



UNIVERSITY OF GOTHENBURG

FACULTY OF SOCIAL SCIENCES

SW1116, Social Work with Children and Families in Adverse Life Situations, 7,5 higher education credits

Socialt arbete med utsatta barn och deras familjer, 7.5 högskolepoäng

First Cycle

1. Confirmation

The course syllabus was confirmed by Department of Social Work on 2012-12-12 to be valid from 2013-02-16.

Field of education: Social Sciences 100 %

Department: Department of Social Work

2. Position in the educational system

The course is a single subject course in Social Work.

Main field of studies

Social Work

Specialization

G1F, First Cycle, has less than 60 credits in first-cycle course/s as entry requirements

3. Entry requirements

To be admitted to the course the equivalent of 60 HEC in any Social Sciences subject is required. English B level or the equivalent is also required.

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

Knowledge and Understanding

- account for contemporary theories and methods within the area of social work with children at risk and their families.

Skills and Abilities

- critically reflect on research concerning social work with children at risk and their families
- critically reflect upon specific methods and techniques, and the usage of these, within the area of social work with children at risk and their families.

Judgement and Approach

- discuss and reflect on children's rights issues in relation to professional social work.

6. Literature

See appendix.

7. Assessment

The students are assessed by a individually written essay. In addition they are expected to attend compulsory group seminars.

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 of Social Work.

In cases where a course has been discontinued or major changes have been made a student should be guaranteed at least three examination occasions (including the ordinary examination occasion) during a time of at least one year from the last time the course was given.

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.



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Grundnivå

Established by the Deputy Head of Department 18th of December 2012

Books and book chapters:

Gilbert, Neil, Parton, Nigel & Skivenes, Marit (eds.)(2011): *Child Protection Systems. International Trends and Orientation*. New York: Oxford University Press. Online
<http://www.oxfordscholarship.com.ezproxy.ub.gu.se/view/10.1093/acprof:oso/9780199793358.001.0001/acprof-9780199793358>. 250 p.

James, Allison & James, Adrian (2004): *Constructing Childhood: Theory, Policy, and Social Practice*. Basingstoke: Palgrave Macmillan. 218 p.

Nordenfors, Monica (2012): *Participation: On The Children's Own Terms? Gothenburg: A Safer and More Human Gothenburg*. Pdf-version. 85 p.

Walker, Steven D. (2012): *Effective Social Work With Children, Young People, and Families: Putting Systems Theory Into Practice*. London: Sage. 212 p.

Articles

Attree, Pamela (2006): "The Costs of Child Poverty: A Systematic Review of Qualitative Evidence" in *Children & Society*. 20(1). pp. 54-66. 12 p.

Barn, Ravinder (2007): "Race, Ethnicity, and Child Welfare: A Fine Balancing Act" in *The British Journal of Social Work*. 37(8). pp. 1425-1434. 10 p.

Biterman, Danuta, Gustafsson, Björn & Österberg, Torun (2008): "Economic and Ethnic Polarisation Among Children In Sweden's Three Metropolitan Areas" in *Schmollers Jahrbuch: Journal of Applied Social Sciences Studies*. 128(1). pp. 121-52. 31 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). 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(3). pp. 193-201. 8 p.

Holmes, Dave (2002): "Police and Pastoral Power: Governmentality and Correctional Forensic

Psychiatric Nursing” in *Nursing Inquiry*. 9(2). pp. 84-92. 8 p.

Reynaert, Didier, Bouverne-de-Bie; Maria. & Vandeveld, Stiju. (2009): ”A Review of Children’s Rights Literature Since The Adoption of The United Nations Convention On The Rights of The Child” in *Childhood*. November. 6(4). pp. 518-534. 16 p.

Williams, Charlotte. & Soydan, Haluk. (2005) ”When and How Does Ethnicity Matter? A Cross-National Study of Social Work Responses To Ethnicity In Child Protection Cases”. *British Journal of Social Work*. 35(3). pp. 901-920. 19 p.