



UNIVERSITY OF GOTHENBURG

FACULTY OF SOCIAL SCIENCES

SW2231, Children in Adverse Life Situations. Social Work with Children at Risk and Their Families 15, 15,0 higher education credits

Barn i utsatta livssituationer. Socialt arbete med utsatta barn och deras familjer, 15.0 högskolepoäng

Second Cycle

1. Confirmation

The course syllabus is a tentative version confirmed by Faculty of Social Sciences on 2009-10-13 and to be valid from 2010-01-10.

Field of education: Social Sciences 100 %

Department: Department of Social Work

2. Position in the educational system

Main field of studies

Social Work

Specialization

A1N, Second cycle, has only first-cycle course/s as entry requirements

3. Entry requirements

To be eligible for the course, Children in Adverse Life Situations; Social Work with Children at Risk and Their Families, 15 higher education credits, a Bachelor's Degree in Social Work, or in related topics and proficiency in English are required. Students at the Second Cycle International Post-graduate Programme on Family-related Social Work and Policies in Europe are guaranteed to be admitted to the course.

4. Course content

The course deals with the following topics:

- Theories and methods in social work with children in adverse life situations and their families.
- Contemporary research related to children at risk and their families.
- The life situations of children at risk in relation to issues of power, socio-economical conditions, physical and mental health, gender and ethnicity.
- Children's position in society and in the family.

- The role of the social worker in child protection matters.
- Children's rights issues.

5. Learning outcomes

After completion of the course the student is expected to

1. Knowledge and Understanding

have achieved a deeper knowledge and understanding of social work with children in adverse life situations and their families

have achieved deeper knowledge and understanding about different theories and methods within the area of social work with children at risk and their families.

2. Skills and Abilities

be able to critically reflect on as well as apply different theoretical perspectives relevant to social work with children at risk and their families

be able to assess and critically reflect on research concerning social work with children at risk and their families

be able to account for, analyse and apply knowledge of children's position in the family and in the society, as well as children's participating processes in decisions concerning their life situations

be able to account for, analyse and apply knowledge of children exposed to neglect, physical and sexual abuse and sexual exploitation

be able to account for, analyse and apply, as well as critically reflect upon, knowledge of specific methods and techniques developed within the area of social work with children and families

be able to account for and critically reflect upon the position of the social worker as well as the collaboration with other professionals working with children in adverse life situations and their families

3. Judgement and Approach

develop further their own values and attitudes in relation to the area of social work.

develop further knowledge about children's rights issues in relation to professional social work.

6. Literature

See appendix.

7. Assessment

The students are assessed by independent work both individually and in small groups that will be assessed accordingly. The final examination consists of an individual home examination.

A student who has failed a test twice has the right to change examiners, if it is possible. A written application should be sent to the Department.

8. Grading scale

The grading scale comprises Fail (U), Pass (G), Pass with Distinction (VG).

9. Course evaluation

The course director guarantees that the evaluation is considered regularly and systematically at the end of the course.

10. Additional information

Language of instruction: English.

The course includes lectures, independent and teacher supported group work and seminars. The course will be carried out as an intensive course. During the first week of the course, students will be able to follow the course from their home countries. During the second and third weeks, there will be a high degree of teacher-supported education. This syllabus is a translation.

Faculty Board of Social Sciences

SW2231, Children in Adverse Life Situations; Social Work with Children at Risk and Their Families, 15 higher education credits

Second Cycle

SW2231, Barn i utsatta livssituationer; socialt arbete med utsatta barn och deras familjer,
15 högskolepoäng
Avancerad nivå

Established by the Board of Department 15 December 2009.

Barn, Ravinder (2007): "'Race', Ethnicity and Child Welfare: a Fine Balancing Act" in *The British Journal of Social Work*, 37(8). pp 1425-1434. 9 p.

<http://bjsw.oxfordjournals.org/cgi/content/abstract/37/8/1425>

Dolan, Pat/Canavan/Pinkerton, John (eds)(2006): *Family Support as Reflective Practice*. London: Jessica Kingsley. 285 p.

Erickson, Martha Farrell/Egeland, Byron (2001): "Child Neglect" in Myers, John E. B./Berliner, Lucy/Briere, John/Hendrix, C. Terry/Jenny, Carole/Reid, Theresa A. (2001): *The APSAC Handbook in Child Maltreatment*. Thousand Oaks: Sage Publications. pp 3-20. 15 p.

Freymond, Nancy/Cameron, Gary (eds)(2006): *Towards Positive Systems of Child and Family Welfare: Interantional Comparisons of child Protection, Family Service, and Community Caring Systems*. Toronto: University of Toronto Press. Chapters 1-2, 7 (8-9). App 125 p.

George, Carol/Solomon, Judith (2008): "Attachment and Caregiving: the Caregiving Behavioural System" in Cassidy, Jude/Shaver, Phillip R. (eds)(2008): *Handbook of Attachment: Theory, Research, and Clinical Applications*. New York: Guilford Publications. pp 649-670. 22 p.

Goldson, Barry (2000): "'Children in Need' or 'Young Offenders'?: Hardening Ideology, Organizational Change and New Challenges for Social Work With Children in Trouble" in *Child & Family Social work*, 5(3). pp 255-265. 10 p.

Grødem, Anne Skevik (2009): "The Impact of Poverty and Immigrant Background on Children's School Satisfaction: Evidence from Norway" in *International Journal of Social Welfare*, 18(2). pp 193-201. 8 p.

Hart, Stuart N./Brassard, Marla R./ Binggeli, Nelson J./Davidson, Howard A. (2002): "Psychological Maltreatment" in Myers, John E. B./Berliner, Lucy/Briere, John/Hendrix, C. Terry/Jenny, Carole/ Reid, Theresa A. (2001): *The APSAC Handbook in Child Maltreatment*. Thousand Oaks: Sage Publications. pp 79-104. 20 p.

Hendrick, Harry (ed)(2005): *Child Welfare and Social Policy: an Essential Reader*. Bristol: Policy. 470 p.

Holmes, Dave (2002): "Police and Pastoral Power: Governmentality and Correctional Forensic Psychiatric Nursing" in *Nursing Inquiry*, 9(2). pp 84-92. 8 p.

Horwath, Jan (2007): *Child Neglect: Identification and Assessment*. New York: Palgrave. 230 p.

Howe, David (2005): *Child Abuse and Neglect: Attachment, Development, and Intervention*. Basingstoke: Palgrave Macmillan. 270 p.

Höjer, Ingrid (2009): "Birth Parents' Perception of Sharing the Care of Their Children With Foster Parents" in *Vulnerable Children and Yout Studies* 4(2). pp 161-168.7 p.

James, Allison/Prout, Alan (1997): *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood*. London: Falmer. App 150 selected pages.

Slade, Arietta (2005): "Parental Reflective Functioning: an Introduction" in *Attachment & Human Development*, vol 7(3). pp 269-281. 12 p.

Thoburn, Jane/Chand, Ashok/Procter, Joanne (2005): *Child Welfare Services for Minority Ethnic Families: the Research Reviewed*. London: Jessica Kingsley. 225 p.