

Module: Insight into Social Work with Children
Volume: 15 ECTS
Assessment: Non-differentiated
Time period: September-December

Objective of the Module:

Students are able to work with children, using interdisciplinary knowledge and innovative methods.

Study methods:

Lectures, workshops, field visits, group work, practice in work with children.

Learning Outcomes

Having passed the courses students:

- understand major changes, developmental tasks and risk factors in various development periods, analyse the development of a certain person on the basis of different development theories and aspects;
- analyse conflicts, suggest solutions, and use creative and innovative ways to reduce tension;
- have a critical understanding about risk and defence factors of mental health, analyse the possibilities for prevention of disorders and psycho-social rehabilitation, and understand the improvement of mental health in risk groups;
- understand the influence of the history of social pedagogy on today's tendencies in Estonia and abroad, and know the methods of social pedagogy;
- define the essence, principles, activities and target groups of social welfare, and understand the problems in Estonia;
- describe the professional ethics of the social worker, and differentiates ethical and unethical behaviour in different situations using appropriate way of behaviour;
- have an overview of social services available, are able to comment on the experience of the observation practice and defend their standpoints;
- have carried out various age-related free time and socially supportive activities according to the needs of the target group, and have analysed their activities;
- use appropriate writing styles, and are able to design a charity project.



PROFESSIONAL ENGLISH	2 ECTS	Non-differentiated assessment	Lecturer: Sirje Jakobson
Objective	To provide students with necessary oral and written communication skills for professional communication.		
Learning outcomes	Main topics	Assessment tasks	Assessment criteria
Students are able to 1. Use appropriate writing style. 2. Outline, design and present a charity project.	Fields of social work practice; levels of social work intervention; charity.	1. Reply to a client's enquiry 2. Presentation of a charity project	Students use appropriate vocabulary and writing style in replying to client's enquiry. Students outline and present their charity projects using presentation language, good pronunciation, and answering the questions from the audience.

DEVELOPMENTAL PSYCHOLOGY	2 ECTS	Non-differentiated assessment	Lecturer: Anu Leuska
Objective	To give an overview of general aspects of human development and its influencing factors.		
Learning outcomes	Main topics	Assessment tasks	Assessment criteria
Students 1. Understand the major development theories and compare the main ideas. 2. Describe the major changes, developmental tasks and risk factors in different age periods. 3. Analyse harmlessly the development of a certain person on the basis of different development theories and	The essence of developmental psychology, general terms, history. Factors influencing development. Theories of developmental psychology (Piaget, Freud, Vygotski, Erikson, Kohlberg, Bowlby). Adulthood development theories. (Levinson). Developmental periods, tasks in different periods (prenatal period,	1. Group work and discussion on developmental theories. 2. Developmental self – assessment.	Students are able to compare the main ideas of different developmental theories. Students are able to describe the main signposts of their life cycle and development, and analyse them. Students point out at least 2 supportive and 2 risk factors in the period.

aspects. 4. Analyse the factors influencing their own development.	infancy, early childhood, school-aged child, adolescence, young, mature and late adulthood).	3. The description and analysis of a child's development level.	Students describe and analyse different aspects of development. Students assess the person's level of development according to two different theories. Students point out and analyse at least 2 risk factors.
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CONFLICT MANAGEMENT	2 ECTS	Non-differentiated assessment	Lecturer: Helen Kool
Objective	To prepare students for managing conflict situations providing them with experience, techniques and skills.		
Learning outcomes	Main topics	Assessment tasks	Assessment criteria
Students 1. Explain principles of starting point, development and solution of a conflict. 2. Analyse conflicts and provide solution strategies. 3. Describe reconciliation theory and use it as a tool to manage the conflict. 4. Have learned skills to analyse themselves and assess their reactions in conflict situations. 5. Prioritise and use creative and innovative ways to reduce tension.	Conflict, its essence, starting points and development stages. Opinions and judgement vs real situation. Main question of a conflict, behaviour in a conflict. Different solutions. Pointing out and awareness. Reconciliation. Mediation of reconciliation. Styles and skills of reconciliation. Listening, me-communication. Determination skills. Reconciliation barriers. Reconciliation and finding solutions on the management level. Constructiveness vs destructiveness. Person's free will. Empathy and responsibility. Self-reconciliation. Meditation and forgiveness. Creativity and	1. Description and analysis of a conflict case along with an escalation stage forecast, following at least one conflict theory. 2. Students analyse a reconciliation situation based on different theoretical and practical reconciliation suggestions and techniques, including creative and innovative ones.	Students describe a conflict and determine the escalation stages. They explain the theory chosen and associate the theory with the case. Students complete a reconciliation story implementing skills for forgiveness and reconciliation.

	inventiveness vs ready-made solutions. Reconciliation cases and tasks.		
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MENTAL HEALTH AND WELFARE	2 ECTS	Non-differentiated assessment	Lecturer: Airi Mitendorf
Objective	Give theoretical standpoints of today's views on mental health and welfare, possibilities to retain positive mental health in different age groups (children and adolescence, adults, the elderly)		
Learning outcomes	Main topics	Assessment tasks	Assessment criteria
<p>Students</p> <ol style="list-style-type: none"> Describe and explain today's views on mental health and welfare, mood disorders and self-destructive behaviour, and suicide as the benchmark of mental health. Are ready to improve mental health and welfare, both personal and community level, analyse opportunities for prevention of disorders and psycho-social rehabilitation. Have created critical understanding about mental health risk and protective factors, and understand the possibilities to promote positive mental health in their professional activities. 	<p>Mental health, positive mental health, different concepts, aspects influencing mental health. WHO views on mental health. Estonian and European source documents on mental health. Mental health and welfare of Estonian citizens, reasons and consequences. Mood disorders as the most widely spread mental health disorders, self-destructive behaviour. Risk and protective factors of mental health. Promotion of mental health, prevention of disorders and rehabilitation by target groups. Possibilities to promote mental health and welfare in risk groups. possibilities of individuals, community and society to promote mental health and welfare.</p>	<ol style="list-style-type: none"> Design of one mental health improvement intervention, free choice of the target group, good reasoning by students. Analysis of the risk and defence factors, based on a client case. The plan for strengthening the defence factors added. 	<p>Students describe activities that improve the mental health among children, adolescence, adults and the elderly.</p> <p>Students describe the defence and risk factors. plan the activities for strengthening the defence factors, and minimising the risk factors.</p>

METHODS OF SOCIAL PEDAGOGY	2 ECTS	Non-differentiated assessment	Lecturer: Helen Kool
Objective	To give an overview of the essence and history, different theories of social pedagogy, and provide techniques to work with different groups.		
Learning outcomes	Main topics	Assessment tasks	Assessment criteria
<p>Students</p> <p>1. Describe the development of social pedagogy and understand how it had influenced today's tendencies in Estonia and abroad.</p> <p>2. Know the methods like encouragement, empowerment, adventure education, etc.</p>	<p>Definition of social pedagogy and its polysemy. Theory and practice of social pedagogy. Socio-pedagogical thinking, theoreticians. Social pedagogy in today's world, different approaches, its importance in society. Social exclusion, its sources. Resignation, its consequences. Values as the basis of education, development of value, different systems of values, eccentric behaviour. Norm and deviation, norm as a social construction, change in the meaning of norm. Socio-pedagogical practice, its opportunities and boundaries, socio-pedagogical games, adventure education, play therapy. Socio-pedagogical problems, problematic children, excluded children, the most frequent mistakes in the work with children, bullying at school. Encouragement, development of methods, encouragement in youth work, socio-pedagogical</p>	<p>1. Analysis and justification of the use of one socio-pedagogical technique.</p> <p>2. Creation of one socio-pedagogical task as a group work.</p>	<p>Students describe one socio-pedagogical technique, its use and influence to the target group. They analyse and prove their effectiveness using their experience and theoretical standpoints.</p> <p>Students create a socio-pedagogical game as a group work, and explain its necessity for use.</p>

	encouragement as a strategic element in the work with children.		
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SOCIAL WELFARE IN ESTONIA	1 ECTS	Non-differentiated assessment	Lecturer: Helen Kool
Objective	To provide students with knowledge of the essence, development, principles, target groups and system of social welfare in Estonia.		
Learning outcomes	Main topics	Assessment tasks	Assessment criteria
<p>Students</p> <ol style="list-style-type: none"> 1. Explain the essence, principles and activities of social welfare, supported by examples from everyday life. 2. Give an overview of social welfare possibilities on state level and on local municipality level. 3. Understand the need of different target groups for welfare assistance. 4. List and explain the major welfare problems in Estonia. 	<p>The essence, terms and legislation of social welfare. Types, activity fields and tasks of social welfare. History of Estonian welfare system in 1920 – 40. Target groups and system in Soviet Estonia. First welfare institutions, state regulated and voluntary social welfare. The development of social welfare system after gaining independence, peculiarities of Estonian system, different target groups, their description and quantity. Risk groups. Types of social welfare, fields of activities and tasks. Social benefits and services. Benefits from local municipalities and government. Types of services, availability, coordination. Attitudes in the community to influence the social welfare system.</p>	<ol style="list-style-type: none"> 1. Comparison of Estonian welfare system to the home country's system, similarities and differences. 	<p>Students describe the similarities and differences of the social welfare system in their home country and in Estonia. They give a clear overview of both systems.</p>

VALUES AND ETHICS OF SOCIAL WORK	1 ECTS	Non-differentiated assessment	Lecturer: Triin Vahula
Objective	To present the theory of values and ethics of social work as well as practical skills in possible ethical conflicts in order to find compromises and analyse one's behaviour		
Learning outcomes	Main topics	Assessment tasks	Assessment criteria
Students 1. Explain the terms ethics, morale and values. 2. Describe the professional ethics of a social worker and differentiate ethical behaviour in different situations from unethical. They choose appropriate behaviour for each situation.	Ethics through morale. Categories and principles of ethics. Morale and its functions. Ethical considerations in conflict situations and personal responsibility. Value, its types, change of values. Conflict in values and behaviour in this situation. Positive human approach, confidentiality and tolerance. human rights as one of the starting points in social work. the main human rights documents.	1. Essay (1.5 – 2 pages)	Students discuss about the importance of values and ethics in social work, differentiating ethical and unethical behaviour and their own behaviour. All thoughts are presented clearly and conclusions are logical.

OBSERVATION PRACTICE	1 ECTS	Non-differentiated assessment	Lecturer: Meeli Männamäe
Objective	To introduce different aspects of social work and social services.		
Learning outcomes	Main topics	Assessment tasks	Assessment criteria
Students 1. Have gained an overview of the idea, provided services and clients of the institutions visited, they can fit the institutions into the social	A group of students visit different social welfare institutions. Students: 1. Create their observation objective. 2. Describe and analyse what	1. Report	Students are assessed positively if they have: <ul style="list-style-type: none"> • created objectives for the period; • discussed and assessed the experience and given reasons to their standpoints.

welfare system. 2. Discuss their experience during the practice period and give reasons.	they had seen. Give their opinions and share experience.		
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PRACTICE WITH CHILDREN	2 ECTS	Non-differentiated assessment	Lecturer: Helen Kool
Objective	To introduce techniques that are meant to educate children of special needs in education, behaviour and development.		
Learning outcomes	Main topics	Assessment tasks	Assessment criteria
Students 1. Analyse the practise base and associate it with Estonian welfare system. 2. Implements socio-pedagogical techniques. 3. Carry out different age related free time and socially supportive activities according to the needs of the group. 4. Analyse their own development, discuss the experience and give reasons.	Trainees learn through work, supervisors help them within their competencies and according to the professional ethics. The activities include: person-centred client work, carrying out specific tasks, and ongoing self-reflection.	1. Report	The report contains the personal objectives and tasks, introduction of the institution and the target group, practice log, the description and analysis of activities and socio-pedagogical techniques and self-reflection based on the objectives and the essence of the practice.

Assessment of the module: Assessment is non-differentiated. The pre-requisites are: reaching learning outcomes, participation in lectures and discussions, doing the practice tasks and assessment tasks.