as well as individually. The examinations are considered learning sessions, with the aim of developing the students' skills within the subject field of the programme.

The placement training also includes an assessment provided by the supervisor at the workplace, included in the basis of the examination. In the event of failure in the placement training, students have the right to only one new assessment. Travel expenses to and from the location of the placement training may involve additional costs for the students.