

Degree Programme in Social Services
-focus on Diaconia & Christian Social Practice
210 ECTS

**Protestant Theological Faculty,
Charles University**

Diaconia University of Applied Sciences

Interdiac

Overall Operational Plan

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Introduction

This document gives an overview of the operation of the programme developed according to the Curriculum expressed in the Degree Programme itself. The aim is to give the students and others involved a perspective on the whole programme structure in terms of the delivery of each semester and study Unit. The degree programme has been developed through a process of consultation with social service providers in many countries of central and eastern Europe and the criteria currently accepted in the Czech Republic for such degree programmes have been followed. Because this is a joint degree programme organised with a Finnish partner, the Finnish criteria have also been followed. This international process of development should guarantee the relevance of the programme and its integrity.

Methodology

The teaching will be organised using a blended learning methodology. Students will be involved in a concrete work situation (placement) the whole time but will of course carry out their involvement according to the aims of the Semester and the various study modules. The educational process is designed in such a way that the learning tasks are carried out in practice contexts and can draw directly on that experience. The local context is not only a place for practice, research and analysis; it is itself a source for learning. The various assignments will benefit from local depth and international comparison and the theoretical studies will also have to relate to the diversity of the student group and their contexts.

The programme is delivered in a standard semester format, normally with four contact teaching sessions totalling 19 days. The contact teaching will include theoretical and practice related inputs which will prepare the students for the subsequent period of their work tasks and assignments 'back home'. The in between periods are of varying length according to the needs of the topic, but in general there are shorter gaps between contact teaching sessions at the start of the semester and there are written examinations in most semesters for which given texts must be studied. There are facilities for regular on line supervision and for group discussion and seminar work on line. In many semesters the contact teaching will be supplemented by on-line lectures and discussions.

The assignments for the period between the contact teaching are designed to relate the theoretical studies to the realities of the context where the student is practising. The placement tasks will be closely related to the main theme of the Semester. Throughout the period the student will have access to all materials needed (in addition to books) via the Fronter on-line learning platform.

For each semester, a workplace supervisor who meets the necessary criteria for supervisor will be appointed to support and guide each student. The Semester Handbook will detail the phases of the work and guide the supervision process for both the student and the supervisor. The supervisor will be in regular scheduled contact with the responsible teacher/head of education and there will be a weekly on line meeting between the student and the responsible teacher/head of education. Placements will be in the Czech Republic for those coming from nearby and for those remaining in their own country for the in between period, placements will be in their

relevant local country/context by agreement.

Staffing the Programme

Interdiac has a head of education who is the designated leader of the programme (Responsible Teacher). The post holder for the implementation of the programme has not been appointed due to the imminent retirement of the present post holder (at the time of writing). The appointment will be made in collaboration with the three partners. In relation to this programme the responsible teacher will be the pedagogical leader and coordinator, working with a team from the partner Universities and the interdiac Honorary Council. The Head of Education as responsible teacher for the programme is responsible for:

- developing the process of the learning programme
- working with and coordinating the staff team
- communicating with the placement supervisors & organising support or training for them as required.
- Being responsible for the conduct of placements and support of the students
- ensuring the programme is delivered according to the curriculum guide
- advising about content and securing the process of the learning
- building up the learning resources and updating the elearning platform (Fronter)
- teaching
- developing and updating the programme with the partners

Specific study modules are delivered by small teams of teachers appointed because of their competences and the responsible teacher for the semester coordinates the teacher teams and supports them.

Supervision of Students

A key element in the programme is the placement supervisor. Supervisors have the normal function of a placement supervisor in a social work programme but in addition must be familiar with the overall programme so that they can support the whole learning process. They will be equipped with a handbook for each semester which outlines the framework of the placement and the process of the learning so that the aims of each supervision session are given in advance (in addition to any local or contingent issues). Supervisors will be appointed who are able to follow the guidelines given in the ASVSP standard. The aims of supervision are to enable social work practice learning to:

- promote the qualification of the students and to develop their ability to work in social work organisations or local community organisations
- promote the students ability for self reflection and to enable them to reflect on their experience in professional practice contexts
- enable students to see themselves as instruments of social action
- enable students to actively and methodically use the theoretical knowledge, methods and ethical standards of social work

- support students research into the practice of social work and/or the application of social policy in the placement context
- motivate students to develop their occupational identity
- promote the competences of the degree programme

Supervision provides systematic support and guidance focused on the students' professional and personal growth. The main aim is to create enough space for reflection and for learning based on self-reflection and acquired experience. The supervisor is a qualified worker providing supervision to the student in the framework of the degree programme and placement aims (which are set in the curriculum handbook) are translated into an action plan by negotiation between the student, the supervisor and the responsible teacher for the study module. The overall recruitment and support of supervisors is the responsibility of the Head of Education. Regular on line and in some cases face to face meetings with supervisors are organised as is occasional training.

Specific study modules are delivered by small teams of teachers appointed because of their competences and the responsible teacher for the semester coordinates the teacher teams and supports them.

Electives

The curriculum includes two elective study possibilities, in multicultural counselling and international issues in child welfare. If a student wishes to choose one of these options it should be discussed with the responsible teacher. It is important that each student's personal study plan includes all the required competences. Electives are normally taken in years three and four. The details of the electives can be found in the curriculum guide.

Studies in Finland

Because this is a Double Degree Programme, students are obliged to take one semester (30ECTS) studies in the programme which is provided by the partner in Finland, the Diaconia University of Applied Sciences (Diak). The curriculum for this programme is similar to the programme presented in this curriculum guide and therefore students will gain the same competences. This should be discussed with the responsible teacher before commencing the professional studies as this semester is normally not in the first year of studies. The Diak curriculum can be found on the website at: http://english.diak.fi/files/diak_eng/Tiedostot/November2010CurriculumGuideFinal.pdf

NOTE: For full details of the aims and content of each Study Unit please see the booklet Degree Programme Curriculum; for the full operational details of each study unit please see the relevant Fronter (on line learning platform) pages. There you will find specific timetables, resource lists and the names of the relevant teachers etc.

Year One Semester One

Person & Context: Theory, Practice and the Development of Knowledge 30cr

Study Unit 1. Learning and Study Skills		5cr
Study Unit 2	Personal and Professional Identity in Social Work & Diaconia	5cr
Study Unit 3	Basics of Professional Social Work	5cr
Study Unit 4	Introduction to Social Policy and Social Welfare Systems	5cr
Study Unit 5	Philosophical Ethics and Diaconal Understanding of Social Work I	5cr
Study Unit 6	Basic Social Analysis	5cr

Week One	Weeks Two - Four	Week Five
<p>Contact teaching</p> <p>Orientation SU 1 Learning and Study Skills and SU 3 Basic Theoretical Concepts of Professional Social Work: Orientation assignment: One week before the first contact teaching, the orientation assignment must be sent to the responsible teacher by email</p> <p>Day One SU1 Learning and Study Skills Group Building Introduction to the studies Learning to Learn SU 5 Philosophical Ethics and the Diaconal Understanding of Social Work How to use the Bible , developing a Bible study circle How to lead group in prayer respecting diverse traditions</p> <p>Day Two SU 1 Information system and the acquisition of knowledge including e-learning and other tools. Analysis of the orientation assignment, part one</p> <p>Day Three SU 1 The management of personal learning and the use of time + biographical writing as a source for reflection.</p> <p>Day Four SU 1 Academic English, academic writing, Ethics of report writing SU 3 (Basic Theoretical Concepts of Professional Social Work)) Introduction to social services and Diaconia. Orientation assignment parts 2 and 3</p> <p>Day Five SU 2 (Personal and Professional Identity in Social Work & Diaconia) How to use learning diary in PCD SU 1 The use of team and group work in learning processes Team Building: The student is sensitive to the diversities of background of other students, service users and colleagues in a work setting</p> <p>From day one to day five SU 5 Bible study organised by the students and morning and evening prayers</p>	<p>Assignments and Orientation</p> <p>Week 2 SU 1 and SU 3 Re-writing the orientation assignment according to the orders of academic writing in Charles university and ethics of report writing (hand in the assignment on Fronter) - Completing the assignment “acquisition of knowledge” by using the databases and other tools available in Diak and submit it on Fronter see https://fronter.com/diak/main.phtml</p> <p>Week 2-3 SU 2 (Personal and Professional Identity in Social Work & Diaconia) “My own roots” –assignment</p> <p>Week 3 SU 1: Assignment: “Myself as a learner”. Write an essay of your experiences as a learner in the course of your life and reflect that to the learning methods used in this degree programme:.. Submit the assignment on Fronter and you get the feedback from your responsible teacher on Fronter, as well.</p> <p>Week 4 SU 3 Online video lecture concerning different organisation in social work and community development work SU 3 Collect the basic documentary elements of your work place or the place where you are going to make your first placement on Fronter. Interview a professional in that placement or work place on the question of how they interpret the professional work. Write a 2 page analysis from the interview and submit it on Fronter. Group work on Fronter making the group preparation for the seminar (week 5) Your responsible teacher’s supervision is available at a given time by Adobe Connection Pro every week. Keep a learning diary in the whole period</p> <p>Whole semester discussion forum on Fronter SU 2 Discussion forum concerning diaconal social and community work identity and vocation</p>	<p>Contact Teaching</p> <p>Day One SU 3 Feedback from the assignment: A prepared seminar concerning the interviews of a professional, analyzing professionalism. SU 1 English clinic</p> <p>Day Two SU 2 Enabling students to understand the importance of biography and socialisation in forming personal and professional identity. Basics of ethnography and other approaches to fieldwork as research and practice Practice of the exposure method Practice of reflection and feedback Enable the student to reflect on the impact of biography on observation, reflection, analysis of phenomena and acting</p> <p>Day Three SU 2 Understanding the practice of the exposure method including the use of reflection and feedback Professional identity of a social worker and a diaconal social worker in different contexts</p> <p>Day Four SU 2 Practice of the exposure method, reflection and feedback; relation of personal and professional service models Definitions of diaconia as church social service work</p> <p>Day Five SU 2 Diaconal social work as a professional vocation and identity. Social and community development work as diaconal practice</p> <p>Days One to Five SU 5: Bible study organised by the students and morning and evening prayers</p>

Weeks Six to Eight	Week Nine
Assignments and placement orientation	Contact Teaching
<p>Week 6 SU 2 Online lecture on developmental psychology Assignment on developmental psychology: First part in groups on Fronter and second part individual work</p> <p>Week 6-7 SU 4 Video lectures: Basic approaches to social work and social policy and definitions of welfare. Assignment: Get acquainted with the welfare state of Czech Republic or your own context: An investigation of how the placement place relates to the welfare system in the given country, with some basic literature from the given government</p> <p>Week 7-8 SU 3 Reading and e-learning for exam: Payne. M. (2006) What is Professional Social Worker? Venture Press. Birmingham (219 pages) Twelvetrees, A. (2008) Community Work. 4th Edition. London: Palgrave Macmillan (238 pages) Eurodiaconia 2010. Diaconal Identity – Faith in Social care. A reflection from Eurodiaconia. Available at www.eurodiaconia.org (or http://bit.ly/9ifOGM) (28 pages)</p> <p>Week 8 SU 3 Online video lectures on the definition of social work and community development work Online video lectures on the history of community development work and social work and about the present diverse context</p> <p>Whole semester discussion forum on Fronter SU 2 Discussion forum concerning diaconal social and community work identity and vocation</p> <p>Each student keeps a learning diary</p>	<p>Day One SU 3 Exam based on the compulsory literature SU 1 English Clinic SU 2 Feedback from assignment concerning developmental psychology in groups</p> <p>Day Two SU 4 Welfare, history and diverse contexts and different definitions Basic social policy (scope and aims) Basis of the welfare state in the Czech Republic and their own/another context SU 4 Social policy and social exclusion</p> <p>Day Three SU 5 Philosophical background to social work ethics</p> <p>Day Four SU 5 Ethics and Diaconia Ethical codes adopted by national and international social work organisations</p> <p>Each Day Bible study organized by the students and morning and evening prayers One lecture by visiting teacher on theology and diaconal social work</p>

Weeks Ten to Thirteen	Week Fourteen
<p>Assignments and placement work</p> <p>Week 10 SU 5 Assignment: Essay on ethics and social work. Submitted on Fronter latest at the end of week 10.</p> <p>Week 11 SU 5: Reading and e-learning – analytically commenting on these texts: Brodd, Sven-Erik 2005. Diaconia Through Church History. Five Ecclesiological Models. In: Brodd et al (Eds.) The Theology of Diaconia. Uppsala: Diakonistiftelsen Samariterhemmet, 5–26. Diakonie 2008. Characteristics of Diaconal Culture. Strengthening the diaconal profile. Diakonie Texte 17.2008. Diakonisches Werk der Evangelischen Kirche in Deutschland (EKD) e.V. 65 pages. Available at (http://www.eurodiaconia.org/files/Theology/FINAL%20Diakonie%20Characteristics%20of%20a%20Diaconal%20Culture.pdf) o Olson, Jeannine E. 2006. Deacons and Deaconesses in the Bible and the Early Church: The First to the Fourth Centuries. In: Deacons and Deaconesses Through the Centuries. St. Louis: Concordia Publishing House, 17–49. SU 5 Online lecture on Fronter concerning the early church history of Diaconia</p> <p>Week 12-13: SU 4 Video lectures: Welfare regimes and their strength and weaknesses Assignment: The purpose is to explore a social welfare policy in depth and reveal the implications of the policy on/for different excluded groups in need Visit in NGO working in one of the following fields:</p> <ul style="list-style-type: none"> - Immigrants - Elderly care - Youth work - Child work - People with disability - Members of a minority group for example Roma people <p>The assignment requires a historical overview of the policy; a discussion of the target population, the demographics (who benefits, eligibility criteria, etc); a discussion of ideological and values that are the basis of/inherent in the policy; an analysis of the policy in light of its intent - a substantive discussion of the implications of the policy in regard to gender, race, and class; and consideration of alternative approaches that might better embrace a social justice perspective, or affirmation as to why and how the policy is working to attain its goal.</p> <p>Whole semester discussion forum on Fronter SU 2 Discussion forum concerning diaconal social and community work identity and vocation</p> <p>Each student keeps a learning diary</p>	<p>Contact Teaching</p> <p>Day One SU 4: Feedback from the assignment concerning social welfare policy SU 1 English Clinic</p> <p>Day Two SU 6 Basic sociology and social analysis Concept of poverty and social exclusion</p> <p>Day Three SU 6 Work, activity and employment, and marginalisation as a factor in producing social exclusion SU 5 Theology of Diaconia</p> <p>Days One to Three SU 5 Bible study organized by the students and morning and evening prayers One lecture by a theologian on the relationship between theology and diaconal social work and community development</p>

Weeks Fifteen to Eighteen	Week Nineteen
Assignments and placement work	contact Teaching
<p>Week 15-16 SU 5 Diaconia assignment. The emphasis is on diaconal and social work ethical codes, theological models of diaconia, ecumenia and different faith communities and diaconia in the early church. An independent visit to a faith community is also required. The reporting will be in the individual assignment and as a comment in web discussion. Other students' comments need to be commented as well.</p> <p>Week 17-18 SU 6 Assignment including reading as follows: COMPULSORY READING: Hoffman, J., Graham, P. (2006) Introduction to Political Ideologies (Liberalism, Conservatism and Socialism) Choose one from the following literature list: - Ebenstein, A., Ebenstein, W., Fogelman, E., (2000) Today's isms 11th Ed: Upper Saddle River, N.J: Prentice Hall, (Three chapters: Socialism, Communism and Capitalism) Tailor, G. (2007) Ideology and Welfare: Palgrave Macmillan (Three Chapters: Liberalism, Social Democracy, Neo-Liberalism) COMPULSORY READING: Watson, T. (2008) Sociology, Work and Industry 5th Ed. : Routledge Taylor & Francis group (Read Chapters One, Two and Three) Choose one from the following Literature list Odih. J. (2007) Gender and Work in Capitalist Economies. Open University Press (Read chapter eight, conclusion) Servais, J-M., Bollé, P., Lansky, M. Editors (2007) Working for Better Times: Rethinking Work for the 21st Century: International Labour Office (Read chapters four and five) Your responsible teacher's supervision is available at a given time by Adobe Connection Pro during the weeks 17-18. Dr. Kari Latvus, on line lecture: Poverty in the Bible</p> <p>Whole semester discussion forum on Fronter SU 2 Discussion forum concerning diaconal social and community work identity and vocation Each student keeps a learning diary</p>	<p>Day One SU 6: Basic Social analysis Relation of social and economic structures to everyday life Conclusion from the Study Unit 6 and assignment</p> <p>Day Two SU 5 Fundamental theology and the basics of Diaconia Feedback from the assignment on Diaconia SU 1 Pedagogical evaluation of the first semester</p> <p>Day Three to Day Six Starting the new semester: Year One Semester Two: Person, Community and Society. See the Operational Plan for Semester 2</p>

Please Note: In this Semester there will be a holiday period of two weeks over Christmas which is not counted in this programme plan as the exact period will vary from year to year

Year One Semester Two

Person, Community & Society

30cr

Study Unit 7	Basic Methods for Research and Social Analysis	5cr
Study Unit 8	Practice Placement: Field - Research Project	5cr
Study Unit 9	Philosophical Ethics and the Diaconal Understanding of Social Work II	5cr
Study Unit 10	Participatory Working Methods & Skills for Social Work & Community Development (Basic Skills and Methods)	5cr
Study Unit 11	International Social Policy, Social Welfare & Social Work	5cr
Study Unit 12	Practice Placement	5cr

Week One	Weeks Two to Seven	Week Eight
Contact Teaching	Research & Placement	Contact Teaching
<p>Note: This 4 day contact teaching period starts directly after the end of Study Unit 6 (Semester 1).</p> <p>Day 1 SU 7 Basic Methods for Research and Social Analysis: Introduction to semester 2 contents and process Lectures on Spirituality and Community Placement guidelines</p> <p>Day 2 SU7 Lectures on research methodology Research planning and research as a project</p> <p>Day 3 SU 7 Lectures on qualitative research, developing critical knowledge of a local situation</p> <p>Day 4 SU 8 Practice Placement: Field - Research Project: Ethics of research including use of sources, accountability and confidentiality etc Specific language skills related to research report writing Use of on line and e-resources in research, issues of plagiarism and use of sources SU 7 Production of a written research plan steps in the process, guidance and tutoring; Students decide on the field for research</p>	<p>Weeks 3 – 4 SU 7 Field Research project – each student or pair produces a research plan according to the guidance given and with the support of the interdiac responsible teacher (three times on line) and placement supervisor (twice). During the whole process (weeks 3 – 7) the student keeps a research diary on line which is controlled by the responsible teacher & placement supervisor On line lectures on research methods available</p> <p>Week 4 Day 5 Presentations of research plan in on line seminars (student group split into two)</p> <p>Weeks 5 – 7 SU 8 Work on field research assignment, data gathering, analyzing, report writing The student will keep research diary, which will be confirmed by placement tutor & responsible teacher; Supervision by placement supervisor (twice) and responsible teacher (three times) Assignment uploaded to Fronter at the end of week 7 During the whole process (weeks 3 – 7) the student keeps a research diary on line which is controlled by the responsible teacher & placement supervisor</p>	<p>Day 1 SU 8 Research assignment presentations, Two seminar groups. Process involves student presentation & critique</p> <p>Day 2 SU 9 Ethical and Diaconal Understanding of social work Fields of Diaconia, especially diaconal social work and community development, ethical understanding of social and community work</p> <p>Day3 SU 9 Understanding of the Bible in its context in relation to Diaconia and ethics, focus on specific books Ecumenical understanding of Diaconia</p> <p>Day 4 SU 10 Participatory approaches to social work & community work. Lectures on community development work in in relation to participatory social work. Constructive approaches to address social exclusion.</p> <p>Day 5 SU10 Introduction to Social Security systems in Czech republic and other European countries Community work and placement guidelines</p> <p>SU 12 Introduction to placement tasks and guidelines</p>

Weeks Nine to Eleven	Week Twelve	Weeks Thirteen to Sixteen
Research & Placement	Contact Teaching	Research, Assignment & Placement
<p>SU9 Written Assignment on Diaconia in the Christian traditions in relation to Diaconia in the placement context – evaluation and proposals for the future</p> <p>SU 10 Community Development Work assignment - Island Case Study (first part)</p> <p>Reading on social security systems in Czech Republic, one other country or the student's own country and the Czech Republic Part 1</p> <p>Each student keeps a learning diary</p>	<p>Day One</p> <p>SU9 Debriefing the Diaconia assignment and further teaching on Diaconia in context</p> <p>Day 2</p> <p>SU 9 Community development work – debriefing the island case study, further teaching on community development work and planning next steps; Linking community work and Diaconia</p> <p>Day 3</p> <p>SU10 Further teaching on income maintenance and social security systems</p>	<p>SU10 Island case study completion (community development work)</p> <p>Reading on social security systems in Czech Republic, one other country or the student's own country and the Czech Republic Part two (preparing for the exam)</p> <p>Each student keeps a learning diary</p>

Week Seventeen	Weeks Eighteen to Twenty	Week Twenty One
Contact Teaching	Research & Placement	Contact Teaching
<p>Day 1 SU 10 Examination on social security systems Debriefing Community work Assignment</p> <p>Day 2 SU 9 Teaching on social work ethics</p> <p>Day 3 Teaching on social work ethics & preparing assignment on human dignity</p> <p>Day 4 SU 11 International Social Policy, Social Welfare & Social Work. Approaches to Social policy in a global perspective; Welfare regimes</p> <p>Day 5 Link between welfare regimes and social work approaches in a global perspective</p>	<p>SU 9 Social work ethics – essay on human dignity to be uploaded at the end of week 20</p> <p>SU 10 Reading preparatory to group work teaching in week 21</p> <p>SU11 Reading set texts on international social policy and welfare regimes</p> <p>SU 12 Finalising placement and placement report to be uploaded at the end of week 20</p> <p>Each student keeps a learning diary</p>	<p>Day 1 SU 12 Placement debriefing and evaluation SU 11 Examination on Global Social Policy and Social Welfare</p> <p>Day 2 SU10 Group work in social work and community development work practice</p> <p>Day 3 SU10 Group work in social work and community development work practice Part 2 Evaluation of semester and linking to second year</p>

Year Two Semester One

Participation & Social Inclusion

30cr

Study Unit 13 Globalisation, Unemployment and Exclusion

5cr

Study Unit 14 Social Work & Community Development Theories and Perspectives

5cr

Study Unit 15 Participatory Working Methods for Social Work & Community Development (related to social Inclusion & participation)

5cr

Study Unit 16 Participatory Skills in Social Work & Approaches to Diaconal Social Work

5cr

Study Unit 17 Practice Placement: Methods and Skills for Inclusion

10cr

Week One	Weeks Two to Six	Week Seven
Contact Teaching	Placement, Assignments etc	Contact Teaching
<p>Day 1 SU13 Globalisation, Unemployment and Exclusion Introduction to the Semester Contents & Plan; The impact of globalisation and labour market change on employment and working conditions as well as on health and well being</p> <p>Day 2 SU13 Policies of the European Union, national governments, towards social inclusion and worker protection; Policies for working with excluded groups such as ALP</p> <p>Day 3 SU 13 Specific policies of the Czech government in international comparison; Findings and recommendations of UNDP towards post Soviet countries and exclusion</p> <p>Day 4 SU 14 Social Work and Community Development Theories and Perspectives Theory and practice of social work in relation to social exclusion</p> <p>Day 5 SU 14 Community development work and youth work, approaches to tackling social exclusion through participation SU 17 Practice Placement: Methods and Skills for Inclusion Placement preparation Bible study circle organized every day by the students</p>	<p>SU 17 Starting the placement: Exclusion in the placement context – analysis and making the placement plan.</p> <p>SU 13 Placement work and written assignment on economic and labour market exclusion in the placement context and the policies and practices taken to combat it by different actors. 2cr</p> <p>SU 13 Reading and evaluating literature for the written exam in week 13. Focus on combating social exclusion and promoting community well being .5cr</p> <p>SU 14 Written assignment on social or community work methods, describing and analysing one chosen professional perspective for example community development work, participatory social work and its application in your placement context. Assignment to be uploaded by the end of week 6</p> <p>NOTES: Weekly supervision by the local placement supervisor (compulsory) Supervision by responsible teacher for placement tasks Week 3 (compulsory) and on request at other times</p> <p>Each student must keep a learning diary of the whole distance learning period and this should be made available to the responsible teacher, except for any parts the student wishes to keep confidential</p>	<p>Day One SU 13 Seminar: presentation of written assignments SU 14 Teaching on research methods – focus on quantitative methods linked to social exclusion/community well being</p> <p>Day Two SU 14 Research methods, continued; Introduction to the thesis process SU 14 Thesis process continued</p> <p>Day Three SU 15 Participatory Working Methods for Social Work & Community Development Principles of social work, case management, links to community development work SU 15 Specific approaches and methods for working with excluded elderly people</p> <p>Day Four SU 15 Specific approaches and methods for working with mental health and substance abuse issues</p> <p>Day Five SU 15 Working with children young people and families Preparation for the assignment and the placement period. Bible study circle organized every day by the students</p>

Weeks Eight to Twelve	Week Thirteen
<p>Placements, Assignments, Thesis Work</p> <p>SU 13 reading and evaluating literature for the written exam in week 13. Focus on combating social exclusion and promoting community well being 1cr</p> <p>SU 14 Each student prepares the first thesis proposal and shares with another student at the end of week 11; Proposal is uploaded to Fronter at the end of week 11. 1.6cr</p> <p>SU 15 Course members are split into (international) pairs to work on particular chosen issues such as work with excluded elderly people in community, adults without paid work, substance abuse etc. The task is to analyse the issues, search and compare relevant legislation (concerned with policies for inclusion), service systems and working methods. Each pair should identify the preferred social work method(s) and related theories and a social policy approach to the issue and justify it. The assignment should be uploaded at the end of week 12. 2.25cr</p> <p>SU 17 Continuing the placement period according to the plan</p> <p>NOTES: Weekly supervision by the local placement supervisor (compulsory) Supervision by responsible teacher for placement tasks weeks 9 & 11 (compulsory) and on request at other times</p> <p>Each student must keep a learning diary of the whole distance learning period and this should be made available to the responsible teacher, except for any parts the student wishes to keep confidential</p>	<p>Contact Teaching</p> <p>Day One SU13 Written exam on combating social exclusion SU14 Thesis seminar part 1</p> <p>Day Two SU 14 Thesis seminar part 2</p> <p>Day Three SU 15 Contact teaching on working with disadvantaged and excluded young people & those in danger of exclusion</p> <p>Day Four SU 15 Seminars on the chosen issues from the social work method and policy in relation to chosen issues.</p> <p>Day Five .5cr SU 16 Participatory Skills in Social Work & Approaches to Diaconal Social Work Planning diaconal work in relation to work on social exclusion, in different domains Introduction to the diaconal functions in congregational worship. Preparation for the Assignment Bible study circle organized every day by the students</p>

Weeks Fourteen to Eighteen	Week Nineteen
<p>Placements, Assignments, Thesis Work</p> <p>SU 14 Continued work on thesis plan</p> <p>SU 16 3.5cr Complex assignment on Diaconia and social exclusion including: Step 1 Christian theory and practice in an ecumenical perspective - Biblical and theological approaches to poverty and social exclusion - current ecumenical strategies and initiatives to address poverty and exclusion - approaches of diaconal social work and church organisations in working with excluded persons and groups Step 2 - analysing & evaluating the local churches in the placement context to survey how they are working on the issues - creating a practical and theological critique with proposals The evaluation should include the roles of volunteers, activists, professional workers and religious leaders. Attention should be paid to the participation and subjectivity of marginalised persons and groups. (In collaboration with the local supervisor and the responsible teacher, the field for the research should be agreed) Assignment should be uploaded by the end of week 18</p> <p>SU 17 Placement continued according to the plan, including writing a report according to instructions to be uploaded on Fronter by Friday of week 18 5.5cr</p> <p>NOTES: Weekly supervision by the local placement supervisor (compulsory) Supervision by responsible teacher for placement tasks weeks 15 & 17 (compulsory) and on request at other times Each student must keep a learning diary of the whole distance learning period and this should be made available to the responsible teacher, except for any parts the student wishes to keep confidential</p>	<p>Contact Teaching</p> <p>Day One SU 17 Placement feedback and evaluation</p> <p>Day Two SU 16 Seminar (morning) on understanding of exclusion in Christian and Diaconal context. Seminar (afternoon) on actors, strategies and actions in church response to poverty and exclusion.</p> <p>Day Three SU 16 Experiential approach to group work – working with teams and volunteers</p> <p>Day Four Evaluation and Planning for Year Two, Semester Two including update and checking thesis development</p> <p>Bible study circle organized every day by the students</p>

Year Two Semester Two
Building Society in Diversity

30cr

Study Unit 18 Social Structures & Everyday Life

5cr

Study Unit 19 Identities, Differences & Rights

5cr

Study Unit 20 Participatory Working Methods for Social Work & Community Development related to diversity and difference)

5cr

Study Unit 21 Anti-Oppressive Practice in Social Work & Community Development

5cr

Study Unit 22 Practice Placement: Methods and Skills for Working with Diversity Issues

10cr

Week One	Weeks Two to Six	Week Seven
Contact Teaching	Placement, Assignments, Thesis Work	Contact Teaching
<p>SU 19: Identities, Differences & Rights Preparatory Assignment: Compulsory reading: Chapter 12 of Haralambos and Holborn (Culture and identity). Re-writing the Self-biography and the “own roots” assignment: How the studies have changed the student’s identity and attitude. Writing in dialogue with the text</p> <p>Day one SU 19:Where are we now? Looking backwards, recapping the former studies. Preparatory assignment handling: Identity, what is important for your self-understanding. Analysis using the Bronfrenbrenner’s Ecological Systems Theory?</p> <p>Day two SU 18 (Social Structures& Everyday Life – Thesis Development): Starting the final thesis process Recapping what the group have learned especially from research, material gathering and methodology. Teaching on research methodology. Library: How to find material for your thesis work. Deciding the doctoral thesis or articles for assignment.</p> <p>Day three SU 19: Contact teaching and group work on Human rights declaration/The children’s rights/women’s rights etc. Special focus on the emphasis of social rights and political rights contra individual rights: the history and the basis of the rights. In groups: Reflecting each other’s life and society: why the rights are missing – or are they?</p> <p>Day four SU 21: Anti-Oppressive Practice in Social Work & Community Development Contextual theology and liberation theology, opening the concepts. Starting the Bible study in groups through the semester (every contact day) concerning the exclusion and inclusion, how Jesus dealt with women, the diseased, the isolated, etc. Supervised contextual Bible study.</p> <p>Day five: SU 21Contact teaching concerning the mythology of anti-oppressive practice. Literature: Adams & Dominell: Social work: Themes, issues and Critical Debates.</p>	<p>Week 2-3 SU 19: Reading one of the following books: Adams, R., Dominelli, L. & Payne, M. 2009. Social Work Themes Issues and Critical Debates. 3rd edn., Palgrave Macmillan. Chapters: 1, 8, 20, 21. Adeney, F.S. & Sharma, A., (eds.) Christianity and Human Rights, 2007, New York, State University of New York Jim Ife, J., <u>Human Rights and Social Work: Towards Rights-Based Practice</u>, 2008, Cambridge, Cambridge University Press</p> <p>Week 2-3 SU 19: Assignment on human rights and religious and cultural diversity – Explain which way religions have been used to promote or not the human rights in your own environment. Submitted on the Fronter. Chat discussion on Fronter concerning the assignment (participation in the discussion is obligatory).</p> <p>Week 4 SU 21: Kjell Nordstokke: <u>Liberating Diaconia. One’s own analytical comment on the book (length at least one page) Submitting on Fronter. After that everyone must comment analytically on at least five of the submitted comments.</u></p> <p>Week 5-6: SU 18: Assignment: Analyse the content and methodology of a chosen Master or Doctoral thesis. First part of the assignment concerns its content. When the first part has been accepted the students will continue by focusing on the methodology and material: how these results have been produced (The methodology, material gathering and analysis). Both assignment will be submitted on Fronter before the second contact week and supervisors give the feedback on Fronter. Literature on qualitative research: Riessman, C.,K., (ed.) (1993): Qualitative Studies in Social Work Research. SAGE. Denzin, N., N., & Lincoln, y., S. (eds.) (2003): Collecting and Interpreting Qualitative Materials. SAGE. Kvale,S. (1996): Interviews. An Introduction to Qualitative Research Interviewing. SAGE. Holliday, A., (2007): Doing & Writing Qualitative Research 2nd edn. SAGE Each student keeps a learning diary</p>	<p>Day one SU 19: Individual exam concerning the SU 2 reading. SU 18: Choosing the topic of final thesis through brainstorming. Producing the Idea paper (1-2 pages), brainstorming methodology, material, goal, area Discussion concerning the methodology. Library search for literature.</p> <p>Day two SU 20: Participatory Working Methods for Social Work & Community Development (related to diversity and difference) People on the move: who, where, why? Concepts: acculturation, racism and theoretical approaches to integration, pluralism, multiculturalism and transculturalism (Literature: Geerd Hofstede, Berry)</p> <p>Day three SU 20: The reasons behind racism, contact teaching and discussion</p> <p>Day four SU 20: Impact of minority status on health and well-being</p> <p>Day five SU 21: Modern ecumenism, interfaith work and diaconia.</p> <p>Each day SU 21: Worship life and Bible study in groups</p>

Weeks Eight to Twelve	Week Thirteen
Assignments, Placement and Thesis Work	Contact Teaching
<p>Week 8: SU 18. Feedback on the idea paper from the supervisor. Reading concerning theoretical framework of their thesis work</p> <p>Week 8-9 SU 20: Video clip about religious and cultural diversity Video clip about dialog between religions (Sami Kivelä) Reading for group exam: Parekh, B. (2005) Rethinking Multiculturalism: Cultural Diversity and Political theory, 2nd ed. Palgrave Macmillan.</p> <p>Week 9 SU 19: Assignment: The national and EU laws and legislation in the field of racism and discrimination, anti-discrimination law and legislation. Please study the legislation (one of the four given below) of the EU or national legislation (they can be found from the web) about:</p> <ol style="list-style-type: none"> 1) Anti-Discrimination Law (EU) 2) Migration (EU) 3) Act on the Integration of Immigrants and Reception of Asylum Seekers (Czech republic) 4) Anti-Discrimination Law (Czech republic) <p>Decide with your group, what are the 5 most important points in the law you chose. Video clip about European policy on Migration (Tony Addy)</p> <p>Weeks 10-12 SU 22: Methods and Skills for Working with Diversity Issues First part of the practice placement. Writing the first part of the placement report on Fronter Choosing a theme, method or problem related to diversity issues (anti-oppression, ethnicity, disability, gender, discrimination, human rights, racism) for the report.</p> <p>Weeks 10-12 SU 21: Writing a placement diary on Fronter chat discussion with responsible teacher</p> <p>Weeks 10-12 SU 18: Making the material gathering plan trying to find ways to integrate the idea of community work to their thesis work: submitting on Fronter</p> <p>Each student keeps a learning diary</p>	<p>Day one SU 20: Group exam about Parekh book SU 18: Material gathering plan handling in groups (seminar groups, see week 18) Taking account the ethics of research,</p> <p>Day two SU 19: Group work and discussion on the assignment concerning the law and legislation. SU 22: Mid-placemen reflection</p> <p>Day three and four SU 3 MOD-course (Diversity and Dialogue) The purpose of Diversity and Dialogue training is to prevent society developing in the direction of more discrimination. The issues dealt with in the training always fundamentally arise out of the issue of power in society. The training aims to promote ethically sustainable social action which respects human rights. Ethical action presupposes a sense of situation, tolerance of uncertainty and questioning what we take for granted.</p> <p>Day five SU 21: Contact teaching Gender and sexuality from the diversity perspective. Violence against women. Each day SU 21: Worship life and Bible study in groups</p>

Weeks Fourteen to Seventeen	Week Eighteen	Week Nineteen
Placement, thesis tasks and assignments	Contact Teaching	Assignment Completion
<p>Weeks 14-17 SU 22: Working on the placement.</p> <p>Writing the first draft of the placement report. Aim is that the students should have a deeper understanding both of anti-oppressive practice in social and community development work and working practices to support the equal status of all people in society. More detailed see placement report guidelines.</p> <p>Weeks 14-17 SU 21: Writing a placement diary on Fronter chat discussion with responsible teacher</p> <p>SU 18: Conceptual and theoretical framework for the thesis work: Previous research on the topic. Submitting the papers on Fronter. Making the Thesis plan. Each seminar group's members should read each others' thesis plan before the contact week</p> <p>Each student keeps a learning diary</p>	<p>Day one SU 22: Placement reflection</p> <p>Day two SU 21: Learning diary – what did we learn from anti-oppressive practice during the practice placement.</p> <p>Day three SU 18. One day seminar in groups of five students (see week 13).</p> <p>Day four: SU 18: English clinic concerning the research plan.</p> <p>Each day SU 21: Worship life and Bible study in groups</p>	<p>SU 18: Everyone will make the corrections (language and content) to their research plan and submit it again on Fronter.</p> <p>SU 21: Reading: Dalrymple, J. & Burke, B. Anti-Oppressive Practice, Social Care & the Law, 2006, Maidenhead, Open University Press Home exam, submitting on Fronter</p> <p>SU 22: Writing the final version of the placement report. Submitting it on Fronter latest at the end of the week 19.</p>

Year Three Semester One

Community Empowerment & Participation

30cr

Study Unit 23 Participatory & User Research Methods

5cr

Study Unit 24 Methods in Youth and Community Development Work

5cr

Study Unit 25 Professional Practice in Community Development and User Participation

5cr

Study Unit 26 Practice Placement

15cr

Week One	Weeks Two to Six	Week Seven
Contact Teaching	Research & Placement	Contact Teaching
<p>Day 1. SU23 Participatory and User Research Methods Participatory and user research methods.</p> <p>Day 2. SU23 Action research methods.</p> <p>Day 3. SU24 Methods in Community Development Work & Diaconia Process of community development in relation to civil participation. Change strategies.</p> <p>Day 4. SU24 Use of research in change strategies – tools and methods; Research and analysis with local groups and communities</p> <p>Day 5. SU23 Orientation in thesis development. SU26 Practice Placement Orientation on the practical placement</p>	<p>SU 23 Finalising the thesis plan: Further work to develop the thesis plan with supervision by thesis supervisor 2 times one hour (week 3 & 5) Reading related to the chosen research method. Elaborating a plan for the use of the thesis project results in development work. Final plan to be submitted to Fronter before the end of week 6</p> <p>SU24 Assignment: Producing own community profile of the place/context where the community development project will be located; Supervision by Responsible teacher in weeks 2, 4 and 6 Put on Fronter in week 6</p> <p>SU26 Assignment: Producing a plan for the community development project (placement). Related reading. Plan to be put on Fronter before the end of week 6</p> <p>Each student keeps a learning diary</p>	<p>Day 1. SU23 Thesis development seminar: Thesis Plan finalisation including use of thesis in development (work in two groups) SU26 Community/user group profiles and community development project plans (work in two groups)</p> <p>Day 2. SU24 Community development work and participatory social work as a linked strategy, working with volunteers and active citizens/denizens. (Focus on processes)</p> <p>Day 3. SU24 Comprehensive models and strategies for working for change, including social and community development work. (Focus on structures to support the work)</p> <p>Day 4. SU24 Strategic planning process. Creation, implementation and evaluation of change strategies.</p> <p>Day 5. SU24 Community mobilisation. Community development and participatory strategies and diaconia. SU26 Preparing for the next phase of the placement</p>

Week 8	Weeks Nine to Twelve	Week Thirteen
Placement and Thesis Project and Assignments		Contact teaching
<p>SU26 Developing a plan for development/change with the local community or user group, including working with the group on their own analysis and planning using participatory tools and methods. A wide view of the problems should be taken using for example the 'ecological systems approach'. Emphasis should be on empowerment (note that the project will continue into the project development and management phase in the next semester. The local church and interfaith context should be taken into account. Reading on community development and participation and project development</p> <p>SU24 Assignment: Producing a written report on the analytic phase of the placement. Put on Fronter in week 12</p> <p>SU24 & SU26: Supervision: By the Responsible Teacher in weeks 9 and 11</p> <p>SU23 Theoretical development of the thesis. Data gathering and/or analysis for the thesis project (ongoing, progress report for the next contact teaching); Supervision by the thesis supervisor in week 10 and 12</p> <p>SU25 Essay on participatory evaluation in the local context (placement project) using compulsory written text and at least two other sources. Submitted on Fronter at the end of week 10 latest; Supervision 1h during week 9 by the responsible teacher</p> <p>Each student keeps a learning diary</p>		<p>Day 1. SU26 Debriefing practical placement (in 2 groups) SU23 Thesis seminar</p> <p>Day 2. SU25 Professional Practice in Community Development and user participation. Practice of group work with larger projects (experiential) Informal learning in social and diaconal work</p> <p>Day 3. SU25 Methods of conflict prevention and resolution. SU 25 Personal professional development strategies.</p> <p>Day 4. SU25 Supervision, monitoring and evaluation of personal work in social and diaconal work.</p> <p>Day 5. SU25 Analytic and reflective report writing. (Building on the report of the first placement period, focus on personal reflection) SU26 preparing for the next phase of the placement SU23 Thesis planning for next period (group work)</p>

Weeks Fourteen to Eighteen	Week Nineteen
Placement and Thesis Project and Assignment	Contact teaching
<p>SU23 Data collection and thesis development ; preparing report for week 18 to be submitted on Fronter before the end of week 18</p> <p>SU25 Producing a complex evaluative and reflective report of the placement. Supervision by Responsible Teacher in weeks 15 & 18 Put on Fronter in week 18</p> <p>SU26 Completing the development phase of the placement project ; Related reading</p> <p>Each student keeps a learning diary</p>	<p>Day 1. SU26 Debriefing practical placement (in 2 groups) and evaluation in plenary.</p> <p>SU 23 Thesis development seminar (in 2 groups)</p> <p>Day 2. SU26 Dialogue between Church and society.</p> <p>Day 3. SU26 Use of Bible and theological resources in professional diaconal work and community building</p> <p>Day 4. SU26 Evaluating the semester; Looking forward to the next Semester</p>

Year Three Semester Two

Management for Change and Innovation

30cr

Study Unit 27 Context and Management of Professional Work	5cr
Study Unit 28 Models of Management – ethical and diaconal considerations	5cr
Study Unit 29 Project Development and Management	5cr
Study Unit 30 Professional Practice and Organisational Development	5cr
Study Unit 31 Practice Placement	10cr

Week One	Weeks Two to Six	Week Seven
Contact Teaching	Placement, Individual Work & Thesis Work	Contact Teaching
<p>Day 1 SU 27 Context and Management of Professional Work Introduction to the Semester study programme Relationship of international organisations and policies as they affect the policies for welfare and work</p> <p>Day 2 SU27 Diaconal work in the context of the impact of market orientated services and competition</p> <p>Day 3 SU 29 Project Development and Management Introduction to project work in social and diaconal work; Models of project organisation and development, legal and organisational frameworks etc</p> <p>Day 4 SU 29 Techniques of project planning, involvement of stakeholders, especially users/citizens</p> <p>Day 5 SU 31 Professional Practice and Organisational Development II Thesis update and planning in two groups; refining plans and proposals; ensuring supervision; making a work plan for the thesis. Preparing the placement project</p>	<p>SU27 Assignment: Analysis of the placement environment in terms of the impact of wider socio-economic developments, concentrating on both employment changes and changes in the economic framework surrounding social services</p> <p>SU 29 Complex analytic assignment evaluation of a (local) NGO or other social organisation which is or which runs a project. Historical overview, genesis of the project, key actors and stakeholders, management and accountability, evaluation, public relations etc. Key focus is on involvement and participation/power. Analysis to use teaching and reading inputs</p> <p>SU 29 On line lecture and discussion on social media in social work in projects both for the project itself and also with and for the participants (week 3)</p> <p>SU 30 Professional Practice and Organisational Development Reading set text Hawkins, P & Shohet, R., Supervision in the Helping Professions, 2007, Milton Keynes, Open University Press in preparation for contact teaching and in support of placement work; Upload a reflection on the learning by the end of week six</p> <p>SU 31 Refining the thesis plan and chapter headings; producing one chapter. Meeting supervisor on line twice (compulsory); Starting to develop contacts and first steps of the placement project linked to SU 27 Each student keeps a learning diary.</p>	<p>Day 1 SU 31 Update on placement work. Thesis Up dates</p> <p>Day 2 SU 29 Resource and financial management of social work and community development projects</p> <p>Day 3 SU 27 Professional work in an organisational context (accountability and management)</p> <p>Day 4 SU 28 Models of Management - ethical and diaconal considerations Introduction to managerial competences in social and diaconal work</p> <p>Day 5 SU27 Strategies for organisational change Defining tasks for the placement period</p>

Weeks Eight to Twelve	Week Thirteen
<p data-bbox="174 209 1355 250">Placement, Individual Work & Thesis Work</p> <p data-bbox="174 250 1355 368">SU27 Finalise the assignment on the socio-economic developments in the placement context; Submit to Fronter by the end of week 10 This analysis will form part of the placement report background material.</p> <p data-bbox="174 410 1355 483">SU 29 Complex analytic assignment evaluation of a (local) NGO or other social organisation which is or which runs a project, continued.</p> <p data-bbox="174 483 1355 563">SU 29 On line lecture and discussion on public relations in social work in projects both for the project itself and also with and for the participants (week 3)</p> <p data-bbox="174 604 1355 722">SU 30 Reading set text (Hughes, M. & Wearing, M., Organisations and Management in Social Work, 2007, London, Sage) in preparation for contact teaching and in support of placement work; Upload a reflection on the learning by the end of week twelve</p> <p data-bbox="174 764 1355 956">SU 31 Thesis development, finalising at least one chapter and uploading it by the end of week 10 (.5 cr) reading one other student’s chapter to be the opponent. Continuing data gathering etc Main work is on the development of the first steps of the project in collaboration with the placement supervisor</p> <p data-bbox="174 997 1355 1032">Each student keeps a learning diary.</p>	<p data-bbox="1355 209 2110 250">Contact Teaching</p> <p data-bbox="1355 250 2110 292">Day One</p> <p data-bbox="1355 292 2110 451">SU 29 Feedback and sharing findings from assignment on project management and development. Work in groups and then sharing results and implications. Relevance of findings to placement project is clarified</p> <p data-bbox="1355 451 2110 483">Day Two</p> <p data-bbox="1355 483 2110 643">SU 31 Thesis seminar: each student presents the outline of the thesis and one chapter; a second student gives a reasoned critical feedback; group gives feedback.</p> <p data-bbox="1355 643 2110 675">Day Three</p> <p data-bbox="1355 675 2110 754">SU 28 Diversity issues in the management of social work and non profit organisations</p> <p data-bbox="1355 754 2110 786">Day Four</p> <p data-bbox="1355 786 2110 914">SU 30 Supervision in social and diaconal work – basic framework for practice, on an organisational level and with workers and volunteers</p> <p data-bbox="1355 914 2110 946">Day Five</p> <p data-bbox="1355 946 2110 1074">SU 30 Special aspects of supervision of professional social workers Preparing the work for the placement period.</p>

Weeks Fourteen to Eighteen	Week Nineteen
Placement, Individual Work & Thesis Work	Contact Teaching
<p>SU 27 Reading the two prescribed texts on management and preparing for the written examination,</p> <p>SU 30 Written assignment on management in the project being developed as part of the placement period work, using the reading and teaching so far, The assignment should be uploaded by the end of week 18</p> <p>SU 31 Development work on the placement project and working with stakeholders to produce a plan for it which can be implemented in the future. Writing a project report and uploading it by the end of week 18</p> <p>SU 13 Thesis development (cont)</p> <p>Each student keeps a learning diary.</p>	<p>Day One SU 27 Written examination Seminar on management issues</p> <p>Day Two SU 30 Evidence based practice and quality assurance in social and community development work</p> <p>Day Three SU 30 Advocacy and campaigning as a function of diaconal social work</p> <p>Day Four SU 31 Placement Evaluation & Thesis Process - Monitoring & Evaluation; Semester evaluation</p>

Year Four Semester One

New Outputs – Wider Impacts

30cr

Thesis Studies

Study Unit 32 Thesis Development

5cr

Study Unit 33 Thesis Elaboration Production and Dissemination

15cr

Specialisation Studies

Study Unit 34 Just Counselling

5cr

Study Unit 35 Developing Diaconal Work

5cr

Week One	Weeks Two - Seven
Contact Teaching	Thesis Work and Study Module Assignment
<p>Day One SU 32 Thesis Development Teaching and seminar on thesis dissemination processes and the utilisation of the results in different contexts</p> <p>Day Two SU 33 Thesis seminars – each student presents their thesis and another student acts as the opponent</p> <p>Day Three SU 33 Thesis seminars – each student presents their thesis and another student acts as the opponent Tutorials as required.</p> <p>Day Four SU 35 Developing Diaconal Work Crisis readiness</p> <p>Day Five SU 34 Just Counselling Definitions and understanding of pastoral care and counselling in different life situations</p>	<p>SU 32 Developing the theoretical framework of the thesis and technical aspects of research methodology; Organising the feedback of placement findings in the next placement period.</p> <p>SU 33 Thesis development and writing; Tutorial support at least four times</p> <p>SU 34 Assignment: The distinctiveness of Christian pastoral care and counselling</p> <p>SU 35 Assignment: Understanding of stress and strategies for dealing with it in professional life and among colleagues and service users.</p>

Week Eight	Weeks Nine to Twelve	Week Thirteen
Contact Teaching	Thesis Work and Study Module Assignments	Contact Teaching
<p>Day One SU 33 Thesis seminars – each student presents a further section of their thesis and another student acts as the opponent</p> <p>Day Two SU 33 Thesis seminars – each student presents a further section of their thesis and another student acts as the opponent. Tutorials as required.</p> <p>Day Three SU 35 First Aid 1</p> <p>Day Four SU 35 Personal Spirituality and handling occupational development; dealing with stress</p> <p>Day Five SU 34 Pastoral care in a hospital or health care context</p>	<p>SU 32 Presentation of thesis findings in a relevant context and using this as a means to develop the thesis</p> <p>SU 33 Thesis development and writing; Tutorial support at least four times</p> <p>SU 34 Assignment: The distinctiveness of Christian pastoral care and counselling (continued)</p> <p>SU 35 Assignment: Understanding of stress and strategies for dealing with it in professional life and among colleagues and clients (continued)</p>	<p>Day One SU 33 Seminar presenting the whole thesis and the results of the feedback from the presentation</p> <p>Day Two SU33 Seminar presenting the whole thesis and the results of the feedback from the presentation</p> <p>Day Three SU 35 First Aid 2</p> <p>Day Four SU 35 Basic Food Hygiene Instruction</p> <p>Day Five SU 35 Crisis Readiness 2 – Focus on debriefing people who have survived trauma</p>

Weeks Fourteen to Eighteen	Week Nineteen
<p>Thesis Work and Study Module Assignments</p> <p>SU 33 Thesis finalization and submission in the required format in week 16 Note: all assessed assignment must be completed by the end of week 16 in order to graduate in week 19</p> <p>SU 34 SU 34 Assignment: The distinctiveness of Christian pastoral care and counselling. Uploaded by the end of week 16 in order to graduate in week 19</p> <p>SU 35 Assignment: Understanding of stress and strategies for dealing with it in professional life and among colleagues and clients. Uploaded by the end of week 16 in order to graduate in week 19</p>	<p>Contact Teaching</p> <p>Day One SU 32 Evaluation Thesis Process</p> <p>Day Two SU 34 Active learning of group methods in pastoral care</p> <p>Day Three SU 34 Active learning of group methods in pastoral care Evaluation of the Study Unit</p> <p>Day Four SU 35 Debriefing and evaluation of assignment on Diaconal development Evaluation of the Semester Evaluation of the whole programme</p>

Appendix One

Definition and aims of supervision

Introduction

Because the degree programme is delivered using a blended learning methodology, local supervision is a critical part of the learning process. The different tasks for the periods between the contact teaching usually include a normal placement element. This is integrated with the learning process overall so that the assignments for study units other than the placement complement the placement. So for instance the field research in Semester Two is immediately relevant to understanding the placement context, or a specific issue in that context. For this reason, it is deemed critical that the partners develop an understanding of supervision which can be agreed and implemented. The head of education will share the steering of the whole process with the placement supervisors and she or he will be a support and supervisor for the placement supervisors. In the following sections this understanding is elaborated.

What is supervision?

Supervision is the relationship between the supervisor and the supervisee that promotes the development of responsibility, skill, knowledge, attitudes, and ethical standards in the practice of social and community development work. The priority in the supervision process is accountability for the development of skills for effective practice within the parameters and ethical standards of the social work profession. (Adapted from NASW, 1994)

Supervision can be seen as having three aspects: administration (normative); education (formative) and support (restorative).

(i) **The supervisor as administrator:**

- ✓ Holds students accountable for assigned work and sensitively but determinedly evaluates students practice;
- ✓ Provides clearly structured procedures and constructive feedback for students in their relation to the agency and their practice: The supervisor provides direction, confronts when appropriate, and provides constructive, honest, critical feedback in a way that respects supervisees' strength and confident growth toward independence;
- ✓ Is generally physically available as well as psychologically accessible and approachable;
- ✓ Develops and maintains good interpersonal relationships with student and agency employees;

- ✓ Communicates effectively with the agency where the placement takes place and with the degree programme Head of Education/Responsible Teacher, vigorously representing student's messages for administration's consideration, and representing administration's concerns fairly and understandingly to student.

(ii) The supervisor as educator:

- ✓ Has a positive, forward-looking attitude toward social work and its mandate; displays a solidarity with and commitment to the profession; embodies the values of the profession in her/his behaviour;
- ✓ Displays a sincere interest in promoting students' learning and professional development balancing control and direction with respect for supervisee's autonomy;
- ✓ Has expert, updated knowledge of social work theory and practice and is ready to share such expertise in providing the student with information and suggestions relevant to practice problems;
- ✓ Has a problem-solving orientation toward the student based on consensus and cooperation derived from participation rather than power-centered and superordinate-subordinate relationships;
- ✓ Provides a clear flexible structure for the supervisor-supervisee relationship;
- ✓ Is culturally sensitive in helping the supervisee/student to understand clients in their situation;
- ✓ Establishes relationships with students characterized by a sense of psychological safety-accepting, warm, empathic, respectful, interested, supportive, flexible, genuine;

- ✓ Is ready, willing, and able to share expertise, effectively teaching her practice in a way which optimally facilitates learning; sharing involves readiness to engage in appropriate self-disclosure;
- ✓ Displays technical professional competence in helping students with their practice as well as competence in interpersonal human relations with students;
- ✓ Is ready to tolerate and accept mistakes and failures recognizing these as a natural component of the learning experience.

(iii) The supervisor as support person:

- ✓ Projects an attitude of confidence and trust toward the student, resulting in optimization of supervisee/student autonomy and discretion;
- ✓ Is ready, willing, and comfortable in offering praise and approval for good performance; is equally ready to challenge and confront inadequate work;
- ✓ Is sensitive to the manifestations of students' stress and is flexible in adjusting work demands accordingly;
- ✓ Establishes full and free reciprocal communication with the supervisee/student in an atmosphere that not only permits but encourages the expression of authentic feeling;
- ✓ Is comfortable in non defensively considering negative feedback and is tolerant of constructive criticism;
- ✓ While appropriately supportive a supervisor is not emotionally intrusive on student's private concerns.

Responsibilities and obligations of practice supervisor related to the degree programme

(i) General

- ✓ Knowledge of programme curriculum, study plan, contents and orientation of the study module and the specific aims of the placement as well as other tasks the student must accomplish during the placement periods;
- ✓ Cooperation with the Head of Education/Responsible Teacher in order to satisfy the needs and requirements of students related to practice;
- ✓ Establishment of open communication between students and the responsible teachers of study module;
- ✓ Regular individual supervision of students;
- ✓ Use of the student's learning diary and/or research diary while during supervision sessions, recording the process and making any records in accordance with the requirements of the study module;
- ✓ Elaboration of plan of practical work for students through cooperation with students and the programme support worker;
- ✓ Producing an evaluative report of students according to established format.

(ii) Specific requirements of the degree programme

- ✓ The supervisor shall accompany the student and support induction.

- ✓ The supervisor is considered as supporter and advisor for student. Supervision must be private without interruption.
- ✓ The supervisor shall have regular meetings at least weekly for supervision with interdiac student during the periods between contact teaching sessions. Supervision meetings will be recorded by the supervisor and documented in the placement office.
- ✓ The supervisor in conjunction with Head of Education/Responsible Teacher elaborates the work plan for the first placement period of each semester and during this time a plan is made for the longer placement period.
- ✓ The supervisor shall support the student in meeting the placement goals and tasks.
- ✓ The supervisor will be responsible for support the learning process, professional and personal learning of the student.
- ✓ The supervisor is comfortable with using the on line learning platform, Fronter

Feedback

(i) Introduction

One of the most important instruments of interaction between practice supervisor and student is feedback. The professional development of the student is based on feedback. The student's obligations include perceiving the goal of feedback and planning the structure and timetable of feedback with the supervisor.

The supervisor must realize that feedback must be a supportive tool for students, which will be based on concrete interactions in the

work and personal impressions (of course those impressions should be of working nature).

(ii) The feedback process

When giving feedback to student the supervisor must make sure that feedback is based on the following characteristics: it must be descriptive, concrete, realistic and timely. Therefore the definition of timetable for feedback is very important for student's development.

The practice supervisor must explain to the student the goal and essence of feedback and the student must know that she/he may have to hear criticism as well as positive evaluations of his/her success. During the feedback process supervisor must let the student fully express her/his opinion about the concrete task.

Feedback is based on:

- Observation of the student by the practice supervisor and records made in the learning diary as well as verbal complaints, issues and problems voiced by the student.
- Observation of the student's work by practice supervisor may take place by co- participation in interviews, meeting or other settings.
- Through discussion about the situation and the student's practice behaviour, the practice supervisor has an opportunity to assess the student's ability to conceptualize and also the level of interpersonal skills from observation and discussion sequences, supervisor and student will be able to develop specific objectives.

- As feedback is a two-way process. It means critical comments expressed by the student directed toward the practice supervisor and even Social Agency.
- The practice supervisor is obliged to view criticism in a constructive manner; she/he must study the concrete issue and plan and take steps directed at changing her/his behaviour.

(iii) Feedback criteria

The feedback is most useful when it is:

- Timely given immediately after event
- Clear and direct
- Based on criteria expressed in the learning objectives
- Stated in behavioural terms
- Reciprocal both participants can comment on the message
- Empathetic the sender demonstrates understanding of the receiver's frame of reference
- Balanced including strength and areas for improvements
- Discuss alternative behaviours.

Appendix Two

Specific Tools Used in the Degree Programme

1. Introduction – Portfolio Building

A Portfolio is a folder or box file (or other convenient system) in which the student keeps copies of all his/her work during the course of each semester. Such folders are used during experience-based learning during the practice.

A Portfolio may include the tasks carried out by the student (records of the process, evaluation etc.), reports, reflection and documentation and other relevant illustrative or background material etc.

The portfolio is used to enable the student to evaluate his/her own work; realise the mistakes he/she made and decide how to avoid those mistakes in future. The student's practical work is evaluated based on the portfolio (Portfolio of Practice).

Based on the help and recommendations provided by supervisor of practical work the students will gather materials necessary for Portfolio of Practice.

The portfolio consists of the following documents:

(i) Learning diary

The learning diary is a systemic method of collecting of information concerning the learning and self-analysis (working on one's self).

Keeping the learning diary is an important training tool for students learning the profession of social worker.

Students are obliged to keep the daily learning diary, which will describe student's everyday activities, the diary should also analyze the work carried out by the student, and the diary may include various aspects of social practice: getting the users or groups interested, issue identification, planning the actions etc. The learning diary includes observation, discussion, analysis, self-realization, posing and solving the problems etc.

The diary encourages the development of critical and analytical thinking as well as development of self-analysis, which in the long run contributes to student's professional and personal growth. A Learning Diary is not really formal. By recording the concrete experiences and feelings, the student observes his/her own experience then integrates it with abstract notions and theories and then based on this solves each concrete problem and/or makes decisions.

One of the tasks of supervisor of practical work is to make keeping the learning diary easier for the student.

The role of the practice supervisor in the learning diary process is to:

- ✓ explain to the student what learning diary is and what it is used for (encouragement of memory, cognitive processes, documenting the training process)
- ✓ support the student in defining and carrying out of specific tasks that will be included in the self-reflection diary. For example: what have you learnt today and how will you use the received knowledge in practice?
- ✓ inform the student that she/he will read the diary, how it will be used, that he/she may be criticized for mistakes or the contents of the diary and how and why the diary will be used during the evaluation of his/her work. The diary may also be shared with responsible teachers of interdiac.
- ✓ help the student come up with the rules according to which the diary will be kept and give her/him advice concerning the diarying habits. Students must be advised to come up with certain routines according to which they'll be making notes in their diaries. In order to simplify that process we may ask the student to write to his/her friend, himself/herself etc.
- ✓ with the student, creates the schedule describing how often the self-reflection diary will be discussed with the student, The Practice Supervisor must also introduce the form and structure of feedback.

(ii) Working hours records

Students must keep records showing how many hours they spent on practical work; that form must be filled in and signed by the practice supervisor. Those forms must be kept in the portfolio and a copy given to the responsible teacher at each contact teaching session.

(iii) Process and other records

The students must keep any process records required by the Agency. The portfolio must include a clear overview of the placement processes (work with users) as well as a description of the different elements in the placement.

Process records must relate to the actual placement and the form of practice but should normally include such matters as:

- Preparatory work (for example before meeting a user or a group)
- Goal Definition for the work
- Contents (including comment on communication issues between participants/users and the student)
- Use of knowledge, skills and values
- Evaluation (including where possible and relevant by the user/user group)
- Ideas for working more effectively in the future.

(iv) Placement Report

For each placement period the student must produce a narrative and evaluative report according to the specific guidelines and criteria for the Study Unit concerned. The placement report is a part of the portfolio and may draw on the learning diary and other resources developed.

2. Thesis Portfolio and Passport

Research is considered to be a very important part of the social and community development work task and therefore from the beginning students is encouraged to build up an approach to research and learn research methods. To assist this process, the

programme will use a portfolio approach to collecting all material related to the Thesis Project. Secondly, a form of record keeping or passport which lists all the research assignments and the stages of the thesis will be compulsorily used. This will remain in the student's possession and be signed off as the student completes each stage. This is an important motivational tool and enables the Responsible Teacher and Placement Supervisor (later also the thesis supervisor) to follow up the development of the thesis. It will not be possible to move to the next stage of the thesis process without completing all prior stages and having them accepted.

Appendix Three: Research Studies – An Overview

	Year One		Year Two		Year Three		Year Four
	Semester One	Semester Two	Semester One	Semester Two	Semester One	Semester Two	Semester One
	BASIC RESEARCH APPROACHES				THESIS PROJECT		
Main Objective for Semester (from research point of view)	*Inductive understanding of observation as a professional tool and a research method	*Inductive Understanding of Interview as a Professional and Research Method *Diak Settings on a written report, referencing system & other technicalities	*Basic understanding of quantitative methods both in professional practice and as a tool for research	*Theoretical understanding of the different methodologies *Developing a thesis proposal / research plan; Public presentation of research plan in a thesis Seminar *Understanding the thesis process and its requirements (i.e. need for a Research Permit, ethical questions, feedback process etc.)	Public presentation of research plan in a thesis seminar (if did not take place during the previous semester); possible material gathering for the thesis during the practical placement	Collecting material for the thesis according to accepted research plan	Finalisation, dissemination and public presentation of the thesis; Graduation
Related Assignments (to be included in students personal "Thesis portfolio & passport")	* Own Roots * Exposure	*Field research project – linked with placement	* for example creating and using a questionnaire	*reflection on the related assignments included in student's personal "Thesis Portfolio & Passport" *writing and developing own thesis proposal into an accepted research plan	*Assignment: to be decided individually (an essay aiming to one-two chapter(s) of the thesis *further development of own thesis proposal (small group supervision)	Public Presentation of one chapter of the thesis + draft of table of contents for the on-coming thesis	*Final seminar – dissemination of the complete thesis
Related Contact teaching !! english teaching is lacking!!	*debriefing 'own roots' *introduction to exposure *observation as a professional tool and research method *exposure – observation *reflection on exposure	*introduction to field research project * observation as a method based on experiences of exposure assignment *Interview as a professional tool and a research method *Academic English and reporting *Reflection on the Mini-Project	*quantitative methods (data gathering and analysis) including the instructions for the practical placement report quantitative part *feedback/reflection quantitative method	*overview of data gathering practices (observation, interview, survey) based on previous assignments *from data gathering to the analysis of the data *individual supervision on thesis proposal *seminar work (all thesis proposals + second time those accepted as research plans)	*individual supervision *possible seminar work *teaching on thesis work	*seminar work *individual supervision *teaching on thesis work	*seminar work) *individual supervision *teaching on thesis work
NOTE!		Student cannot enter Year Two Semester Two without a complete "Thesis Portfolio/Passport" including all related assignments	*in case these assignments are delayed, student can enter thesis process only next year	*The person of the thesis supervisor will be decided either by the end of this semester (if student starts thesis process during the summer) or in the beginning of the next semester. The last possible time for decision is the start of the Year Three Second Semester.	Student cannot start data collection without either (i) public presentation of the research plan in a seminar + acceptance of the supervisor; (ii) acceptance of the supervisor		

