

## SOCIAL WELFARE

### Spring 2021

Course title	ECTS	Degree	Course code	Prerequisites	Subject area
<b>Family Dynamics and Disability</b>	3	Bachelor	S215B101	Social work with family, social work methods.	Social pedagogy, psychology; Social Work
<b>Reflection in Socioeducational Activities</b>	4	Bachelor	S285B015	Not requested	Social Pedagogy
<b>Background of Group Work in Social Work</b>	4	Bachelor	S260B152	Necessary background knowledge of psychology	Social Work
<b>Systems of Psychotherapy</b>	4	Bachelor	S260B012	Necessary background knowledge of psychology	Social pedagogy/ Social Work
<b>Gerontology and Socioeducational Activity</b>	4	Bachelor	S216B120	Necessary background knowledge of psychology	Social work, Social Pedagogy
<b>Promotion of Psychosocial Health</b>	4	Bachelor	S290B100	Necessary background knowledge of psychology	Social work, Social Pedagogy
<b>Health and Welfare in Modern Social Theories</b>	6	Master	S215M107		Social Work

Subject area: Special Education					
<b>Status</b>	Course code: <b>S215B101</b> Course title: <b>FAMILY DYNAMICS AND DISABILITY</b> Taught by: Assoc. prof. Darius Gerulaitis				
<b>Semester</b>	<b>ECTS credits</b>	<b>Languages</b>		<b>Duration</b>	
Spring	3	English,		1 semester	
<b>Study hours</b>	<b>Assessment</b>	<b>Prerequisites</b>		<b>Examination</b>	
3 teaching hours per week	10-point scale	Social work with family, social work methods.		10 laboratory works, 1 test, essay	
<b>Subject content</b>	<p>The main aim of the course is to present the global discourse of disability and family and social determinants in various theories and practice fields. Also, clarify the aspects of ideology, myths, stigma, that affect disability in social interaction processes.</p> <p>In the study process of the module "Family Dynamics and Disability" global discourse and context of disability and family are analyzed: politic, educational and social approaches to the disability are represented. Existing social participation situation of families with disabled children in Lithuanian context will also be analyzed. This leads to recognize and try to model situation in aspects to help families and solve social problems. The main focus is on empowering partnership: both theoretical level and practical field.</p>				
<b>Learning Outcomes</b>	At the end of the course the students will be able aware with such social integration and inclusion theories like normalization, social participation, involvement, inclusion, etc. and also some basic philosophical, educational theories, which grounds the systemic approach to family and their social participation concept. Also, students will be sensitive to gender, ethnical, ethical equality principles and be able to apply knowledge and experience to practical situations.				
<b>Literature</b>	Given at the start of the semester				

Subject area:					
<b>Status</b>	Course code: S285B015 Course title: <b>REFLECTION IN SOCIOEDUCATIONAL ACTIVITIES</b> Taught by: Prof. dr. Remigijus Bubnys				
<b>Semester</b>	<b>ECTS credits</b>	<b>Languages</b>		<b>Duration</b>	
Spring	4	English		2 semester	
<b>Study hours</b>	<b>Assessment</b>	<b>Prerequisites</b>		<b>Examination</b>	

26 – theory 22 – seminars 59 – self study	10-point scale	<i>Personal case analysis, individual reflection, structured group reflection, structured reflection</i>
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<b>Subject content</b>	<p><i>Aim of the syllabus:</i> 1) to develop social abilities of self-knowledge, reflective thinking and relation with other people; 2) to improve abilities to engage in reflective practice, analysing daily lived experience, applying different models of reflective thinking and reflecting, ways of experiential learning, modelling and improving quality of personal behaviour and relations with other people, relating practical activities to theoretical knowledge.</p> <p><i>Content of the syllabus:</i></p> <ol style="list-style-type: none"> <li>1) Theoretical principles and characteristics of reflection. Type of experience and importance in daily life. Characteristics of impulsive and reflective practice. Practical assignments for the analysis of reflection of personal experience in action through identification of performed roles and functions.</li> <li>2) Conception of reflective thinking and reflecting. Essence and aims of reflection. Kinds of reflective thinking. Consequences of reflection. Reflection abilities. Practical assignments for identification of stages of reflection in the cycle of learning through experience, for development of reflective thinking skills.</li> <li>3) Models of reflective thinking/reflecting/learning from personal experience and their characteristics: <ul style="list-style-type: none"> <li>• Dewey’s theory of reflective thinking;</li> <li>• Kolb’s conception of experiential learning;</li> <li>• Schön’s model of reflective practice in education;</li> <li>• Boud’s, Keogh’s, Walker’s stages of reflection process;</li> <li>• Cowan’s diagramme of reflective learning;</li> <li>• Jarvis’ model of reflective learning process;</li> <li>• Johns’ model of structured reflection;</li> <li>• Gibbs’ and Atkins’, Kathy Murphy’s reflection models.</li> </ul> </li> <li>4) Possibilities of applying reflective thinking models and importance in personal and prospective professional activities. Practical assignments for discussion on possibilities of applying separate practical models of reflective thinking, for testing concrete methods and for performance of personal self-reflection.</li> <li>5) Peoples’ individual differences of inter-personal interaction in the context of reflective thinking. Performance of different methods and tasks of reflective practice/experiential learning. Reflection on personal activities and practical sessions for development of social skills.</li> </ol>
<b>Learning Outcomes</b>	<p><i>Learning Outcomes:</i></p> <ul style="list-style-type: none"> <li>• Will get familiarised with characteristics of reflective thinking and learning from one’s experience.</li> <li>• Will apply methods of reflective thinking and reflecting for analysis of experience, seeking to improve quality of one’s personal actions, interpersonal relations, and problem solving skills.</li> <li>• Will be able to identify one’s reactions and reactions of other persons who are related to a concrete situation, systems of attitudes and behaviour models.</li> <li>• Will understand the importance of adequate communication skills for formation of constructive relations, developing social skills of relations with other people, applying ways of managing and changing thoughts.</li> <li>• Will interpret inter-relations with other people, creating strategies, ensuring effective communication in a problematic situation.</li> <li>• Will experiment, reflecting on acquired experience in case of unexpected and non-typical situation.</li> </ul>
<b>Literature</b>	<ol style="list-style-type: none"> <li>1. Boud, D., Keogh, R., Walker, D. (2005). Reflection: Turning Experience into Learning. London and New York: RoutledgeFalmer.</li> <li>2. Bubnys R., Žydžiūnaitė, V. (2010). Reflective Learning Models in the Context of Higher Education: Concept Analysis. Problems of Education in the 21st Century (Issues in Educational Research-2010).</li> <li>3. Jarvis, P. (1999). The Practitioner–Researcher. Developing Theory from Practice. San Francisco: Jossey-Bass.</li> <li>4. Jarvis, P., Holford, J., Griffin, C. (2004). The Theory and Practice of Learning. London: Routledge Falmer.</li> <li>5. Johns, C. (2004). Becoming a Reflective Practitioner. A reflective and holistic approach to clinical nursing, practice development and clinical supervision. Oxford: Blackwell Publishing.</li> <li>6. Kolb, D.A. (1984). Experiential learning: experience as the source of learning and development. New Jersey: Prentice-Hall.</li> <li>7. Moon, J. (1999). Learning Journals. A Handbook for Academics, Students and Professional Development. London: Kogan Page.</li> <li>8. Moon, J. A. (1999). Reflection in Learning and Professional Development. Theory and Practice. London and New York: RoutledgeFalmer.</li> </ol>

Subject area: Social Work			
<b>Status</b>	Course code: S260B152 Course title Background of Group Work in Social Work Taught by: Assoc. Prof. dr. Albina Kepalaitė		
<b>Semester:</b>	<b>ECTS credits:</b>	<b>Languages:</b>	<b>Duration:</b>
Spring	4 ECTS	English	1 semester
<b>Study hours</b>	<b>Assessment:</b>	<b>Prerequisites:</b>	<b>Examination:</b>

26 theory 22 -seminars	10 point scale	Necessary background knowledge of psychology	Individual work -30% Group work-20% Final Examination-50%
<b>Subject content</b>	The aim of this course – to learn the main principles of group theory and practice, applying it to to specify conditions of social work. Students must acquire theoretical background of functioning of group, acquire the principles of group processes and their features, develop the skills of observation of group dynamic and leading group according group dynamic principles and structure.		
<b>Learning Outcomes</b>	Demonstrate skills of choosing group works methods, according group dynamic; evaluate group work positive and negative outcomes;, reflect critically competencies in group work.		
<b>Literature</b>	Given at the start of the semester		

Subject area: Social Pedagogy / Social Work

<b>Status</b>	Course code: Course title: Systems of Psychotherapy Taught by: Assoc. Prof. dr. Albina Kepalaitė		
<b>Semester:</b>	<b>ECTS credits:</b>	<b>Languages:</b>	<b>Duration:</b>
Spring	4 ECTS	English	1 semester
<b>Study hours</b>	<b>Assessment:</b>	<b>Prerequisites:</b>	<b>Examination:</b>
26 theory 22 -seminars	10 point scale	Necessary background knowledge of psychology	Individual work -20% Written work-20% Final Examination-60%
<b>Subject content</b>	The aim of tis course – to acquire the understanding of main models of psychotherapy and techniques, which could be applied in the social worker’s and social educator’s practice. Students will acquire theoretical knowledge about main psychotherapy models, develop the skills of using elements of techniques of different psychotherapy systems in socioeducational and social work situations.		
<b>Literature</b>	Given at the start of the semester		

Subject area: Social Work, Social Education

<b>Status</b>	Course code: S216B120 Course title: <b>GERONTOLOGY AND SOCIOEDUCATION ACTIVITY</b> Taught by: prof. dr. Liuda Radzevičienė		
<b>Semester</b>	<b>ECTS credits</b>	<b>Languages</b>	<b>Duration</b>
Autumn, spring	4	English	1 semester
<b>Study hours</b>	<b>Assessment</b>	<b>Prerequisites</b>	<b>Examination</b>
26 theory 22 -seminars	10-point scale	Necessary background knowledge of aging psychology	Individual work -20% Written work -20% Essay - 10% Final examination - 50%
<b>Subject content</b>	The main aim of the course to learn about theoretical assumptions of socioeducational work in gerontology, social - psychological problems of gerontopsychology. Students will deepen their knowledge in social aspects of population aging, models of personality development in the elderly; negative stereotypes of old age in society. To gain knowledge in social theories of aging, lifestyle. Students will gain knowledge in psychological crises of old age, quality of life of the elderly: biological, social, psychological aspects. Develop knowledge of concept of active aging, elderly people's participation - activities of non-governmental organizations, socio-psychological assistance for the elderly.		
<b>Learning Outcomes</b>	Students will be able to use creatively theoretical material in working with older people, meeting their psychosocial needs, developing their activity, partnership, self-reliance, positive attitudes to opportunities in socio-educational activities; to organize activities and create opportunities for inclusion of older people, processed using modern information technology; to learn follow a lifelong learning approach.		
<b>Literature</b>	Given at the start of the semester		

<b>Status</b>	Course code: S290B100 Course title: <b>PROMOTION OF PSYCHOSOCIAL HEALTH</b> Taught by: Prof. dr. Liuda Radzevičienė		
<b>Semester:</b>	<b>ECTS credits:</b>	<b>Languages:</b>	<b>Duration:</b>
Autumn, spring	4 ECTS	English	1 semester
<b>Study hours</b>	<b>Assessment:</b>	<b>Prerequisites:</b>	<b>Examination:</b>
26 theory 22 -seminars	10 point scale	Necessary background knowledge of psychology	Individual work -20% Written work-20% Final Examination-60%
<b>Subject content</b>	The aim of this course is to acquire essential knowledge of psychosocial health education, understanding psychosocial health in an interdisciplinary, systematic way, to be able to base education on contemporary theories of health education and developmental psychology, to recognize psychosocial health problems and their causes, to model psychosocial health education strategies.		
<b>Learning Outcomes</b>	Students will gain knowledge to apply research of psychosocial health results creatively by modeling the impact to social development and smart society, developing social services oriented to life quality of persons who are in the situation of disability and ageing. Keeping with interdisciplinary knowledge and international experience of promotion of psychosocial health, systemically assess the possibilities and needs of involvement in this process persons having disabilities.		
<b>Literature</b>	Given at the start of the semester		

<b>Status</b>	Course code: S215M107 Course title: <b>Health and Welfare in Modern Social Theories</b> Taught by: Prof. dr. L. Radzevičienė		
<b>Semester</b>	<b>ECTS credits</b>	<b>Languages</b>	<b>Duration</b>
Autumn, spring	6	English	1 semester
<b>Study hours</b>	<b>Assessment</b>	<b>Prerequisites</b>	<b>Examination</b>
	Online assessment Peer review		Assignments in Moodle system, Active participation in discussions
<b>Subject content</b>	The aim of the course – to deepen knowledge about modern trends in social theories, their interrelation, relations to classical social theories; to understand the changes of society that influence the formation of new social theories; to critically analyze pluralistic prospects of modern social theoretical development in the context of a person in the situation of disability; to develop the ability to identify problem dimensions of health promotion and life quality in the context of a person in the situation of disability; to be able to reflect and define the aspects of enablement in the practice of social work; to conceptualize interdisciplinary and sociocultural peculiarities of scientific research in social theories of health and welfare. The content of module consists of the following topics: 1.Theoretical social indicators of health and welfare in modern scientific theories. Social theory and philosophical attitude; 2. Relations between social theory, society and modernism, their expression in the context of welfare of people in the situation of disability; 3. Forms of sociology and differentiation criteria in modern society; 4. Concepts of health and welfare in modern scientific theories; 5.Multidisciplinarity of theoretical models of health promotion and individual's welfare and the expression of cultural variety; 6.M. Weber's social action types. Rationalization and bureaucratization of the modern world in the change of social paradigms of disability; 7. Health and person's welfare in postmodern space of social sciences; 8.Models of social reproduction, social barriers, theories of enablement, contraposition in the processes of social integration and inclusion; 9.Theoretical insights into the phenomena disability versus health and welfare by Nordenfelt, Krentz, Spoon; 10.Modern theoretical paradigms of social sciences (theory of Freedom and Fulfillment; Helen Meekosha's theory of global development as the expression of modern eclecticism in science).		
<b>Learning Outcomes</b>	After the course student will be able to critically and systematically analyze modern theories of health and welfare modelling theoretical solution of social problems of a person in the situation of disability referring to the principles of social work ethics and the attitudes of human rights and social justice, producing new knowledge of social welfare of society.		

	<p>Students will acquire theoretical and methodological background to understand and be able to critically analyze pluralistic perspectives of the development of modern social theories in the context of a person in the situation of disability; will be able to reflect and define the aspects of enablement in social work practice conceptualizing interdisciplinary and sociocultural peculiarities of social theories of health and welfare. The competences of teamwork, learning in working and reflection are acquired. The contents of the subject (theoretical material and practical tasks) will be available in Moodle environment.</p>
<p><b>Literature</b></p>	<ol style="list-style-type: none"> <li>1. Glanz, K., Rimer, B.K., Viswanath, K. 2008. <i>Health Behavior and Health Education. Theory, Research, and Practice</i>. 4th edition. Printed in United States of America.</li> <li>2. Bruce Jansson (2011). <i>The Reluctant Welfare State</i>. Cengage Learning Services,</li> <li>3. Sutton, M.Q., Anderson, E.N. 2010. <i>Introduction to Cultural Ecology</i>. Second edition. United Kingdom, AltaMira Press.</li> <li>4. Dhooper, S.S. 2012. <i>Social Work in Health Care. Its Past and Future</i>. Second edition. SAGE Publications, Inc., United States of America.)</li> <li>5. Furman, Rich (2010). <i>Social Work Practice with Mental Risk</i>. John Wiley &amp; Sons Limited</li> </ol>