



## **CURRICULUM PLAN SOCIAL WORK IN EUROPE**

1. Introduction.....	page 1
2. Objectives.....	page 2
3. Content.....	page 4
4. Working methods.....	page 11
5. Assessments.....	page 12
6. Appendix.....	page 14
Curriculum plan Module 2.....	page 15
Curriculum plan Module 3.....	page 26

### **1. Introduction**

Rapid changes in European society, increasing mobility and local differences in social and economic factors influence the living conditions and thereby the social problems in various parts of Europe. This has serious implications for the field of social work and for the framework and the role of social workers, and makes the need for intercultural exchange more and more important if we are to be able to understand and combat social exclusion, racism and xenophobia. With an open learning environment, social workers living and working in very different situations will have the opportunity to learn from each other and to share information and knowledge important for their work with their clients. We believe that the development of new methods for working together and for building of professional networks is important to meet the challenges of the future.

These professional challenges need to be met by different methods and educational programs for social workers. Because of differences in student's economic situations, access to technical equipment, family and work situations and their availability for periods of study abroad, this program offers a diverse range of study methods. The Programme includes ODL-

programs <sup>1</sup>(open distance learning programs), self-study and a summer school program. Students can chose to go for the whole Programme or part of it.

We believe that a European perspective on Social Work is important for professional social workers directly involved with clients from different parts of the world and for bachelor and postgraduate students who will need an international perspective on social work for their future career.

## **2. Objectives**

The Study Programme of social work in Europe consists of three modules that will focus on commonalities and differences in core subjects and fields of social work. The over all aim is to increase the consciousness of factors which contextualise and influence social work, such as social situations and living conditions, social organisation, welfare systems, economical and political systems, and the theories and methods which social work utilises. By mixed activities the study programmes intends to increase communication, co operation and understanding among students and professionals in social work from different countries in Europe.

By following the program students are expected to:

- Gain knowledge about and understanding of commonalities and differences in social work as a subject and a profession in Europe
- Gain knowledge about and understanding of anti-oppressive practice in social work
- Gain knowledge about and understanding of the social situation by comparing and analyse situations in different countries in Europe
- Gain knowledge about and understanding of the welfare systems and social policies in different countries in Europe and understand what implication this may have for social work
- Gain knowledge about aspects of social work education and methodical and theoretical input to professional practice.

In every module the students have to:

- Present the situation in their country concerning the phenomenon they are studying.

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<sup>1</sup> For information about equipment needed look at point 4

## Curriculum Plan Social Work in Europe

- Compare the information from their own country with other countries in Europe by consulting and discussing with fellow students in the courses, and through literature.
- Look into commonalities and differences in social work practice in their own country and other countries in Europe.
- Evaluate the consequences of what they have learned concerning their own development as professionals and the development of social work in their country.
- Present ideas about “the European perspective of social work”.

Through the whole study program students will work with a problem oriented focus, and by solving tasks they will reflect on situations concerning social work and being a social worker in their own country compared with the situation in other European countries.

Building on knowledge of difficulties in their own country, the Programme will encourage and facilitate the students to explore features that are similar and/or different in other countries. This will offer a range of creative applications and solutions, and stimulate transfer of knowledge about social work, social problems and how situations develop and are resolved in different countries and cultures. This new and expanded knowledge will hopefully be useful for understanding and problem solving in social work with service users from different cultures and different parts of Europe.

The whole Programme includes 20 ECTS credits<sup>2</sup>.

### **Target group**

Target group for the Programme are professional social workers and social work students undertaking bachelor's programmes or post – graduate programmes who are interested in getting a European/international perspective on social work issues and subjects.

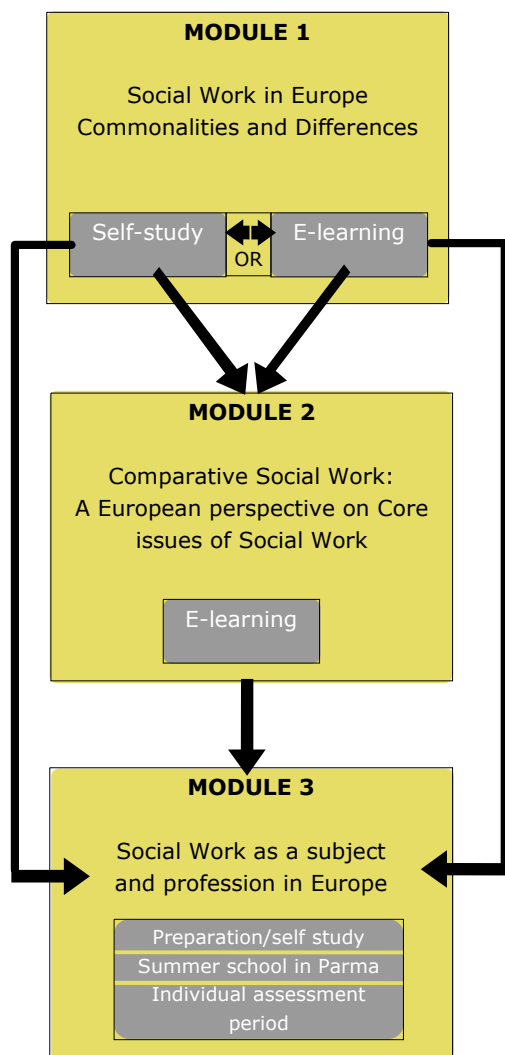
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<sup>2</sup> According to the Bologna declaration on Higher Education made by the members of the European Union all international study Programmes are to be accredited Programmes. One year full time study gives 60 ECTS credits. 20 ECTS is expected to be 1/3 of an academic year. In our Programme which is a part time study, 20 ECTS is possible to gain as a part time study over a period of 6-7 months.

### 3. Content

The program consists of 3 Modules.

Figure 1: The Modules and the different options for work and learning methods



The Programme consists of three Modules.

**Module 1:** “*Social Work in Europe. Commonalities and Differences*” is compulsory before entering the Summer School (Module 3), and can be taken either as self-study or as e-learning by entering the Virtual Classroom. This Module is also an introduction to the next Modules.

**Module 2:** “*Comparative Social Work. A European perspective on core issues of Social Work*” has to be done as an e-learning study. Students will be part of the Virtual Classroom of Social Work in Europe, and are given 5 themes and subjects to choose.

**Module 3:** “*Social Work as a subject and profession in Europe*” is organized in three parts. The first part is a compulsory self-study period with preparation and tasks before the Summer School/residential period for those who have not attended module 2. The second part is a two weeks residential period at the Summer School which take place at the Università degli Studi di Parma, Italy. The third part is self study and an individual assessment. Students entering module 3 has to pass the assessment from Module 1.

The three Modules can be taken as a natural progression, but it is also possible to undertake Module 1; Modules 1 and 3; Modules 1 and 2; Modules 1, 2 and 3.

## **Module 1: Social Work in Europe. Commonalities and Differences**

### **Objectives:**

The students are to:

- Gain basic knowledge about different aspects of Social Work and social work education in Europe.
- Gain basic knowledge and understanding of commonalities and differences among the situations of social work in their own country compared with three culturally different countries of at least two different aspects from the list below.

### **Content:**

Methodological problems and challenges for comparative social work.

Historical background of social work in your country.

How Social work education emerged.

What kind of curricula has social work education developed?

What does it mean “social worker” in your country?

How does social work stand as a profession in your country?

What kind of role and what kind of activities does a social worker have to do and

How does national policy and law impact on this?

What kind of challenges does social work in your country currently face?

What is the most significant European dimension of social work or social work education?

### **Structure:**

This Module lasts for 6 - 7 weeks. The module is a compulsory prerequisite for entering Module 2, or for going directly to Module 3. This module can be organised as a self-study or as e-learning study by joining the Virtual Classroom, and students can choose what kind of structure they want to follow.

All students have to read the compendium and the book: EUSW -Social Work in Europe, Commonalities and Differences.

Students who enter the virtual classroom will be expected to communicate with teachers and other students on the e-learning platform and make comparisons not only by reading the book

## Curriculum Plan Social Work in Europe

but also by getting information from other students. As part of the study progress, about three short tasks will be given, and responded to if delivered in time by the students.

### **Assessment:**

For all students the assessment will be a typewritten paper of 5 -8 pages on a chosen subject taken from the book on the reading list and with a comparative perspective on their own country and two other countries from different parts of Europe.

The final marks will be given from A-F (F is not approved).

### **Starts/ends:**

Self-study students and e-learning students start their study period at different time.

Module 1 as e-learning starts 24.January and ends 11.March 2005.

Module 1 as self-study starts 1.March and ends 22. April 2005.

**Credits:** 5 ECTS

### **Reading list:**

Campanini,A & Frost. E (edr)(2003): EUSW – Social Work in Europe. Commonalities and Differences. Carocci. Italy

Methodological problems and challenges in comparative social work (compendium)

IFSW: The Ethics of Social Work, Principles and Standards

IFSW: Definition of Social Work

National Codes of Ethics of Social Work adopted by IFSW Member organisations

## **Module 2: Comparative Social Work. A European perspective on core issues of Social Work.**

### **Objectives:**

This module offers the students the possibility to focus on special matters of interest and on core issues in Social Work. The intention of this module is to create communication and co-operation among students from different parts of Europe to look at commonalities and differences in a range of aspects of social work.

### **Content:**

This Module gives the students 5 different options to choose from. Module 2 consists of three main themes and students have to choose one of them.

The main themes are:

#### ***Main theme 2.1: Anti-oppressive Social Work. Ethics, theories, methods and working principles in social work.***

*(students who choose this main theme will focus only on one of the three sub themes below):*

2.1.A: Discrimination and Oppression as a phenomenon in Europe

2.1.B: Poverty as a phenomenon in Europe

2.1.C: Ethnic diversity as a phenomenon in Europe

#### ***Main theme 2.2: The Welfare Systems in Europe – consequences for social work.***

#### ***Main theme 2.3: Social work education, skill training and professional competence***

*For a detailed curriculum plan and information about the different themes, see appendix.*

### **Structure:**

Module 2 continues directly after Module 1 and the program last for about 13 - 14 weeks.

This Module will include innovative learning opportunities. The students will participate in the Virtual Classroom of Social Work in Europe (VIRCLASS) using an e-learning platform for study and communication. The students will be engaged in discussions with group members and dialogues about crucial social work issues, from their computers.

This part of the study will be run by Bergen University College in cooperation with universities in several European countries, among others Spain, Italy, Lithuania, Wales, Sweden, Finland and Germany.

### **Assessment:**

The assessment in Module 2 will be a portfolio assessment consisting of tasks during the study period. Students must construct a portfolio assignment, and some of their written tasks will be based on individual work and some as a group production. The portfolio for presentation will consist of 4-5 compulsory tasks prepared throughout the study period. These tasks will be supporting their chosen theme. When tasks are delivered according to the time schedule of the course, their teacher will give students comments and supervision. This gives the students an idea of what can be approved and before the final assessment students get the chance to improve their material for their final portfolio presentation. The process of learning is in focus.

All tasks have to be delivered 3 weeks before the final assessment. At this time the students will be informed about what tasks will be part of the final assessment. The final portfolio for assessment will consist of one group production and two individual tasks. One of the individual tasks will be a self-evaluation report on their own learning process during the course. Final marks given from A-F (F is not approved)

### **Starts/ends:**

Module 2 will start 14.March and end 17.June 2005.

**Credits:** 10 ECTS<sup>3</sup>

**Readinglist:** A reading list will be given to every theme before the programme starts.

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<sup>3</sup> Half of the credits given for this Module 2 are considered to be relevant and similar to the preparatory part of Module 3. Students who take module 2 and want to continue till Module 3 will therefore receive 5 ECTS for Module 3.

### **Module 3: Social Work as a subject and profession in Europe**

#### **Objectives:**

The over all objectives of this module are to allow social workers and students in social work to meet and work together on core subjects of interests for social work in Europe and to develop a framework for future co operation. To exchange know how and experiences between the participants and to promote the intercultural learning and experience in interaction with local social work organizations.

The students are expected to:

- Gain knowledge and understanding about the situation in different fields of social work in their own country and to find commonalities and differences among other countries throughout Europe.
- Gain knowledge about theories, methods and skills needed for the practice of social work to improve practice and to meet the challenges for work in a changing Europe.

#### **Content:**

Module 3 will have the same thematic content as for Module 2 (look above and at appendix). Students will choose to focus on one of the themes. Module 3 will consist of three parts; preparation for the summer school, summer school/residential period, and final individual assessment after the residential period is finished.

During the first part of Module 3 students are expected to read literature according to the reading list of the theme they want to focus on. To be able to work together and to bring information suitable for comparisons among the situation of social work in the European countries there will be a preparatory part of self study before students enter the summer school and residential period in Parma.

During the second part of Module 3, the Summer School period, students will join an international group of students in classes and smaller groups connected to the same theme and later in groups with mixed themes. Lectures, group-work, seminars and field visits will be part of the program. Some cultural events will be arranged at the beginning and during the weekends.

## Curriculum Plan Social Work in Europe

The third part of Module 3 is connected to the final individual assessment, which will start when the residential period is over.

### **Structure:**

Students have to pass Module 1 before entering Module 3.

Module 3 consists of three parts with different structure:

- The first part is organized as a compulsory self-study preparation period for the Summer School/residential period. (Students who take Module 2 will have the preparation for Module 3 as a part of the second module).
- The second part of Module 3 is organized as a Summer School/residential period for 2 weeks at Università degli Studi di Parma, Italy. The Summer School offers students a residential experience, together with students and professionals in the field of social work from all over Europe. The summer school is run by Parma University in co-operation with partners in the thematic network EUSW.
- The third part is organized as self-study and an individual written assessment.

During weekdays in Parma the class will be together from early morning for four hours, and then meet again in the early afternoon for 2-3 hours of work. Students will get tasks to solve based on observation, searches for information and group discussions.

### **Assessment:**

Students who enter the preparatory part have to study literature according to a reading list and to deliver one general and one theme related task with a national perspective before 22.June 2005. These tasks will be marked approved/not approved, and have to be approved before the residential period starts.

During the residential period students are expected to work in groups. The group work is compulsory and each group will deliver an oral group presentation as part of their assessment. Five weeks after the end of the residential period students will deliver an individual typed written paper of 5 -8 pages. The assessment will be connected to the theme chosen by the student and must illustrate an international comparative perspective. The group assessment will be marked approved/not approved, and the individual final assessment will be marked at a scale from A-F (F is not approved).

**Starts/ends:**

Preparatory period from 9.May – 22.June 2005  
Residential period in Parma 16.July - 31.July 2005  
Individual assessment period 1.August – 5.September 2005

**Credits:** 10 ECTS<sup>4</sup>

**Readinglist:** A reading list will be given to every theme before the programme starts.

## **4. Working methods**

The manner of working during the study programme will be different depending on the choice made by the students. Those who prefer to do Module 1 as self-study will work independently of other students or co operate with students at their home University. They will receive the study program and a reading list/syllabus and deliver their paper for the assessment at the national EUSW partner university.

Students who want to be a part of the Virtual Classroom start with Module 1 in the end of January until the middle of March. Students entering the Virtual Classroom will be expected to communicate and to co operate with other students on the internet, and to give and receive relevant information and experience from each other to be able to solve the tasks. E-learning students will get an introduction to the program during the first week of the modules.

Working methods will be based on problem solving tasks.

During all Modules students choose the aspects according to the curriculum they want to work and focus on. This focus must connect to social work in a comparative international European perspective. In Module 2 and 3 students are expected to deepen their knowledge and understanding of subject of interests.

In Module 3 – students will prepare for the summer school part by self-study, reading literature and deliver specific tasks asked for. They will also be invited to bring pictures and videos from their own country and neighbourhood. During the residential period students have the opportunity to communicate person to person and take part in discussions, study visits, field studies, role-playing and workshops.

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<sup>4</sup> Students taken Module 2 will do the preparation for the residential period as a part of the second module and will therefore receive 5 ECTS for Module 3.

**What does it mean to be student in a Virtual Classroom and what equipment is needed?**

Students joining the VIRCLASS part of the Programme will communicate with each others and with their teachers by internet. Students joining the Virtual Classroom will be invited to join a fixed learning platform called “IT’S LEARNING“ and will get access to this platform and the classroom with a username and a password. In this learning platform students will get the messages and learning materials from the teachers, they will be able to communicate with other students as members of the class, and will form smaller international groups working on special themes and problems. Students will get responses on their written tasks and will deliver their assessment on the platform. Students in the VIRCLASS choose the time they enter the platform, but to be in communication with other students it is preferable to make agreements on times when they will answer each other.

Basic knowledge in the use of PC or Macintosh is necessary for the entrance to the Virtual Classroom. An interactive course in how to use the e-learning programme will be given at the beginning of Module 1 and 2.

To join the Virtual Classroom students need access to a computer with an internet connection. The net reader can be Internet Explorer, Mozilla, Netscape or Opera.

## **5. ASSESSMENT**

### **Compulsory tasks and assessment**

Every module ends with a final assessment. This makes the Programme flexible and gives the students different options. Compulsory tasks which are not the final assessment for the module will be marked approved/not approved. According to the Bologna declaration final marks are given from A-F (F is not approved). Students joining the VIRCLASS will deliver their tasks and assessments on the internet platform IT’S LEARNING. Self-study students will deliver their assessment either by post, fax or e-mail. All papers written during the educational programme have to be typewritten. All papers delivered for assessment are expected to follow the standard of referee made by the Harvard Style of References <http://www.lmu.ac.uk/lss/lss/docs/Harvard/Harvard.htm>

Students who don't pass the assessment, or can document illness can apply for a new assessment two times. The assessment in Module 1 has to be passed before the start of

## Curriculum Plan Social Work in Europe

Module 3. The assessment in Module 2 and 3 have to be passed before the end of November 2005. Students who don't pass the compulsory preparatory task in Module 3 are given a second chance only and the last limit for delivery is four weeks before the final assessment.

## **6. APPENDIX**

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### **MODULE 2 (VIRCLASS)**

#### ***COMPARATIVE SOCIAL WORK: A EUROPEAN PERSPECTIVE ON CORE ISSUES OF SOCIAL WORK***

page 15-25

#### **Theme 2.1: Anti-oppressive Social Work. Ethics theories, methods and working principles in social work**

*2.1.A: Discrimination and Oppression as a phenomenon in Europe* page 15

*2.1.B: Poverty as a phenomenon in Europe* page 18

*2.1.C: Ethnic diversity as a phenomenon in Europe* page 20

#### **Theme 2.2: The Welfare Systems in Europe – consequences for social work**

page 22

#### **Theme 2.3: Social work education, skill training and professional competence**

page 24

### **MODULE 3 (SUMMER SCHOOL)**

#### ***SOCIAL WORK AS A SUBJECT AND PROFESSION IN EUROPE***

page 26-37

#### **Theme 3.1: Anti-oppressive Social Work. Ethics theories, methods and working principles in social work**

*3.1.A: Discrimination and Oppression as a phenomenon in Europe* page 26

*3.1.B: Poverty as a phenomenon in Europe* page 29

*3.1.C: Ethnic diversity as a phenomenon in Europe* page 31

#### **Theme 3.2: The Welfare Systems in Europe – consequences for social work**

page 34

#### **Theme 3.3: Social work education, skill training and professional competence**

page 36

## **MODULE 2**

### **Comparative Social Work: A European perspective on Core issues of Social Work**

**Theme 2.1: Anti-oppressive Social Work. Ethics theories, methods and working principles in social work.**

*Theme 2.1A: Discrimination and Oppression as a phenomenon in Europe*  
E-Learning Curriculum (Bob Sanders)

**Introduction:**

This module will allow the student to understand commonalities and differences in terms of the how societies marginalise certain groups of people. In what way are social work theories and methods suitable to deal with questions concerning discrimination and oppression?

**Objectives:**

- To identify groups of people in different European countries who may experience social exclusion
- To understand why and how such groups come to be marginalised
- To develop a basic familiarity with legislation in European countries for addressing discrimination and oppression and to consider how this relates to Article 14 of the European Convention on Human Rights
- To provide an opportunity to address ethical dilemmas that may arise in working with marginalised and/or socially excluded groups, and to consider the social work professional guidelines in relation to social exclusion.
- To gain knowledge and develop understanding of different approaches, social work theories and methods, in social work dealing with discrimination and oppression.

**Content:**

- Who's excluded? How and Why?
- European Antidiscriminatory Practice (ADP) legislation and Article 14 of the Convention
- Ethical issues concerning social work with disadvantage people

## Curriculum Plan Social Work in Europe

- Theories and methods concerning anti-oppressive social work and other approaches to ADP social work practice

### Structure

The course will start with an introduction program for one week, to make students acquainted with the e-learning platform – IT'S LEARNING and the international group of students they are going to work together with. Every second or third week students will receive new learning material and new tasks to work on both individually and in the group. The tasks given will be related to the objectives of the Anti-Oppressive theme. Students who deliver their tasks on time during the program will receive response and guidance from the teacher. The use of an e-learning platform will allow students the opportunity to discuss directly with students and practitioners in other countries the issues of discrimination and oppression.

### Assessment

- All tasks have to be completed before the final assessment<sup>5</sup>.
- Completed tasks will be collected in a portfolio, and a number of these tasks will be required for final assessment.
- Information about which tasks student will be required to deliver for final assessment will be given to students approximately three weeks before the final assessment.

**Starts:** 14. March 2005 – 17. June 2005

**Credits:** 10 ECTS <sup>6</sup>

### Reading List (preliminary and not final):

Hugman, R. and Smith, D. (eds) (1995) *Ethical Issues in Social Work*. London, Routledge.

Ahmad, W. and Atkin, K. (1996) *'Race' and Community Care*, Buckingham, UK: The Open University Press

Bronfenbrenner, U. (1979) *The Ecology of Human Development*, Cambridge, Mass., Harvard University Press.

Dalrymple, J. and Burke, B. (1995) *Anti-Oppressive Practice*, Buckingham, UK: The Open University Press

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<sup>5</sup> Some of the tasks given in this module will cover the expectations for the preparatory part of Module 3

<sup>6</sup> Half of the credits given for this Module 2 are considered to be relevant and similar to the preparatory part of Module 3. Students who take module 2 and want to continue till Module 3 will therefore receive 5 ECTS credits for Module 3

## Curriculum Plan Social Work in Europe

Dominelli, L. (1997) *Anti-racist Social Work* (2<sup>nd</sup> edition), London: Macmillan.

Lorenz, W. (1994) *Social Work in a Changing Europe*, London: Routledge [chapter 7: Social work and anti-racist practice]

Thompson, N. (1997) *Anti-discriminatory Practice* (2<sup>nd</sup> edition), London: Macmillan

Adams, Dominelli and Payne (eds) (2002,2.ed): *Social Work. Themes, issues and critical debates*

*Chapter 1: Anti-oppressive practice in context*

*Chapter 3: Values, ethics and social work*

*Chapter 11: Social work theories and reflective practice*

*Chapter 10: Research and development in social work*

*Chapter 19: The legacy of Radical Social Work*

*Chapter 20: Feminist social work*

*Chapter 21: Anti-oppressive practice*

*Chapter 23: Social work processes*

Bulhan, H A(1985): Frantz Fanon and the psychology of oppression. PATH in psychology.  
New York: Plenum Press

+ Literature on sociological theories on discrimination and oppression

National literature on

a. anti-discriminatory legislation in their countries

b. professional codes of ethics in their countries.

Chosen literature on the students mother tongue

### APPENDICES

Appendix A: The European Convention on Human Rights

Appendix B: Ethical Dilemmas

### ***Theme 2.1B: Poverty as phenomenon in Europe***

E-learning curriculum ( Kjell Henriksbø, Julija Eidukeviciute, Masun Martinez).

#### **Introduction:**

Poverty is one of the core problems for social work throughout the world. This module deals with poverty as phenomenon in Europe from social, political, economical, cultural and psychological perspectives. Central questions are: What challenges does poverty give to social work? How can social workers fulfil the values written in The International Federation of Social Workers definition of social work: “In solidarity with those who are disadvantaged, the profession strives to alleviate poverty and to liberate vulnerable and oppressed people in order to promote social inclusion”.

#### **Objectives**

🚩 Gain knowledge about and understanding of poverty as a phenomenon in different European countries

- Gain knowledge about and understanding of the causes of poverty and its impact in human society within the cultural, economical and political context.
- Understanding and application of the concept of human development and human poverty.
- Identify and analyse ethical dilemmas in social work practice with people living in poverty
- Gain knowledge and develop understanding of different approaches, social work theories and methods, in social work dealing with poverty.

#### **Content**

- Poverty as structural, cultural and personal violence.
- Economical, cultural, political and social differences in and between the European countries.
- Human poverty or lifestyle deprivation in European countries
- Human development as a human right and the indivisibility of economic, social, cultural, civil and political rights.
- Ethical dilemmas in social work concerning human development and human poverty in European countries.

## Curriculum Plan Social Work in Europe

- Theories and methods in social work in the prevention of and dealing with poverty and social exclusion.
- The role of social work in promoting human capacities.
- Practical materials to demonstrate social work in prevention of and dealing with poverty and social exclusion.

### **Structure:**

The course will start with an introductory program of one week, to make students acquainted with the e-learning platform – IT'S LEARNING and the international group of students they are going to work together with. Tasks will be given connected to the objectives and the content described in this plan. The students will receive response and guidance from the teacher and are expected to comment on each other's work.

The use of an e-learning platform will allow students the opportunity to discuss directly with students and practitioners in other countries on the issues of poverty and social work.

### **Assessment:**

- All tasks have to be completed before the final assessment<sup>7</sup>.
- Completed tasks will be collected in a portfolio, and a number of these tasks will be required for final assessment.
- Information about which tasks student will be required to deliver for final assessment will be given to students approximately three weeks before the final assessment.

**Starts:** 14. March 2005 – 17. June 2005

**Credits:** 10 ECTS<sup>8</sup>

### **Suggestions for a reading list (not final yet):**

Barnes, M., Heady, C., Millar, J. & Papadopoulos, F. (2003). Poverty and social Exclusion in Europe. London: Edward Elgar Publishing.

Dominelli, L (2002): Anti-oppressive practice in Context in Adams, R, Dominelli, L and Payne, M (2002, 2. ed.): Social Work: Themes, Issues and Critical Debates, London, Palgrave

Godinot, X. and Richov, S. (2003) Persistent poverty in Europe in 2015

Payne, M (1997): Modern Social Work Theory, 2. utg. London, Macmillan Press Ltd.

Room, G. J (1999): Social exclusion, solidarity and the challenge of globalisation  
In International Journal of Social Welfare nr 8/1999

Chosen literature on the students mother tongue

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<sup>7</sup> Some of the tasks given in this module will cover the expectations for the preparatory part of Module 3

<sup>8</sup> Half of the credits given for this Module 2 are considered to be relevant and similar to the preparatory part of Module 3. Students who take module 2 and want to continue till Module 3 will therefore receive 5 ECTS credits for Module 3

***Theme 2.1C: Ethnic diversity as a phenomenon in Europe***

E-Learning curriculum (Andres Arias Astray & Elena Roldan)

**Introduction:**

This theme aims to increase knowledge about cultural and ethnic diversity in Europe from a comparative perspective and to analyse the implications for European social welfare and social work.

**Objectives:**

- To gain knowledge about cultural and ethnic diversity at a pan-European and national level.
- To gain knowledge about the main theoretical perspectives on culture and ethnicity
- To explore the effects of cultural diversity in Europe, particular in relation to “welfare work” and social work
- To gain knowledge and develop understanding of different approaches, theories and methods of social work, dealing with ethnic diversity.

**Content:**

- Ethnic diversity in your own and other European countries. The national, ethnic and cultural history and geography of Europe. Similarities and differences of the demographic profiles of ethnic minorities and cultural beliefs in different countries.
- Main theories and studies about the ethnic phenomenon within the European context.
- Theories and methods of Social work with ethnic groups, immigrants and refugees. National and European perspectives and experiences.
- Analysis and comparison of ethnically sensitive social work practice, examples through Europe.

**Structure:**

The course will start with an introduction program for one week, to make students acquainted with the e-learning platform – IT’S LEARNING and the international group of students they are going to work together with. There will be given tasks connected to the objectives and the content described in this plan. The students will get response and guidance from the teacher and are expected to commenting each other’s work.

## Curriculum Plan Social Work in Europe

The use of an e-learning platform will allow students the opportunity to discuss directly with students and practitioners in other countries the issues of ethnic diversity as a phenomenon concerning social work all over Europe.

### Assessment:

- All tasks have to be completed before the final assessment<sup>9</sup>.
- Completed tasks will be collected in a portfolio, and a number of these tasks will be required for final assessment.
- Information about which tasks student will be required to deliver for final assessment will be given to students approximately three weeks before the final assessment.

**Starts:** 14. March 2005-17. June 2005

**Credits:** 10 ECTS<sup>10</sup>

### Reading list (not final):

Ben-Tovin, G. (1997) Why 'positive action' is 'politically correct'. In T. Modood & P. Werbner (Eds.) *The politics of multiculturalism in New Europe. Racism, identity and community*. London: Zed Books Ltd.

De Anda, D. (ed.) (1997) *Controversial Issues in Multiculturalism*. Allyn & Bacon

Gundara, J. & Jabcobs, S. (2000) *Intercultural Europe. Diversity and Social Policy*. Aldershot: Ashgate. Arena.

Peach, C. (2002). Ethnic diversity and the city. In M. Martiniello & Piquard, B. (Eds) *Diversity in the city*. Bilbao: University of Deusto.

Rex, J. & Drury, B. (Eds.) (1994). *Ethnic mobilisation in a Multi-cultural Europe*. Aldershot: Avebury.

Williams, Ch., Soydan, H & Jonhnson, M. R. D. (Eds.) (1998). *Social Work and minorities*. London: Routledge.

Dominelli, L (2002): Anti-oppressive practice in Context in Adams, R, Dominelli, L and Payne, M (2002, 2. ed.): *Social Work: Themes, Issues and Critical Debates*, London, Palgrave

Shardlow,S (1998): Values, ethics and social work in Adams, R, Dominelli, L and Payne, M (2002, 2. ed.): *Social Work: Themes, Issues and Critical Debates*, London, Palgrave

Chosen literature on the students mother tongue

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<sup>9</sup> Some of the tasks given in this module will cover the expectations for the preparatory part of Module 3

<sup>10</sup> Half of the credits given for this Module 2 are considered to be relevant and similar to the preparatory part of Module 3. Students who take module 2 and want to continue till Module 3 will therefore receive 5 ECTS credits for Module 3

**Theme 2.2: The Welfare Systems in Europe – consequences for social work**  
E-learning curriculum (Carsten Otte, Kerstin Gynnerstedt)

**Introduction:**

Social problems are created in a national, European and global context. Every country has its own way of dealing with social problems depending on different historical, cultural, religious and political backgrounds. The commonalities are that, all countries have to deal with the social problems through resources from the family, the voluntary organisations, the state and the market. The difference is that all countries have a “welfare mix” of their own. A cross-cultural comparison of welfare systems in Europe should facilitate understanding of social problems in the different parts of Europe and should improve strategies and methods of social work.

**Objectives:**

The students are expected to:

- Gain knowledge and understanding of social policy, welfare systems and “welfare mixes” and the impact and consequences for the practice of social work.
- Gain knowledge and understanding of ethical dilemmas for social workers in different welfare systems
- Gain knowledge on international conventions concerning the field of social policy and social work.

**Content:**

- Comparisons between commonalities and differences of welfare systems in Europe.
- Legal elements of welfare systems in different European countries.
- The role of the state and official authorities and the role of the so-called Third Sector connected to the development of social welfare and the cooperation among these partners in the field of social work.
- The welfare mix and its consequences for social work with practical examples from different countries and different welfare systems
- Ethical dilemmas connected in social work in different welfare systems.
- European conventions for social work and social workers

**Structure:**

The course will start with an introductory program of one week, to make students acquainted with the e-learning platform – IT'S LEARNING and the international group of students they are going to work together with. There will be given tasks connected to the objectives and the content described in this plan. The students will get response and guidance from the teacher and are expected to commenting each other's work.

The use of an e-learning platform will allow students the opportunity to discuss directly with students and practitioners in other countries the issues and consequences of different welfare models for the practice of social work.

**Assessment:**

- All tasks have to be completed before the final assessment<sup>11</sup>.
- Completed tasks will be collected in a portfolio, and a number of these tasks will be required for final assessment.
- Information about which tasks student will be required to deliver for final assessment will be given to students approximately three weeks before the final assessment.

**Starts:** 14. March 2005 – 17. June 2005

**Credits:** 10 ECTS<sup>12</sup>

**Reading list:** (A reading list will be given before start of the module).

Braye & Preston-Shoot (1998): Social work and the law in Adams, R, Dominelli, L and Payne, M (2002, 2. ed.): *Social Work: Themes, Issues and Critical Debates*, London, Palgrave

Chosen literature on the students mother tongue

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<sup>11</sup> Some of the tasks given in this module will cover the expectations for the preparatory part of Module 3

<sup>12</sup> Half of the credits given for this Module 2 are considered to be relevant and similar to the preparatory part of Module 3. Students who take module 2 and want to continue till Module 3 will therefore receive 5 ECTS credits for Module 3

**Theme 2.3: Social work education, skill training and professional competence.** E-learning curriculum (Anne Karin Larsen)

**Introduction:**

Vocational courses in higher education are going through a period of change and development. What does this mean for social work education in Europe? At a time where academic and vocational traditions mix, what important aspects do we need to keep in mind? Are there common competences in social work throughout Europe and what skills are being taught by which methods? What methods in social work are presented as core methods and what implications are there for the practice of social work in the field?

**Objectives:**

The objectives of this theme are:

- Gain knowledge and understanding of the content of social work education in different parts of Europe
- Gain knowledge and understanding about the core theories and methods presented in the social work education programmes in Europe.
- Gain knowledge and understand the choice of methods in relation to the need of competence in the field of social work in different countries connected to different framework, culture, historical background, and the professional status of social work.
- To explain and present examples of skill training and methods of social work at different levels (individual, family/group, community work).
- Gain knowledge and understanding about commonalities and differences in social work education today and to bring in new ideas for future educational programmes.

**Content:**

Historical background of social work education expected to be known from module 1.

- 1) The content of social work education in different part of Europe
- 2) Core theories and methods taught in social work education
- 3a) Methods in skill training in social work with individuals, groups, families, communities  
or
- 3b) Social work methods in the field of practice
- 4) Comparison of different theoretical and methodical approaches to social work and the implications for social work practice in European countries

## Curriculum Plan Social Work in Europe

### Structure:

The course will start with an introduction program for one week, to make students acquainted with the e-learning platform – IT'S LEARNING and the international group of students they are going to work together with. Every second or third week student will get new learning material and new tasks to work on both individually and in group. The tasks given will be connected to the objectives and the content described in this plan. Students who deliver their tasks in time during the program will get response and guidance from the teacher.

The use of an e-learning platform will allow students the opportunity to discuss directly with students and practitioners in other countries the issues about social work education, skill training and professional competence

### Assessment:

- All tasks have to be completed before the final assessment<sup>13</sup>.
- Completed tasks will be collected in a portfolio, and a number of these tasks will be required for final assessment.
- Information about which tasks student will be required to deliver for final assessment will be given to students approximately three weeks before the final assessment.

**Starts:** 14. March 2005 – 17. June 2005

**Credits:** 10 ECTS<sup>14</sup>

### Suggestions for a reading list:

Adams, Dominelli, Payne (eds)(2002, 2.ed):Social Work. Themes, Issues and Critical Debates  
MACMILLAN PRESS LTD, London.

O'Hagan,Kieran (ed)(1996): Competence in Social Work Practice. A Practical Guide for Professionals. JKP, London.

Dalrymple,Jane & Burke,Beverley (1995): Anti-Opressive Practice. Social Care and the Law. Open University Press. Buckingham

Lishman, Joyce (ed)(2001):Handbook of Theory for Practice Teachers in Social Work.  
JKP, London.

Chosen literature on the students mother tongue

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<sup>13</sup> Some of the tasks given in this module will cover the expectations for the preparatory part of Module 3

<sup>14</sup> Half of the credits given for this Module 2 are considered to be relevant and similar to the preparatory part of Module 3. Students who take module 2 and want to continue till Module 3 will therefore receive 5 ECTS credits for Module 3

## MODULE 3

### Social work as a subject and profession in Europe

#### **Theme 3.1: Anti-oppressive Social Work. Ethics theories, methods and working principles in social work**

##### ***Theme 3.1A: Discrimination and Oppression as a phenomenon in Europe*** Summer School (Bob Sanders)

#### **Introduction:**

This module develops the understanding of which groups are marginalized in different European countries.

#### **Objectives:**

- To identify groups of people in different European countries who may experience social exclusion
- To understand why and how such groups come to be marginalized
- To explore how discrimination and oppression in the immediate context are derived from power conflicts within the wider societal context
- To understand theoretical frameworks that are directly and indirectly focused on issues of power and oppression within social work, and with groups of people engaged in social work
- To provide evidence of practice that is based upon an understanding of both local manifestations of discrimination and/or oppression and the wider societal context

#### **Content:**

- Who's excluded? How and Why?
- European Antidiscriminatory Practice (ADP) legislation and Article 14 of the Convention
- The influence of the wider social system on the individual attitudes towards certain marginalized groups. A power perspective
- Theories about understanding
- Methods in social work and anti-oppressive and anti-discriminatory practice

- Examples from the field of practice

**Structure:**

This module consists of three parts- the first is a compulsory self-study preparation part before the Summer School/residential period for those who have not attended module 2, the second part is the residential period at the Summer School where students will meet and stay in Parma, Italy for two weeks at the Università degli Studi di Parma. During the residential period students are expected to work in groups. The group work is compulsory and each group will deliver an oral group presentation in front of other class members and teachers as part of their assessment. The third part is an individual assessment.

**Assessment:**

Students who enter the preparatory part have to study literature according to a reading list and to deliver one general and one theme related task with a national perspective before 22.June 2005. These tasks will be marked approved/not approved, and have to be approved before the residential period starts. At the end of the residential period students will make an oral group presentation with a comparative international perspective on a chosen subject from theme 3. This work will be marked approved/not approved. Five weeks after the end of the residential period students will deliver an individual typed written paper of 5 -8 pages. The assessment will be connected to the theme chosen by the student and must illustrate an international comparative perspective. The group assessment will be marked approved/not approved, and the individual final assessment will be marked at a scale from A-F (F is not approved).

**Starts:**

Preparatory period: 9 May- 22.June 2005  
Residential period: 16July – 31. July 2005 Parma Italy  
Assessment period: 1.Aug – 5. Sept 2005

**Credits:** 10 ECTS

**Reading List (not final):**

Ahmad, W. and Atkin, K. (1996) *'Race' and Community Care*, Buckingham, UK: The Open University Press

## Curriculum Plan Social Work in Europe

Bronfenbrenner, U. (1979) *The Ecology of Human Development*, Cambridge, Mass., Harvard University Press.

Dalrymple, J. and Burke, B. (1995) *Anti-Oppressive Practice*, Buckingham, UK: The Open University Press

Dominelli, L. (1997) *Anti-racist Social Work* (2<sup>nd</sup> edition), London: Macmillan.

Lorenz, W. (1994) *Social Work in a Changing Europe*, London: Routledge [chapter 7: Social work and anti-racist practice]

Thompson, N. (1997) *Anti-discriminatory Practice* (2<sup>nd</sup> edition), London: Macmillan

Adams, Dominelli and Payne (eds) (2002,2.ed): *Social Work. Themes, issues and critical debates*

*Chapter 1: Anti-oppressive practice in context*

*Chapter 2: Values, ethics and social work*

*Chapter 10: Social work theories and reflective practice*

*Chapter 9: Research and development in social work*

*Chapter 17: Radical social work*

*Chapter 18: Feminist social work*

*Chapter 19: Anti-oppressive practice*

*Chapter 21: Social work processes*

Bulhan, H A(1985): Frantz Fanon and the psychology of oppression. PATH in psychology. New York: Plenum Press

+Literature on sociological theories on discrimination and oppression

Chosen literature on the students mother tongue

***Theme 3.1B: Poverty as a phenomenon in Europe***

Summer School (Kjell Henriksbø, Julija Eidukeviciute, Masun Martinez)

**Introduction:**

Poverty as phenomenon and causes of poverty and its impact in human society is complex. The Summer School and residential period in Parma offers an opportunity to broaden your knowledge and understanding of poverty. How can social workers participate in the prevention of and dealing with poverty and social exclusion?

**Objectives**

- Gain knowledge about and understanding of poverty as phenomenon, causes of poverty and its impact in human society within the cultural, economical and political context in different European countries.
- Gain knowledge about and understanding of different roads to poverty
- Exchange experience and practice in social work concerning poverty.
- Explore anti-oppressive practice, theories and methods in social work dealing with poverty.

**Content**

- Economical, cultural, political and social differences in and between the European countries.
- Human development as a human right and the indivisibility of economic, social, cultural, civil and political rights.
- The role of social work in promoting human capacities and strength.
- Theories and methods in social work and the prevention of and dealing with poverty and social exclusion.
- Field visits to arenas for social work:
  - Observation and reflection on the social, culture, economical and political context
  - Observation and reflection on different approaches dealing with poverty.

**Structure:**

This module consists of three parts- the first is a compulsory self-study preparation part before the Summer School/residential period for those who have not attended module 2, the second part is the residential period at the Summer School where students will meet and stay

## Curriculum Plan Social Work in Europe

in Parma, Italy for two weeks at the Università degli Studi di Parma. During the residential period students are expected to work in groups. The group work is compulsory and each group will deliver an oral group presentation in front of other class members and teachers as part of their assessment. The third part is an individual assessment.

### **Assessment:**

Students who enter the preparatory part have to study literature according to a reading list and to deliver one general and one theme related task with a national perspective before 22.June 2005. These tasks will be marked approved/not approved, and have to be approved before the residential period starts. At the end of the residential period students will make an oral group presentation with a comparative international perspective on a chosen subject from theme 3. This work will be marked approved/not approved. Five weeks after the end of the residential period students will deliver an individual typed written paper of 5 -8 pages. The assessment will be connected to the theme chosen by the student and must illustrate an international comparative perspective. The group assessment will be marked approved/not approved, and the individual final assessment will be marked at a scale from A-F (F is not approved).

### **Starts:**

Preparatory period: 9 May- 22.June 2005  
Residential period: 16.July -31. July 2005 Parma Italy  
Assessment period: 1.Aug – 5. Sept 2005

**Credits:** 10 ECTS

### **Suggestions for a reading list (not final yet):**

Barnes, M., Heady, C., Millar, J. & Papadopoulos, F. (2003). Poverty and social Exclusion in Europe. London: Edward Elgar Publishing.  
Dominelli, L (2002): Anti-oppressive practice in Context in Adams, R, Dominelli, L and Payne, M (2002, 2. ed.): Social Work: Themes, Issues and Critical Debates, London, Palgrave  
Godinot,X. and Richov, S. (2003) Persistent poverty in Europe in 2015  
Payne, M (1997): Modern Social Work Theory, 2.utg. London, Macmillan Press Ltd.  
Room, G. J (1999): Social exclusion, solidarity and the challenge of globalisation  
In International Journal of Social Welfare nr 8/1999

Chosen literature on the students mother tongue

***Theme 3.1C: Ethnic diversity as a phenomenon in Europe***

Summer School curriculum (Andres Arias Astray & Elena Roldan)

**Introduction:**

This theme aims to increase knowledge about cultural and ethnic diversity in Europe from a comparative perspective and to analyse the implications for European social welfare and social work.

**Objectives:**

- To gain knowledge about ethnic diversity in your own and other European countries.
- To gain knowledge about the main theoretical perspectives on culture and ethnicity
- To explore the effects of cultural diversity in Europe, particular in relation to “welfare work” and social work with minority groups
- To share theoretical models and experiences of social work with minorities through Europe and in the countries of the participants.
- To develop knowledge and to promote understanding of the impact of culture and ethnicity on the delivery of social services at the individual, group, organization, and community levels.
- To develop awareness of the influence students personal and cultural values, beliefs and traditions might have on their own ability to develop professional relationships with service users from diverse ethnic populations
- To explore the main ethical dilemmas that European society in general and social workers in particular confront in the context of multi-ethnic and multicultural Europe.

**Content:**

- Main theories and studies about the ethnic phenomenon within the European context.
- General description of the phenomenon of ethnic diversity across Europe. Demographic profiles, personal and societal problems, needs and demands of social resources for the main ethnic minorities in Europe.
- A comparative perspective looking for communalities and differences between the situations of ethnic minorities in different countries of Europe.

## Curriculum Plan Social Work in Europe

- Principal characteristics of the main ethnically sensitive social work theories of the practice.
- Examples of “good” and “bad” social work practices. Analysis and comparison of ethnically and sensitive and non-ethnically sensitive social work practice with individuals, families, groups, organizations, and communities through Europe.
- Ethical aspects and dilemmas in social work concerning work with minority groups in action: Human rights, codes of ethics and minority values, beliefs and practices.

### **Structure:**

This module consists of three parts- the first is a compulsory self-study preparation part before the Summer School/residential period for those who have not attended module 2, the second part is the residential period at the Summer School where students will meet and stay in Parma, Italy for two weeks at the Università degli Studi di Parma. During the residential period students are expected to work in groups. The group work is compulsory and each group will deliver an oral group presentation in front of other class members and teachers as part of their assessment. The third part is an individual assessment.

### **Assessment:**

Students who enter the preparatory part have to study literature according to a reading list and to deliver one general and one theme related task with a national perspective before 22.June 2005. These tasks will be marked approved/not approved, and have to be approved before the residential period starts. At the end of the residential period students will make an oral group presentation with a comparative international perspective on a chosen subject from theme 3. This work will be marked approved/not approved. Five weeks after the end of the residential period students will deliver an individual typed written paper of 5 -8 pages. The assessment will be connected to the theme chosen by the student and must illustrate an international comparative perspective. The group assessment will be marked approved/not approved, and the individual final assessment will be marked at a scale from A-F (F is not approved).

### **Starts:**

Preparatory period: 9 May- 22.June 2005  
Residential period: 16.July -31 July 2005 Parma Italy  
Assessment period: 1.Aug – 5. Sept 2005

**Credits:** 10 ECTS

**Reading list (not final):**

Cox, C. B. and Ephross, P. H. (1998). *Ethnicity and social work practice*. New York, NY: Oxford University Press.

Ewalt, P.L., Freeman, E. M., Fortune, A. E., Poole, D. L., and Witkin, S. L. (Eds.). *Multicultural Issues in Social Work. Practice and Research. Vol II.*

Fong, R. y Furuto, Sh. B.C.L. (Eds) (2001) *Culturally Competent Practice: Skills, Interventions, and Evaluations*. Allyn & Bacon

Green, James W. (1999). *Cultural awareness in the human services: A multi-ethnic approach*. (3rd edition). Boston, MA: Allyn and Bacon.

Hogan-Garcia, M. (2003) *The Four Skills of Cultural Diversity Competence: A Process for Understanding and Practice, 2<sup>nd</sup> Edition*

Lum, Doman (1999). *Culturally competent practice: A framework for growth and action*. Pacific Grove, CA: Brooks/Cole Publishing Company.

Morales, A. T. y Sheafor, B. W. (2001) *The Many Faces of Social Work Clients*. Allyn & Bacon

Williams, Ch.. Soydan, H & Jonhnsen, M. R. D. (Eds.) (1998). *Social Work and minorities*. London: Routledge.

Wynetta D. & Schlesinger, E. G. (1999). *Ethnic-Sensitive Social Work Practice, 5<sup>th</sup> ed.* Needham Heights, MA: Allyn & Bacon.

Dominelli, L (2002): Anti-oppressive practice in Context in Adams, R, Dominelli, L and Payne, M (2002, 2. ed.): *Social Work: Themes, Issues and Critical Debates*, London, Palgrave

Shardlow,S (1998): Values, ethics and social work in Adams, R, Dominelli, L and Payne, M (2002, 2. ed.): *Social Work: Themes, Issues and Critical Debates*, London, Palgrave

Chosen literature on the students mother tongue

## **Theme 3.2: The Welfare Systems in Europe – consequences for social work**

Summer School (Carsten Otte, Kerstin Gynnerstedt)

### **Introduction:**

Social problems are created in a national, European and global context. Every country has its own way of dealing with social problems depending on different historical, cultural, religious and political backgrounds. The commonalities are that, all countries have to deal with the social problems through resources from the family, the voluntary organisations, the state and the market. The difference is that all countries have a “welfare mix” of their own. A cross-cultural comparison of welfare systems in Europe should facilitate understanding of social problems in the different parts of Europe and should improve strategies and methods of social work.

### **Objectives.:**

- Gain knowledge and understanding of social policy, welfare systems and “welfare mixes” and the impact and consequences for the practice of social work.
- To gain knowledge about structural differences and social problems in European countries.
- To be aware of and understand ethical dilemmas in social work on the background of social developments in a broad sense and different value systems.
- To gain knowledge on international conventions concerning the field of social policy and social work.

### **Content:**

- Presentation of different welfare systems and its theoretical backgrounds.
- Legal elements of welfare systems in different European countries.
- Comparisons between commonalities and differences of welfare systems in Europe.
- Practical examples of social work practice in the perspective of the different welfare systems.
- Ethical dilemmas connected to social work in different welfare systems.
- European conventions for social work and social workers.
- Field visits to arena for social work practice in Parma (or neighbourhood).
- Presentation of the cooperation between the local/regional authorities and institutions in the Third Sector in Parma.

## Curriculum Plan Social Work in Europe

- Case presentations. Ethical dilemmas in social work connected to different welfare systems and services.

### **Structure:**

This module consists of three parts- the first is a compulsory self-study preparation part before the Summer School/residential period for those who have not attended module 2, the second part is the residential period at the Summer School where students will meet and stay in Parma, Italy for two weeks at the Università degli Studi di Parma. During the residential period students are expected to work in groups. The group work is compulsory and each group will deliver an oral group presentation in front of other class members and teachers as part of their assessment. The third part is an individual assessment.

### **Assessment:**

Students who enter the preparatory part have to study literature according to a reading list and to deliver one general and one theme related task with a national perspective before 22.June 2005. These tasks will be marked approved/not approved, and have to be approved before the residential period starts. At the end of the residential period students will make an oral group presentation with a comparative international perspective on a chosen subject from theme 3. This work will be marked approved/not approved. Five weeks after the end of the residential period students will deliver an individual typed written paper of 5 -8 pages. The assessment will be connected to the theme chosen by the student and must illustrate an international comparative perspective. The group assessment will be marked approved/not approved, and the individual final assessment will be marked at a scale from A-F (F is not approved).

### **Starts:**

Preparatory period:	9 May- 22.June 2005
Residential period:	16.July - 31 July 2005 Parma Italy
Assessment period:	1.Aug – 5. Sept 2005

**Credits:** 10 ECTS

### **Reading list (will be presented before the module start):**

The same as for Module 2 theme 2.

**Braye & Preston-Shoot (1998): Social work and the law in** Adams, R, Dominelli, L and Payne, M (2002, 2. ed.): *Social Work: Themes, Issues and Critical Debates*, London, Palgrave

Chosen literature on the students mother tongue

### **Theme 3.3: Social work education, skill training and professional competence.**

Summer School (Anne Karin Larsen)

#### **Introduction:**

Vocational courses in higher education are going through a period of change and development. What does this mean for social work education in Europe? At a time where academic and vocational traditions mix, what important aspects do we need to keep in mind? Are there common competences in social work throughout Europe and what skills are being taught by which methods? What methods in social work are presented as core methods and what implications are there for the practice of social work in the field?

#### **Objectives:**

- Gain knowledge and understanding of the content of social work education in different parts of Europe
- Gain knowledge and understanding about the core theories and methods presented in the social work education programmes in Europe
- Gain knowledge about commonalities and differences in social work education, skill training and professional competence.
- Increase knowledge about different methods of social work practice
- To critically regard the role of social work in different parts of Europe and analyse the tools of work according to the problems that need to be solved.

#### **Content:**

- The content of social work education in different part of Europe
- Core theories and methods taught in social work education
- Presentation of the educational program regarding social work theories, methods and skill training (presentation in international groups)
- Case presentations. Video recorded role-playing – different methodical approaches – considering the differences in culture and the position of social workers.
- Field visits to arena for social work focusing on working methods
- Observation of daily living in Parma, reflection on social culture, recourses and problems.
- Presentation of practice experiences concerning development of methods and skills.
- Final group presentation on a chosen subject from theme 3 pointing out commonalities and differences in social work education, skill training and professional competences

**Structure:**

This module consists of three parts- the first is a compulsory self-study preparation part before the Summer School/residential period for those who have not attended module 2, the second part is the residential period at the Summer School where students will meet and stay in Parma, Italy for two weeks at the Università degli Studi di Parma. During the residential period students are expected to work in groups. The group work is compulsory and each group will deliver an oral group presentation in front of other class members and teachers as part of their assessment. The third part is an individual assessment.

**Assessment:**

Students who enter the preparatory part have to study literature according to a reading list and to deliver one general and one theme related task with a national perspective before 22.June 2005. These tasks will be marked approved/not approved, and have to be approved before the residential period starts. At the end of the residential period students will make an oral group presentation with a comparative international perspective on a chosen subject from theme 3. This work will be marked approved/not approved. Five weeks after the end of the residential period students will deliver an individual typed written paper of 5 -8 pages. The assessment will be connected to the theme chosen by the student and must illustrate an international comparative perspective. The group assessment will be marked approved/not approved, and the individual final assessment will be marked at a scale from A-F (F is not approved).

**Starts:**

Preparatory period: 9 May- 22.June 2005  
Residential period: 16. July -31 July 2005 Parma Italy  
Assessment period: 1.Aug – 5. Sept 2005

**Credits:** 10 ECTS

**Reading list (not final):** The same as for Module 2 theme 3.

Adams, Dominelli, Payne (eds)(2002, 2.ed):Social Work. Themes, Issues and Critical Debates  
MACMILLAN PRESS LTD, London.

O'Hagan,Kieran (ed)(1996): Competence in Social Work Practice. A Practical Guide for Professionals. JKP, London.

Dalrymple,Jane & Burke,Beverley (1995): Anti-Oppressive Practice. Social Care and the Law. Open University Press. Buckingham

Lishman, Joyce (ed)(2001):Handbook of Theory for Practice Teachers in Social Work.  
JKP, London.

Chosen literature on the students mother tongue