

***HEALTH AND SOCIAL CARE IN THE WELFARE STATE –
A CROSS-CULTURAL PERSPECTIVE***

Curriculum

18 ECTS credits

Sør-Trøndelag University College
Faculty of Health Education and Social Work
Faculty of Nursing
2005

Approved by the Faculty Board at the Faculty of Health Education and Social Work, August 28th,
2003

Revised curriculum May 4th, 2005

Contents

Introduction	3
Objectives	3
Target group and entrance requirements	4
Organization of the course	4
Curriculum – Health and Social Care in the Welfare State	5
Content and progress of the course	
Flexible options	6
Part one: Creating common ground	6
Part two: From structures to practice	6
Part three: Individual project work	7
Outcome of the course	7
Assessment methods	8
Attendance	8
Examination	8
Literature	9

Introduction

Each year, an increasing number of students from Sør-Trøndelag University College travel to different parts of the world, either to attend a university or to visit various organizations, in order to learn about social and health care in different structures and cultures. At some of the faculties, a majority of students have shown special interest in countries outside Europe.¹ For some time, there has been a need to create greater mutuality between students from our University College and their counterparts at the universities or organisations they have visited. In 2003, the Faculty of Health Education and Social Work and the Faculty of Nursing at Sør-Trøndelag University College, Trondheim, Norway, began offering a multidisciplinary course, in English, for visiting students, during the autumn semester. The course, which counts for 18 credits (ECTS), focuses on issues of relevance for social and health care professions. All faculties at the University College offer this course to their visiting students². The curriculum is therefore based on flexibility and includes a variety of resources, from the various faculties, that are relevant for students from and outside of Europe. As a result of experience gained from the first two years³, the current curriculum has been revised in 2005.

Objectives

This course intends to provide:

- an opportunity for the *mutual exchange of students* from different exchange programmes
- an opportunity to compare and contrast issues relevant to social and health care professions, cross-culturally
- an opportunity for *professional development* through cross-cultural dialogue
- an opportunity *to strengthen and/or establish international networks* at the different faculties at Sør-Trøndelag University College

¹ In the Social Work programme the majority of students travelled to third world countries

² So far, we have had students enrolled in the bachelor programmes of Social Work and Social Education and in the Master programme at the Department of Social Work and Health Science, NTNU

³See Flem, 2003, 2004

Target group and entrance requirements

This course is designed for visiting students at either one of the faculties of Sør-Trøndelag University College, or at relevant faculties at university level. The students must meet minimum requirements for entrance to higher education in Norway. They must also fulfil basic English language requirements.

The course is considered especially relevant for students in the final stages of their study, or for practicing professionals. Applicants can therefore be either practising professionals or students in the field of health care and social work from inside or outside the European countries.

Organization of the course

The course is in 3 main parts:

- Part one (2 weeks): Creating a common ground
- Part two (6 weeks): From structures through practice, from practice to structures
- Part three (4 weeks): Project work

The course is equivalent to 18 credits (ECTS) and comprises ca. 1200 pages of literature review, one third of which is to be selected based on the individual student's project work. Student workload is estimated at 40 hours pr. week.

Below is an introduction to curriculum, followed by a detailed outline of the contents and progress of the course.

Curriculum – Health and Social Care in the Welfare State

1. Part one (two weeks): creating common ground

Culture, family and identity, comparison and contrast

Family models from a multicultural perspective

Modernisation and family changes

Changing roles from a gender perspective

Interchange with Norwegian students

Professional knowledge basis and biases

Working in and with multicultural groups

Health care and social work as a social construction

Health care and social work in a cross-cultural perspective

Professional development through knowledge & value basis and biases

2. Part two (6 weeks): Structures through practice, practice to structures.

Health Care and Social Work in the Welfare State - A cross-cultural perspective

The Welfare State from a historical perspective

Civil society and the welfare state

Health and social policy with regard vulnerable groups in the Norwegian welfare state; knowledge and methodology from a cross-cultural perspective

- Administrative structures in the health and social sector
- Knowledge basis in the health and social sector, based on perspectives such as: power, empowerment, gender, human rights
- Multidisciplinary work as an option and a challenge
- Tools in participatory group work
- Skills in communication and cooperation

Field work studies/clinical studies in health and social care services which implement the different social policies covered in the curriculum⁴

- Selecting and outlining terms of reference for individual projects

Interchange with Norwegian students through selected topics such as:

- Religion and modernisation
 - Childhood from a cross-cultural perspective
 - Community mobilisation
-

3. Part three (4 weeks): Individual project work – in depth study.

Analyzing issues relevant for Health Care and Social Work from a cross-cultural perspective

Methods in systematic gathering of information, data assessment, and project report writing

Methods in giving and receiving feedback

⁴ Field work or clinical studies will change according to course focus.

Content and progress of the course

Flexible options

The course consists of three main parts. All parts have to be completed to fulfil the 18 credit (ECTS) requirement. The course is offered to English speaking students from different backgrounds, with interests in the health and social sector. The issues focused upon in the course will undergo continual adjustment in order to meet the interests of the actual students enrolled and the faculties involved. If some students have an interest in taking only parts of the course, that will be considered as an option.

Part one (2 weeks): *Creating common ground*

During the first part of the course, common ground between students and teachers will be facilitated through cross-cultural dialogue. To this end, subjects the students have prior knowledge of, will be introduced, e.g culture, family, health care and social work. In addition, there will be mutually reached agreements between the students and the teachers responsible for them, in terms of the contribution each will make to the participatory process. Finally, the students will be introduced to other students in the programmes at the faculties of nursing and health education and social work.

Part two (6 weeks): *From structures through practice, from practice to structures*

Part two will initially introduce the Welfare State in a historical perspective, followed by an introduction to specific fields of social care. These fields will vary from year to year, based on the actual students and programmes involved⁵. In each field, social policy and relevant laws and regulations will first be introduced. Then various perspectives and methods that impact on the implementation of these policies will be presented. Lastly the students will either visit, or conduct clinical studies at, different sectors in the municipalities, with special responsibility for implementing the various policies. Each visit, or clinical study, will require careful preparation based on knowledge acquired during the course by the students. After these visits/

⁵ So far the courses have concentrated on the following issues: child care and welfare, integration of the disabled, integration of immigrants, social work with the elderly and social work in relation to people with alcohol and drug addiction.

clinical studies, the students will reflect and discuss their experience and put it in a theoretical and practical framework.

Part three (4 weeks) *Individual project work*

The individual project work will include writing up a project report that focuses on a relevant issue for the health and social sector. This project report will be based on theoretical and practical knowledge, systematically analyzed and discussed from a cross-cultural perspective. The preparation of this project starts already during part two of the course, with a seminar on how to work out a term of reference. After part two, the students continue working with their project and writing up their report, in groups, and under the supervision of a teacher.

Learning activities based on participation and communication

This course will lay great emphasis on student participation during lectures, group work, study visits/clinical studies and project work. During part one of the course, participatory methodology will be introduced as both a tool for supporting the student's own learning process and as a model for how to work in and with groups.

In addition, cross-cultural communication, within the student group and with fellow Norwegian students at the different faculties of Sør-Trøndelag University College, will be encouraged.

Outcome of the course

Students attending this course will receive:

- knowledge in the various fields of social and health care in the welfare state
- experience in comparing and contrasting issues relevant for social and health care professions in different contexts.
- experience in connecting theoretical knowledge with practical implications.
- experience and skills in working in and with multicultural groups
- experience in working systematically with project work, including the writing of an individual project report.

Teachers involved in this course will obtain:

- experience in comparing and contrasting challenges of social and health care in different contexts
- new options for professional development in a cross-cultural perspective
- experience in multidisciplinary cooperation at the University College

Assessment methods

Assessment methods are developed based on the following laws and regulations:

- Act relating to universities and university colleges (Lov om universiteter og høyskoler)
- Regulations on examinations at Sør-Trøndelag University College (Forskrifter om Eksamen ved Høgskolen i Sør-Trøndelag)
- Internal regulations for examinations at the Faculty of Health Education and Social Work/Faculty of Nursing at Sør-Trøndelag University College

Attendance

The students must attend at least 80 per cent of the subjects in the module to take examinations.

Examination

Individual project report followed by an oral examination

18 credits

The examination consists of an individual project report based on an in-depth study that is part of the course. The project report is followed by an oral examination. As part of the oral exam, the students read the reports of fellow students and evaluate them according to set criteria. The oral exam is a presentation of the project report, followed by discussions and feedback by their fellow students. The oral exam can result in either keeping the same grade, going one level better, or one level lower.

The teacher is responsible for grading. Grades A – F are used, where A is the best mark, E the lowest and F is fail. The grades are based on the mark achieved on the written project report.

Sources of literature

Bibliography is enclosed.

