CURRICULUM

3-YEAR DEGREE PROGRAMME IN SOCIAL WORK

Østfold University College

ØSTFOLD UNIVERSITY COLLEGE, Faculty of Health and Social Studies

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Approved by the Faculty Board 7 May 2002 and

6 June 2003

1 Social work education – bachelor's degree programme

The curriculum for social work education at the Faculty of Health and Social Studies, Østfold University College, is based on the national curriculum, called the General Plan and Regulations, regulating all 3-year degree programmes for social studies. The general plan was laid down by the then Ministry of Education, Research and Church Affairs on 28 January 1999. The general plan gives a historical outline of the development of social work education in Norway and the development of social work as a profession. This development forms the background of the values, modules and goals that are the guidelines for the education of social workers. The national plan (there is an abbreviated version in English) is issued by Network Norway.

1.1 The competence of the social worker: Profession, subjects, tasks

The social work education is a generalist type of training of social workers. Social workers work in different fields and with different target groups, mainly with people and groups in a deprived or marginalised situation. The social worker will experience social problems of a personal or relational nature, or problems having to do with available resources.

The term social work denotes both the activities of the social worker and the specific professional education to which the work is anchored.

Social work has changed over the last fifty years, both as a profession and in practice. In the 1950s and '60s social work was characterised by *harmony thinking*. Both the education and the practice were characterised by treatment with the aim of improving the social function and personal development of individuals. In the 1970s the focus was more on *clientification*, i.e. how society creates clients. Focus was placed on reforms and social change. *Community work* and *social group work* were given more importance in the curriculum. In the 1970s and '80s the education has been formed by the fact that an increasing number of social workers are employed in offices in the public welfare sector; consequently, *administrative competence* has become more important.

All of the mentioned aspects of social work are today the basis of professional competence in the field. However, the relationship between administration, social change and treatment tends to be a recurring topic for discussion in the curricula.

Welfare institutions, organisations, and the national and local communities are also central target groups for social workers. The most important employer for social workers today is the local social welfare and health sector, which employs more than fifty per cent of the social workers. Other employers are regional institutions and organisations, the labour market sector, social security offices, the probation sector and the educational sector – and additionally a spectre of tasks and professional challenges within a number of other fields in the private and public sectors.

On the mentioned arenas social workers give assistance to and cooperate with people of different social and cultural backgrounds and in different life phases. Thus, social workers must be able to relate to individuals and groups with very different forms and degrees of social problems.

1.2 The purpose of social work education

Social studies aim at giving basic qualifications in social work – thus ensuring that the students will be able to master the tasks and challenges they will be faced with in practical social work. Professional social work is based on the following competencies:

Relational competence: Social work takes place in direct contact between social worker and client, which requires an ability to establish constructive relationships to clients and between clients, no matter whether the clients are local communities, groups, families or individuals. The social worker must also be able to maintain these relationships throughout the whole process – also in the case of conflicts. To master this, social workers need sound knowledge and good communication skills as well as an understanding of their own and other people's emotional and cognitive qualifications and limitations. Willingness to improve their capabilities for communication, interaction and empathy is, therefore, extremely important.

The ability to change social conditions: Social work also means giving assistance so that individuals and groups may become empowered and aware of various forms of oppression, of

material, political, cultural or psychological nature. Social workers should contribute to making clients more aware of conditions that may create problems, thus helping them deal with problems in creative and alternative ways and – if possible - change the conditions. Consequently, social workers should focus both on environmental resources and individual resources. They should also investigate possibilities for change in their own services and organisation, in the environments and with the client. The will and ability to change is a result of the ability to analyse social problems, based on knowledge acquired through studies and experience. The ability to deal with change also means being able to adjust, and to master skills and work methods that are relevant to the situation. To be able to give assistance in individual situations the social worker must understand how social mechanisms contribute to create social problems. Such an understanding requires knowledge about public and private relief benefits and institutional facilities: social, health related, cultural and organisational. The courage and ability to work towards improving conditions, when necessary, is also an important part of the ability to deal with change.

Administrative competence: Social workers are expected to give personal assistance to clients in the form of advice and guidance, various types of aid, and financial and material benefit. This requires sound practical competence and good sense as far as casework is concerned. Some administrative tasks are related to law, such as the act pertaining to social service and the child welfare act. Social workers are to ensure the clients' right to be heard and participate, and respect their right of co-determination. Social workers should further act as spokesmen for the clients and their interests, and attend to the clients' legal rights. High administrative competence is therefore a necessary requirement, and to this end social workers need sound knowledge and understanding of the legal and formal backgrounds of casework. Administrative competence also includes the ability to inform, and to present and justify the decisions made; thus, sound written presentation and documentation is paramount. In certain cases the law allows intervention without the client's consent or against the client's will, which requires a high degree of administrative and in particular ethical competence; i.e. a capability for ethical reflection and for making choices in situations characterised by conflict and antagonism.

1.3 Main objectives of social studies

The social work education aims to facilitate learning and development with the aim of becoming client-oriented and reflected professionals, well qualified for social work. The education should therefore ensure that students develop an adequate level of knowledge and skills to:

- understand how social conditions may create and maintain social problems;
- show understanding of human needs and behaviour;
- be able to encounter clients with respect and empathy;
- disseminate fundamental values such as equality, solidarity and cooperation as prerequisites for practical social work;
- do casework that takes care of the clients' needs and rights in accordance with administrative principles and relevant laws, in such a way that it makes visible and promotes the clients' rights and interests;
- be able to utilise their knowledge of the welfare system in their efforts, in cooperation with other professionals, to reduce social problems and improve clients' living conditions and quality of life;
- be able to evaluate main objectives and measures of welfare policies and contribute with their knowledge vis-à-vis the welfare system and political authorities;
- be able to use different work methods in their profession, especially methods that mobilise the clients' own resources and active participation, both as individuals, families, and groups or social networks;
- carry out their work in contexts characterised by cross-pressure and conflict of interests and be able to handle such conflicts with a focus on the clients' interests, and have a feeling of solidarity with people who are deprived or marginalised;
- be able to work with people who have different perceptions of reality and people in multi-cultural contexts;
- collaborate cross-professionally and be knowledgeable about other forms of professional competence;
- be able to document, evaluate and quality develop their own work and profession;
- understand the importance of personal and professional development, participate in development work, and use new work methods that have been developed on the basis of research as well as experiential knowledge.

1.4 Educational philosophy and values - The study model

The social work educational programme at Østfold University College builds on the fundamental values of respect, solidarity and cooperation. The educational model offers a learning environment that:

- furthers academic effort and enthusiasm, motivation, cooperation and personal development;
- presupposes mutual responsibility for tuition and learning in interaction between students and teachers, aiming to develop the students' ability to take responsibility for their own learning as a basis for lifelong learning and professional development;
- furthers students' capability for critical reflection about subjects, ethics, society, their own choice of profession, and their professional role;
- applies forms of work and cooperation that challenge students' values, attitudes, emotions and creativity;
- helps students develop methodical, critical and goal-oriented competence in collating, evaluating, structuring and presenting information – a central element in their future profession;
- has an ongoing dialogue with practice institutions, clients' organisations, research, and other educational programmes and professions.

The social work programme applies problem-based learning as its organisational principle both for the study organisation and for tuition and work methods. The university college believes this to be a good way of realising the aims set down in the items above.

The following learning and teaching situations make up the core of the problem-based study model:

Study work in tutorials or basis groups, with or without facilitation

- Tutorials (with facilitator) are mandatory.
- Study work in tutorials usually takes various types of problem-based issues as a starting point.

- The basis group is expected to set up a group agreement that regulates duties, rights and responsibilities, also concerning studies outside the tutorials.
- Tutorials are given for one to one and a half hours per week on average.
- Facilitation exceeding the weekly tutorials must be specially arranged with the facilitator.
- Work taking place in the basis group without facilitation is organised by the group itself.

Tuition in seminar groups

- The seminar group has 25-35 participants and is made up of four to five basis groups.
- A key principle for the seminars is discussion and dialogue, requiring the students to be prepared and active and contribute in class, both individually and in groups.
- Seminars have mandatory attendance.
- An average of three to six seminar hours are given per week.

Lectures

- Lectures are normally given in large groups of 60 to 110 participants. A significant number of lectures in the social work programme are joint lectures with the child welfare education and social education programmes.
- Lectures do not have mandatory attendance.
- An average of seven lecture hours are given per week.

Proficiency training (in basis and seminar groups)

In these classes students practice and train skills that are central to the profession.

- Proficiency training classes have mandatory attendance.
- The extent of the training will vary from one study block to another.

Work placement

- See separate section.

Individual studies

- In the theoretical part of the study programme 14 to 15 hours per week are scheduled for taught courses.

- The study model presupposes full-time students, who are supposed to work averagely 40 hours per week.
- Thus, individual studies will make up approximately 25 hours per week, including the following activities:
    - Compulsory assignments, individual and in groups.
    - Colloquies, i.e. student-organised group work.
    - Self-study.
- Students are expected to improve their study and learning strategies through individual work, thus learning to be responsible for their own learning. Individual and group tutorials and individual study interviews will support the students' learning process.

1.5 Content and organisation

The degree programme has a credit allocation of 180 ECTS credits. The extent and distribution of the individual main and minor modules is outlined below, taken from the general plan. The social work curriculum at Østfold University College in organised in teaching or study blocks with a thematic and cross-disciplinary structure. All subjects are covered by the blocks, as shown below.

Two teaching blocks in the first year of study and one in the third year of study are taught jointly with the other four degree programmes offered by the Faculty of Health and Social Studies: child welfare studies, biomedical engineering, nursing and social education studies. The study blocks are organised according to the national curriculum, or general plan, and comprise 15 of the 30 ECTS credits of general modules described in the plan.

Main and partial modules in the social work education programme (a total of 180 ECTS credits)

1 Social sciences	**54 ECTS credits**
1A Public administration and politics on national and local levels	
*15 credits are described in the general part of the national curriculum	15 ECTS credits
1B Social welfare policy and economics	12 ECTS credits
1C Sociology and social anthropology	
**12 credits are taught jointly with child welfare and social education	15 ECTS credits
1D Social medicine	6 ECTS credits

1E Theory of science and research method*	6 ECTS credits
2 Psychology	**18 ECTS credits**
2A General, development and social psychology	12 ECTS credits
2B Clinical psychology and mental health care	6 ECTS credits
3 Law	**18 ECTS credits**
3A The legal system, legal method and administrative law**	9 ECTS credits
3B Social law and other relevant areas of law	9 ECTS credits
4 Social work, basic elements	**39 ECTS credits**
4A Theoretical perspectives on social work	9 ECTS credits
4B Ethics and the professional role *9 credits are described in the general part of the national curriculum	12 ECTS credits
4C Communication, interaction and conflict management *6 credits are described in the general part of the national curriculum	18 ECTS credits
5 Social work, work methods	**51 ECTS credits**
5A Social work on group and community level "Working with groups, organisations and networks", **9 credits, taught jointly with child welfare and social education	24 ECTS credits
5B Social work, individuals and families	27 ECTS credits

Modules marked * are minor modules described in Chapter 5 in the general part of the national curriculum, i.e. joint content in all the health and social studies programmes.

Modules marked ** are taught jointly for the following programmes: child welfare, social worker and social education.

A common content of 30 ECTS credits described in the national curriculum (the general plan) is mandatory for the following degree programmes: child welfare, ergonomics, physiotherapy, radiography, social work, nursing and social education.

Main and partial modules in the joint content part, a total of 30 ECTS credits

1 Theory of science, research methods and ethics	**15 ECTS credits**
1A Theory of science and research methods	6 ECTS credits
1B Ethics	9 ECTS credits

2 Social sciences	**15 ECTS credits**
2A Public administration and politics, health and social welfare policy	9 ECTS credits
2B Communication, interaction and conflict management	6 ECTS credits

The joint content part represents a common minimum standard.

Work placement and proficiency training represents **42 ECTS credits**, of which 30 ECTS credits are allocated to working with clients. The work placement and proficiency training may be linked to each of the main modules.

1.6 Required reading for the 3-year degree programme in social work

The complete course reading for the 3-year programme comprises 10,000 pages distributed as follows:

- Required reading
  Related to theory blocks: 60 pages per ECTS credit (total:138) approx. 8300 pages
  Related to placement blocks: 12 pages per ECTS credit (total: 42) approx. 500 pages
- Reading of the student's own choice, related to theory blocks
  1st year: 200 pages
  2nd year: 200 pages
  3rd year: 400 pages
  Total: 800 pages
- Reading of the student's own choice, related to placement blocks
  1st year: 100 pages
  2nd year: 150 pages
  3rd year: 200 pages
  Total: 450 pages

- In-depth study, own choice / 3rd year project
  Total: approx. 10,500 pages

The student-selected course reading is evaluated by compulsory assignments based on the course reading. Further, a number of assignments will form a part of the basis for assessment at the three examinations in the assessment system of the social work education programme.

1.7 Credits, duration, tuition, course reading

Study points (ECTS credits) relate to three different aspects of the study:
Three ECTS credits equal two weeks of tuition.
Three ECTS credits equal 37.5 to 45 hours of total workload.
Three ECTS credits equal 175 to 200 pages of course reading.

Norwegian credits, called study points, are identical to ECTS credits (European Credit Transfer System). Thus one Norwegian study point equals one ECTS credit. Before the Quality Reform of Higher Education (see Report to the Storting No. 27) one Norwegian credit equalled three ECTS credits.

The study blocks in the social work programme are on the whole organised in accordance with the credit principles outlined above. Some study blocks may, however, be more work intensive than others and differ from the main principle for credit allocation. Some blocks may for instance require a workload corresponding to 13.5 ECTS credits over eight weeks, instead of the normal 12 credits.

1.8 Overview of the 3-year degree programme in social work

1st year, autumn semester

Introduction	Block 1.1	Block 1.2	Block 1.3	Block 1.4
	Joint block A: *From student to professional*	*The profession Social work The role of the social worker*	*Society and the individual I*	*Society and the individual II*
2 weeks	4 weeks	3 weeks	5 weeks	4 weeks

1st year, spring semester

Block 1.5	Block 1.6	Block 1.7	Block 1.8	Examination
Joint block B: *Ethics*	*Society and the individual III*	*Social work Methods and models*	Work placement 1: *Introduction to*	Examination no. 1

3 weeks	4 weeks	*Project* 5 weeks	*practical social work* 8 weeks	

2nd year, autumn semester

Block 2.1	Block 2.2
Social work, individuals and families *Working in multicultural environments and contexts* *Administrative competence and financial counselling* 8 weeks	Work placement 2: *Social work, individuals and families* 9 weeks

2nd year, spring semester

Block 2.3 A and Block 2.3 B	Block 2.4	Examination
Social work – perspectives on: *Mental health work* *Social medicine* *Functional and development disabilities* 8 weeks	*Social work on group and community level* *Social group work* *Social change* *Communication* *Counselling* *Conflict management* 11 weeks	Examination no. 2

3rd year, autumn semester

Block 3.1	Block 3.2	Block 3.3
Joint block C: *Theory of science* *Research methods* 3 weeks	*Law and casework* *Administrative competence* 6 weeks	*Organisational theory* *Local politics and administration* *The health and social sector* *The local community* 8 weeks

3rd year, spring semester

Introduction to work placement 3	Block 3.4	Block 3.5	
	Work placement 3:	Specialisation	Project seminar

	Social work	Project	Individual studies Examination no. 3
1 week	10 weeks	8 weeks	2 weeks

1.9 Description of the individual blocks in the first year of study

Introduction to the study programme 2 weeks

The two first weeks of the programme are aimed at making the students familiar with the university college and the faculty as well as with the study programmes and the organisation of the social work programme. An important aspect is the discussion of expectations: students' expectations regarding the study and the university college, and expectations and requirements encountered by social work students.

The introduction weeks belong to Block 1.2; see description of this block regarding objectives, content and reading.

Block 1.1 4 weeks From student to professional (Joint block A)

In this block the following topics are discussed:

- The student role - The relationship between learning, study habits, study strategies and study behaviour: expectations and demands concerning one's own role as a student, and expectations and demands from the side of the university college.
- Skills and capabilities for cooperation and teamwork.
- Interdisciplinary challenges in health and social work.
- Communication and development of good relations as a key concept in health and social work.

Objectives

Students are expected to

- understand what furthers and what inhibits learning;
- develop an awareness of their personal methods and strategies of work and of their own behaviour in relation to the studies;

- be introduced to requirements concerning written course work and understand the importance of course writing as an important learning strategy;
- develop collaboration and teamwork skills;
- be familiar with professional characteristics and common challenges in health and social work;
- understand the special role communication and relationships play, as a way to understanding, in all kinds of work with people;
- understand the importance of interdisciplinary work and how conflicts should be handled.

Content

- The student role.
- Educational theory – cognitive psychology – group psychology.
- Assignments – writing and learning.
- Theories of communication – and communication in professional health and social work.
- Challenges in today's professional work performance in the health and social sector.
- Interdisciplinary work – conflicts – conflict management.
- The services rendered by the university college library.

Modules in Block 1.1: Joint block A

	ECTS credits - The whole degree programme	ECTS credits - Block 1.1: Joint block A
2 B: Jointly taught: Communication, interaction and conflict management	6	3
2 A: General, development and social psychology	12	3
Total		6 ECTS credits

Block 1.2 4 weeks The profession of social worker

Objectives of the introduction weeks

Students will

- get acquainted with the university college and the faculty and with the students, the study and the organisation of the study;
- be familiar with their own expectations and with the demands placed on them by the university college concerning the organisation and requirements of the study;
- be introduced to the developments in the field of social work.

Objectives, Block 1.2

Through active work in Block 1.2 students will

- acquire knowledge of the field and the arenas on which social workers perform;
- be familiar with ethical principles as a basis for reflection on their own attitudes towards marginalised groups;
- understand how their behaviour, values and attitudes influence their work with people who are in a difficult social situation;
- acquire knowledge of different views on the development of social problems, e.g. created by society versus being a result of individual or family behaviour.

Content

- The history of the profession and the study.
- Various work methods in social work.
- Social policy regulations: how do they influence social work?
- Client participation.

Modules in Block 1.2 (including the introduction weeks)

	ECTS credits - The whole study programme	ECTS credits - Block 1.2
1 B Social welfare policy	12	1.5
4 A Theoretical perspectives on social work	9	1.5
4 B Ethics and the professional role	12	1.5
5 A Social work	24	1.5
Total		6 ECTS credits

Block 1.3 5 weeks Society and the individual I

Objectives

Through active work in Block 1.3 students will

- acquire knowledge of the themes and disciplines of psychology that relate to social work;
- understand the role and importance of psychology as a knowledge basis for social work and the work performance of social workers.

Content

- Different psychological perspectives.
- Theories of and perspectives on normal development and childhood.
- Central themes such as perception, social perception, cognition, motivation, emotions, needs and personality.
- Theories of and perspectives on learning and learning environments.
- Social psychology and group psychology.
- The role and importance of counselling for the development of one's own professional competence.
- Theory of socialisation: the relationship between socialisation and upbringing.

Modules in Block 1.3

	ECTS credits - The whole study programme	ECTS credits - Block 1.3
2 A General, development and social psychology	12	6
Total		7.5 ECTS credits

Block 1.4 4 weeks Society and the individual II

Objectives

Through active work in Block 1.4 students will

- acquire knowledge of central themes and basic concepts of sociology and social anthropology;
- understand the role of sociology and social anthropology as academic perspective and knowledge basis for social work;
- be aware of relationships between central challenges and problems in social work, and basic concepts in the disciplines of sociology and social anthropology;
- understand how various perspectives and approaches of the mentioned disciplines are useful in social work.

Content

- Central concepts and topics from social sciences.
- The family as a social and cultural institution.
- Socialisation – childhood – the role of the family.
- Relevant sociological perspectives and approaches:
    - The perspective of norm and role;
    - The perspective of choice and exchange;
    - The perspective of conflict.
- Power, powerlessness, counter-power.
- Conflict.
- Relevant social anthropological perspectives:
    - What is culture?
    - Similarities and differences between people.
    - Culture relativism – ethnocentrism.
    - Globalisation of culture.
    - Migration.
- Various differentiation processes:
    - Ethnicity
    - Age
    - Social class
    - Gender
    - Caste
- Health, illness and deviation.

Modules in Block 1.4

	ECTS credits - The whole study programme	ECTS credits - Block 1.4
1 C Sociology and social anthropology	15	6
Total		6 ECTS credits

Block 1.5 Joint block B 3 weeks Ethics

Objectives

Through active work in Joint block B students will

- learn concepts and theories that support ethical reflection;
- learn to see the ethical aspects of social welfare policy and health and social work;
- practice systematic reflection in work situations where it is not immediately obvious what would be a moral and good action;
- understand and apply the concepts of paternalism, autonomy, care, empathy and altruism;
- understand the rationale and the ethical basis for the UN human rights system;
- gain in-depth insight into the concept of human dignity and the value of human life.

Content

Introduction to ethics and ethical theory

- What is moral philosophy?
- Ethical argumentation.
- Main schools of thought within ethics.
- Ethical dilemmas.

Themes within ethics that are particularly relevant to health and social workers

- Theory of justice.
- Human dignity / the value of human life.
- Paternalism and autonomy.
- Care, empathy and altruism.

Human rights

- Human rights as moral idea and programme.

Modules in Block 1.5

Jointly taught content	ECTS credits - The whole study programme	ECTS credits - Block 1.5
1 B Ethics (4B)	12	4.5
Total		4.5 ECTS credits

Block 1.6 5 weeks Social policy and law Society and the individual III

Objectives

Through active work in Block 1.6 students will

- acquire knowledge about the Norwegian political-administrative system;
- acquire knowledge about the Norwegian welfare system;
- acquire knowledge about legal methods and general administrative principles;
- learn to use relevant laws.

Content

- The political-administrative system.
- The structure, scope and extent of the political system;
- The relationship between politics and administration.
- The welfare society.
- Historical development: from social relief state to welfare state.
- Different socio-political theories and models.
- Which arenas or sectors should produce the different types of welfare?
- Historical overview of the development up to 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 pertaining to social work practice.

Modules in Block 1.6

	ECTS credits - The whole study programme	ECTS credits - Block 1.6

1A Public administration and politics, including health and social policy	15	3
1B Social welfare policy and economics	12	1.5
3A The legal system, legal methods, and administrative law	9	1.5
Social law and other relevant fields of law	9	1.5
Total, Block 1.6		7.5 ECTS credits

Block 1.7 7 weeks Social work: models and methods

Objectives

Through active work in Block 1.7 students will

- acquire knowledge about a number of theories and models in social work;
- understand, and internalise, the situation of the client, based on respect for the individual human being;
- gain insight into problems, dilemmas and conflicts of role related to the role of social worker;
- gain insight into the ways social work can be carried out within different organisational frameworks;
- understand the importance of relational competence, and develop observational skills and skills of interaction.

Content

- Becoming a client: agent or product?
- Paternalism – resource mobilisation.
- Different approaches to social work – understanding social problems.
- The work process in social work.
- The classifying mechanisms in society: deviation, stigmatisation, marginalisation.
- Social policy measures in social work.
- Skills training: observation and mapping.
- Skills training: establishing contact and interacting.

Modules in Block 1.7

	ECTS credits - The whole study programme	ECTS credits - Block 1.7
1A Public administration and politics	15	1.5
1B Social welfare policy and economics	12	1.5
4A Theoretical perspectives on social work	12	3
4B Ethics and the professional role	9	1.5
4C Communication, interaction and conflict	18	1.5
5B Social work concerning individuals	27	1.5
Total, Block 1.7		10.5 ECTS credits

Block 1.8 Work placement I 9 weeks Practical social work

Second semester

Throughout the placement period in Block 1.8 focus will be on the following aspects:

- The client group of the work placement organisation.
- The primary tasks, goals and framework of the work placement organisation.
- Practical social work.
- Observation, mapping, communication and interaction.
- Ethical dilemmas.

The students are expected to participate actively in the procedures and work of the placement organisation. Their main focus will be to get to know the client group and learn to understand their situation and needs, thus developing their knowledge and understanding of the way in which professional evaluation and welfare policy regulations are decisive for the services offered.

Objectives

Students formulate their own goals in cooperation with the supervisor. The goals must be adapted to the placement organisation.

All focus areas form the starting point for concrete learning and practice goals. Such goals are to be included in the placement contract. The goals should be formulated in such a way that they ensure student participation and commitment. The extent of the placement contract should be proportional to the duration of the placement period.

Modules in Block 1.8

	ECTS credits - The whole study programme	ECTS credits - Block 1.8
4A Theoretical perspectives on social work	9	3
4B Ethics and the professional role	12	3
5A Social work on group and community level	24	3
5B Social work, individuals and families	27	4.5
Total	72 ECTS credits	13.5 ECTS credits

Examination no. 1 Basic knowledge of social work

Examination 1 comprises two parts: Portfolio assessment and oral examination.

The written part is assessed using the scale A – F (see "Assessment scale" in the section dealing with examinations, Chapter 2 of this document).

The oral part is also assessed using the A – F scale. The final mark of Examination 1 is a combination of the two partial results. The examiners' assessment should be based on the complete picture; however, as a rule each part counts 50%.

The student must pass both parts in order to receive a final pass mark. The final mark is recorded in the degree diploma.

Individual oral examination

Candidates will be examined about the portfolio assignments that have been selected for assessment. They will also be examined about the self-selected course reading from the first year of study, and about general issues concerning social work education.

Portfolio assessment

The assignments selected for assessment are taken from a total of six compulsory assignments submitted during the semester. Two to four assignments are selected, totalling 60% of the portfolio. One of the assignments is selected by the student her-/himself.

Assignments in the first year of study:

Related to	Extent	Type	Share of Examination No. 1
Block 1.2	1200 words	Group work	10%
Block 1.3	2000 words	Individual work	20%
Block 1.4	2100 words	Group work	20%
Block 1.1 – 1.4	2500 words	Group work	30%
Block 1.6	1500 words	Group work	10%
Block 1.7	2700 words	Individual work	30%

Subject matter, assignment texts, requirements, deadline for submission, and assessment criteria are to be found in the Block Books.
Self-selected course reading has to be approved three weeks before the examination takes place.

The following requirements must have been met before a student may register for Examination 1:

- Block tests
- The study interview
- Work placement 1
- Mandatory work requirements
- Skills training

1.10 Required reading, 1st year of study

Required reading, Block 1.1

Eide, H & T Eide. (1996). *Kommunikasjon i relasjoner.* Oslo: Ad Notam, Gyldendal.
Chapter 2: 34-63 29 pages
Chapter 3: 77-102 25 pages
Chapter 5: 137-176 39 pages
Chapter 6: 210-218 8 pages
Chapter 7: 232-242
252-261 19 pages
Chapter 8: 261-272 11 pages 131 pages

Pettersen, Roar. (2000). *PBL Problembasert læring.* Otta: Roar C Pettersen & Universitetsforlaget.
Chapters 1-4: 9-114 105 pages

Pettersen, Roar. (2000). *Oppgaveskriving.* Storhaugveien Publikasjon.
Chapters 4 & 5: 43-103 60 pages

Required joint block reading, Block 1.1 296 pages

Required special reading, Block 1.1:

Pettersen, Roar. (2000). *Oppgaveskriving.* Storhaugveien Publikasjon.
Chapters 1, 2, 3 and 6: 5-42 and 104-124 57 pages

Required reading, Block 1.2

361.3 Ko
Kokkinn, Judy A. (1998). *Profesjonelt sosialt arbeid.* Oslo: Tano-Aschehoug.
Chapter 1: Sosialt arbeids utvikling
Chapter 2: Tosidig verdiforankring – utviklingstrekk siden 1950-årene 58 pages

361.3 Aa
Aamodt, Laila Granli. (1997). *Den gode relasjon.* Oslo: Ad Notam.
Chapter 1: Innledning
Chatper 2: Nyere undersøkelser om relasjonsarbeid 29 pages

Stortingsmelding nr 50 (1198.99) / Report to the Storting No. 50.
/tjamningsmeldinga. Om fordeling av inntekt og levekår i Norge.
Oslo: Dep., 1999. Kortversjon (short version) I-0976B 16 pages

361.3072 Ut
Stjernø, Steinar. (1999). Chapter 1 in: Bø, Bente Puntervold (ed). *Utfordringer for sosialarbeiderrrollen sett med forskerblikk.* Oslo: HiO. HiO-rapport nr 4. 8 pages

Fellesorganisasjonen for barnevernpedagoger, sosionomer og vernepleiere (FO). *Yrkesetisk grunnlagsdokument for barnevernspedagoger, sosionomer og vernepleiere.* http://www.fobsv.no 9 pages

361.65 Rø
Rønning, Rolf & Liv Johanne Solheim. (1998). *Hjelp på egne premisser. Om bukermedvirkning i velferdssektoren*. Oslo: Universitetsforlaget.
Chapters 1, 2, 3, 4. 82 pages

Howe, David. (1992). *An Introduction to Social Work Theory.*
Ashgate: Community Care Practice Handbook. Chapters 1 to 16. 169 pages

Lov om sosiale tjenester, Chapter 8.4
Lovdata: http://www.lovdata.no/all/nl-19911213-081.html
(Also to be found in several of the law books in the library.)

361.3 Sh
Shulman, Lawrence. (1999). *The Skills of helping Individuals, Families, Groups and Communities.* Illinois: Peacock. 4th ed.
Part 1: 1-33 30 pages

Total pages of required reading, Block 1.2 401 pages

Required reading, Block 1.3

150 Bj
Bjerke, T & S Svebak. (1997). *Psykologi for høgskolen*. Oslo: Ad Notam Gyldendal.
Chapter 1: Velkommen til psykologien: vitenskapen om atferd og mentale prosesser
Pages 14-46 32 pages

Chapter 3: Drifter, motivasjon, emosjoner og humør.
Pages 78-108 30 pages
Chapter 4: Læringspsykologi.
Pages 109-141 22 pages
Chapter 5: Utviklingspsykologi.
Pages 142-205 63 pages
Chapter 6: Sosialpsykologi I: sosial forståelse og
mellommenneskelige forhold. Pages 206-235 29 pages
Chapter 7: Sosialpsykologi II: gruppepsykologi.
Pages 236-260 24 pages
Chapter 8: Personlighetspsykologi.
Pages 261-288 26 pages
Total 226 pages

Teigen, K H. (1997). Persepsjon: Hvordan oppfatter vi omgivelsene.
In: F Svartdal (ed). *Psykologi – en introduksjon.* Oslo: Ad Notam Gyldendal.
Chapter 4: Persepsjon: Hvordan oppfatter vi omgivelsene.
Pages 68-85 18 pages

370.15 Im
Imsen, G. (1998). *Elevens verden. Innføring i pedagogisk psykologi.*
Oslo: Tano Aschehoug.
Chapter 5: Hvordan konstruerer vi kunnskap? Noen trekk i Piagets teori.
Pages 87-107 20 pages
Chapter 6: Teorier om kognitive prosesser.
Pages 109-128 19 pages
Chapter 8: Læring som en sosial prosess.
Pages 151-172 21 pages
Chapter 13: Identitet og selvoppfatning.
Pages 271-302 31 pages
Total 91 pages

Vygotskij, L S. (2000). *Tenking og tale*. Oslo: Gyldendal Akademiske.
Chapter 1: Problemet og innfallsvinkelen til det.
Pages 23-31 8 pages

370.1 Da
Dalland, O. (1999). *Pedagogiske utfordringer for helse og sosialarbeidere.*
Oslo: Universitetsforlaget.
Chapter 1: Helse- og sosialarbeideren som pedagog. Pages 19-32 13 pages
Chapter 4: Grunnlaget for pedagogisk handling. Pages 43-90 17 pages

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Total pages of required reading, Block 1.3 373 pages

Required reading, Block 1.4

301 Ga
Garsjø, Olav. (2001). *Sosiologisk tenkemåte*. Oslo: Universitetsforlaget.
Pages 19-50, 61-103, 169-205, 248-275, 276-319 170 pages

301 Ma
Martinussen, W. (1992). *Sosiologisk analyse*. Oslo: Universitetsforlaget.
Pages 183-186 3 pages

301 So
Øyen, Else. (1996). *Sosiologi og ulikhet*. Oslo: Universitetsforlaget.
Pages 196-218 22 pages

306 Er
Eriksen, T Hylland. (1993). *Små steder – store spørsmål*.
Oslo: Universitetsforlaget. Pages 71-86, 151-158 24 pages

303.482 Er
Eriksen, T Hylland & T Arntsen Sørheim. (1994). *Kulturforskjeller i praksis.*
Oslo: Ad Notam Gyldendal. Pages 30-72, 121-160, 198-215 100 pages

306 Kl

Klausen, A M. (1992). *Kultur, mønster og kaos.* Oslo: Ad Notam Gyldendal.
Pages 92-103, 138-150 24 pages

Ingstad, B. (1995). Kulturelle faktorer i pasient-/helbrederforholdet.
Tidsskrift for samfunnsforskning, No. 26: 547-561 15 pages

Hjelde, K H. (1994). Fremmed-, fjern-, tverr- eller interkulturell? Om begrepsbruk ved helse- og sosialarbeid med flyktninger.
Psykososialt arbeid for flyktninger, No. 1, 1994. 6 pages

Total pages of required reading, Block 1.4 364 pages

Required reading, Block 1.5

174.2 Ch
Christoffersen, S Aa. (1997). *Handling person-samfunn. En innføring i grunnlagsetikk for helse- og sosialarbeidere.* Oslo: Tano Aschehoug.
Excerpts from Chapters 2 and 3: 26-45, 60-74 25 pages

170 Jo
Johansen, K E & A J Vetlesen. (2000). *Innføring i etikk*. Oslo: Universitetsforlaget.
Chapters 1, 4, 7-9: 12-35, 54-73, 108-171 104 pages

174.2 Li
Lingås, L G. (2000). *Etikk og verdivalg i helse- og sosialfag*. Oslo: Gyldendal Akademisk. 3rd ed.
Chapters 4, 5, 7-12, 14, 15: 60-81, 88-156, 166-179 102 pages

Course reading required specifically for the child welfare, social work and social education programmes
In: *Omsorg* No 3, 1993:

Tranøy, K E. Fra Nürnberger-prosessene til Helsinki-deklarasjonene. Menneskerettighetsprinsippene som utgangspunkt for helseprofesjonenes moderne tidsalder. Pages 3-9
Føllesdal, A. Bruk av informert samtykke i beslutninger. Pages 43-52
Baune, Ø. Autonomi som et prinsipp innen vår tids helsevesen: Hvor høyt bør det prioriteres? Pages 52-61

24 pages

Lindholm, T. (1989). Hva bør studenter til Examen Philosophicum lære om internasjonale mennekserettigheter? *Mennesker og rettigheter*, Volume 7, No. 1: 42-47 5 pages

170 Me
Wetlesen, J. (1992). Hva slags verdi er menneskeverd? In Wetlesen, Jon (ed) *Mennskeverk: humanistiske perspektiver*. Oslo: Universitetet i Oslo (skriftserie for Hfs etikk-seminar): 7-28 21 pages

185 Ar
Aristoteles. (1996). *Etikk*. Oslo: Gyldendal Norsk Forlag.
Bok II: 19-32 13 pages

Total pages of required reading, Block 1.5 294 pages

Required reading, Block 1.6

361.6 Ha
Halvorsen, Knut. (2002). *Grunnbok i helse- og sosialpolitikk.* Oslo: Tano Aschehoug.
Chapter 1: Sosialpolitiske idealer, mål og virkemidler: 15-53
Chapter 2: Velferdsstatens framvekst og rolle: 54-97
Chapter 3: Levekår, helse og sosialproblem: 98-153 136 pages

344.03 Kj
Kjønstad, Asbjørn & Aslak Syse. (2001). *Velferdsrett 1*. Oslo: Gyldendal Norsk Forlag.
Chapter 3.2: Retten til opplæring: 113-118
Chapter 4: Retten til sosiale tjenester: 147-183
Chapter 5: Retten til helsehjelp: 187-208
Chapter 7.4: Barnetrygd: 300-302
Chapter 7.6: Kontantstøtte: 307-310
Chapter 9: Økonomisk stønad etter sosialtjenestloven: 345-362
Chapter 10.5: Menneskerettigheter som beskytter den personlige integritet: 382-392
Chapter 10.6: Tvangshjemler og tvangsbruk i barnevernet: 393-403
Chapter 10.9: Prosessuelle bestemmelser for tvangsvedtak fattet av fylkesnemnder: 411-415
Chapter 10.10: Psykisk helsevernloven – den viktigste tvangsloven: 415-438 131 pages

344.03 Kj
Kjønstad, Asbjørn & Aslak Syse. (1999). *Velferdsrett 2*. Oslo: Ad Notam Gyldendal.
Chapter 4.3: Barneverntjenesten: 167-178
Chapter 5: Barnevernsloven – særlig om frivillige tiltak: 181-229 59 pages

344.041 Oh
Onstad, Bente. (2001). *Jus for helse- og sosialarbeidere*. Bergen: Fagbokforlaget. 16 pages

320.9481 Rø
Rønning, Rolf. (2001). *Vårt politiske Norge*. Bergen: Fagbokforlaget.
Chapter 1: Innledning: Om å forstå samfunnet.
Chapter 2: Hva er politikk?
Chapter 5: Vårt politiske system.

Chapter 7: Organisasjonenes politiske funksjon.
Chapter 10: Forvaltningen – lydig redskap eller sjølstendig maktfaktor.
Chapter 11: Desentralisert offentlig myndighet: kommune- og fylkesnivå
110 pages

State publications:

Lov om barnehager.
Lov om barneverntjenester.
Lov om folketrygd.
Lov om helsetjenesten i kommunene.
Lov om grunnskolen og den videregående opplæringa (opplæringslova).
Lov om psykisk helsevern.
Lov om sosiale tjenester mv.
Rundskriv I-1/93 Lov om sosiale tjenester mv.
Rundskriv I-41/98 til Lov om sosiale tjenester mv. Rettigheter for og begrensning og kontroll med bruk av tvang og makt mv overfor enkelte personer med psykisk utviklingshemming.
Rundskriv I-20/2000 til Lov om sosiale tjenester mv. Brukerstyrt personlig assistanse.

Total pages of required reading, Block 1.6 452 pages

Required reading, Block 1.7

302.5 Go
Goffman, Erving. (2000). *Stigma*. Oslo: Pensumtjeneste.
Chapter 1: Stigma og social identitet: 13-33
Den moralske karriere: 48-58
Chapter 2: Informationskontrol og personlig identitet: 60-83
Chapter 3: Gruppetilhørighed og jeg-identitet: 136-157 74 pages

361.6 Ha
Halvorsen, Knut. (2002). *Grunnbok i helse- og sosialpolitikk, del 1*.
Oslo: Tano Aschehoug. 2. utgave
Chapter 6: Kommunal sosialpoltikk: 267-312
Chapter 9: Velferdsstatens finansiering: 386-405 64 pages

300.72 Wa
Wadel, Cato. (1991). *Feltarbeid i egen kultur*. Flekkefjord: SEEK. 2. utgave.
Pages 9-96, 185-201 103 pages

361.3 Ol
Oltedal, Siv & Gunn Strand Hutchinson. (2003). *Modeller i sosialt arbeid.*
Oslo: Tano Aschehoug. (Published autumn 2003.) Pages 29-231: ca 200 pages

361.3 Ko
Kokkinn, Judy A. (1999). *Profesjonelt sosialt arbeid.*
Oslo: Tano Aschehoug.
Chapter 4: Fokus på klienten og forholdet til sosialarbeideren: 129-176
Chapter 5: Å snakke sammen for å arbeide helhetlig: 177-215
Chapter 6: Handling, samhandling og ferdigheter: 216-239 109 pages

370.1 Pe
Pettersen, Roar. (1998). Ulike syn på den praktiske kunnskapen.
In *Pedagogisk teori og praksis*. Kråkerøy, 1998. Pages 45-55 11 pages

658.3 Sk
Skau, Greta Marie. (1990). *Gode fagfolk vokser.* Oslo: Cappelen Akademiske.
Chapter 1: Personlig utvikling og forandringsarbeid: 13-31
Chapter 2: Møtet mellom mennesker: 32-50 37 pages

361.32 So
Solheim, Liv Johanne & Bjarne Øvrelid. (2002). *Samhandling i velferdsyrke.*
Oslo: Fagbokforlaget.
Chapter 5: Avvik og konformitet: 85-106 21 pages
Chapter 6: Klienten – aktør eller produkt?:107-130 23 pages

Total pages required reading, Block 1.7 643 pages

Required reading, Block 1.8 – work placement

361.3 Aa
Aamodt, Laila Granli. (1997). *Den gode relasjonen*. Oslo: Ad Notam Gyldendal.
Chapter 7: Rammevilkårene for relasjonsarbeidet: 107-136 29 pages

174.2 Li
Lingås, Lars Gunnar. (2000). *Etikk og verdivalg i helse- og sosialfag*.
Oslo: Universitetsforlaget / Gyldendal Akademisk. 3. utgave.
Chapter 6: 83-87
Chapters 16-20: 181-236
Chapters 21-22: 239-256 76 pages

361.32 So
Solheim, Liv Johanne & Bjarne Øvrelied. (2001). *Samhandling i velferdsyrke*.
Bergen: Fagbokforlaget.
Chapter 4: Livet som teater: 63-83 21 pages

Total pages required reading, Block 1.8 126 pages

1.11 The individual blocks in the 2nd year of study

Block 2.1	**8 weeks**	**Social work**

Objectives

Through active work and studies in Block 2.1 students will acquire knowledge, skills and understanding in the following fields:

- Social work with individuals and families.
- Work in multicultural environments and contexts. Integration, segregation, assimilation and marginalisation.
- Administration and financial counselling.
- Personal knowledge via experimentation and personal experience.

Content

- Skills training.
- Financial aid and social services.
- Family sociology.
- Social work with ethnical minorities.
- Search for journal articles and subject-related databases.

Modules in Block 2.1

	ECTS credits - The whole study programme	ECTS credits - Block 2.1
1B Social welfare policy and economics	12	1.5
1C Sociology and social anthropology	15	1.5
3A The legal system	9	1.5
5A Social work on group and community level	24	3
5B Social work, individuals and families	27	4.5
Total for Block 2.1		12 ECTS credits

Block 2.2 Work placement 9 weeks Social work, individuals and families

Objectives

- The client groups of the placement organisation, including multicultural clients and clients with various disabilities, both as individuals and groups.
- The primary goals, tasks, framework and organisation of the placement organisation.
- Observation, mapping and participation in administrative tasks (casework).
- Observation, mapping and participation in the social work carried out by the placement organisation.
- Mapping and practising of different approaches.
- Mapping and discussing ethical dilemmas related to ethical theory and *Yrkesetisk grunnlagsdokument (Fellesorganisasjonen – FO).*

- Developing personal knowledge through experimentation.

Content

Students are expected to participate actively in the work and procedures of the placement organisation, both administrative work and social work. They will, as far as possible, be allocated tasks in direct contact with clients, thus gaining personal experience.

Modules in Block 2.2

	ECTS credits - The whole study programme	ECTS credits - Block 2.2
1B Social welfare policy and economics	12	1.5
4A Theoretical perspectives on social work	9	1.5
4B Ethics and the professional role	12	1.5
4C Communication, interaction and conflict management	18	3
5B Social work with individuals and families	27	6
Total for Block 2.2		13.5 ECTS credits

Prerequisites for work placement no. 2:

Examination 1 must have been taken with a pass result.

Block 2.3 A and B 8 weeks Mental health work

Objectives

Through active participation in Block 2.3 students will acquire knowledge and understanding of:

- Development disorders.
- Mental disorders.
- Social or life problems.
- Drug abuse.

Content

Various development disorders

- Asperger
- ADHD
- Mentally disabled persons

Mental disorders

- Classification
- Diagnoses
- Various approaches

Drug abuse

- Double diagnoses
- Youth and drugs

Bereavement and crisis theory

- Crisis understanding
- Crisis treatment
- Traumas

- *Sexuality*

- *Paediatrics*

- *Social medicine*

Violence

- In school
- In the family
- In society

Modules in Block 2.3 A and B

	ECTS credits - The whole study programme	ECTS credits - Block 2.3 A and B
1D Social medicine	6	6
2B Mental health work	6	6
2A General psychology	12	1.5
Total for Block 2.3 A and B		13.5 ECTS credits

Block 2.4 11 weeks Social work II

Objectives

Through active participation in Block 2.4 students will acquire knowledge, understanding and skills regarding the following:

- Social work with groups, organisations and network.
- Child welfare work.
- Criminology.
- Prevention, problem solving and change.

Content

- Practical child welfare work under the auspices of local government.
- Alternative conflict solving.
- Various strategies and techniques in problem solving.
- Group activities and techniques.
- Proficiency training.

Modules in Block 2.4

	ECTS credits - The whole study programme	ECTS credits - Block 2.4
1C Sociology and social anthropology	15	3
4C Communication, interaction and conflict management	24	6
5A Social work on group and community level	24	3
5B Social work with individuals and families	27	6
Total for Block 2.4		18 ECTS credits

Examination 2: Social work: individual and group

Assessment comprises two parts: portfolio assessment and an oral examination, both in the 4th semester. Prerequisites for assessment are the portfolio and an individually selected list of course reading from the second year of study. The course reading must be approved no later than three weeks before the examination takes place.

Prerequisites to register for the examination are:

- Block tests
- Study interviews
- Work placement 2
- Mandatory assignments
- Proficiency training

The following assignments are mandatory

Assignment is related to	Extent	Type	Share of Examination 2
Block 2.1	1200 words	Group work	10%
Block 2.1	2000 words	Individual work	20%

Block 2.2	2500 words	Individual work	30%
Block 2.2	1500 words	Individual work	10%
Block 2.3 A	2100 words	Group work	20%
Block 2.3 B	2500 words	Group work	30%
Block 2.4	3000 words	Individual work	30%

Both parts of the examination are assessed using the A – F scale. The written part must have an E result or better to give access to the oral examination.
The final result of Examination 2 is a combination of the marks achieved in the written part and the oral part. The examiners will assess total performance, but as a rule the written and oral parts each counts 50%. Both parts must receive a pass result for the overall result of Examination 2 to be considered a pass. The final mark is recorded in the degree diploma.

In Examination 2, candidates are examined about their portfolio, their course reading, and general social work issues.

1.12 Required reading in the 2nd year of study

Required reading, Block 2.1 – Social work

361.32 As
Askeland, Guri Aga & Olav Molven. *Dokument i klientarbeid.*
Chapters 1, 4, 5 and enclosures 7 and 8. 69 pages

362.7089 Ha
Hagen & N Qureshi. (1996). *Etnisitet i sosialt arbeid.* Oslo: Aschehoug.
Chapter 2: Prosesser og faser i forbindelse med migrasjon. 21 pages

361.1 Ha
Halvorsen, K. (2002). *Sosiale problemer.* Fagforlaget.
Chapters 3, 4, 5, 6, 9, 10. 191 pages

303.482 Er
Eriksen, T Hylland & T Arntsen Sørheim. (1994). *Kulturforskjeller i praksis.*
Oslo: Ad Notam Gyldendal. Chapter 5. 14 pages

361.3 Sh
Shulman, L. *The Skills of helping Individuals, Families, Groups, and Communities.*
Itaca, Ill.: Peacock. Chapters 4, 5, 6. 139 pages

361.3 Pa
Payne, M. *Modern Social Work Theory*. London: Macmillan Press.
Chapters 1, 2, 5, 8, 12, 13. 151 pages

362.582 St
Stolanowski, Per Arne. *Tilstrekkelig til livets opphold*. Oslo: Bedriftsøkonomenes Forlag. Chapters 1, 2, 3, 4, 7, 8. 122 pages

306.8 Mo
Moxnes, Kari. (1990). *Kjernesprengning i familien?* Oslo: Universitetsforlaget.
Chapter 2: Familie, hva er det? 14 pages

Levin, Irene. (1994). Hva er en familie? *Fokus på familien, nr 1 1994.* 4 pages

Trost, Jan. (1994). Sam- och särboande. *Fokus på familien, nr 1 1994.* 9 pages

Circular letter 1-34/2001
Sosialtjenestelovens kap. 5 38 pages

Report to the Storting No. 6 (St.melding nr. 6) 2002-2003
Tiltak mot fattigdom 30 pages

Report to the Storting No. 29 (St.melding nr. 29) 2002-2003
Om familien – forpliktende samliv og foreldreskap 80 pages

Yrkesetisk grunnlagsdokument for barnevernspedagoger, sosionomer og vernepleiere.
Fellesorganisasjonen for barnevernpedagoger, sosionomer og vernepleiere (FO).
http://www.fobsv.no 9 pages

Total pages of required reading, Block 2.1 891 pages

Required reading, Block 2.3 A and 2.3 B – Mental health work

616.8914 Ax
Axelsen, Eva Dalgaard. *Symptomet som ressurs. Psykiske problemer og psykoterapi.*
Chapter 1: 9-21 12 pages

362.76 In
Borchgrevink, T S & H J Christie (eds.) (1991). *Incest.* Oslo: Universitetsforlaget.
Chapter 4: Incest som psykologisk skade – en modell for forståelse: 47-69 22 pages

616.89022 Gr
Grøholt, Berit, Hilchen Sommerschild & Ida Garløv. (2001). *Lærebok i barnepsykiatri.*
Oslo: Universitetsforlaget. 3. utg.
Chapter 2: 77-83
Chapter 12: Tics og Tourettes syndrom
Chapter 13: Forstyrret vekst og søvn hos barn
Chapter 14: Spiseforstyrrelser
Chapter 15: Somatoforme tilstander
Chapter 17: Psykiske lidelser ved kroniske somatiske lidelser
Chapter 18: Spesifikke utviklingsforstyrrelser 41 pages

616.8 Hj
Gjærum, Bente & Bjørn Ellertsen (eds.). (2002). *Hjerne og atferd: utviklingsforstyrrelser hos barn og ungdomi et nevro-biologisk perspektiv*. Oslo: Universitetsforlaget.
Chapter 13: Urolige, uoppmerksomme og impulsive barn 34 pages

616.89 Ha
Haugsgjerd, Svein, Per Jensen, Bengt Karlson & Jon Løkke. (2002). *Perspektiver på psykisk lidelse.* Oslo: Ad Notam Gyldendal.
Chapter 2: Fra filosofi til fagteori i psykisk helsearbeid: 31-63 31 pages

362.76 Ki
Killén, Kari. (1999). *Sveket.* Oslo: Kommuneforlaget.
Chapter 2: Hva er omsorgssvikt?
Chapter 3: Vårt forhold til omsorgssvikt.
Chapter 4: Teoretisk grunnlag og arbeidsmodell.
Chapter 5: Barnet i omsorgssviktsituasjoner.
Chapter 6: Foreldre i omsorgssviktsituasjoner. 160 pages

616.89 Sn
Snoek, Janike Engelstad & Knut Engedal. (2000). *Psykiatri: Kunnskap, forstsåelse, utfordringer.* Oslo: Akribe.
The whole book except Chapter 13. 180 pages

658.31 Sk
Skau, Greta Marie. (2002). *Gode fagfolk vokser: Personlig kompetanse som utfordring.* Oslo: Cappelen akademisk forlag.
Chapter 3: Personlig kompetanse – del av vår profesjonalitet: 51-85 34 pages

362.29 Pe
Pedersen, Willy. (1998). *Bittersøtt. Ungdom, sosialisering og rusmidler.*
Oslo: Universitetsforlaget. The whole book. 175 pages

362 Læ
Noreik, Kjell & Grete Stang (eds.). (2000). *Lærebok i sosialmedisin.*
Oslo: Ad Notam Gyldendal. Chapters 1, 9, 11, 17. 46 pages

362.29 Re
Regjeringens handlingsplan mot rusmiddelproblemer 2003-2005 30 pages

Report to the Storting No. 16 (St.melding 16) 1996-97: Narkotikapoltikken.

Total pages required reading, Block 2.3 A and B ca. 765 pages

Relevant articles (handouts) are additional.

Required reading, Block 2.4 – Social work

362.7 Ba
Backe-Hansen, E. (1995). *Til barnets beste*. Oslo: Tano
Chapters 3, 4 and 7. 41 pages

362.73 Ba
Backe-Hansen, E (ed.). (2003). *Barn utenfor hjemmet*. Oslo: Universitetsforlaget.
Chapters 1 through 11. 182 pages

155.2 Bo
Bowlby. (1994). *En sikker base*. Fredriksberg: Det lille forlag. 166 pages

362.733 Bu
Bunkholdt, Vigdis. (1999). *Fosterhjemsarbeid*. Oslo: Universitetsforlaget.
Chapters 1-11. 182 pages

NOU 200:12
Barnevernet i Norge. Chapters 8 and 9. 31 pages

305.23 Ba
Skaalvik, E & Ø Kvello. (1998). *Barn og miljø*. Oslo: Tano Aschehoug.
Pages 13-36, 69-87,151-167. 59 pages

618.92 So
Lindstrøm, B. (1995). *Social Paediatrics*. London: Oxford University Press.
Chapter 19: Child Abuse and Neglect. 18 pages

362.7 Ny
Nygren, P. (1997). *Profesjonelt barnevern som barneomsorg*. Oslo: Ad Notam Gyldendal.
Chapters 5, 6, 9, 12, 15, 17. 148 pages

362.293 Ch
Christie, Nils & Ketil Bruun. (2003). *Den gode fiende: narkotikapolitikk i Norden.*
Oslo: Universitetsforlaget. 3. utg.
Chapters 1, 2, 14. 44 pages

302.34 He
Heap, Ken. (1998). *Gruppemetode for sosial- og helsearbeidere*. 4. utg.
Oslo: Universitetsforlaget.
Chapter 1: Gruppemedlemskap i dagliglivet
Chapter 2: Hvordan kan grupper hjelpe? 24 pages

Langslet, Gry Johnson. Løsningsfokusert tilnærming til konflikter.
Fokus på familien, Vol 24: 84-100. 27 pages

362.7 Kl
Klefbeck, Johan & Terje Ogden. (1995). *Nettverk og økologi. Problemløsende arbeid med barn og ung*e. 3. utg. Oslo: Tano Aschehoug.
Chapters 2, 3, 4. 140 pages

Total required reading, Block 2.4 1062 pages

1.13 Major goals for the work placements

By work placement is meant that students work for relevant institutions, organisations etc., both with casework and practical social work. The practical part of the study programme has an educational as well as a professional rationale and contributes to an enhanced understanding of the relationship between research, theory and practical work. Observation, interaction, counselling and practical experimenting are paramount for students' development and awareness of their professional role.

The placement periods are planned and goal-oriented and at the same time also situational, thus linking students' learning to practical work performance. The work placement is an integrated part of the education and links up with all the main subjects. It contributes to further academic and ethical reflection and critical thinking about acquired knowledge. Through the work placement students are also expected to enhance their awareness of their own emotions and attitudes, and to further develop their communicative and collaborative skills.

Main goals are that students should

- encounter the skills, responsibility and tasks that will be needed in their future professional roles;
- practice and further develop knowledge, skills and attitudes in direct interaction with clients, and under skilled supervision;
- acquire knowledge and professional insight not described in the course literature, in cooperation with experienced professionals;
- reflect, evaluate and discuss ethics and professional practice;
- experience how health and social services are organised;
- cooperate with different professional groups;
- gather experience for discussion in class, also to be used as a basis for further learning.

2

Supplementary provisions pertaining to the Universities and Colleges Act of 12 May 1995, to Østfold University College's examination regulations of 28 October 2002, and to the regulations on content and assessment in the 3-year Social Work education programme, laid down by the then Ministry of Education, Research and Church Affairs 28 January 1999.

The Bachelor's degree programme in social work.

2.1 The assessment scale

Letters from A to F are used, with A as the best and F as the lowest mark (F represents a fail).

A – Excellent

Outstanding performance; far above average and showing a significant degree of independence.

B – Very good

Very good performance; above average and showing an ability for independence.

C – Good

Average performance; generally sound work that is adequate in most respects.

D – Satisfactory

The performance is below the average and shows a number of significant shortcomings.

E – Sufficient

The performance meets minimum requirements.

F – Failed

The performance does not meet minimum requirements.

Internal tests are assessed by a Pass or Fail mark *(godkjent/ikke godkjent).*

Re-examination

All re-examinations in the social work programme are held in the same form as the original examination.

2.2 Conditions regarding examinations and block tests

- Students who have failed to get a pass result after three attempts may, in special cases, apply to the faculty board to be granted a fourth sitting. In such cases students have to discontinue their normal study progression and wait until the next ordinary examination.
- Each block test is arranged three times per academic year, i.e. one ordinary test and two re-examinations.

Mandatory assignments – Block tests

Each block has a number of mandatory assignments, described in the *Block Books*. The assignments may be group or individual tasks, and facilitation is offered for the assignment work.

A block test is arranged in each of the semesters of the first and second year of study; in the third year of study only one block test is given.

Self-chosen course reading

Course reading selected by the students themselves must be submitted to the facilitator for approval no later than three weeks before the examination.

Study interviews

Students are entitled to individual study interviews. These interviews are mandatory, with one per academic year. The interviewer is the basis-group facilitator.

Assessment criteria

Via the exam paper a student is expected to document sufficient academic knowledge and understanding of the subject matter dealt with in that particular examination. Important factors for assessment are the candidate's ability to use relevant theory in her/his explanations, to reason logically and to think independently. Also emphasised is the candidate's ability to interpret the questions given and restrict her/his answers to the given topic, and to give reasons for her/his choices.

The candidate should give source references in the usual way. Also emphasised is a structured and logical organisation of the answers, and that the theory is largely explained in the candidate's own words.

Identical or partly identical candidate answers will not be given a pass mark; these will be considered attempts at cheating.

2.3 Attendance requirements for scheduled instruction

Up to 20% absence is permitted in the following scheduled classes:

1 Basis-group instruction (tutorials) and student work in basis groups.
2 Seminar-group instruction.

If students have had more than 20% absence, the missed classes must be attended later or the missing work must be done in another way. For instance, identical or similar courses can be attended the next semester, or individual assignments may be given. This is the rule even when a doctor's certificate has been submitted. However, students have the possibility of arranging their own tuition, with instructors approved by the faculty, in order to make up for missed mandatory classes.

The degree diploma is not issued until the student has completed all mandatory classes. In cases of missed mandatory classes, a student will only be given a records transcript.

Registration of attendance is by signing the attendance protocol. Responsibility for the attendance protocol rests with the dean of studies.

Proficiency training

In sessions and classes where proficiency is trained, no more than 10% absence is tolerated. The Block Books specify the proficiency training.

2.4 Attendance requirements for work placement

Work placement is defined as:

- Supervised work placement
- Proficiency training

During work placement students are at the place of work 30 hours per week. A total of 10% absence is tolerated in each practice period, for instance 24 hours over a period of eight weeks.

During work placement the students and the supervisor are jointly responsible for registering absence on the assessment form. For absences up to three days students submit a written sickness report (self declared); for more than three days a doctor's certificate has to be submitted. If the absence lasts more than one week the supervisor is obliged to notify the university college.

In order to proceed with their studies and take exams, students must have successfully completed the work placement periods. In special cases, e.g. illness, the university board may make an exception from this rule.

Participation at the university board, faculty board, committee work and other organised activities approved by the university college are not considered absence.

A degree diploma is not issued before the student has completed all mandatory classes. In such cases a records transcript will be issued.

Consequences of a more than 10% absence in the work placement periods

If a student has more than 10% non-approved absence in the work placement she/he may make up for the absence in weekends or on other days off during the practice period or directly after the ordinary practice period. This arrangement must be agreed upon by the work place, the faculty supervisor, and the faculty dean of studies. Documentation showing that the student has made up for the absence should be given by both the work place supervisor and the faculty supervisor, and approval of time, place and supervision should be given by the faculty supervisor in collaboration with the dean of studies.

Should a student have an absence in excess of 20% the work placement will not be accepted as valid. In special cases such as illness a student may apply to the faculty board to be allowed to continue the normal study progress and to make up for the missing practice after the taught programme has been completed. This will only be possible in the case of just one missing work placement period.

2.5 Assessment of supervised work placement

The following stipulations pertain to all supervised placement periods:

- Each period of work placement is assessed both during the period and when the placement is completed. Assessment is based both on continuous assessment and sometimes also on practical exercises. An assessment form is filled out with a description of what has been assessed and is signed by the student, the placement supervisor and the faculty supervisor. The student receives a copy of the written assessment.
- For the placement period to be successfully completed, both the practice itself as well as the assignment related to the practice period must have received a pass, tutorials must have taken place and absence must be within the accepted limits.
- The maximum number of submissions of the written assignment related to the work placement is three.
- If a student has behaved in a grossly untoward way during the placement period she/he may, if the university board so decides, be banned from the study programme for up to three years. See the University and Colleges Act §24.2.
- If there is doubt whether a student will be able to pass the work practice she/he will be notified in writing at the very latest three weeks before the work period ends. The notification should specify what it is that the student is considered not to master and what requirements she/he must meet in order to obtain a pass result. A work placement committee appointed by the faculty board makes the final decision whether the student will be given a pass result for the work practice. This committee is made up by the dean of studies, the academic staff member responsible in the actual case, and the placement supervisor.

The mentioned provisions are laid down in §5 in the regulations of 28 January 1999 pertaining to content and assessment in social work education, and in the exam regulations for Østfold University College.

Procedures when there is doubt whether a student has passed the work placement

- The placement supervisor and/or the faculty supervisor may decide that the practice cannot be given a pass.

- In cases where there is doubt as to whether a student may obtain a pass, she/he is entitled to be given a written warning no later than three weeks before the end of the placement period.
- The warning must specify what the student does not master and what requirements must be met to receive a pass.
- When there is doubt as to whether a student will obtain a pass, a meeting is to be arranged between the parties (student, work supervisor and faculty supervisor) and/or others who may be important for the case. Minutes are to be taken, and the parties are to be given the opportunity to comment on the records. Comments must be in writing and sent to the university college, attention the dean of studies, within one week after the records have been made. The university college is responsible for calling the meeting and for minutes being taken.
- The parties agree on a date for an evaluation meeting to discuss whether the specified requirements have been met.
- In case the final assessment is a fail a new meeting is called between the parties and others who may be important for the case. The reasons for the fail assessment are to be entered into the records. This meeting may fulfil the functions of an evaluation meeting, see above.
- A *fail* in the work placement may either be a fail to meet work requirements, missing supervision, or absence in excess of the stipulated limits.
- A student who has behaved in a grossly untoward way during the work placement may be banned from the study programme for up to three years. This decision is made by the university board, see the Universities and Colleges Act §42.2.
- If a recommendation to fail a student in the work placement has been made, the matter is submitted to the work placement committee. The committee judges whether the matter has been adequately documented and, if necessary, provides supplementary documentation. The committee then makes the final decision.
- Unless formal errors have been made, a decision to give a *fail* cannot be challenged. This means that the assessment on which the fail result rests cannot be appealed against. An appeal on the grounds of formal errors is based on the exam regulations of Østfold University College, §16. The appeals committee of the university college hears the appeal.

2.6 Guidelines and practical information about examinations

All examinations:

- The exam results are posted on the notice board in the administration building, 1st floor, at 14:00 on the day when the examination results are due. Results information is also given on the results phone and on the Arena site.
- The tuition fee must be paid before registering for an examination.

School examinations:

- Examinations in all study areas are arranged twice per academic year: one ordinary and one re-examination.
- Students who have failed in the ordinary examination have a right to re-sit.
- Students who wish to improve their exam result are allowed to re-sit at the re-examination or the next ordinary examination. A renewed registration is needed.
- Registering for exams should take place in writing to the faculty administration, and the deadline for registration must be observed. The deadline for registration is three weeks before each examination. Students who wish to withdraw their registration must do so in writing no later than one week before the examination. If this deadline is not observed, failure to turn up for the examination will be counted as one sitting.
- Information on examinations arranged per semester is at all times to be found on the notice board on the first floor of the administration building. Students are themselves responsible for being informed about examination dates.

Home examinations

- Special guidelines are made for each home exam.
- To be given the exam assignment, both for individual and group home exams, students must turn up at the faculty at 9:00 am on the day the exam starts. The course instructor hands out the assignment and is available for questions for half an hour after the assignment has been made known.
- Students sign for the receipt of examination numbers and are requested to show valid student identification cards.
- The home exam papers are to be submitted at the reception desk by 15:00 on the day given as deadline for submission.

- Students who for practical reasons have problems submitting their paper in person may, by agreement with the officer responsible for exams, submit their paper by post. Documentation must show that the paper was posted within the deadline, and it has to be sent by registered post.
- Exam papers posted or submitted after the deadline will not be assessed and will not be considered passed.
- If a student needs a postponement of the deadline due to illness during a home examination period, a doctor's certificate is needed, stating the first day of illness and establishing that the student, due to illness, is not able to take the examination. The student must immediately contact the faculty officer in charge of exams so that further procedures may be agreed upon. The application for postponement must be in writing, and must reach the faculty administration within the regular deadline. The student may be granted a postponement as stated in the doctor's certificate; however, the postponement must not exceed 35% of the home examination period.