CURRICULUM

ACADEMIC YEAR 2003-2004

Bachelor's Degree Programme

(3-year programme and 4-year programme)

in Social Educator Training

Østfold University College

Faculty of Health and Social Studies

Based on the national General Plan and Regulations for the 3-year Social Educator Training Programme, laid down by the then Ministry of Church, Education and Research 28 January 1999.

1 Social educator training, national curriculum

1.1 Purpose of the training

The bachelor's degree programme is one of the professional training programmes educating health and social workers. It gives authorisation as social educator.

The purpose of social educator training is to educate user-oriented professionals who are qualified to perform milieu therapy and rehabilitation with people who are in need of those services.

The target group are people with various handicaps and disabilities, who will benefit from the social educator's milieu therapist competence and educational approaches when helping people mastering their everyday lives.

Challenges related to mental disability are still central in the training; however, social educators are competent to work with other user groups such as people with physical handicaps, age dementia, mental diseases, etc.

Social educators are today mainly employed in municipal health and social services with a considerable part of their work being performed in the clients' homes. Also outside the homes social educators assist clients so they can function in jobs, education and leisure time.

1.2 The profession

The qualifications of social educators make them competent providers of services such as training, rehabilitation, care and nursing, including practical assistance, guidance and social support. These qualifications are a result of the combination of theory and practical training in the social educator training.

1.2.1 History

The special competences of social educators and their approach to various tasks are results of the historical development of the profession. The education was established because of the need for qualified personnel in caring for the mentally disabled, and took the form of short internal courses towards the end of the 1940s. In the 1950s one-year training programmes, soon followed by two-year programmes, were established. In 1957 a committee set down by the Ministry of Social Affairs proposed a three-year study programme for social educators. The programme was started in 1961, with a national curriculum in 1963. In the early 1980s separate colleges on tertiary level were established.

At first the training was linked to the central institutions for the mentally disabled. The close contact with care for the mentally handicapped influenced the content of the training, although the proposition of 1957 pointed to the possibility that the training could also qualify for other, related jobs in the health and social sector. In recent years the content has been widened to give students broader qualifications.

The end of the 1980s saw significant changes in the organisation of the services given to people with mental disabilities. Some of the changes were ideological. General human rights

and needs of the mentally disabled were emphasised, and it was decided that this group of clients were not to be given over to special care but should receive the same type of health and social services as other citizens. This meant a de-institutionalisation that gave social educators a new professional role: among other things interdisciplinary and cross-service cooperation was emphasised and more interaction between clients and the community was advocated.

Thus, changes in the traditional jobs and role of social educators have to do with the extensive and thorough reforms in health and social policies in the last 20 years. On the one hand municipalities have more responsibility for health and social services, necessitating a clearer distribution of responsibilities between the administrative levels. This means more coordination of services and enhanced cooperation between the different professions working in the sector. The need and importance of interdisciplinary work is evident; social educators and other health and social workers must be able to relate to non-profit work, social networks and local organisations and institutions.

On the other hand the role and needs of the client are in focus. Clients are often dependent on the service and the persons providing the service, and caring for the clients and their next of kin is naturally a central task. Care means, among other things, showing empathy and understanding, basing one's acts on this solidarity. A reflected attitude to clients on the part of the health and social worker is a requirement, both as far as power, control and help are concerned but also as the realisation that focusing on the clients' needs is not always compatible with efficiency demands.

Thus, today's most important aims for the social educator will be to help improve clients' influence and participation in order to secure general and special rights. The service provided must be based on respect for clients' integrity as well as on commitment and close participation. Central goals are: improved quality of life and good living conditions for the clients, and helping them to participate actively in community matters.

Many clients may have reduced possibilities of advocating their interests. Consequently, social educators need knowledge and skills that enable them to respond to signals from the clients and translate wishes and needs into practical service and assistance and to advocate clients' causes when necessary.

Problems encountered by health and social sector practitioners are increasingly complex, posing new demands for teamwork and interdisciplinary skills. For social educators as for the other professionals in the health and social sector, the realisation has come that quality of service is strengthened by cooperation and that professions benefit from external criticism.

1.3 Professional competence and tasks

As a result of development in the traditions of the profession as well as changes and reforms within the health and social sector in the last 20 years, the following elements are central to the practice of the social educator:

Framework conditions as well as individual client qualifications must be in focus. Influencing the framework conditions is just as important as taking individual qualifications into consideration. Social educators are expected to use as a basis both clients' own resources and

those of their families and social network, but always with a view to limitations. Observation is important in order to describe resources, challenges and problems. This work is done in close cooperation with next of kin, the local environment and other practitioners in the field.

Social educators must be able to perform practical tasks that the clients do not master themselves, at the same time trying to maintain or even improve clients' level of mastering through training and guidance. They must be able to alternate between nursing, care, help, milieu therapy and facilitation on the one hand and training on the other. Their knowledge of milieu therapy should be used to try to improve quality of life, independence and mastering as far as the clients are concerned.

Social educators must be able to identify conditions that restrict clients' possibilities to control their own lives. Cooperating with clients and next of kin, social educators must be able to ensure that objectives are central, perceived as important by the clients and their surroundings, and that the goals contribute to enhanced quality of life. This requires cooperation and relational competence on the part of the social educator, since social educators are expected to advocate clients' wishes and needs also when the clients are not able to express this themselves.

The tasks of social educators are performed in direct contact with disabled people and are often long lasting, directed at clients' everyday life and not restricted to certain times of the day.

Physical and mental disability and old age may lead to illness and a reduced ability to take care of oneself. Social educators are expected to be able to identify and fulfil individual client needs for care and nursing.

Society's framework conditions and structures, political decisions, priorities and value choices influence the way social educators understand and perform their professional tasks. It is therefore important to be able to cooperate in order to solve conflicts, and social educators must also be able to see their tasks as a part of a larger context and have a critical attitude towards their profession.

Taking care of clients' interests means advocating the need for services and measures, and securing that necessary resources and competence are available before measures are taken. Assessment of results will form the basis for further service and tasks.

Social educators must also be able to influence local and central authorities; consequently, legal knowledge is required as well as casework and decision-making proficiency.

1.4 Content of the social educator training

The degree programme in social educator training has a credit allocation of 180 ECTS credits and comprises four main subjects. For a full-time study, 60 ECTS credits are required each academic year.

The programme is interdisciplinary and includes theoretical and practical studies of equal importance and taken from different fields. Knowledge, attitudes and skills required of a graduate social educator are results of the theoretical and practical training.

Practical training and training of skills as well as discussion and development of attitudes are absolute requirements of the training and must be taken into account both on the part of the university college and in work placement institutions.

Practical and proficiency training must represent at least 60 ECTS credits, of which 48 credits are taken in external institutions.

The university college is free to organise instruction on a cross-subject basis.

1.4.1 Distribution of credits and overview of subjects

Main and minor subjects in the social educator study programme (General Plan)
Total ECTS credits: 180

Main and minor subjects	ECTS credits
1 Social sciences and law	**42**
1A Political science, health and social policy* (9 credits from General Plan Ch 5)	12
1B Sociology and social anthropology**	12
1C Law (The legal system, legal methods and administrative law, 9 credits**)	12
1D Theory of science and research methods*	6
2 Psychology and educational theory	**24**
2A General, development and social psychology	12
2B General educational theory and social education	12
3 Health and social work	**45**
3A Medicine and natural science	21
3B Care and nursing	15
3C Mental health work	9
4 Milieu therapy, capability and rehabilitation	**69**
4A Development, ideologies, ethics and professional role* (9 credits from General Plan Ch 5)	15
4B Proficiency and behaviour training	18
4C Welfare work	12
4D Working with groups, organisations and networks**	9
4E Communication, interaction and conflict management* (6 credits from General Plan Ch 5)	15

*Described in Ch 5 of the General Plan. A total of 30 ECTS credits are general subjects in all health and social work programmes.
**A total of 30 ECTS credits are general subjects in the social educator, social worker and child welfare training programmes.

The above-mentioned 30 ECTS credits are distributed across the curriculum as follows:

Subjects from the general part (Ch 5) of the General Plan	ECTS credits	Minor subjects
Political science, health and social policy*	9	1A

Theory of science and research methods*	6	1D
Ethics*	9	4A
Communication, interaction and conflict management*	6	4E
General subjects in the child welfare, social worker and social educator training programmes		
Sociology and social anthropology*	12	1B
The legal system, legal methods and administrative law**	9	1C
Working with groups, organisations and networks**	9	4D

2 The social educator training programme at Østfold University College

2.1 Main learning objectives

The bachelor programme for social educator training, which is a health and social work programme, has as its main objective the education of conscious professionals who first and foremost take people into account, and who are able to plan and implement measures in cooperation with clients and other professional practitioners.

The degree programme for social educators aims to train professionals who

- take clients' needs as their starting point and plan and implement measures together with the people for whom the measures are intended;
- are able to reflect on and give reasons for their practice as far as ethical and professional principles are concerned, and who are able to take a critical attitude towards their profession;
- feel responsible for reporting to professional and political authorities the reasons for people's need of assistance and what they believe are the effects of measures and unfavourable social conditions;
- contribute to giving proper help to people who are in need of assistance from the health and social sector;
- are knowledgeable about the role of their organisation in the community and their own place in the organisation, who possess knowledge about other professions and vocational groups, and who are able to assess their own and other practitioners' competence in concrete situations.

At completion of the programme graduates will

- possess knowledge and understanding concerning the structures and processes in society and how these influence clients' situations;
- possess knowledge about normal and abnormal development and development disabilities of physical, mental or social kind;
- be familiar with general administrative principles and relevant legislation, taking clients' needs and rights into account when performing casework;

- be familiar with main objectives and measures of social policy and be able to assess these critically as well as providing the premises for decisions in the social sector and in politics;
- know the social sector and utilise it and other professionals in the interest of the clients;
- be qualified to identify needs for resources and aid and, together with the client, implement milieu, coping or rehabilitation measures and guide clients with the aim of contributing to making their quality of life better and their coping strategies as good as possible, and finally, to provide nursing and care to clients who are unable to care for themselves;
- be capable of sound medication handling;
- be familiar with the most common diseases, including mental diseases, be able to identify the most common symptoms and be proficient in nursing people who are unable to do this themselves;
- cooperate with families and the client's surroundings;
- meet clients with respect and empathy, seeing the perception of equal status as a condition for their professional work;
- be able to work with people who have different perceptions of life, also in multicultural contexts;
- be knowledgeable about other vocational groups and professions and be able to assess their own and other professionals' competence as well as cooperating with other professions and practitioners;
- participate in academic work, use new methods of work based on research and other academic innovation, and understand the importance of personal and professional development;
- document, develop and assess the quality of their work.

2.2 Curriculum and teaching methods

The curriculum of the bachelor's degree programme in social educator training at Østfold University College is organised in **interdisciplinary teaching blocks**, based on the national General Plan. The various main and minor subjects of the General Plan are incorporated into the thematic blocks; see distribution of teaching blocks in 2.3.

The 3- and 4-year study programmes have the same structure. The study model and curriculum structure have been chosen with the aim of facilitating study and teaching situations that comply with the objectives of the General Plan.

Problem-based principles of learning (pbl) form the basis of the study model and the teaching and learning methods. The University College sees these principles as a good way of facilitating learning, in particular as regards the following aims:

- The training should lay a foundation for lifelong learning
- Student activity and cooperation should be stimulated
- The curriculum should facilitate active participation from each student
- The forms of study should contribute to enhance students' motivation for the subjects and the profession of social educator
- Teaching methods should contribute to making students understand the importance of asking questions and make them feel a commitment to do so

- Teaching methods should contribute to the development and renewal of attitudes, skills and knowledge
- Study forms should challenge students' values, attitudes, emotions, intellect, creativity and capability for interaction
- Students' assignments should be related to challenges that are meaningful for further learning
- Assignments should support students' own initiatives
- Students should acquire knowledge and techniques to collect, critically assess and collate, structure and present information, in the course of the study as well as in their future profession.

The following learning and teaching situations are encountered throughout the study programme:

Instruction in class, mainly as lectures	6-8 hours per week throughout the academic year
Instruction in seminar groups, as discussion and dialogue requiring preparation and contribution from the students. Seminars are mandatory and linked to students' work in groups as well as individual studies.	3-4 hours per week throughout the academic year
Supervised basis groups	1-1.5 hours per week throughout the academic year Work in non-supervised groups is agreed in the groups and with the supervisor
Proficiency training and activity subjects (in seminar groups)	Varies
Work placement	See description of work placements in "Description of individual blocks"

2.3 Expectations and requirements

The above overview of learning and teaching situations shows that theoretical instruction is given for 10-14 hours per week on average.

Since the study model presupposes full-time students, study work will require at least 40 hours per week, thus allowing students an average of 25-30 hours for theoretical studies per week. Individual work will comprise 1) assignments given and facilitated by the Faculty, 2) student-organised group work and 3) self-study. Students will work with learning material that is not directly dealt with in lectures and seminars, and with preparations for classes and subsequent work related to classes.

Students are expected to develop responsibility for their own learning and to administer their studies independently. Tutorials, both individually and in groups, and study interviews are offered to support students.

2.4 Mandatory classes

The following tuition requires mandatory attendance:

- Basis group tuition / tutorials
- Seminars
- Proficiency training
- Work placement

2.5 Distribution of teaching blocks in the 3-year degree programme in social educator training

Østfold University College, Faculty of Health and Social Studies

1st year of study, autumn semester

Introduction	Block 1.1 4 weeks Joint Block A From student to professional -Learning, study strategies, work methods, health and social work, cooperation, interdisciplinary work	Block 1.2 3 weeks -The profession -The social educator -Care -Knowledge and competence	Block 1.3 5 weeks Society and the individual I	Block 1.4 4 weeks Society and the individual II

1st year of study, spring semester

Block 1.5 3 weeks Joint Block B Ethics	Block 1.6 4 weeks Society and the individual III -Social policy -Political administration: systems and laws -Relevant laws	Block 1.7 5 weeks Milieu therapy -The social educator as milieu therapist -Knowledge and competence in milieu work -Models and methods	Block 1.8 Work placement 1 8 weeks The social educator as milieu therapist with focus on -General milieu therapy -Welfare work	Examination 1

2nd year of study, autumn semester

Block 2.1 10 weeks	Block 2.3 Work placement 2 8 weeks

-The concept of health -Anatomy and physiology -Pathology -Medicines -Nursing -Nursing and care	The social educator as health worker Milieu therapy focusing on -Care -Nursing -Medical measures

2nd year of study, spring semester

Block 2.3A 3 weeks Block 2.3 B 5 weeks -Seminar: medical topics -Summary of Blocks 2.1 and 2.2 -Development deficiencies -Physical disability -Mental disability, autism -Mental diseases -Life problems, social problems	Block 2.4 11 weeks Milieu therapy: -Proficiency and behaviour training -Training -Exercise -Network methods -Work model for social educators -Rehabilitation -Guidance -Therapy -Communication -Interaction -Conflict solving -Conflict mastering	Examination 2 2 weeks

3rd year of study, autumn semester

Block 3.1 3 weeks Joint Block C -Theory of science -Research methods	Block 3.2 6 weeks -Organisational theory -Politics and administration -Quality work -User participation	Block 3.3 7 weeks -Casework -Administration -Legal framework	Work placement 3 Seminar 2 weeks -User participation -Self-help groups -Administration and milieu therapy

3rd year of study, spring semester

Block 3.4 Work placement 3 10 weeks -Milieu therapy -Training, coping, rehabilitation and improvement of life situation	Seminar 1 week Summing up Start of in-depth assignment	Block 3.5 Work placement 4 8 weeks In-depth assignment / project	Self study 2 weeks	Final examination 1 week

-Individual work versus framework conditions -Administration and casework				

2.6 Distribution of teaching blocks in the 4-year degree programme in social educator training

Østfold University College, Faculty of Health and Social Studies

1st year of study, autumn semester

Introduction	Block 1.1 From student to professional -Learning, study strategies, work methods -Health and social work -Cooperation -Interdisciplinary cooperation	Block 1.2 -The professional field -The social educator -Care -Knowledge and competence	Block 1.3 Society and the individual I	Block 1.4 Society and the individual II

1st year of study, spring semester

Block 1.4 continues Society and the individual II	Block 1.5 Ethics	Block 1.6 Society and the individual II -Social policy and law -Political/admin. systems and legislation -Relevant laws	Block 1.7 Milieu therapy

2nd year of study, autumn semester

Block 1.7 A Milieu therapy -The social educator as milieu therapist -Knowledge and competence related to milieu therapy -Models and methods	Block 1.8 Work placement 1 The social educator as milieu therapist Focus is on: -General milieu therapy -Welfare work	Examination 1 week

2nd year of study, spring semester

Block 2.1 -The concept of health -Anatomy and physiology -Pathology -Medicines -Nursing the sick -Nursing and care in different phases of life	Block 2.2 Work placement 2 The social educator as health worker Milieu therapy focusing on: -Care -Nursing -Medical measures

3rd year of study, autumn semester

Block 2.3A and Block 2.3B -Seminar: Medical topics -Summary -Development deficiencies -Physical disability -Mental disability, autism -Mental diseases -Life problems, social problems	Block 2.4 Milieu therapy -Proficiency and behaviour training -Training -Exercise -Network methods -The work model of social educators -Qualifying the client -Rehabilitation

3rd year of study, spring semester

Block 2.4 continues -Guidance -Communication -Interaction -Conflict solving and conflict mastering	Examination 2 weeks	Block 3.1 -Theory of science -Research methods

4th year of study, autumn semester

Block 3.2 -Organisation theory -Politics and administration -Quality work -Client participation	Block 3.3 -Casework -Administration -Legal framework	Work placement 3 Seminar -Client participation -Self-help groups -Administration and milieu therapy -Preparing for work placement

4th year of study, spring semester

Block 3.4 Work placement 3 10 weeks -Milieu therapy -Training, qualifying the client, rehabilitating the client, improving clients' life situation	Seminar 1 week -Summary -Start of in-depth assignment	Block 3.5 Work placement 4 In-depth assignment / project	Self study 2 weeks	Examination 1 week

-Individual work and framework conditions -Administration and casework				

2.7 The main structure of the social educator training programme

The overview above shows the main structure of the social educator training programme as it is organised at the Faculty of Health and Social Studies, Østfold University College. The next pages give a description of the individual teaching blocks.

For each block, the following is described:

- Objectives
- Content
- Subjects of each block

More information and further descriptions are found in the Block Books, which also contain schedules, lecturers and supervisors, required reading and supplementary reading, and other information related to each of the blocks.

If changes are made in the student handbook in the course of the academic year, these changes are noted in the individual block books.

2.8 Joint blocks

There are three Joint Blocks in the curriculum: two in the first year of study, namely Joint Blocks A and B, and one in the third year of study, Joint Block C. The contents of these blocks are designed to comply with Chapter 5 in the General Plan and Regulations for 3-year social educator training.

The purpose of Chapter 5 is to make health and social work study programmes reflect the priorities laid down in current health policy documents, such as the need for cooperation and a holistic perspective. One way of achieving this goal is to coordinate parts of the programmes in order to further cooperation between different professions as early as in the educational stage. Students will be used to the fact that there are requirements – and room – for teamwork and interdisciplinary cooperation and interaction.

3 Description of the individual teaching blocks

3.1 First-year teaching blocks

Introduction to the study programme 2 weeks

Objectives
Students will

- become familiar with the university college and the faculty, the curriculum, other students, and the instructors at the programme for social educator training;
- acquire knowledge about the profession;
- acquire knowledge about ideologies of care related to working with the disabled.

Content

- History and development of social educator training
- The role and competence of the social educator
- Working with the disabled – now and then
- Normalisation, integration, stigmatisation

Block 1.1 Joint Block A 4 weeks From student to professional

The following themes are dealt with:

- The role of student; the relationship between learning, work habits, study strategies and study behaviour. Expectations and demands.
- Skills and ability to cooperate in teams
- Interdisciplinary challenges in health and social work
- Communication and development of good relations as a common denominator in health and social work

Objectives
Students will

- understand which factors promote learning and which factors impede learning;
- be aware of their own study methods, learning strategies and study behaviour;
- be introduced to requirements for written assignments, and to writing as an important strategy for learning;
- develop skills in collaboration and group work;
- become familiar with the characteristics and common challenges of the different health and social work professions;
- understand the central role of communication and relations when working with and attempting to understand people;
- learn the importance of interdisciplinary work and how to handle conflicts.

Content

- The role of student
- Educational theory, cognitive psychology, group psychology
- Writing and learning
- Communication theories, and communication in professional health and social work
- Challenges in today's health and social sector
- Interdisciplinarity, conflicts and conflict management
- The library

Subjects of Block 1.1 (Joint Block A)

	Total ECTS credit allocation for the mentioned subjects	**ECTS credit allocation for Block 1.1: Joint Block A**
2B General Plan, Ch 5: Communication, interaction and conflict management	6	3
3A General development and social psychology	15	1.5
4A General education and special education	12	1.5
Total for Block 1.1		6

Block 1.2 3 weeks The profession of social educator

Objectives
Students will

- acquire knowledge about various care ideologies related to working with the disabled; continued from the Introduction week;
- become acquainted with concepts that are fundamental for understanding and assessing professional work.

Content

- Disabilities and aberrations
- Empowerment and client participation
- Rehabilitation and milieu therapy
- The work model of the social educator

Subjects of Block 1.2

	Total ECTS credit allocation for the mentioned subjects	**ECTS credit allocation for Block 1.2**
4A Development, ideologies and professional role	15	3
4C Welfare work	12	1.5
Total for Block 1.2		4.5

Block 1.3 4 weeks Society and the individual I

Objectives
Students will

- acquire insight into the main themes and disciplines of educational theory and psychology;
- understand the role of psychology and education as the knowledge basis for social educator practice.

Content

- Different psychological perspectives
- Central themes such as perception, social perception, cognition, motivation, emotions, needs and personality
- Theories of and perspectives on normal development
- Theories of and perspectives on learning and learning environments
- Social and group psychology
- Different educational schools and disciplines:
    - Didactics and didactical models
    - Social education and special education
    - History of educational ideas & fundamental values in education
- The relationship between instruction and supervision
- Theory of socialisation: the relationship between socialisation and upbringing

Subjects of Block 1.3

	Total ECTS credit allocation for the mentioned subjects	ECTS credit allocation for Block 1.3
2A General, development and social psychology	12	6
2B General education and social education	12	1.5
Total for Block 1.3		7.5

Block 1.4 4 weeks Society and the individual II

Objectives

Student will

- acquire knowledge about central themes and fundamentals of sociology and social anthropology;
- be able to explain basic concepts and theories within the main branches of sociology and social anthropology;
- understand the role of sociology and social anthropology as academic perspective and knowledge foundation for social educator work;
- develop an understanding of the main perspectives and approaches of the disciplines for later application in milieu therapy.

Content

- Central concepts and topics from social sciences (micro and macro levels)
- The family as social and cultural institution
- Current sociological perspectives or approaches
    - The norm and role perspective
    - The choice and exchange perspective
    - The conflict perspective
- Power, powerlessness and counter power
- Conflict
- Current social anthropological perspectives
    - What is culture?
    - Similarities and differences between people

    - Cultural relativism and ethnocentrism
    - Globalisation of culture
    - Migration
- Various differentiation processes
    - Ethnicity
    - Gender
    - Age
    - Caste
    - Class
- Health and illness
    - Disease
    - Illness

Subjects of Block 1.4

	Total ECTS credit allocation for the mentioned subjects	ECTS credit allocation for Block 1.4
1B Sociology and social anthropology	12	6
Total for Block 1.4		6

Block 1.5 Joint Block B 3 weeks Ethics

Objectives

Students will

- learn concepts and theories that will support ethical reflection;
- learn to see the ethical aspect of social policy and health and social work;
- train systematic reflection on how to deal with situations where it is not evident what would be a moral way of acting;
- understand and apply the concepts of paternalism, autonomy, care, empathy and altruism;
- understand the ethical rationale behind the UN human rights system;
- gain insight into the concept of value of human life.

Content

- Introduction to ethics and ethical theory
- What is moral philosophy?
- Ethical argumentation
- Main schools of ethics
- Ethical dilemmas
- Themes within ethics that are particularly relevant for health and social workers
- The theory of fairness
- The value of human life
- Paternalism and autonomy
- Care, empathy and altruism
- Human rights
- Human rights as moral idea and programme

Subjects of Block 1.5

	Total ECTS credit allocation for the mentioned subjects	ECTS credit allocation for Block 1.5
Content from Ch 5 of the General Plan	9	4.5
Total for Block 1.5		4.5

Block 1.6 4 weeks Social policy and law & Society and the individual III

Objectives
Students will

- acquire knowledge about our political-administrative system;
- acquire knowledge about our welfare system;
- acquire knowledge about legal methods and general administrative principles;
- become familiar with relevant laws.

Content

- Our political-administrative system
  - Structure and mode of operation of the political system
  - The relationship between politics and administration
- Our welfare society
  - Historical development: from social benefit state to welfare state
  - Various socio-political theories and models
  - Development from welfare state to welfare municipality and welfare community
  - Which arenas or sectors should produce which types of welfare?
  - Historical overview of the development until today's care ideology
  - What is the relationship between official ideals and the realities?
- Source of law factors
- Legal methods
- Administrative law
- Overview of central laws governing the arena of the health and social worker

Subjects of Block 1.6

	Total ECTS credit allocation for the mentioned subjects	ECTS credit allocation for Block 1.6
1A Political science, health and social policy	12	4.5
1C Law	12	3
Total for Block 1.6		7.5

Block 1.7 7 weeks Milieu therapy

Objectives
Students will

- acquire knowledge about main theories and methods in milieu therapy;

- gain knowledge and skills in observing, mapping and analysing clients' needs, level of mastering and possibility for development;
- be familiar with various disabilities and aberrations;
- experience their own resources through practical assistance and activities.

Content

- Theory of science: qualitative and quantitative methods
- Work model for social educator work
- Reflection related to action
- Various approaches: main focus on ecological, behaviour analytical and psychodynamic approaches
- Disabilities and aberrations
- Applying various mapping methods and tools
- Organising measures that enhance well-being
- Proficiency training within practical assistance

Subjects of Block 1.7

	Total ECTS credit allocation for the mentioned subjects	ECTS credit allocation for Block 1.7
2B General education and social education	12	3
3C Mental health work	9	1.5
4B Proficiency and behaviour training	18	3
4C Welfare work	12	3
Total for Block 1.7	51	10.5

Block 1.8 8 weeks Work placement 1: The social educator as milieu therapist

2nd semester

Students will focus on the following aspects of practical training:

- The primary tasks, objectives and frameworks of the work placement institution
- The clients and their perceptions, wishes and needs
- Students' own experiences with the encounter with the work placement institution
- Observation, mapping, registering and documentation
- Ethical dilemmas

Students are expected to be active participants in the various work tasks of the placement institution.

Objectives

Students make their own objectives dependent on the work placement institution. All focus areas of this placement period should be integrated into the placement contract; that is, they will constitute a point of departure for concrete work and learning objectives. The extent of the placement contract must be proportional to the length of the placement period.

Subjects of Block 1.8

	Total ECTS credit allocation for the mentioned subjects	ECTS credit allocation for Block 1.8
1B Sociology and social anthropology	12	1.5
2A General, development and social psychology	12	1.5
3C Mental health work	9	0.75
4B Proficiency and behaviour training	18	2.25
4C Welfare work	12	3.75
4D Working with groups, organisations and networks	9	0.75
4E Communication, interaction and conflict management	15	1.5
Total for Block 1.8		12

Mandatory assignments
Students must submit a report of 2-3 pages with a description of the work placement and the students' active participation. The report should mention tasks and scope, methods of work and relations to the clients. The report is the basis of Examination 1 and should end by suggesting the focus of further work and the questions the student plans to approach in the next stage.

Examination 1 Basic theory

Examination 1 is an individual home exam of one week in the second semester. It lasts from Monday 9 am to Friday at 3 pm. The basis of the exam is the first-year teaching blocks and self-chosen course reading.

3.2 Second-year teaching blocks

Blocks 2.1 and 2.3A 13 weeks Health, illness, care

Objectives
Students will

- learn which factors promote health and welfare;
- gain insight into the composition, development and function of the human body throughout a life span;
- become familiar with the most common diseases and disabilities that the social educator will encounter;
- gain general knowledge of principles of hygiene, including pathogen microbes;
- gain knowledge of medicines and their effects and side effects;
- be familiar with regulations pertaining to handling medicines;
- be able to provide nursing and care to clients who are unable to do this themselves;

- learn how to observe the general condition of their clients and changes in the condition, as well as the clients' objective and subjective resources, symptoms and need of assistance;
- gain insight into special problems due to old age;
- be able to provide first-aid in acute or life-threatening situations.

Content

- The concept of health
  - Health, illness and quality of life from a holistic human perspective
- The role and competence of the social educator as a health worker
  - The relationship between milieu therapy, health work and care/nursing
- The structure and function of the body
  - The body as a phenomenon
  - Anatomy
  - Physiology
- Pathology
  - Causes, general
  - Causes and symptoms of the most common diseases in the organs
- Disability
  - Various definitions, criteria for classification, occurrence, causes of aberrations, and treatment
  - Neurological aberrations and injuries with a focus on epilepsy and cerebral paresis
  - Multi-function disability
  - Mental disability
- Principles of hygiene, and pathogen microbes
  - Dissemination of disease
  - The chain of infection
- Medicines
  - General pharmacology
  - Basic pharmacology
  - Special pharmacology, various diseases
  - Medication estimate
  - Medication administration
- The concept of care
  - How to "care" and take on responsibility for other people's illness and health?
  - Preventive work and health promotion
- Observation
  - The total life situation with a focus on changes in the normal functions of the body
- Nursing
  - Nursing and care in various phases of life, focusing on skills
  - Nursing people who are terminally ill
- Gerontology and age dementia
  - Life conditions and senior policy
  - Illness and ill-health with a focus on age dementia
- First-aid
  - Assessing the necessity for quick action
  - Life saving first-aid

- Sexuality
- Nutrition
- Internet search in relevant databases

Subjects of Block 2.1 and Block 2.3A

		Total ECTS credit allocation for the mentioned subjects	ECTS credit allocation for Blocks 2.1 and 2.3B
1C	Law: the legal system, legal methods and administrative law	12	1
2B	General education and social education	12	3
3A	Medicine and natural science	21	8
3B	Nursing and care	15	4.5
4A	Development of the profession, ideologies, ethics and professional role	15	1.5
	Total for Blocks 2.1 and 2.3B		18

Block 2.2 8 weeks Work placement 2: The social educator as health worker

Third semester

Focus of the placement period is on

- qualification and rehabilitation;
- daily care;
- identifying needs of care and assistance;
- administering medicines;
- preventive measures against illness and injury;
- mastering and well-being;
- interdisciplinary cooperation.

Students are expected to participate actively in work tasks at the work placement institution.

Subjects of Block 2.2

		Total ECTS credit allocation for the mentioned subjects	ECTS credit allocation for Block 2.2
1C	Law: the legal system, legal methods and the administrative system	12	0.5
3A	Medical and natural science topics	21	7
3B	Nursing and care	15	3
4B	Proficiency and behaviour learning	18	0.5
4C	Welfare work	12	1
	Total for Block 2.2		12 ECTS credits

Mandatory assignment
Students submit a written assignment after completed work placement.

Block 2.3B 5 weeks Mental and physical health work

Objectives
Students will gain knowledge and understanding of the following:

- Development disabilities
- Physical disabilities
- Mental diseases and their effect on somatic health
- Life problems, social problems

Content

- Various definitions, criteria for classification, occurrence, causes of development aberrations, and treatment
  - Various development aberrations
  - Mental disability and autism
- Neurological development aberrations and injuries: causes and treatment
  - Epilepsy
  - Cerebral paresis
- Mental diseases
  - Classification
  - Diagnoses
  - Various approaches
- Theory of grief and crisis
  - Understanding and treating crises
  - Life burdens
- Family therapy
  - Various approaches to the family and its tasks

Subjects of Block 2.3B

		Total ECTS credit allocation for the mentioned subjects	ECTS credit allocation in Block 2.3B
3A	Medical and natural science topics	21	3
3C	Mental health work	9	6
4C	Welfare work	12	0.5
	Total for Block 2.3B		9.5 ECTS credits

Block 2.4 11 weeks Rehabilitation, milieu therapy and communication

Objectives
Students will

- learn to observe and map in order to analyse the level of mastering and possibilities for development;
- acquire knowledge about documentation methods;
- acquire knowledge about setting objectives;

- be able to design individual plans;
- be able to plan and implement measures to stimulate activities, learning and the development of skills;
- be acquainted with methods for changing behaviour;
- be acquainted with methods used to assess the situation of clients with a problematic behaviour;
- be acquainted with the rules for use of force;
- acquire knowledge about ecological conditions that may have an effect on local measures;
- be familiar with communication theory;
- be familiar with means of communication and non-verbal forms of communication;
- develop skills in practical interaction, guidance and conflict solving;
- gain insight into the relationship between the qualifications of the clients and their own role and tasks;
- gain insight into their own capabilities for communication and interaction.

Content

- Functional explanations, intentional explanations, and ethics
- Behaviour without learning, behaviour without words and behaviour with words
- Cognition and behaviour
- Biology and behaviour
- Social systems and behaviour
- Research methods and behaviour
- Rehabilitation and ecological change
- Communication, guidance and interaction
- Guidance, instruction, information, change
- Conversation techniques
- Alternative forms of communication and communication tools

Subjects of Block 2.4

		Total ECTS credit allocation for the mentioned subjects	ECTS credit allocation for Block 2.4
1C	Law: the legal system, legal methods and administrative law	12	3
2A	General, development and social psychology	12	3.75
2B	Law: the legal system, legal methods and administrative law	12	0.75
3A	Medicine and natural science	21	1.5
4A	Development of the profession, ideologies, ethics, professional role	15	1.5
4B	Proficiency and behaviour training	18	5
4E	Communication, interaction and conflict management	15	4.5
	Total for Block 2.4		20 ECTS credits

Examination 2 Disability and milieu therapy

Examination 2 is taken in the fourth semester and includes an oral group presentation followed by an individual home exam. The examination period is two weeks and lasts from Monday 9 am the first week to Friday 3 pm the second week. The teaching blocks in the second year of study and the self-chosen course reading form the basis of the exam. (The list of course reading must be approved no later than 3 weeks before the examination.)

The oral part counts 40% and the written part 60% of the final result. The grading scale of A-F is used. The oral part must receive an E or higher to give access to the written part of the exam. Students are given individual marks also in the oral part of the examination, and the final mark is a combination of the oral and written parts.

The oral presentation is based on an exam paper, a case, handed out on the first day. Students are expected to be able to identify problems, give reasons for their assumptions, identify information needed to be able to solve the problem, suggest measures, and answer questions from the examiners. It is important that each student participates actively.

When the oral exam is finished, students are given additional information, on the basis of which they write an individual paper where solutions are proposed and argued.

Block 3.1 Joint Block C 3 weeks Theory of science and research methods

Objectives
Students will

- acquire knowledge about scientific method to be able to read research reports and utilise research results in their professional life;
- learn to justify professionally what they do vis-à-vis clients, other practitioners, and employers;
- prepare for project work, both implementing it and documenting it.

Content
A health and social work and research based perspective on the following aspects:

- What kind of life do clients have?
- What happens with the clients when health and social workers intervene?
- How can technology help people?

Subjects of Block 3.1 (Joint Block C)

		Total ECTS credit allocation for the mentioned subjects	ECTS credit allocation for Block 3.1
1D	Theory of science and research methods	6	4.5
	Total for Block 3.1		4.5 ECTS credits

Block 3.2 6 weeks Organisation of the health and social sector

Objectives
Students will acquire knowledge about

- Local politics and administration
- Professional roles, client participation and cooperation
- Understanding and changing the organisation
- Working with local communities and neighbourhoods

Content
Professional roles

- The professions: conflict or cooperation?
- Bureaucrats versus clients
- Equal treatment and the multicultural community
- The relationship between politics and administration on the one hand and the professional on the other
- The practitioner as helper and controller

Organisation

- Local and central government organisation of welfare services: now and future trends
- Organisational theory and psychology. Important organisational variables and framework for professional work
- Dilemmas for the practitioner, e.g. related to professional ideology and other ideologies. What framework gives the strongest regulations: resources, knowledge, or the agenda of the media? Power and powerlessness – loyalty to whom?
- Organisational culture
- Motivation and work environment
- Community work and preventive work
- Client assessment

Subjects of Block 3.2

		Total ECTS credit allocation for the mentioned subjects	ECTS credit allocation for Block 3.2
1B	Sociology and social anthropology	12	3
1A	Political science, health and social policy	12	5.25
4D	Working with groups, organisations and networks	9	2.25
	Total for Block 3.2		10.5 ECTS credits

Block 3.3 7 weeks Legal frameworks, administrative law and casework in the health and social sector

Objectives
Students will acquire knowledge about

- Legal frameworks for municipal services
- Organisation and quality assurance of the services
- Casework in the health and social sector

- Ethical and professional dilemmas for the administrative function

Content

- Legal methods and legal source theory
- The Local Government Act, the Public Administration Act, the Freedom of Information Act, the Health Care Workers Act, the Patient Rights Act, the Municipal Health Services Act, the Social Services Act, the Guardianship Act
- Models for organising services, and consequences of services
- Quality assurance of services: theory and practice
- Planning, decision models and forms of casework
- Practical application of law and casework leading to individual decisions
- Casework related to the use of force
- The social educator as a bureaucrat and a professional: consequences for clients

Subjects of Block 3.3

		Total ECTS credit allocation for the mentioned subjects	ECTS credit allocation for Block 3.3
1C	Law: the legal system, legal methods and administrative law	12	4.5
4D	Working with groups, organisations and networks	9	3
4E	Communication, interaction and conflict management	15	4.5
	Total for Block 3.3		12 ECTS credits

Seminar for Work Placement 3

Content

- Client participation
- Self-help groups
- Administration and milieu therapy
- Preparing for work placement
- Starting in-depth assignment / essay
- Research methods
- Searching information in the library

Subjects

		Total ECTS credit allocation for the mentioned subjects	ECTS credit allocation for the seminar
4D	Working with groups, organisations and networksk	9	3
	Total for the seminar		3 ECTS credits

Block 3.4 10 weeks Work Placement 3: Milieu therapy

This work placement period is in the 6th semester.

Students focus on

- Milieu therapy
- Training, coping and rehabilitation, improvement of clients' life situation
- The relationship between individual milieu therapy and framework factors
- Administration and casework
- Interdisciplinary and cross-departmental cooperation
- Ethical dilemmas

Objectives
Students are expected

- Formulate their own objectives related to the individual placement institution
- Ensure that all focus areas are present in the placement contract; i.e. they should form the basis of concrete work and learning objectives
- Work actively and independently with the various tasks set down in their objectives
- Implement a measure (measure is to be understood in a wide sense)
- Work according to the social educator work model

Mandatory assignment
Students submit a paper / an essay of up to 5,250 words on the last day of the placement. The topic and problem definition should be within the scope of Work Placement 3. The concept "measures" is to be interpreted in a wide sense and may include everything from training for a special purpose to work performed within framework conditions such as networks or organisation.

Individual milieu therapy and organisational framework conditions should be seen as related and should be treated as such in the paper. The work model of the social educator should also be dealt with in the paper.

Subjects of Block 3.4 (including the seminar)

		Total ECTS credit allocation for the mentioned subjects	ECTS credit allocation in Block 3.4
3B	Nursing and care	15	6.75
4B	Proficiency and behaviour learning	18	7.5
4C	Welfare work	2	2.25
4E	Communication, interaction and conflict management	15	1.5
	Total for Block 3.4		18 ECTS credits

Requirements for access to Work Placement 3
Examination 2 must be successfully completed.

Post-placement seminar 1 week

Content

- Preparing for Work Placement 4 and the exam project
- Summing up and assessing the study

Block 3.5 8 weeks Work Placement 4: Exam project

This block is used for writing the in-depth exam project. Students have free disposal of their time with no scheduled tuition. Preparations start early in the 5th semester by composing groups. Each group consists of three students and proposals for group composition must be submitted by 1 November. The Faculty has the right to change group composition or make new groups if students cannot agree of if groups have fewer or more than three students. During the seminar before Work Placement 3, the groups must submit their proposed topic for the project to the instructor responsible for placement.

Working with the project takes place in the 6th semester, and students are present at the placement institution whenever this is needed for the project. During the project period the groups are entitled to five hours of supervision from the faculty supervisor. The project must be related to problems encountered during placement; thus, theory projects will not be approved. The paper should not exceed 10,500 words.

Subjects of Block 3.5

		Total ECTS credit allocation for the mentioned subjects	ECTS credit allocation for Block 3.5
1A	Political science, health and social policy	12	2.25
1D	Theory of science and research methods	6	1.5
2A	General, development and social psychology	12	0.75
2B	General education and social education	12	0.75
3B	Nursing and care	15	0.75
3C	Mental health work	9	0.75
4B	Proficiency and behaviour training	18	2.25
4E	Communication, interaction and conflict management	15	3
	Total for Block 3.5		12 ECTS credits

Examination, Block 3.5

The examination of the project – *Examination 3* – is arranged in the sixth semester and concludes Block 3.5. The examination includes a written part and an oral presentation, and is arranged with groups of three students. The topic for the exam project is approved by the Faculty by a set deadline in the fifth semester (see above). In addition to the project paper, a self-chosen list of course reading is presented to the Faculty for approval, at least three weeks before the examination is arranged.

Both parts of the examination are assessed using the A-F scale. For access to the oral part, the written project paper must be awarded an E or higher. If an F is given, the group is given the chance to revise the paper and submit it for examination in the next semester.

The oral group-presentation is not given a separate mark, but if the performance is not assessed as a pass, a new oral presentation must be given in the next semester.

Elements assessed at the oral presentation are form, content, student activity and students' roles, as well as questions from the examiners.

The final mark of the exam project is a result of the written paper and adjustments to the mark as a result of the oral presentation. Both the final mark and the title of the project are registered on the degree diploma.