

Course information

Social Work Methodology

Credits ECTS: 6.0

Teaching language: EN

Scientific area: Social Work

Hours:

Theoretical (T): 0.0 h
Theoretical and practical (TP): 24.0 h
Practical and laboratorial (PL): 0.0 h
Seminar (S): 0.0 h
Field work (TC): 0.0 h
Training (E) : 0.0 h
Tutorial (OT): 1.0 h
Other (O): 0.0 h

Contact hours (total): 150.0 h / semester

Total hours: 150.0 h / semester

Pre-requisites:

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Objectives:

This module serves as an introduction to the methodology of social work with specific focus on theoretical perspectives, organisation, interventions and ethical issues in the area of social work. The student will also be introduced to special techniques and strategies in relation to social work with children and families.

Learning outcomes:

By the end of the course, students who successfully complete this module will have the knowledge, confidence, and theoretical background to:

- Become familiar with theories on social work practice
- Get a perspective on social work in a systemic approach
- Identify factors underlying social work theory
- Gain competence on interviewing the families
- Prepare a family group conference

Syllabus:

- 1.The theory and practice of social work: main challenges and issues.
- 2.The critical social work
- 3.Theoretical premises for working with families
- 4.Social work in a systemic approach
- 5.Definition of the assessment and the project in a systemic view
- 6.Solution oriented child protection
- 7.The family group conference

Demonstration of the syllabus coherence with the curricular unit's objectives:

This module intends to contextualize students on the practice of social work, critically reflect on its main challenges and issues. Students will be introduced to techniques and strategies on how to collect information near the client and will learn how to identify strengths and solutions in child protection assessment. These objectives are achieved through the several items of the syllabus, where after an initial identification of key issues and challenges inherent in the theory and practice of social work, is made known to the social work students a critical perspective, the various theoretical premises for working with families as well as the approach of a social service system perspective-oriented solutions. Students learn to interview families and conduct group conferences.

Assessment:

The course will be assessed on the following basis:

- In-class workshops/seminars
- Written exam

Teaching methodology:

A wide range of teaching and learning methods will be used, including practical exercises, seminar discussions and group work.

Demonstration of the coherence between the teaching methodologies and the learning outcomes:

Students should read the texts of literature to support the work of each class will allow the students to become familiar with its contents. The teacher presents the main contents and modes of its operation. The seminar sessions promote collective reflection and debate on matters to be studied. Through exercises and group work students practice specific methodologies inherent to the practice of social work.

Observations:

Essential readings:

- Banks, Sarah (2008). Critical commentary: social work ethics. *British Journal of social Work*. 38 pp 1238-1249.
- Dalrymple, J. (2002): Family group conference and youth advocacy: the participation of children and young people in family decision-making. *European Journal of Social Work*, Vol 4, no 3, pp 287-299. Oxford University Press.
- Hayes, D. and Housten, S. (2007): Lifeworld, System and Family group Conferences: Habermas' Contribution to Discourse in Child Protection. *British Journal of Social Work* 37, pp 987-1006. Oxford University Press.
- Helay, Karen (2014). *Social work theories in context*. Second edition. Palgrave/ Mcmillan: Basinstoke

Additional readings:

- Helay, Lynne (2007). Universalism and cultural relativism in social work ethics. *International social work* 50:11 p p 11-26
- Horverak, S (2007): The conflicts of clients in child welfare, the property of the clients or the professionals – a discourse about Family group conference. In Schjelderup, L and Omre, C., *Veivisere for et fremtidig barnevern*, Tapir Akademisk forlag. (16 pages).
- McKenzie, M and Walker, S (2007): Experiences and challenges of FGC in New Zealand: A view from NZ. In Schjelderup, L and Omre, C., *Veivisere for et fremtidig barnevern*, Tapir Akademisk forlag. (20 pages).
- Masten, A (2014): Global Perspectives on Resilience in Children and Youth. *Child Development*, January/February 2014, Volume 85, Number 1, Pages 6–20
- Mennen, Ferol & O'Keefe, Maura (2005). Informed decision in child welfare: The use of attachment theory. *Children and Youth services Review*. 25 pp 577 – 593.
- Murphy, Anne (2009). *General guide for academic writing and presentation of written assignments*. Dublin Institute of Technology
- Pine, Daniel, Costello, Jane and Masten, Ann (2005). Trauma, Proximity, and Developmental Psychopathology. The effects of War and Terrorism on children. *Neuropsychopharmacology* 30 pp.1781 - 1792