

Erasmus Mundus

AALBORG UNIVERSITY

Lecture Plan

Cohort 5. 2017/2019

Module 6: Power relations and actor perspective (10 ECTS)

Social work is a field dominated by different interests and actors pursuing different perspectives and promoting conflicting interests, discourses, concepts, theories of and models for social work. Therefore social work is also a meeting point between powerful systems and often powerless citizens. Building on earlier ADVANCES modules covering the various structures and 'spaces' that exist to support well-being ('Critical Knowledge and Perspectives' and 'Working in Social and Public Spaces'), this module will focus on different theoretical approaches to the concept of power as well as different theoretical approaches to understanding the field of actors influencing and being influenced by social work practice. Actors in the field of social work are understood as individuals, professions, organizations, management, politicians, service users, organizations as well as discourses and social movements etc.

The particular focus on actor perspectives and power relations will provide students with an understanding of as well as ability to analyse and act within the complex structures, dynamics and mechanism which shape modern welfare states and social work practice. They will have the opportunity to explore and apply these ideas during the field placement in the field study module (Module 8)

Learning outcomes:

On completion of this module you will be able to:

- Demonstrate a comprehensive knowledge and understanding of main theories and research findings focusing on actor perspectives and power relations in general and specifically on the collaboration between service users and social workers/systems.
- Demonstrate a comprehensive knowledge of and a critical awareness about skills, methods and tools used in everyday meetings between service users and social workers/systems.
- Use knowledge of theories, research findings and of skills, methods and tools used in everyday meetings between service users and social workers/systems in critical and problem based analyses of power relations and actor perspectives both on a practical and on a more theoretical level.
- Use the critical and problem based analyses to evaluate how power relations and actor perspectives in social work influence the capacity to address service users - including a critical reflection on how the actual use of professional knowledge, values and ethics in everyday meetings between service users and the social worker/system influences the capacity to promote inclusion of marginalized people.
- Use this evaluation to suggest strategies for the development of social work which addresses and eventually transform power relations, actor perspectives as well as the capacity of social work to address service users.

Assessment:

On the basis of both lectures and common discussions of chosen subjects, you must write an essay. The essay is expected to be connected to the focus you have had in the Field Study and will have in the upcoming PBL-project. In that way all three modules at Aalborg University are linked. The essay is written individually and must be send it to the secretary electronic. See the semester schedule for the deadline.

Frames of the essay:

- Max. 3500 word
- In a word-file
- Line spacing 1½
- Font size 12
- Times new Roman
- Page numbers
- Harvard Reference system.
Please see
http://www.staffs.ac.uk/support_depts/infoservices/learning_support/refzone/harvard/
- The front page must include; Name and AAU study number, Title of the essay and Number of words.
- You will receive marks and written feedback in an email approximately four weeks after submission.

Guidelines for essays

According to the general plan, you are asked to write an essay focusing on questions of power relations and actor perspectives in social work. An essay is a certain genre within research discussions distinct from reviews, reports, monographs and research articles. An essay is a discussion of a wider material of contributions to our knowledge, whatever this is original research, theoretical contributions, exceptional data and whatever it might be. Quite often a research report begins with an essay telling the reader what have been suggested as conclusions from former research and from that it continues discussing what has to be investigated. A review is a more systematic presentation of different theoretical and empirical contributions within a certain field of research, where the author is supposed to do his best getting every contribution into consideration.

When writing essays the author have a certain freedom in focusing on selected contributions which he finds most interesting. In contrast to original research articles and reports, the essay does not include original empirical data. The thinking and theoretical considerations might be original and quite often essays have changed our way of thinking and understanding basic issues. Nevertheless, the material it refers to is expected to be rather common knowledge within the research community. Some research journals distinguish between 'essays', 'reviews' and 'original research'.

Like any other research article, the essay is expected to have a clear focus, dealing with a well-defined issue and have a clear argument for the relevance of its discussion. After having made this position clear to the reader, the essay continues with a presentation and discussion of selected contributions to the debate. Based on this discussion the author draws some conclusions concerning the issues presented in the beginning of the essay. These conclusions might focus on

possible synthesis, impossible arguments, ignored contradictions or other crucial issues that might be relevant to further research.

Thus the disposition of an essay might often be:

1. **Issues, problematics and context are introduced and defined.** Often held together with phrases like “In these years (...) which makes it relevant to look at (...) the importance of (...) the reason for (...) the consequences (...) what motives (...) what interests (...).
2. **A review of selected approaches, theories, empirical results, conclusions and considerations.** This is presented with sufficient references and careful respect for positions that differ from the position of the author. It is meant to be convincing to the people who might disagree or might be skeptical about the viewpoint of the author.
3. **A summary of general tendencies, positions, consensus, disagreement and ignored aspects that the author finds crucial to the discussion.** The review part of the essay (part 2) might have presented more than the author find strictly necessary, just to show that the author is aware of this material. In the third part of the essay the author feels free to tell the reader what the author regards as the general tendency or the most important aspects.
4. **Conclusions and perspectives.** On the background of part 3, the author draws some conclusions regarding theoretical questions presented in the beginning of the essay. Often held together with phrases like: “The discussion shows (...) necessary that we (...) have ignored important aspects (...) could be more qualified if (...) presuppose that future investigations (...)”.

When evaluating essays the judgment is most often concerned with the following more formal questions:

1. Is the issue well defined and clearly presented? Is it possible to see a clear cut focus all through the essay and is the conclusion strictly addressing the initial issues, arguments and material presented and surveyed in the essay?
2. Does the argument refer to a sufficiently broad selection of the literature and themes of the courses? Does it refer to serious sources whenever it presents facts or viewpoints that are not commonly accepted or sufficiently self-evident?
3. Does the essay address the basic theme of the course about power relations and actor perspectives?

And then of course it counts if the essay is original and surprising to the reader, having a good story line and a convincing argument.

As a part of the overall plan for the Aalborg modules, the essay follows the Field Study and the theoretical and empirical lectures on Power Relations and Actor Perspectives, as well as it precede the PBL-project. On this basis you can use the essay to investigate some of the basic question in the project you have already anticipated in the Field Study.

Grading Criteria's for Module 6: Power Relations and Actor Perspectives (10 ECTS)



advances

MA Advanced Development in Social Work
Module: Power Relations and Actor Perspectives

Cohort: 2015-2017

Learning Outcome		Demonstrate a comprehensive knowledge and understanding of main theories and research findings focusing on actor perspectives and power relations in general and specifically on the collaboration between service users and social workers/systems
-3	F	Unacceptable performance
00	Fx	Inadequate performance
2	E	Adequate performance
4	D	Fair performance
7	C	Good performance
10	B	Very good performance
12	A	Excellent performance
Learning Outcome		Demonstrate a comprehensive knowledge of and a critical awareness about skills, methods and tools used in everyday meetings between service users and social workers/systems
-3	F	Unacceptable performance
00	Fx	Inadequate performance
2	E	Adequate performance
4	D	Fair performance
7	C	Good performance
10	B	Very good performance
12	A	Excellent performance

Learning Outcome		Use knowledge of theories, research findings and of skills, methods and tools used in everyday meetings between service users and social workers/systems in critical and problem based analyses of power relations and actor perspectives both on a practical and on a more theoretical level
-3	F	Unacceptable performance
00	Fx	Inadequate performance
2	E	Adequate performance
4	D	Fair performance
7	C	Good performance
10	B	Very good performance
12	A	Excellent performance

Learning Outcome		Use the critical and problem based analyses to evaluate how power relations and actor perspectives in social work influence the capacity to address service users - including a critical reflection on how the actual use of professional knowledge, values and ethics in everyday meetings between service users and the social worker/system influences the capacity to promote inclusion of marginalized people.
-3	F	Unacceptable performance
00	Fx	Inadequate performance
2	E	Adequate performance
4	D	Fair performance
7	C	Good performance
10	B	Very good performance
12	A	Excellent performance
Learning Outcome		Use this evaluation to suggest strategies for the development of social work which addresses and eventually transform power relations, actor perspectives as well as the capacity of social work to address service users.
-3	F	Unacceptable performance
00	Fx	Inadequate performance
2	E	Adequate performance
4	D	Fair performance
7	C	Good performance
10	B	Very good performance
12	A	Excellent performance
Learning Outcome		Overall grading
-3	F	Unacceptable performance
00	Fx	Inadequate performance
2	E	Adequate performance
4	D	Fair performance
7	C	Good performance
10	B	Very good performance
12	A	Excellent performance

Specific comments:

Lessons

Power relations 1 - The Nordic welfare state. The 8th of February from 9.00 – 15.00, Room 63, Kroghstræde 7

Teacher: Per H. Jensen

This lecture is an introduction to characteristic features of the Nordic welfare state. Special focus will be on the historical development and interaction between the Nordic welfare state and labour markets. The Swedish Rein-Meidner model of the 1960-1970's will be compared to the Danish flexicurity model of the 2000's. The driving forces behind the two models will be discussed, and it will be illuminated how the different models frame social work differently.

Primary Literature

Rudolf Meidner (1997). The Swedish Model in an Era of Mass Unemployment. *Economic and Industrial Democracy*, Vol. 18: 87-97. (10 pages) (PDF, Send by mail)

T. Bredgaard, F. Larsen & P.K. Madsen (2008). Flexicurity: In Pursuit of a Moving Target. *European Journal of Social Security*, Vol. 10, no. 4, pp. 305-323. (18 pages) (PDF, Send by mail)

Born, A.W. & Jensen, P.H. (2010). Dialogued-based activation – a new “dispositif”? *International Journal of Sociology and Social Policy*, Vol. 30 Nos. 5/6, pp. 326-336 (10 pages) (PDF, send by mail)

Secondary literature:

Titmuss, Richard (1974). *Social Policy*. London: Allan and Unwin, pp. 23-32.

Barbier, Jean-Claude. (2004). “Systems of social protection in Europe: Two contrasted paths to activation, and maybe a third”, in J.Lind, H. Knudsen and H. Jørgensen, eds., *Labour and Employment Regulation in Europe*. Brussels: F.I.E.-Peter Lang, Ch. 9.

Esping-Andersen, Gøsta (1990). *The Three Worlds of Welfare Capitalism*. Cambridge: Polity Press. pp. 10-54

Pierson, Paul (2000). “Increasing Returns, Path Dependence, and the Study of Politics”, *American Political Science Review*, vol.92, no. 4, pp. 251-67.

H. Ganssmann (2000). Labour Market Flexibility, social protection and unemployment. *European Societies*, Vol. 2, No. 2, pp. 243-269

Power relations 2 - Social work, mass media and public opinion. The 12th of February from 9.00 – 15.00, Room 63, Kroghstræde 7

Teacher: Christian Albrecht

Social work is embedded national political and institutional contexts, which influence the amount of resources provided to weak groups and the character of public policies (e.g. the balancing between “harsh” workfare policies and “soft” human resource policies). One of these contextual factors is public opinion towards “the poor” and the dominant discourses about the causes of poverty. The lecture will demonstrate that public opinion toward “the poor” varies considerable across Western countries and it will be argued that this is crucial for understanding variations in the public policies across countries. The lecture will also discuss the origin of these variations in public opinion with an emphasis on the effect from mass media and the programmatic structure of the welfare state.

Literature:

Larsen, C. A. (2008). “The Institutional logic of Welfare Attitudes: How Welfare Regimes Influence Public Support.” *Comparative Political Studies* 41: 145–168 (23 pages)
<http://cps.sagepub.com/content/41/2/145.full.pdf+html>

Larsen, CA 2008, 'The political logic of labour market reforms and popular images of target groups' *Journal of European Social Policy*, vol 18, no. 1, pp. 50-63. (13 pages) DOI: 10.1177/0958928707084451
<http://esp.sagepub.com/content/18/1/50.full.pdf+html>

Larsen, CA & Dejgaard, TE 2013, 'The Institutional Logic of Images of the Poor and Welfare Recipients. A Comparative Study of British, Swedish and Danish Newspapers' *Journal of European Social Policy*, vol 23, no. 3, pp. 287-299. DOI: 10.1177/0958928713480068
<http://esp.sagepub.com/content/23/3/287.full.pdf+html>

Power relations 3* – Disability politics and rehabilitation. The 14th of February from 9.00 – 15.00, Room 63, Kroghstræde 7

Teacher: Kjeld Høgsbro

Disability politics has a long history where user organizations have tried to influence national and international institutions as regard international conventions and the development of national public services. The course will investigate different aspect of this development and look at factors that influence both our basic understanding of disability and the rehabilitation programs that has been developed on the national level.

Literature:

Høgsbro K. 2012. Social Policy and Self-help in Denmark - a Foucauldian Perspektive. *International Journal of Self Help & Self Care* 6 (1): 43-64. (21 pages) **(Self copy)**

Thomas C. 2007. *Sociologies of Disability and Illness.*: Palgrave-Macmillan. S. 15-48. (33 pages) **(Self copy)**

Høgsbro K. and Ringø, P. 2017. The conception of disability and mental illness in advanced welfare states – A review and a proposal (Cap. 13. In Kjeld Høgsbro and Ian Shaw. ed. 2017. Social Work and Research in Advanced Welfare States. Routledge

Power relations 4* – Power relations and service user perspectives. The 16th of February from 9.00 – 15.00, Room 63, Kroghstræde 7

Teacher: Lars Uggerhøj and Maja Lundemark

Service users over the past 15-20 years have changed position from being clients to becoming users. The change has raised a debate of how this new position influences their status and their relationship to social workers and authorities. But also how and if the change in position and the development of social work can influence the build in power relations between authorities and service users. During the lecture we will examine and discuss both studies of service user needs in and experiences from social work and findings and understandings of whether or how the professional social worker is able to handle the challenges of involving service users more and of working with power in his/her everyday practice.

Literature:

Uggerhøj, Lars (2014) Cap. 13. 'The Powerful meeting between Social Workers and Service Users: Needs, Barriers and Possibilities in Participation Processes in Agency Settings' in Matthies, Aila-Leena and Uggerhøj, Lars 'Participation, Marginalization and Welfare Services – Concepts, Politics, and Practices Across European Countries, Ashgate, England (18 pages) ISBN 9781409463528

Andersen, M.L. (2016) Who is in need of empowerment? Social Work with Young people with ADHD. Revista de Asistenta Sociala, Anul XV, No 2/2016 pp 109-122

Power relations 5* – Organizations as a frame for social work. The 19th of March from 9.00 – 15.00, Room 63, Kroghstræde 7

Teacher: Janne Seemann

The purpose of the lecture is to give a tentative overview of organization theory and present selected core concepts useful for analyzing and understanding organizations. A special focus will be on Organizational Culture- The following themes/content will be presented:

- a. What is organization theory and its implications for social work
- b. The concept of Organizational Structure (short)
- c. The concept of Organizational Culture (most intensive)
- d. Discussions ad hoc

Literature:

Chap. 1, 6 and 7 in: Hatch, M. with Ann Cunliffe (2012): Organization Theory, Modern, Symbolic and Postmodern Perspectives, Oxford University Press , 3rd revised edition(**Self copy**)

Power relations 6 - Power and theories, methods and perspectives in social work. The 16th of March from 9.00 – 15.00, Room 63, Kroghstræde 7

Teacher: Lars Uggerhøj

How does Social Work Perspectives, Theories and Methods relate to Service User involvement? Are the different approaches empowering Service Users or are they rather supporting the powerful position of the Social Workers? These are some of the questions we will analyze and discuss whilst approaching one of the concepts for understanding social work theories. Through the understandings of Malcolm Payne and his categorization of Social Work Theories and Perspectives it is possible to see if there are differences, what the differences are and what kind of consequences these differences might have on Service User involvement in Social work.

Literature:

Payne, Malcolm (2005) *The Construction of Social Work Theory* in Payne, Malcolm *Modern Social Work Theory*, New York: Palgrave Macmillan (21 pages) **(Self copy)**

Payne, Malcolm (2005) *Using Social Work Theory in Practice* in Payne, Malcolm *Modern Social Work Theory*, New York: Palgrave Macmillan (16 pages) **(Self copy)**

Power relations 7 – Migration. The 19th of March from 9.00 – 15.00, Room 63, Kroghstræde 7

Teacher: Marianne Skytte

Focus is today on the challenges international migration presents to the migrants themselves, the immigration communities in general, social work - and with an example from the Nordic welfare states. Together we will look at how intersecting power relations influence the discussions of 'the migrant question', solidarity, citizenship, national identity and the 'other'. And we will discuss how this challenge and influence social work.

Brochmann, Grete & Anniken Hagelund. 2011. Migrants in the Scandinavian welfare state. The emergence of a social policy problem. In *Nordic Journal of Migration Research*, vol. 1, no. 1, pp. 13 - 24 (download via aub.aau.dk)

Yuval-Davis, Nira. 2006. Belonging and the politics of belonging. I *Pattern of Prejudice*, vol. 40, no, 3, pp 197-214 Download via www.aub.aau.dk or

<http://www.tandfonline.com/doi/abs/10.1080/00313220600769331>

Yuval-Davis, Nira. 2012. An Intersectional Gaze at Nationalist Projects: Women and Men of Particular Contexts. Attend the lecture (58 min.) at <http://www.youtube.com/watch?v=OiOAdou8B9o>

Supplementary:

Lund Thomsen, Trine. 2010. Conceptual reflections – transcending the legal aspects of irregular migration. Pp. 27 – 47 in Trine Lund Thomsen, Martin Bak Sørensen, Susi Meret, Kristen Hviid & Helle Stenum (red.) *Irregular Migration in a Scandinavian Perspective*. Maastricht: Shaker Publishing

UN 17 goals to transform our world - <http://www.un.org/sustainabledevelopment/>

Power relations 7 – Workfare - Flexicurity in a new paradigm of workfare and social policy. The 12th of February from 9.00 – 15.00, Room 63, Kroghstræde 7

Teacher: Flemming Larsen

Flexicurity (with flexibility and social security as being complementing parts) has been affiliated with the success of the Nordic/Danish welfare state. However, this balance has in recent year been changes as social work has become increasingly linked to an active paradigm (as seen within most of the western welfare states). In Denmark the workfare policies have moved gradually closer to the marginalised clients, who often have substantial social and/or mental problems in addition to their status as unemployed. Taking a point of departure in the broader concepts of flexicurity and workfare, we will discuss recent years reforms and how these influences welfare state developments and social work at the frontline of these.

Literature:

Bredgaard, Thomas; Larsen, Flemming; Madsen, Per Kongshøj (2008) Flexicurity: in Pursuit of a Moving Target. I: *European Journal of Social Security*, Vol. 10, Nr. 4, 2008, s. 305-323. (19 pages) (PDF, Blackboard)

Brodkin, Evelyn and Flemming Larsen (2013) "Changing Boundaries: The Policies of Workfare in the U.S. and Europe". *Poverty & Public Policy. A Global Journal of Social Security, Income, Aid and Welfare*. Vol 5. Issue 1, page 37-47. (11 pages) (PDF, Blackboard)

Power relations 9 – Theories of power and actor perspectives (I). The 23rd of March from 9.00 – 15.00, Room 63, Kroghstræde 7

Teacher: Jakob Skjøtt-Larsen

In this part of the course we will focus on the concept of power in the work of Pierre Bourdieu. Following Bourdieu, power does not have to be exercised as deliberate actions, and relations of dominance are often not recognized as such by the agents involved. We set out by exploring central concepts from the theoretical framework developed by Pierre Bourdieu. Examples from a study on class and symbolic power is used to illustrate how relations of power and dominance can be related to social, spatial and mental structures. Excerpts from *Weight of the World* are used as inspiration for a final debate on the relevance of a Bourdieusian perspective on power.

Literature:

Mik-Meier, N. and Villadsen, K. (2013): Power and welfare: Understanding Citizen's Encounters with State Welfare. Oxon: Routledge. (pp. 48-67). (19 pages) (Self Copy) (blackboard PDF)

Bourdieu, Pierre (1989): 'Social Space and symbolic power' in *Sociological Theory*, Vol. 7, No. 1., pp. 14-25. (11 pages) (PDF, Blackboard)

Bourdieu, Pierre (1999) *The Weight of the World*. Cambridge: Polity Press. Pp 181-202. (19 pages) (PDF, Blackboard)

Power relations 10* – Recognition and judgement in social work. The 4th of April from 9.00 – 15.00, Room 63, Kroghstræde 7

Teacher: Søren Juul

The lesson is a discussion of the forms of judgement which today dominate ideas and practices in the social institutions and function as a regulative idea for practice. The perspective is critical theoretical and anchored in the idea of recognition which the German philosopher GWF Hegel formulated in the beginning of the 19th century, and which philosophers of our own time have rethought and reformulated - not least the German philosopher Axel Honneth.

Literature:

Søren Juul: *Recognition and Judgement in Social Work*. I: European Journal of Social Work. Volume 12, Number 4. December 2009. pp. 402-417, Routledge. (15 pages) (PDF, Blackboard)

Søren Juul: *The ideal of solidarity and the transformation of the welfare state*. In *Solidarity in Individualized Societies – Recognition, justice and good judgment*. Page 165-187. Routledge (23 pages)

Power relations 11 – Theories of power and actor perspectives (III) - Foucault, Governmentality, Critique. The 5th of April from 9.00 – 13.00, Room 63, Kroghstræde 7

Teacher: Mathias Herup Nielsen

Most theories of power address power as being something that certain people have whilst others do not. Such theories then attempts to explain how is it that those who have power exercise that power over others; that is to say, they attempt to explain how they get others to behave in specific sorts of ways.

The research and writing of the French philosopher and historian, Michel Foucault, move in a different direction. Here, power is not viewed as a possession that some have and others do not. Rather than produce a theory of power Foucault produced a number of historical studies that questioned power as being a relation in which some act upon the actions of others and in terms of the specific techniques that allow for that relation to be exercised. In unpacking this relational conceptualization of power we will discuss a number of historically specific technologies of power—discipline, pastoral power, and bio-political power—and discuss some questions of method by which to interrogate power.

Literature:

Foucault, Michael (1982), "The Subject and Power", in *Critical inquiry*, 8 (4), 777-795 (19 pages) (PDF, Blackboard)

Dreyfus, H. and P. Rabinow: *Introduction* from "Michel Foucault – Beyond Structuralism and Hermeneutics" (PDF, Blackboard)

Power relations 12 – Theories of power and actor perspectives (II). The 6th of April from 9.00 – 15.00, Room 63, Kroghstræde 7

Teacher: Maria Appel Nissen

These lessons introduce to a theoretical perspective on power relations as being shaped by organisations and within interactions including professionals and clients. Besides introducing to a system theoretical concept of power, the lessons exemplify how power is both embedded in an organizational context and is constituted through complex communicative interactional negotiations and processes of decisions. A major point is that power is not a zero-sum-game. The generation of power is a social endeavour, which can lead to both a mutual increase and a decrease in the power (or powerlessness) of actors. The lessons will include an exercise in analysing power relations in social work interactions concerning child welfare.

Literature:

Luhmann, N. 1979, "Chapter 1: Power as a Communication Medium" and "Chapter 2: The role of action", In *Trust and Power*: John Wiley and Sons: 109-126 (18 pages) (PDF, Blackboard)

Villadsen, K. and Mik-Meyer N. 2013: "Chapter 5: Niklas Luhmann: Welfare in Communicative Systems" *Power and Welfare: Understanding Citizens' Encounters with State Welfare*, Routledge: 67-87 (21 pages) **(Self copy)**

Supplementary:

Borch, C. 2011, "The Functional Differentiation of Modern Society. In: Borch, C. *Niklas Luhmann*. Routledge: 66-92 (34 pages)

Open Office. The 5th of April from 13.00-15.00. Room 63, Kroghstræde 7

Teacher: Kjeld Høgsbro

Module 7: Problem Based Learning in studying power relations and actor perspectives in social work (15 ETCS)

Problem and Project Based Learning (PBL) is an approach to teaching, learning and research practice based on the idea that the students' wondering and reflections should guide the learning process and the definition of the problem to be studied. The problem in focus must refer to theoretical, methodological, empirical and practical problems within the field of study. PBL is thus an appropriate approach when doing research in different European contexts characterized by different interests and actors pursuing and promoting conflicting perspectives and interests, discourses, concepts, theories and models of social work. PBL encourages students to do research in such a context in an independent, reflective and knowledge based way.

Drawing on the long history of PBL at Aalborg University, the module will focus on the *principles* and *practical* forms of the PBL-model and the *theories* and *methods* of PBL including practical guidelines on how to conduct Problem and Project Based Learning when doing research on social work issue.

Learning Outcomes

On completion of this module you will be able to:

- Demonstrate advanced knowledge about and understanding of the theory and methods of problem based learning.
- Define problems to be studied, study, analyze and critically reflect over power relations and actor perspectives in a problem based way.
- Develop and undertake problem based research in complex context in an independent, reflective and knowledge based way with a clear reference to theoretical, methodological, empirical and practical problems of knowledge within the field of study.
- Take responsibility for your own learning processes and academic advancement individually and in cooperation with other actors.

Assessment:

The assessment values your knowledge, skills and competences to do problem based research in complex contexts in an independent, reflective and knowledge based way. This involves knowledge about the power relations and actor perspectives at play in the particular field of study including the field study. It also involves a clear reference to the theoretical, methodological, empirical and practical problems of knowledge within the field of study. Finally it involves looking at your capability to reflect on your own processes of learning, your academic advancement individually and in cooperation with others with a reference to theories and methods of PBL. The final grade is based on how you meet this in the written report as well as in the oral examination. The written part counts 50 % and the oral part counts 50 %.

All though the assessment of this module integrates knowledge from module 6 and 8 it represents an independent assessment.

Groups:

The project is written in groups of 3-4 students.

Supervision:

Groups are assigned a supervisor from the teaching team.

The supervisor is a coach and a 'critical friend' who is expected to inspire and help the group during the writing and researching process. The supervisor is not an oracle and is not responsible for the project. The group is responsible for the project and can choose to use advices or feedback from the supervisor as inspiring reflection, but is not forced to follow advices from supervisor.

Groups of three will have a maximum of 9 hours supervision.

Groups of four will have a maximum of 12 hours supervision.

Groups are responsible to arrange meetings with the supervisor. Groups are advised to send written discussions papers/sections and an agenda to each meeting with the supervisor – and hereby underline what you would like to discuss and get feedback on.

Project seminar (midway):

Groups and representatives from the teaching team will meet once during the project process in a seminar.

To make it possible to have both specific and general discussions groups must send in 1-2 pages describing their theme and some provisional thoughts of how the project will be designed. The group can also add questions to be discussed if needed.

Each group will present their paper and will get feedback on their paper. The feedback will be given by both the teachers and a fellow group of students.

All groups are expected to read all papers.

Frames of the project:

Project size:

- Max. 12.250 words for groups of three
- Max. 14.000 words for groups of four
- Line spacing 1½
- Font size 12
- Times new Roman
- Page numbers
- Harvard Reference system. Please see http://www.staffs.ac.uk/support_depts/infoservices/learning_support/refzone/harvard/
- The front page must include; Title of the project, Names of group member and their AAU study number, Name of the supervisor and Number of words

You must hand in **3 hard copies** of the project and **one electronic copy**. See the semester schedule for the deadline

Examination:

- The written project is defended in an oral group-exam.
- The oral exam is led by the supervisor.
- Students have 5 minutes each to present a specific issue and/or discussion from the project. As both supervisor and the internal examiner have read the project an oral summary of the rapport is not expected.
- After the presentation students and supervisor/examiner will discuss selected parts of the project and the presentations. Both supervisor and examiner pose questions and launch discussions. Supervisor and examiner questions can be posed based on the written report, based on the student presentations, based on the discussion and on reading from the module. Students, supervisor and examiner must be aware to make room for all students to participate in the discussions.
- The oral examination will last maximum one hour for groups of three students and one hour and fifteen minutes for groups of four students. Immediately after the oral exam students will leave the room while the supervisor and the examiner will discuss the exam and vote for the marks.
- The examination covers presentations, discussions and voting.
- Groups will receive marks and oral feedback just after the voting. Marks will be given individually to members of the group.

Grading Criteria's for Module 7: Problem Based Approaches in Social Work (15 ECTS)



advances

MA Advanced Development in Social Work

Module: Problem Based Learning

Cohort: 2015-2017

Learning Outcome		Demonstrate advanced knowledge about and understanding of the theory and methods of problem-based learning
-3	F	Unacceptable performance
00	Fx	Inadequate performance
2	E	Adequate performance
4	D	Fair performance
7	C	Good performance
10	B	Very good performance
12	A	Excellent performance

Learning Outcome		Define problems to be studied, study, analyse and critically reflect over power relations and actor perspectives in a problem based way
-3	F	Unacceptable performance
00	Fx	Inadequate performance
2	E	Adequate performance
4	D	Fair performance
7	C	Good performance
10	B	Very good performance
12	A	Excellent performance

Learning Outcome		Develop and undertake problem based research in complex context in an independent, reflective and knowledge based way with a clear reference to theoretical, methodological, empirical and practical problems of knowledge within the field of study.
-3	F	Unacceptable performance
00	Fx	Inadequate performance
2	E	Adequate performance
4	D	Fair performance
7	C	Good performance
10	B	Very good performance
12	A	Excellent performance
Learning Outcome		Take responsibility for their own learning processes and academic advancement individually and in cooperation with other actors.
-3	F	Unacceptable performance
00	Fx	Inadequate performance
2	E	Adequate performance
4	D	Fair performance
7	C	Good performance
10	B	Very good performance
12	A	Excellent performance
Learning Outcome		Overall grading
-3	F	Unacceptable performance
00	Fx	Inadequate performance
2	E	Adequate performance
4	D	Fair performance
7	C	Good performance
10	B	Very good performance
12	A	Excellent performance

Specific comments:

Lectures

PBL 1: The AAU model an introduction. The 5th of February from 9.00 – 13.00, Room 63, Kroghstræde 7

Teachers: Lone Krogh

The aim with the teaching will be to introduce students to the PBL model, as it is practiced at Aalborg University. Focus will be on the PBL model as a teaching and learning principle *and* a learning method, very closely connected to the research proces/ research methodology processes. From the perspective of university teaching, it is the most outstanding teaching method of practicing research based teaching.

During the teaching we will review the philosophy of learning underlying the model. And we will discuss and work with the central components of the model, i.e. problem formulation, teamwork, students' self- management and group processes, as well as the project organization. – Furthermore we will address s-student- teacher relationships.

The teaching course will be a blend of presentations, discussions and group work.

Literature:

Savin-Baden M. & C.H. Major (2004). Problem-based learning and theories of learning. Open University Press (12 pages) (PDF, Blackboard)

Krogh L. & A.A. Jensen (2013). The development of PBL-methodologies in Denmark and current challenges in eds. Krogh L. & A.A. Jensen Visions, Challenges and Strategies – PBL principles and methodologies in a Danish and Global perspective. Aalborg University Press. (10 pages) (PDF, Blackboard)

Laursen E. (2013). PBL: a flexible model addressing the problems of transfer in eds. Krogh L. & A.A. Jensen Visions, Challenges and Strategies – PBL principles and methodologies in a Danish and Global perspective. Aalborg University Press. (12 pages) (PDF, Blackboard)

Principles of problem and project based learning, The Aalborg PBL model. Aalborg University 2,10. (24 pages) (PDF, Blackboard)

PBL 2: Issues and problematics in problem based learning. The 13th of February from 9.00 – 15.00, Room 63, Kroghstræde 7

Teacher: Kjeld Høgsbro

The lecture will introduce the students to the process of defining issues and subjects for investigation. The links between issues, relevance, methodological and theoretical references and hypothesis', assumptions and expectations will be clarified.

Concurrently the lecture will discuss the different approaches to explorative and deductive designs with a special focus on the study of institutional structures, dynamics and conflicts. The concept of 'problematics', as it is used within the tradition for institutional ethnography, and its relevance to PBL will be drawn into the discussion.

Literature:

Hammersley M, and Atkinson P. 2007. Research design – problems, cases and samples. In Ethnography - principles in practice. Third edition. New York: Routledge. P. 20-40. (20 pages)(**Self Copy**)

Smith D. 2005. Knowing the social – an alternative design. In Institutional Ethnography - A Sociology for People. Toronto: AltaMira. P. 27-45 (19 pages) (PDF, Blackboard)

PBL 3: Writing projects. The 16th of April from 9.00-13.00, Room 63, Kroghstræde 7

Teacher: Kjeld Høgsbro

Intro: In starting up the process of the students group-based project-work this workshop brings good advice in structuring an academic project (what is a problem, how to collect data, how to analyze etc.) and invites the students to come up with themes and project-ideas to be discussed and developed further on.

The preparation for attending the workshop consists of writing approximately 2 pages concerning the project's theme and problem to be dealt with, and also pinpointing the structure and ambition of the project. This project-idea is to be presented and discussed at the workshop.

Literature:

Peter Haisler (2011): How to write a good research paper, Frederiksberg: Samfundslitteratur **(You will have to buy this book)**

The book can be bought here: <http://www.academicbooks.dk/how-to-write-a-good-research-paper/peter-haisler/9788759397787>

PBL Seminar: Project discussions. The 16th of May from 9.00-13.00, Room 63, Kroghstræde 7

Teacher: Søren Juul and Lars Uggerhøj

Module 8: Field study focusing on power relations and actor perspectives in social work (Methods) (5 ETCS)

Observation, research and immersion in a particular '*field*' or *setting* are ways of gaining access to *deeper structures* underneath the surface of institutional relations and dynamics. Fieldwork is thus a useful tool for individual reflection by practitioners and for broader social work knowledge since it allows for the careful investigation of *the interaction between different actors* on different organizational levels as they define social work issues and types of social work practice. It investigates interaction in time and space as kept together by institutional regulations as well as *procedures defined formally* by legislation or informally by *local norms and expectations*. Lectures will introduce students to approaches to and methods for doing field study (e.g. hermeneutics, phenomenology, grounded theory and institutional ethnography). In relation to this there will be a particular focus on the *ethical implications* of doing field study for the purpose of studying power relations and actor perspectives.

During their field study, students will collect *different sources of data* that help them to discuss and apply different theoretical approaches in identifying and analyzing which actor perspectives and power relations are involved in the practical production of welfare within the specific setting. In particular, students are expected to identify the *institutional consequences of conflicting interests* and different actors pursuing different perspectives. After having collected their data, the students will present their fieldwork reflections (initial analysis) and the key '*problematic*' characterizing the *institutional setting* in a seminar.

Learning outcomes

On completion of this module you will be able to:

- Conduct Field Study in institutional contexts characterized by a complexity of power relations and actor perspectives – and to reflect theoretically, methodologically and ethically over the role of and competences of the field worker e.g. the competences to address and communicate about power relations and actor perspectives.
- Identify, analyze and understand how actor perspectives and power relations are at work and constitute complex dynamics within social work practice.
- Generate knowledge about various institutional contexts and actors of welfare production and social work practice including social work actors.
- Participate in the critical evaluation and investigation of institutional structures in the development of welfare institutions and social work practice.

Assessment:

Assessment is made on the basis of presentation and discussions of the Field Study including the initial analysis of power relations and actor perspectives.

You are expected – in groups – to present the results of the Field Study to representatives from the teaching team and your co-students. The presentation will, together with your ability to defend your reflections in the following discussion, form the basis for the assessment. The assessment values your ability to form initial analysis of power relations and actor perspectives as well as your ability to reflect theoretically, methodologically and ethically on process of field study including your role during the field study. The presentation and discussion will be marked as either passed or failed.

Groups:

Groups of 3-4 students will be established in the beginning of the semester. Groups are established on the basis of common research interest/focus. Groups will be established on a seminar including both students and representatives from the teaching team.

Examination:

Each group will present the results of the Field Study to representatives from the teaching team and your co-students at a seminar. Each group will have one hour - 30 minutes is expected to be presentation and 30 minutes is expected to be discussions.

Proposed Field Study Presentation Guideline

The Field Study presentation is focusing activities done in the field and academic skills acquired during the Filed Study

Underneath is a suggested outline for the presentation of the Field Study to be possibly used at the assessment seminar:

Introducing the Field Study placement

- Overview of the Field Study placement and their activities
- Discussion of the primary functions/structure/aims of the Organization/Association and their role within this

Work done and lessons learnt

- Brief description of task undertaken by students
- Description of skills learned from the Field Study
- Describe if it has been possible to relate lectures, readings and theories from class to the Filed Study - and in what way
- Discuss any major surprises

Conclusion

- Describe if and how it is possible to use skills and knowledge obtained from the Field Study in the further study

References

Grading Criteria's for Module 8: Problem-based field study – power relations and actor perspectives in everyday social work (5 ECTS)



advances

MA Advanced Development in Social Work

Module: Field study

Cohort: 2015-2017

Learning Outcome	Able to conduct field study in institutional contexts characterized by a complexity of power relations and actor perspectives – and to reflect theoretically, methodologically and ethically over the role of and competences of the field worker e.g. the competences to address and communicate about power relations and actor perspectives.
Failed	
Passed	
Learning Outcome	Able to identify, analyse and understand how actor perspectives and power relations are at work and constitute complex dynamics within social work practice.
Failed	
Passed	
Learning Outcome	Able to generate knowledge about various institutional contexts and actors of welfare production and social work practice including social work actors
Failed	
Passed	
Learning Outcome	Able to participate in the critical evaluation and investigation of institutional structures in the development of welfare institutions and social work practice
Failed	
Passed	
Learning Outcome	Overall grading
Failed	
Passed	

Specific comments:

Lectures

Seminar. The 6th of February from 9-13, Room 63, Kroghstræde 7

Teacher: Kjeld Høgsbro and Lars Uggerhøj

Field study presentations, forming groups and developing research questions

Field Study 1: Hermeneutics, Phenomenology and the concept of culture. The 20th of February from 9.00-15.00, Room 63, Kroghstræde 7

Teacher: Kjeld Høgsbro

The lecture will introduce the students to the basic issues of hermeneutics, its history and its transformations into modern social theory in the form of structuralistic and phenomenological approaches. The lecture will further introduce the students to the different concepts of culture and the basics of cultural studies, grounded theory, institutional ethnography, urban anthropology and phenomenological life-world studies. The lecture will furthermore address analytical issues such as identification of cultural premises and cultural themes.

Literature:

Schutz A, and Luckmann T. 1989. The life-world as the province of practice. In *The Structures of the Life-world*. Vol II.: Northwestern University Press. P. 1-21 (21 pages) **(Self Copy)**

Polkinghorne, Donald 1983. Existential-phenomenological and hermeneutic systems. In *Methodology for the Human Sciences*. State University of New York Press. P. 201-240 (39 pages) **(Self Copy)**

Spradley J. 1979. Discovering cultural themes. In *The Ethnographic Interview*. Florida: HBJ Publ. P. 185-202. (19 pages) **(Self Copy)**

Field Study 2: Field studies focusing on professional discourses, professional intervention and user perspectives. The 21st of February from 9.00-15.00, Room 63, Kroghstræde 7

Teacher: Kjeld Høgsbro

The lecture will focus on different ways to organize studies of interaction between users and professionals in institutional settings. It will introduce the students to the usage of professionals and users as informants and as subjects of investigation. The concepts of 'setting' and 'case' and the analysis leading to determining the setting of a certain intervention will be presented. Furthermore the lecture will discuss research issues such as choice of design, gatekeepers and relations to the field, Life-world and everyday life of the subjects and the relation between case and context.

Literature:

DeVault M.L. and L. McCoy 2006. Institutional Ethnography: Using interviews to investigate ruling relations. In Smith D. ed. 2006. *Institutional Ethnography as Practice*. Toronto: Rowman & Littlefield Publishers, Inc. P 15-44. (29 pages) **(Self Copy)**

Høgsbro K. 2010. SIMREB - Towards a systematic inquiry into models for rehabilitation. *Scandinavian Journal of Disability Research* 12 (1): 1-18. (18 pages), (PDF, Blackboard)

Hammersley M, and Atkinson P. 2007. Access. In *Ethnography - principles in practice. Third edition*. New York: Routledge. P. 41-62. (21 pages) **(Self Copy)**

Høgsbro K. 2017. Institutional Ethnography for people in a vulnerable and oppressed situation (Cap. 8). In Kjeld Høgsbro and Ian Shaw. ed. 2017. *Social Work and Research in Advanced Welfare States*. Routledge .

Field Study 3: Complex designs, ethical considerations and thick description. The 22nd of February from 9.00-15.00, Room 63, Kroghstræde 7**Teacher: Kjeld Høgsbro**

The lecture addresses the ethical considerations with respect to the situation of the informants and the subjects of the investigation. Validity and evidence of investigations using mixed methods and complex designs are subjects for discussion as well as quality and scientific status and presenting results as 'thick descriptions'. The responsibility of the researcher and ways of presenting the results of the investigation will be topics for considerations. The lecture will furthermore address analytical issues such as the use of photography, documents and artefacts.

Literature:

Hammersley M, and Atkinson P. 2007. Ethics. In *Ethnography - principles in practice. Third edition*. New York: Routledge. P. 209-229 (20 pages) **(Self Copy)**

Spradley J. 1979. Writing an ethnography. In *The Ethnographic Interview*. Florida: HBJ Publ. P. 204-216 (13 pages) (PDF, Blackboard)

Pink S. 2001. The visual in ethnography - video, culture and individuals. In *Doing Visual Ethnography*. London: Sage. P. 17-29 (13 pages) **(Self Copy)**

Assessment seminar. The 14th of March from 9.00-13.00, Room 63, Kroghstræde 7**Teachers: Kjeld Høgsbro and Pia Ringø**

Field study presentations

Introduction to writing an essay. The 14th of March from 13.30-14.30, Room 63, Kroghstræde 7

Teacher: Kjeld Høgsbro
Introduction to writing an essay